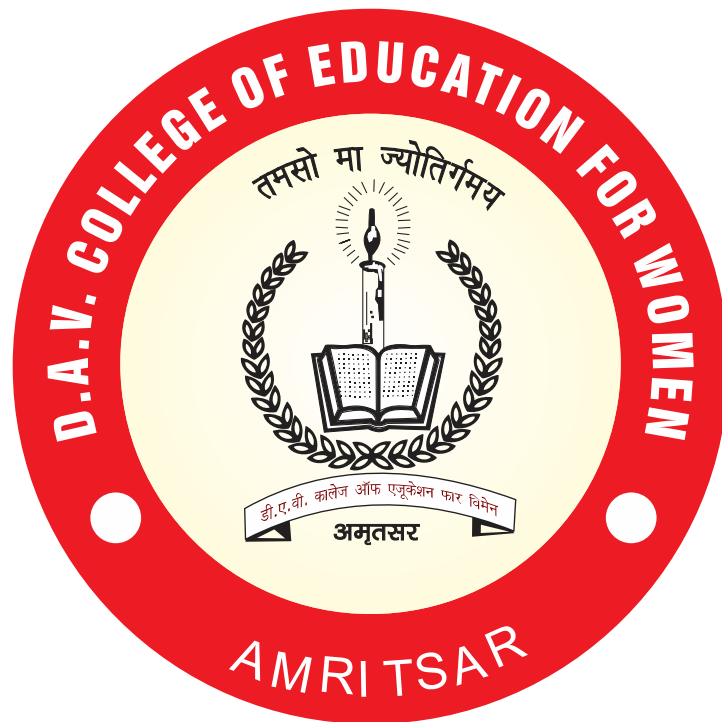


SELF-APPRAISAL REPORT

Submitted to NAAC

For Re-Assessment and Re-Accreditation

2015



DAV COLLEGE OF EDUCATION FOR WOMEN

Opposite Beri Gate, Amritsar. Punjab – India

Ph: (O)+91-183-2543031 Fax: +91-183-2541564 Cell : +91-9530851991

Email: dav_educollege@yahoo.com, Website : www.daveducation.org

Managed By
DAV College Managing Committee, New Delhi

STATEMENT OF COMPLIANCE

(Affiliated/Constituent/Autonomous Colleges and Recognised Institution)

This is to certify that D.A.V. College of Education for Women, O/s. Beri Gate, Amritsar (Punjab), fulfills all norms ...

...Stipulated by the affiliating University and/or

Regulatory Council/Body (such as UGC, NCTE, SCERT etc.)

Affiliation and recognition (if applicable) is valid as on date.

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of condition by the institution will be sent.

It is noted that NAAC accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Dr. Anita Menon
Principal
DAV College of Education
for Women, Amritsar

Date : December 31, 2015

Place : Amritsar



DECLARATION BY THE HEAD OF THE INSTITUTION

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

This SAR is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.

*Dr. Anita Menon
Principal*

Date : December 31, 2015

Place : Amritsar



OUR INSPIRATION

We draw inspiration from our rich and diverse cultural heritage; immense, natural and human resources; our saints, thinkers, philosophers and educationists and above all our rich Vedic heritage.

VISION STATEMENT OF THE INSTITUTION

Our vision is to make DAV College of Education for Women, Amritsar, a model Teacher Education Institution and give the nation the best teachers who would provide leadership in all the spheres of life through innovative, value-based ideas.

We share our vision with Gurudev Rabindranath Tagore who aspired to make our nation as has been best described in the following lines.

- *Where the mind is without fear and the head is held high*
- *Where knowledge is free*
- *Where the world has not been broken up into fragments by narrow domestic walls*
- *Where words come out from the depth of truth*
- *Where tireless striving stretches its arms towards perfection*
- *Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;*
- *Where you lead the mind into ever widening thought and action,*
- *Into that heaven of freedom, my Father, let my country awake.*

MISSION OF THE INSTITUTION

Our mission is to undertake a journey towards excellence in teacher education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources.

GOALS OF THE INSTITUTION

We are committed to:

- *Achieve excellence in Education and Research*
- *Empower Women*
- *Promote Human Values*
- *Mobilize Community towards Social Upliftment*
- *Globalize Indian Culture*

OBJECTIVES OF THE INSTITUTION

In order to achieve the set goals, our strategic objectives are:

- *Provide quality pre-service teacher education including sufficient theoretical and practical knowledge of skills, developing teaching competencies, understanding interests and attitudes to produce enthusiastic, creative, confident, assertive, innovative, knowledgeable, research - oriented, competent teachers.*
- *Update and improve the professional knowledge regularly.*
- *Promote research in general and action research in particular to develop innovations in teacher education, in order to improve the quality of education at various levels.*
- *Empower women teachers associated with this institution through knowledge and skills so as to enable them to meet the challenges of life and profession and to empower women from down trodden sections of society. This will enable them to work as agents of social change and justify their role as nation builders.*
- *Prepare the teachers for shouldering responsibilities inherent in the teaching process towards students, colleagues, parents, community and nation.*
- *Help teacher trainees and teacher-educators to understand, appreciate and imbibe the Vedic philosophy as propagated by Swami Dayanand Saraswati and other great philosophers and educationists.*
- *Foster understanding, love and respect for cultural and historical identity of India and a feeling of brotherhood for mankind among the teacher trainees and teacher-educators*
- *Develop scientific temperament among student-teachers and teacher-educators.*
- *Sensitize the teacher trainees towards environment by inculcating civic sense and dignity of labour in them so that they may contribute their best towards welfare of life on the globe.*
- *Sensitize teacher-educators and student-teachers towards all round and balanced development of personality.*

BRIEF INTRODUCTION OF THE COLLEGE

The institution has been on fast track of unprecedented progress due to relentless efforts put in by its dynamic Principals under the leadership of Local Managing Committee and further under DAV College Managing Committee, New Delhi. Dr. (Ms.) Anita Menon is at the helm of affairs at present. Founded in the year 1956, the institution has successfully carved its niche in the domain of Teacher Education. It has covered several milestones that have helped it attain the heights where it has won the distinction of being one of the prestigious teacher education centers of northern region. The credit for having brought the institution from virtually a non-entity to the present status goes to the D.A.V. stalwarts of the times and its Principals Mrs.V. Puri, Ms. Pushpa Bhatia and Mr. Kanwal Sud (1956-1962), Mrs.R.L. Sethi (1962-1987), Dr. (Mrs.) K. K. Gupta (1988-1999), Dr. (Mrs.) Aruna Anand (2000-2010) and the incumbent Principal Dr.(Ms.)Anita Menon who joined the institution in the year 2014 and ever since has been working assiduously to keep the glorious traditions of the college alive.

Sh. J. K. Luthra is the Chairman of the Local Managing Committee who is steering the college towards success under the dynamic and visionary leadership of Sh.Poonam Suri ji, President DAV CMC New Delhi.

Our vision is to make DAV College of Education for Women, Amritsar, a model teacher education institution in the world and give nation the best teachers who would provide leadership in all the spheres of life through innovative, value-based ideas.

Our mission is to undertake a journey towards excellence in teacher education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources.

The institution is affiliated to Guru Nanak Dev University, Amritsar for its professional courses-B.Ed.two hundred (200) seats, M.Ed. thirty-five (35) seats and PGDCA (T.E..) with forty (40) seats. It also provides facilities for research to M.Ed.students.

The university results of the college have always been outstanding. Students of the institution are placed in the merit lists and capture top positions in the university. Keeping in view the objectives of the institution, all efforts are made to develop teaching competencies among teacher-trainees. To modify teacher-trainees' behaviour from all angles, special emphasis is laid on the organisation of co-curricular activities in the institution. The institution has competent and well-qualified teaching faculty well-versed in latest teaching pedagogy and the use of innovative practices. It has multifarious activities namely literary, cultural, art and craft talent finding functions to tap and develop the hidden talent among students to the maximum potential;

participating in Guru Nanak Dev University (G.N.D.U), Amritsar zonal youth festival and several other state/national level activities; annual sports meet and yoga camps for physical fitness and mental health; meetings of student council to seek participation of students in policy- making; holding parent-teacher and alumnae meetings from time to time as a part of institution improvement programme; organising seminars, workshops and conferences at state/ national/international level to provide a platform to intelligentsia from various quarters of society to deliberate on crucial issues confronting the global society; assigning special projects to advanced learners and organising remedial classes for academically weak students; providing book bank facility to deserving students; community development programmes organised by NSS unit and various clubs and houses to sensitise students about the prevailing problems in the society; organisation of extension lectures /discourses to broaden the mental horizon of the faculty and students; morning assembly to inculcate moral and social values; printing college magazine 'The Richa' every year to give opportunity to students for free expression; providing guidance and counselling to students through guidance cell; facilitating students' placement through placement cell; providing distance education through IGNOU study center since 1995.

The institution provides state of the art infrastructure to the students namely: well-stocked library with large no. of books, educational and research journals of national and international repute, magazines, newspapers, CD ROMs etc. facility of photocopier available; well-equipped computer resource centre with latest paraphernalia to make future teachers competent to handle computer assisted teaching programmes; educational psychology resource centre with numerous psychology tests to cater to the academic and research needs of the students and faculty; well-equipped educational technology and science resource centre with latest devices including multi-media and overhead projectors; language resource centre with the facility of lingua-phone and other equipments to develop the linguistic ability of the faculty and students; physical education resource centre with all equipments for physical and mental fitness.

PART – I

INSTITUTIONAL DATA

A-PROFILE OF THE INSTITUTION

B-CRITERIA-WISE INPUTS

Profile of the Institution

1. Name and address of the Institution:

DAV COLLEGE OF EDUCATION FOR WOMEN, BERI GATE ,
AMRITSAR-143001.

2. Website URL:

www.daveducation.org

3. For communication:

Office

Name	Telephone No. with STD Code	Fax No.	E- Mail Address
Head/ Principal Dr.(Ms.) Anita Menon	8427922551	0183- 2541564	dav_educollege@yahoo.com
Vice- Principal Dr.(Mrs.) Vaneeta Garg	0183-2500202	0183- 2541564	Vanita2582@gmail.com
Self-Appraisal Co-ordinators Dr. (Mrs.) Manjit Bhanwer and Dr.(Mrs.) Rumita Arora	9814653474 9814056454	----- 0183- 2221819	ajsbanwer@yahoo.com sandeeparora555@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/ Principal Dr.(Ms.)Anita Menon	0183-02543031	8427922551 9915255352
Vice- Principal Dr.(Mrs.) Vaneeta Garg	0183-2500202	9876908184
Self-Appraisal Co-ordinators Dr. (Mrs.) Manjit Bhanwer Dr.(Mrs.) Rumita Arora	----- 0183-2221819	9814653474 9814056454

4. Location of the institution

Urban Semi-urban Rural Tribal

5. Campus Area: 7489.2 sq.yards

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

MM	YYYY
JULY	1956

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

GNDU

9. Is Institution recognized by UGC under sections 2(f) and 12 (B) of the UGC act

Yes

10. Type of the Institution:

- a. By funding
- i) Government
 - ii) Grant-in-aid
 - iii) Constituent
 - iv) Self- financed
- b. By Gender
- i) Only for Men
 - ii) Only for women
 - iii) Co- education
- c. By Nature
- i) University Deptt.
 - ii) IASE
 - iii) Autonomous College
 - iv) Affiliated College
 - v) Constituent College
 - vi) Dept. of Education of Composite College
 - vii) CTE

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 the Teacher education programmes offered by the Institution:

Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
Primary/ Secondary/	B.Ed.	Graduation	Degree	1 Year	Eng/ Pbi./ Hindi
Post graduate	PGDCA(T.E..)	Graduation	Diploma	1 Year	English
	M.Ed.	B.Ed.	Degree	1 Year	Eng/ Pbi./ Hindi
	D.EL.ED.	+2	Diploma	2 Year	Eng/ Pbi./ Hindi

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

Level	Programme/ Course	Order No. and Date	Valid upto	Sanctioned taken
Secondary /Sr. Secondary	B.Ed.	F.No./NRC/NCTE/PB-01/2015/108139-43 30/05/2015	Life time	200
Post Graduate	M.Ed.	Pb-11/2015/105580-85 27/05/2015	Life time	50
Primary	D.EL.ED.	F.NRC/NCTE/F.7/8175-8185 14/11/2006	Life time	50 in the 1 st year and 50 in the 2 nd year
Secondary /Sr. Secondary	PGDCA(T.E..)	1781/Coll.Dated 20/7/2001	Life time	40

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes,

- a) How many programmes?
- b) Fee charged per programme

	Two
PGDCA (T.E..)	25200
D.EL.ED.	40,000

3. Are there programmes with semester system

D.EL.ED. -	Annual
PGDCA (T.E..)	Semester

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

Total -4
Two faculty members from the institution are in 'Board of Studies' and two faculty members are in 'Faculty of Education' of Guru Nanak Dev University in rotation for every two years.

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

D.El.Ed.

08 Methods

B.Ed.

14 Methods/03 options

M.Ed.(Full Time)

02 options

M.Ed.(Part Time)

-

Any other (specify and indicate)

-

6. Are there Programmes offered in modular form

Yes		No	√
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7. Are there Programmes where assessment of teachers by the students has been introduced?

Yes	√	No	
-----	---	----	--

Number	04
--------	----

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

Yes	√	No	
-----	---	----	--

Number	04
--------	----

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?

One year

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

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

Number -	04
----------	----

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

Yes No

Number -	04
----------	----

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

Yes No

Criterion II: Teaching-Learning and Evaluation

How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview (M.Ed.)
- d) Entrance test and interview (B.Ed.)
- e) Merit at the qualifying examination

(B.Ed., PGDCA(TE), D.EL.ED.)

f) Any other (specify and indicate)

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

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

a) Date of start of the academic year

July 28, 2014

b) Date of last admission

August 7, 2014

c) Date of closing of the academic year

May 31, 2015

d) Total teaching days

180

e) Total working days

269

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.El.Ed.	-	40	40	-	20	20	-	20	20
B.Ed.	-	200	200	-	52	52	-	148	148

M.Ed.(Full Time)	-	35	35	-	11	11	-	24	24
PGDCA(T.E..)	-	19	19	-	06	06	-	13	13

4. Are there any overseas students?

Yes		No	√
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If yes, how many?

5. What is unit cost of teacher education program? (unit cost= total annual recurring expenditure divided by no. of students /trainees enrolled)

Unit cost excluding salary component

₹ 07 245

Unit cost including salary component

₹ 11 750

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.El.Ed.	-	50%	-	45%
B.Ed.	-	50%	-	45%
M.Ed.(Full Time)	-	50%	-	50%
PGDCA(T.E..)	-	45%	-	45%

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.El.Ed.	70%	16%	14%
B.Ed.	65%	20%	15%
M.Ed. (Full Time)	Approx 50-60%	Supervision of practice teaching approx 10-12%	25-30%
M.Ed.(Part Time)	-----	-----	-----

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0
---	---

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

1	2
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	5
---	---

b) Total number of practice teaching days

4	5
---	---

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

5 Micro + 2 Discussion lessons
+25 Composite lessons in each
subject

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

No. of Lessons In simulation

10

No. of Lessons Pre-practice teaching

12

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.El. Ed.	20	80
B.Ed.	20	80
M.Ed.(Full Time)	20	80
PGDCA(T.E..)		100

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

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

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

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

Yes	√	No	
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Number	03
--------	----

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number - 08 percentage - 39%

2. Does the Institution have ongoing research projects?

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

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	Yet to be released	2-3 years	----

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

Nil

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

Teachers are given study leave

✓

Teachers are provided with seed money

--

Adjustment in teaching schedule

✓

Providing secretarial support and other facilities

✓

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 and PG)?

Yes No

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

Yes No Number

	Yes	No	Number
International journals	√		05
National journals – referred papers	√		30
Non-referred papers			
Books	√		04

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

Yes

Number

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

Faculty Students

National seminars

International seminars

Any other academic forum

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g.. Teaching

Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

05

16. Does the institution provide consultancy services?

Yes No

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

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

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

Criterion IV: Infrastructure and Learning Resources

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

3236.05 square meters

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

a) Methods lab Yes No

b) Psychology lab 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?

23+9

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

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

6. What is the Amount spent on maintenance and upgrading of 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?

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

Yes No

9. Total number of posts sanctioned Open Reserved

	M	F	M	F
Teaching	-	15	-	-
Non-teaching	-	10	-	-

10. Total number of posts vacant Open Reserved

	M	F	M	F
Teaching	-	11	-	-
	-	04	-	-

Non-teaching

11. a. Number of regular and permanent teachers (Gender-wise)		Open		Reserved	
		M	F	M	F
Lecturers		-	07	-	-
Readers		M	F	M	F
		-	-	-	-
Professors		M	F	M	F
		-	01	-	-

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)		Open		Reserved	
		M	F	M	F
Lecturers		-	18	-	-
Readers		M	F	M	F
		-	-	-	-
Professors		M	F	M	F
		-	-	-	-

c. Number of teachers from same state	All
Other states	-

Teacher student ratio (program-wise)

12.

Programme	Teacher-student ratio
D.El.Ed.	1:10
B.Ed.	1:14
M.Ed.(Full Time)	1:9

M.Ed.(Part Time)	-----
------------------	-------

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		09	02	02	-

Temporary		M	F	M	F
		05	04	02	02

b. Technical Assistants

Permanent		M	F	M	F
		02	01	-	-

Temporary		M	F	M	F
		-	-	-	-

14. Ratio of Teaching – non-teaching staff

2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session

`1.77.96.081

16. Is there an advisory committee for the library?

Yes

17. Working hours of the Library

07 Hours (9:00 a.m. to 4:00 p.m.)

On working days

Yes	✓	No	
-----	---	----	--

On holidays

As per requirement

During examinations

9:00 a.m. to as per requirement

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	15665
- Textbooks	3000
- Reference books	200+665 Misc. books
b. Magazines	21
e. Journals subscribed	
- Indian journals	25
- Foreign journals	25
f. Peer reviewed journals	-
g. Back volumes of journals	1500 (109 of Foreign Journals)
h. E-information resources	
- Online journals/e-journals	4-5
- CDs/ DVDs	20
- Video Cassettes	17
- Audio Cassettes	17

20. Mention the Total carpet area of the Library (in sq. mts.)

137.72 sq. m. + 12.09 sq. m. (for D.El.Ed.)

Seating capacity of the Reading room

21. Status of automation of Library

- Yet to be automated
- Partially automated
- Fully automated

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

- Circulation
- Bibliographic compilation
- Reference
- Information display and notification
- Book Bank
- Photocopying
- Computer and Printer
- Internet
- Online access facility
- Inter-library borrowing
- Power back up
- User orientation /information literacy

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained
by students
by faculty

Maximum number of books permitted for issue

for students

03-04

for faculty

10

Average number of users who visited/consulted per month

1000 approx.

Ratio of library books (excluding textbooks and book bank

facility) to the number of students enrolled

1:1

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

Library budget decided according to UGC Grant

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

	I (2011-2012)		II (2012-2013)		III (2013-2014)	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	2748	`17,97,975 app.	`3,047	`19,00,657 app.	3196	`19,58,145 app.
Other books (Reference)	194	`3,57,095 app.	`197	`3,58,594/- app.	197	`3,58,954 app.
Journals/ Periodicals	30	`64,835 app.	`30	`71,984/- app. (in current rate)	30	`60,525 app. (in current rate)
Any others specify and indicate	M.Ed. theses, bound journals and monographs					
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1 (2013-2014)	Year 2 (2012-2013)	Year 3 (2011-2012)
D.El. Ed.	01	Nil	02
B.Ed.	Nil	02	Nil
M.Ed.(Full Time)	Nil	Nil	Nil
M.Ed.(Part Time)	----	-----	-----

1. 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?

Approximately 15-20 students

2. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

3. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

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

	UG			PG		
	I (2013 - 2014)	II (2012- 2013)	III (2011- 2012)	I (2013- 2014)	II (2012- 2013)	III (2011- 2012)
Pass percentage	96%	93.76 %	98%	91.4%	97.14%	100%
Number of first classes	184	162	183	32	34	35
Number of distinctions	24	16	18	19	16	18

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

NET	(2013-2014)	(2012-2013)	(2011-2012)
	1	2	7
SLET/SET	2	2	2

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

Financial Aid	I (2013-2014)	II (2012-2013)	III (2011-2012)
Merit Scholarship	B.Ed.SC-12	B.Ed..SC-16	B.Ed.SC-18
Merit-cum-means scholarship	B.Ed.SC-06	B.Ed.SC-06	B.Ed.SC-10
Fee concession	M.Ed.SC-01	M.Ed.SC-01	---
Loan facilities	----	----	---
Any other specify and indicate	----	----	---

(Additional rows may be inserted as per requirement)

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

Yes No

8. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
-----	---	----	--

Non-teaching staff

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

-

Women

60

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

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes	√	No	
-----	---	----	--

11. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

12. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

13. Is there transport facility available?

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	-	02	√	-	60
Extension Lectures	√	-	12	√	-	-
Workshop	√	-	04	√	-	60
Any other (specify and indicate) Inter house talent hunt	-	-	02	√	-	70

(Excluding college day celebrations)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	1	Silver/ Third (Shooting)
Regional	1	Silver/ Third (Shooting)
National	1	Participation (Shooting)
International	----	----

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2006-2007

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	Year 1 (2013-2014) (%)	Year 2 (2012-2013) (%)	Year 3 (2011-2012) (%)
Higher studies	38%	31%	41%
Employment (Total)	90%	75%	97%
Teaching	43%	64%	78%
Non-teaching	-	-	-

23. Is there a placement cell in the institution?

Yes No

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

Year (2013-2014)	Year (2012-2013)	Year (2011-2012)
43	64	78

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

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	01
Staff council	01
IQAC/or any other similar body/committee	01
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Academic Council Grievance Redressal Hostel Committee Research Degree Committee Building Committee Library Committee

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 programmes made available for non-teaching staff during the last three years

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

5. Furnish the following details for the past three years

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

01

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

National	0	0	5
International	0	0	7

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

0	0	2
---	---	---

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

0	2	6
---	---	---

e. Research development programmes attended by the faculty

0	0	2
---	---	---

f. Invited/endowment lectures at the institution

0	2	6
---	---	---

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

a. Self-appraisal

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

b. Student assessment of faculty performance

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

c. Expert assessment of faculty performance

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

d. Combination of one or more of the above

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

e. Any other (specify and indicate)

7. Are the faculty assigned additional administrative work?

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

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

4-5 hours

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

Grant-in-aid

` 1,02,70,985

Fees

`98,11,350

Donation

`2,00,000

Self-funded courses

`35,52 900

9. Expenditure statement (for last two years)

Year 1

Year2

Total sanctioned Budget	2012-13	2013-14
% spent on the salary of faculty	57.12%	62.23%
% spent on the salary of non-teaching employees	26.00%	32.24%
% spent on books and journals	0.68%	0.26%
% spent on developmental activities (expansion of building)	4.04%	1.4%
% spent on telephone, electricity and water	4.2%	0.98%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.33%	1.32%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.01%	0.01%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.04%	0.06%
% spent on travel	4.00%	3.7%
Any other (specify and indicate)		
Total expenditure incurred	99.42%	100

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

	Surplus in Rs.	Deficit in Rs.
I Year	<input type="text" value="` 288.934"/>	<input type="text" value="-----"/>
II Year	<input type="text"/>	<input type="text" value="` 26,05,040"/>
III Year	<input type="text"/>	<input type="text" value="` 18,12,344"/>

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration

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

Finance

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

Student Records

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

Career Counselling

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

Aptitude Testing

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

Examinations/Evaluation

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

Assessment

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

Any other (specify and indicate)

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

Yes No

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

Yes No

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

Yes

No

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

Yes

No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes

No

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

Yes

No

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

Yes

No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

Session 2010-2011

Women % age					
S.no	Category	B.Ed. %age.	M.Ed. %age.	PGDCA(T.E.) %age.	D.El.Ed %age.
A	SC/ ST	13%	0.2%	5.4%	12%
B	OBC	7.5%	.05%	8.1%	12%
C	Handicapped	1.5%	.028%	-	-
D	Ex-Service Man	0.5%	.05%	-	-
E	Backward Area	2.50%	-	-	-
F	Sports	01%	-	-	-
G	Freedom F	0.5%	-	-	-
H	General	72.5%	65%	86.4%	76%
I	Total	200	35	37	50
J	Hostelers	7%	17.1%	-	80%

Session 2011-2012

S.No.	Category	B.Ed. %age.	M.Ed. %age.	PGDCA(T.E..) %age.	D.El.Ed. %age.
A	SC/ ST	16%	11.4%	26.9%	16%
B	OBC	08%	11.4%	3.84%	34%
C	Handicapped	-	2.8%	-	-
D	Ex-Service Man	0.5%	5.7%	-	2%
E	Backward Area	02%	2.8%	-	-
F	Sports	-	-	-	-
G	Freedom F	-	-	-	-
H	General	73.5%	65.7%	69.23%	44%
I	Total	200	35	26	50
J	Hostelers	8.5%	20%	-	74%

Session 2012-2013

S.No.	Category	B.Ed. %age.	M.Ed. %age.	PGDCA(T.E..) %age.	D.El.Ed. %age.
A	SC/ ST	13.5%	08%	23%	42.3%
B	OBC	10%	17.1%	15.3%	-
C	Handicapped	-	-	-	-
D	Ex-Service Man	0.5%	2.8%	-	-
E	Backward Area	1%	2.8%	-	3.8%
F	Sports	-	-	-	-
G	Freedom F	0.5%	2.8%	-	-
H	General	74.5%	65.7%	61.5%	53.8%
I	Total	200	35	26	26
J	Hostelers	03%	25.7%	-	7.6%

Session 2013-2014

S.No.	Category	B.Ed. %age.	M.Ed. %age.	PGDCA(T.E..) %age.	D.El.Ed. %age.
A	SC/ ST	15%	5.7%	15%	33%
B	OBC	03%	5.7%	-	11.1%
C	Handicapped	-	-	-	-
D	Ex-Service Man	-	-	-	-
E	Backward Area	01%	-	-	-
F	Sports	-	-	-	-
G	Freedom F	-	-	-	-
H	General	76%	88.5%	85%	55.5%
I	Total	200	35	20	09
J	Hostelers	6.5%	8.5%	-	-

Session 2014-2015

S.No.	Category	B.Ed. %age.	M.Ed. %age.	PGDCA(T.E..) %age.	D.El.Ed. %age.
A	SC/ ST	15%	14.28%	21.05%	40%
B	OBC	7.5%	17.1%	10.5%	10%
C	Handicapped	1%	-	-	-
D	Ex-Service Man	-	-	-	-
E	Backward Area	1%	-	-	-
F	Rural Area	1%	-	-	-
G	Freedom F	-	-	-	-
H	General	74%	68.57%	68.4%	50%
I	Total	200	35	19	40
J	Hostlers	7.5%	8.5%	-	2.5%

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

Session 2010-2011

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	--	-	08	40%
b	ST	--	-	-	-
c	OBC	--	-	-	
d	Women	All	100%	07	35%
e	Physically challenged	Nil	-	01	5%
f	General Category	All	100%	11	35%
g	Any other (specify)	--	--	--	-

Session 2011-2012

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	--	-	08	40%
b	ST	--	-	-	-
c	OBC	--	-	-	
d	Women	All	100%	07	35%
e	Physically challenged	Nil	-	01	5%
f	General Category	All	100%	11	35%
g	Any other (specify)	--	--	--	-

Session 2012-2013

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	--	-	08	40%
b	ST	--	-	-	-
c	OBC	--	-	-	
d	Women	All	100%	07	35%
e	Physically challenged	Nil	-	01	5%
f	General Category	All	100%	11	35%
g	Any other (specify)	--	--	--	-

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

B.Ed.

Category	At the time of admission		On completion of the course	
	Batch I 2012-2013	Batch II 2013-2014	Batch I 2012-2013	Batch II 2013-2014
SC/ ST	13.5%	15%	13.5%	15%
OBC	10%	03%	10%	03%
Handicapped	-	-	-	-
Ex-Service Man	0.5%	-	0.5%	-
Backward Area	1%	01%	1%	01%
Rural Area	-	-	-	-
Freedom	0.5%	-	0.5%	-

Fighter				
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M.Ed.

Category	At Admission		On completion of the course	
	Batch I 2012-2013	Batch II 2013-2014	Batch I 2012-2013	Batch II 2013-2014
SC/ ST	08%	5.7%	08%	5.7%
OBC	17.1%	5.7%	17.1%	5.7%
Handicapped	-	-	-	-
Ex-Service Man	2.8%	-	2.8%	-
Backward Area	2.8%	-	2.8%	-
Rural Area	-	-	-	-
Freedom Fighter	2.8%	-	2.8%	-

PART II- EVALUATIVE REPORT

- A - EXECUTIVE SUMMARY - SWOT ANALYSIS
- B - CRITERIA WISE ANALYSIS
- C - MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

A-EXECUTIVE SUMMARY-SWOT ANALYSIS

Brief Introduction of the College

Founded in the year 1956, D.A.V.. College of Education for Women has successfully carved its niche in the domain of teacher education .It has covered several milestones that have helped attain the heights where it has won the distinction of being one of the prestigious teacher education institutions of northern region. The credit for having brought the institution right from inception to the present status goes to the stalwarts of D.A.V.. The institution has been on fast track of unprecedented progress due to relentless efforts put in by its dynamic Principals like Mrs.V. Puri, Ms. Pushpa Bhatia, Mr. Kanwal Sud, Mrs.R.L.Sethi, Mrs. Mohinder Bhalla, Dr. (Mrs.) K.K Gupta, Dr. (Mrs.) Aruna Anand and its well qualified and dedicated staff under the leadership of DAV College Managing Committee, New Delhi. Sh. J. K .Luthra ji is the Chairman of Local Managing Committee of the institution who is steering the college towards success. Keeping up the traditions set up by these eminent and dedicated Principals, Dr. (Ms.) Anita Menon is at the helm of affairs at present. The college as an important member of DAV ‘parivaar’ is now progressing under the dynamic and visionary leadership of Sh. Poonam Suri ji, President DAVCMC New Delhi.

The vision and mission of the institution is to undertake a journey towards excellence in teacher education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources, thereby giving society the best teachers who are also leaders, innovators and have a firm grounding in Vedic values.

The institution is affiliated to Guru Nanak Dev University, Amritsar for its professional courses-B.Ed., M.Ed. and PGDCA (T.E..) and D.EL.ED.being affiliated to SCERT. DAV College of Education for Women, Amritsar makes efforts to provide a conducive environment for learning and development. The institution is recognized by UGC under section 2(1) and 12(b) of UGC Act, 1956.The institution bears a stamp of superior quality and is equipped with state of the art infrastructure. The institution is centrally located and easily accessible, 2 kms from the railway station, 2 kms from the bus stand and 15 kms from the airport.

The institution's major asset, the competent and well-qualified teaching faculty is well-versed in latest teaching pedagogy and the use of innovative practices. At present, there are twenty-six (26) faculty members to teach B.Ed., M.Ed., D.EL.ED and PGDCA (T.E..) and few are appointed in IGNOU also. Nine (09) faculty members (including the Principal) hold Ph.D. degree and another faculty member is near completion of the aforesaid degree.

The administrative staff is also qualified, well trained and ICT enabled. The appointment of the staff (teaching and non-teaching) is done through clear cut policies and transparency is maintained during recruitment.

The college provides state of the art infrastructure to the students as it has:

- Well-stocked library with large number of books, educational and research journals of national and international repute, magazines, newspapers etc. Facility of internet and photocopier is also available.
- Well-equipped computer resource centre with latest equipment to make future teachers competent to handle computer assisted teaching programmes.
- Educational psychology resource centre with numerous tests of psychology, sociology and education to cater to the academic and research needs of the students and faculty.
- Well-equipped educational technology resource centre with aids for teaching learning process, CD ROMs etc.
- Science resource centre with latest devices including multi-media and overhead projectors.
- Language resource centre with the facility of lingua-phone and other equipments to develop the linguistic ability of the faculty and students;
- Physical education resource centre to cater to physical and mental fitness programmes with separate portion for meditation and yoga.
- Bulletin-boards are arranged for displaying stimulating thoughts about education, current news, placement details, results and other information.
- Clean drinking water facility is available. Facility of hygienic separate washrooms for teachers and students is also available.
- Well lit, ventilated and well furnished classrooms, subject rooms, staff rooms, offices and wash rooms exist on the campus. Green lawns are maintained well by helping staff. Hostel facility to accommodate upto one hundred twenty-five

(125) students (female) in forty-three (43) rooms exist under the supervision of a regular warden.

- Facilities like indoor, outdoor games, canteen and parking spaces are also part of the excellent infrastructure.

The university results of the college have always been outstanding. Students of the institution are placed in the merit lists and generally capture top positions in the university. Keeping in view the objectives of the institution, all efforts are made to develop teaching competencies among the would-be teachers. The institution has been producing a number of UGC NET/ JRF qualified and TET qualified candidates every year.

To bring about significant and positive changes in the behaviour of student-teachers, activities such as-- holding Hawan Yajnas, teaching students how to perform Arya Hawan Yajna, literary, cultural, art and craft talent finding functions are organized. Many students participate and win trophies/championship in G.N.D.U. youth festival and several other state /national level activities. Other activities like annual sports meet and yoga camps for physical fitness and mental health, meetings of student council to seek participation of students in policy-making; holding parent-teacher and alumnae meetings from time to time are a part of institution improvement programmes. Seminars and workshops are frequently organized at college level. Platform is provided to intelligentsia from various quarters of society to deliberate on crucial issues confronting the global society thereby giving exposure to faculty and students. Assigning special projects to advanced learners, organising remedial classes for academically weak students, providing book bank facility to deserving students, community development programmes organised by NSS unit and various clubs and houses to sensitise students about the prevailing problems in the society are some of the practices being followed. Other activities being followed include morning assembly to inculcate moral and social values, printing college magazine 'The Richa' every year to give opportunity to students for free expression; providing guidance, counselling and facilitating students' placement through guidance and placement cell. The institution has also been providing distance education through IGNOU study center since 1995. These activities are diligently incorporated in the calendar and are followed in spirit. Thus vision and goals of the institution are reflected in its thrust areas of activities undertaken.

Since our institution is affiliated to Guru Nanak Dev University (GNDU), Amritsar, it is mandatory to follow the curriculum developed and prescribed by the university. The development and revision of the curriculum requires the teachers of colleges of Education affiliated to GNDU, Amritsar to be involved in meetings for curriculum design which are held at regular intervals. Members of faculty who are selected as

members of board of Studies attend the meetings, and decisions taken in the meeting are incorporated in the syllabi by the GNDU, Amritsar.

The academic session of the college begins with the orientation programme for the students. Every student is provided with a copy of handbook of college. During the session, each student is allotted a tutorial group and a house. Students are given current topics/issues for group discussion (ice-breaking session) to assess their thinking skills. Moreover, these tutorials also help us to hunt the talent among the students. On the basis of this information, students are categorized into focus groups/ clubs/ committees.

In the teaching- learning process students are encouraged to prepare notes on different topics and get them duly checked by their teachers for better concept formation. Every student has to prepare a specified number of assignments in each subject and conduct seminars on the topics assigned from prescribed syllabus. Innovative techniques of teaching like seminars, tutorials, projects, role playing and multimedia presentations are used. Interdisciplinary approach is adopted for the entire teaching learning process.

Micro-teaching programme is an integral part of the B.Ed. programme. Each student-teacher has to practise micro-teaching skills in both the methodologies. The total duration of micro-teaching is 10 days. Micro-teaching sessions are geared to the development of the core teaching skills. Experienced teachers are invited from reputed schools for delivering model lessons.

Practice teaching is an integral part of B.Ed., M.Ed. and D.EL.ED. courses wherein M.Ed. students assume the role of assistant supervisors during practice teaching to earn field experience. B.Ed. students have practice teaching of forty-five (45) days in two phases of fifteen (15) days and thirty (30) days respectively. Other than regular class room teaching, remedial teaching of difficult topics is done by student-teachers in these practising schools. Students also develop teaching aids, observe peers, prepare school reports and maintain their own attendance register. Students are also given training in carrying out action research on problems like hand writing, spellings, indiscipline, truancy etc categorically.

School experience as a part of the practice-teaching also includes the following activities:

- School experiences are written in the form of school report.
- Parent Teacher meets are attended during teaching practice.
- Morning assemblies are organized by pupil-teachers in practising schools.
- Various functions are also organized by the prospective teachers.
- In M.Ed. programme, the students are involved in observing and supervising lessons of D.EL.ED./B.Ed. students. The institution organizes seminars,

discussions, extension lectures, workshops etc. and invites eminent educationists, experts and community leaders. Punctuality, regularity and over all discipline are the bench marks of the college. Well qualified, experienced and dedicated staff, ever eager to work for the growth of the college, act as role model for the students. There is easy accessibility of the Principal, staff, tutors and administrative staff to redress students' grievances.

Teaching-learning process is not only theoretical but also practical in nature. 'Hands-on experiences' are provided to the students by organizing different co-curricular activities such as organization of subject wise inter-house quiz competitions, inter-college skill in teaching competitions, art competitions exhibition, sports day etc.

AREA-WISE BRIEFING

Research

The thrust area of research in M.Ed.is prioritized keeping in mind the recent trends in the field of educational research as well as the area of specialization of the supervisor and the investigator. The areas in focus are philosophy of education, psychology of education, educational technology, environmental education, quality of education, innovations in education, teacher education, teaching behaviour, special education and other contemporary issues at various levels of education. The institution encourages action research for active involvement by teachers and students. A number of action research projects have been successfully completed by the students on diverse topics as:

- Problem of low self confidence
- Problem of spelling errors in languages
- Problem of hand-writing
- Problem of indiscipline /truancy among students.
- Problem of specific backwardness in Mathematics/Science/English
- Problem of tardiness in learning
- Problem of home work
- Impact of seating arrangement on academic achievement
- Problem of low aspiration
- Problem of lack of research aptitude

In continuation with research being undertaken by the students, faculty members also show their acumen in research with their publications in different journals and books both at national as well as international level

The list of journals/edited books/newspapers/ souvenirs in which the faculty members have published papers in the last five years is as follows:

- Psycho-Lingua
- Research Analysis and Education
- Pillai Journal of Educational Research and Technology
- Quality Concerns in Teacher Education
- Researcher's Tandem
- Education Tracks
- Recent Researches in Education and Psychology
- Shodh Samiksha Aur Mulyankan
- International Journal of Computer and Technology
- International Journal of Research and Social Sciences
- Vedic Literature- Evaluation and Scope
- Asian Journal of Psychology and Education
- International Journal of Research in Social Sciences
- International Journal of Research in Economics
- All India Association for Education Research
- Indian Journal of Community Psychology
- Building Partnership in Disaster Management
- Indian Journal of Psychometry and Education
- Research Analysis and Evaluation
- Recent Researches in Education and Technology

Besides this, our faculty members have prepared and published standardized tests which are also available commercially. To enhance and propagate the research potential of the institution, the following measures have been taken:

- Extension lectures by eminent scholars in the field of research.
- Organization of workshops on 'Research Methodology and Statistics' to acquaint the researchers with the latest trends and techniques in research.
- Faculty members attend various orientation courses, refresher courses, summer school, workshops and seminars organized by Universities and UGC to update their information and in turn improve the quality of research in the college.
- Excellent library facility is available for the researchers from within the campus or even from other institution.
- Facility of free and unlimited access to internet is available in the college to help the researchers to download latest information pertaining to their area of research.

- Organization of College level/Seminars on problems/ issues/challenges/ innovations in the field of teacher education including research.
- It goes to the credit of the college that nine (09) faculty members of our college have completed their Ph.D. during their service in the college. Another faculty member is near completion doing Ph.D.
- Dissertation is compulsory for M.Ed.students.
- Library membership is given to outside students to assist them in research work.
- The college provides consultancy services for undertaking research work /projects. Members of faculty guide/supervise research at different levels— M.Ed., M.Phil.and Ph.D.

Guidance and Placement Cell

The cell comprises of four (04) members in addition to Chairman, Secretary (from faculty) and 04 student members. The institution has placed many B.Ed. students in reputed schools of the city. The institution also takes initiative to place M.Ed.students and teacher-educators in various teacher education institutions of Punjab. There were as many as sixty-four (64) placements during 2012-2013 and forty-three (43) during 2013-2014.

Placement cell proforma has been prepared at the institutional level to help the prospective teachers get suitable jobs according to their qualification and capabilities.

Some of the schools where our B.Ed.students has been placed during the last two years are:

- Arya Girls Senior Secondary School, Amritsar
- DAV Public School, Lawrence Road, Amritsar
- Police DAV Public School, Lawrence road, Amritsar
- Ajanta Public School, Dhab Khatikan, Amritsar
- Saraswati Girls Sr. Sec School, B.K Dutt Gate, Amritsar
- B.K.E and I Girls High School, Chaurasti Attari, Amritsar
- Swaran Sr. Sec School, Bhagtanwala Gate, Amritsar
- S.L Bhawan Public School, Amritsar
- Sri Guru Harkishan Public School, G. T. Road Amritsar
- Satya Bharti School, Bharti Foundation, Amritsar
- JRS DAV Public School, Chabhal, Amritsar
- Naval Public School, Amritsar
- DPS School, Gurdaspur
- Sacred Heart Convent School, TarnTaran
- Holy Heart High School, Amritsar

- Sri Ram Ashram Public School, Amritsar
- Navjot Modern Senior Secondary School, Amritsar
- Swaran Senior Scondary School, Amritsar
- SGRD School, Amritsar
- Ashok Vatika Public School, Amritsar

During the last two years one hundred seven (107) students of our college got placement in the above mentioned schools with the efforts of placement cell.

M.Ed. students of our college are given preference over candidates from other colleges for job placements in our institution. In addition, some of the teacher education institutions where our M.Ed. students have been placed are as follows:

- Anand College of Education for Women, Jethuwal
- Khalsa College of Education, G.T. Road, Amritsar
- Khalsa College of Education, Ranjit Avenue, Amritsar
- M.L. Memorial College of Education, Mudhal, Amritsar
- Sidana Institute of Education, Khiala Khurd, Amritsar
- D.A.V. College of Education for Women, Amritsar
- Lilly Swords Methodist College of Education, Batala
- Sh. Vishwa Mittal Sekhri College of Education, Batala.
- Tagore College of Education for Women, Gurdaspur.
- Hazara Singh College of Education, Batala
- S.G.A.D.College of Education, Khadur Sahib.
- S.S College of Education, Dinanagar
- Khalsa College, Chamunda Devi, Batala
- S.R Govt. College for Women, Amritsar
- B.B.K D.A.V. College for Women Amritsar
- D.A.V. College for Boys, Amritsar

Community Service

Service to community and mankind has always been a hallmark of our institution. It aims at developing among students values, dignity of labour, service above self, compassion etc. In this context, different activities have been undertaken by the institution.

- Visits to institutions of disadvantaged groups namely- Nishkam Seva Public School, Cental Khalsa Orphanage, Mother Teresa Home, Institute for the Blind, Central Khalsa Old Age Home, Bhagat Puran Singh Charitable Society' and Kushat Ashram to understand problems of orphans and other socially marginalised sections of society to sensitize the students towards their problems.

- Organization of campaigns to sensitize the masses regarding social/environmental issues and problems (water conservation, tree plantation, gender discrimination etc.).
- Organization of camps like medical check-up and blood donation are undertaken by the NSS volunteers/ clubs and committees.
- Inviting alumni/Heads of the institutions for sharing their experiences and honouring them.
- Inculcation of moral values through regular Hawan Yajna and participation in activities of Arya Samaj.
- Participation in national level campaign laid down by DAV CMC, New Delhi on social and environmental issues like Rakt Daan, Project Boond etc.

Informal Faculty Interaction Programme

Our faculty members exchange views/ information regarding their subject specialization or area of interest in formal settings. A glimpse of the same is as under:

- Dr. (Mrs.) Rumita Arora on 'Motivation' on January 21, 2014.
- Dr. (Mrs.) RamanJyoti on 'Physical Education' on January 21, 2014.
- Mrs. Anju Mehta on 'Continuous Comprehensive Evaluation' on January 23, 2014.
- Mrs. Poonam Mahajan on 'Idealism and Pragmatism' on January 23, 2014.
- Dr. (Mrs.) Neerja Gautam on 'Construction and Standardization of Test' on January 28, 2014
- Dr. (Mrs.) Anita Sharma on 'Brain Based Learning in Classroom Teaching' on January 30, 2014.
- Ms. Amandeep Kaur on 'Drawing of Stick Figures' on January 30, 2014.
- Mrs. Shashi Abrol on 'Bibliography vs References' on March 13, 2014.
- Mrs. Rimpdy Dhawan on 'Understanding Women Health' on March 19, 2014.
- Mrs. Monika Sharma on 'Origin and Development of Hindi Language' on March 19, 2014.
- Ms. Geeta Saini on 'Right to Education Act' on March 27, 2014.
- Ms. Kanika Sharma on 'Intelligence and Its Theories' on March 27, 2014.

Achievements in the Co-Curricular Activities in the Session 2013-2014:

GNDU Zonal Youth Festival and Inter- College Competitions

Name of the competition	Event	Position
Literary	Debate	2 nd
Music	Group Bhajan	2 nd
Inter-School Essay Writing and Fine Arts Competition on 9 Feb, 2013. (Hosts)		Overall Trophy was won by Sri Guru Harkrishan Public School Amritsar.
Inter-College Skill in Teaching Competitions and On-the-Spot Preparation of Teaching Aids Competition (Hosts)		1. Overall trophy was won by Khalsa College of Education Amritsar. 2. MGN College of Education Jalandhar won Overall Trophy in On-the-Spot Preparation of Teaching Aids competition. 3. Our college won 5 Individual Prizes and did not compete for the Trophy.
Inter College learning resources and Fine Arts competition at SMDRSD College, Pathankot	Collage PPT Presentation Dry Flower Arrangement Regard Before You Discard	1 st 1 st 3 rd 3 rd
Inter College Skill-in-Teaching Competition at Khalsa college of Education Amritsar.	Science Social Sciences Language	1 st 2 nd 3 rd

Results of Cultural/Literary and Fine Arts Competition in the Session 2014-2015:

GNDU, Zonal Youth Festival and Inter- College Competitions

Name of the competition	Event	Position
GNDU Zonal Youth Festival	Quiz	3 rd
Fine Arts Competitions	Phulkari Poster-Making Collage Still Life Painting Slogan writing Sketching Clay Modelling Cartooning	1 st 2 nd 2 nd 3 rd 3 rd 3 rd 3 rd 3 rd
Final Youth Festival GNDU, Amritsar	Poster making Collage	3 rd 3 rd
Inter College Declamation Competition at DAV College, Hathi Gate, Amritsar.	Declamation	1 st
State Level Essay writing competition at Shaheed Bhagat Singh Vichar Manch, Ludhiana	Essay	5 th
Inter College competition at S.R. Govt College for Women, Amritsar	Classical Dance Folk Song	1 st 2 nd
Inter-College Competition at Kamla Nehru College of Education, Phagawra	Calligraphy Declamation	3 rd 3 rd
Inter College Competitions at SMDRSD College of Education, Pathankot	Poster Making Mimicry Folk Song Pot Decoration Collage Making	2 nd 2 nd 3 rd 3 rd 3 rd
Inter College Competition at Anand College of Education for Women, Amritsar	Still Life Cartooning Phulkari Dry Flower Pot Decoration Poster Making Quiz	1 st 1 st 1 st 1 st 1 st 1 st 1 st

	Landscape	2 nd Our College also won Over-All Trophy
Declamation Contest on Swami Vivekanand ji organized by Guru Ravidaas Ayurved University, Hoshiarpur		2 nd Position (and a cash prize of Rs.5000)
Inter College Competition at Sidana Institute of Education, Amritsar.	Power Point Presentation State Cuisine Mocktail Collage Diya decoration Fabric Painting Dry Flower Arrangement Folk Art Pot Painting Poster Making Land Scape Teaching Aid Preparation in Science Teaching Aid Preparation in Economics	1 st 1 st 1 st 1 st 1 st 1 st 1 st 1 st 1 st 1 st 2 nd 2 nd 2 nd 3 rd 3 rd Our College won Over-All Trophies in Fine Arts, Home Science and Power Point Presentations

Building Projects Completed

- Extension of library and reading room facility for D.EL.ED.
- Extension of staff room for D.EL.ED.with adjoining separate washroom facility for staff and students.
- Addition of wash rooms and toilets in the Hostel wing II.

Building Projects in the Pipeline

- Reconstruction and renovation of Hostel Wing I (Master plan already procured).
- Renovation of additional rooms for B.Ed. and M.Ed.students (II year).

Role of the Principal in Governance and Management of Curriculum

The Principal of the institution is an academician with high intellectual and acts as representative, leader, teacher and supervisor. The multifarious roles performed by her in different capacities are as follows:

Role of the Principal in Managing Curricular and Co-Curricular Pursuits:

- To ensure the implementation of yearly plan given by the affiliating university.
- To assign syllabi to faculty members to teach B.Ed., M.Ed. and D.EL.ED. students and ensuring that it is completed on time.
- To ensure smooth conduct of academic and co-curricular activities of the College.
- To arrange practical classes for the students, teaching-practice programme, special classes, organization of co-curricular activities etc.

Role of the Principal in Administration:

- Maintaining discipline among the teaching, non-teaching staff and the students
- Assuring punctuality and regularity among the teaching, non-teaching staff and students
- Taking care of financial matters
- Preparing annual plan, annual report and performance appraisal
- Preparing necessary documents for inspection
- Supervising cleanliness of the physical facilities of the college
- Purchasing and maintaining equipment for the college
- Ensuring the smooth functioning of the laboratories and the library
- Collecting feedback from students regarding curriculum, courses and the teaching staff
- Supervising functioning of the Placement Cell, Alumni Association.
- Maintaining link with society and inviting resource persons and dignitaries to the institution.

Role of the Principal in Allocation and Utilization of Community Resources:

- Identifying appropriate schools for teaching practice.
- Short listing institutions for project work.

- Coordinating with the Education Department for taking permission for teaching practice, final lessons (practical exam), activities and projects in the schools.
- Coordinating with the heads of village/slum areas for community related projects for students.
- Interaction with the university authorities for educational activities.
- Inviting community resource persons for extension lectures. The faculty is also encouraged to consult resource persons in their respective fields, collaborate with other institutions at regional and national level.

Role of the Principal in Fostering Leadership:

- Academic pursuits
- Core administrative qualities.
- Initiative in projects of management.
- Liaison between stake holders and the society.
- Creative pursuits.
- Innovative ideas.
- Encouraging fresh talent.
- Initiative in procuring projects and other resource generating activities.

The different welfare facilities/ schemes available for the staff are as follows:

- Employees Provident Fund (EPF) and Group Gratuity facility for teaching and non- teaching staff and provision of loan facility from EPF
- Facility of residential staff quarters.
- Parking facility for students and staff.
- Separate rooms for teachers
- Leave facility including causal leave, medical leave, without pay facility etc.
- Library facility, free and unlimited access to internet.
- Guest house facilities
- Facility of accommodation in the hostel (short duration stays also)
- Encouraging staff to attend various orientations, refresher courses, workshops, seminars etc.
- Implementation of various schemes/grades announced by the state government/ UGC.
- Fee concession to the wards of staff studying in the institution under the same management
- Facility of gymnasium, play grounds etc.

The access to information on organizational performance to stakeholders is passed on through the following:

- Planning for the development of the institution including implementation and evaluation of the academic programmes is discussed in meetings with Managing Committee.
- Meetings of the Principal and staff for discussing the decisions taken by the management committee.
- Meetings with the CRs, Principal and the staff.
- Interacting with boarders, hostel wardens and related committees.
- Meetings of faculty and students with members of IQAC.
- Presenting information in the newspapers, (through advertisements, press notes and handbills) and the prospectus/handbook of information.
- Updating website which is an important source to access the basic information on organizational features and performance.
- Regular feedback is given to the management regarding the overall working of the institution.
- Academic performance of the students is intimated to the Principal and to parents.

The teachers are sensitized to issues of inclusion through-

- Staff meetings for discussing National policies and goals as reflected in school curricula.
- Organization of workshops/seminars.
- Organization of extension lectures by educationists from different institutions.
- Regular participation in seminars/workshops/refresher courses/ orientation programmes/ conferences, organized by different educational bodies.
- Organization of discussions about the significant changes in field of education.
- Regular visits of teachers to the library for consulting latest books/ printed material.
- Circulation of latest information regarding issues of inclusion.
- Implementing recommendations of IQAC.

- Motivating all the teacher-educators to use different technological devices and new methods of teaching for benefit of all students.
- Improvement of communication skills, personality grooming and training in language laboratory.
- Imparting spiritual and vedic values through performing Havan yajnas monthly; educating students about the spirit behind Havan Yajan etc.

Constant and consistent efforts are made to add new dimensions to this vibrant center of excellence, so that it keeps growing meaningfully. We know that the pursuit of excellence is an on-going process, every day is important in it and we have to and do our best to justify each day we spend in the institution.

SWOT ANALYSIS

STRENGTHS

Our institution (almost 60 years old) is one of the prestigious teacher education centres of North India under the aegis of DAV CMC New Delhi and under grant-in-aid scheme. It is equipped with state-of-art infrastructure, spacious and well-lit classrooms, well equipped resource centres and subject rooms, library and hostel facilities with all modern amenities.

A glorious past history of achievements in academic and co-curricular activities and placements which continues till date. Our major strengths are reflected through the following:

- Publication of college magazine “The Richa” annually.
- Remedial teaching for weak students and special projects given to advanced learners.
- Student welfare measures as grievance redressal cell, fee concession, book bank facility etc.
- Emphasis on overall development of student-teachers through organization of extension lectures alongwith inculcation of spiritual and Vedic values as havan yajna is a regular feature
- Maximum opportunities provided to members of faculty to keep themselves updated with the latest trends in education and their subject areas of specialization.
- IGNOU study centre operational since 1995 offering number of diversified courses.
- Personality grooming through organization of various competitions.

- Singing of MOU with a NGO(Global Institute for Childhood Disability-A Specialized Institute for Cerebral Palsy and Autism, Amritsar)
- Construction of psychological tools by members of faculty.
- Making of content based question bank to enable the student-teachers to be conversant with knowledge of their respective subject specialization.
- Sharing of expertise among faculty members in the form of faculty development programme.
- Organization of Inter-House quiz competition under learning enhancement programme.
- All faculty members are computer literate with proper utilization of Computer Resource Centre.
- Faculty Exchange Programme under which faculty members visit other schools and colleges as resource persons/subject experts and faculty members from other institution are invited to deliver lectures/ talks in our institution.

WEAKNESSES

- Lack of organization of any major funded Conference/ Seminar at national/ international level in the recent past.
- Lack of transport facility in the institution.
- Only one minor project approved from UGC in the past.

OPPORTUNITIES

- Guidance is provided to M.Ed. student during their course for preparation of UGC/ NET examination as a result of which many students are able to qualify the same.
- Guidance is provided to B. Ed. students during their course for preparation of CTET/ PSTET examination as a result of which many of them are given immediate placement and some are placed in government jobs.
- Faculty members are encouraged to undertake research. They get opportunity to publish papers in journals of national/ international repute and also contribute towards the annual magazine of the college.
- Faculty members are encouraged to take up part- time courses/ diplomas/ research work enhancing their research acumen. They are also encouraged to act in various capacities as resource person, external examiner and judge, thereby encouraging upward mobility in research and subject specialization.
- There are fair chances of the institution getting grant-in-aid from various funding agencies for construction, reconstruction of college building, opening up B.A./ B.Ed., integrated course, offering more skill based courses (B. Voc.) etc. in the near future as all mandatory requirements are fulfilled.

- Organization of workshops, seminars and conferences which are sponsored by national funding agencies.

THREATS

- Mushrooming of many private institutions of Education all over the state resulting in lowering of influx of students in established institutions.
- Easier and more lucrative jobs available in the market as call centres, event management, and hospitality sector etc.
- Increase of B.Ed. course from one year to two years leading to financial burden on lower middle class parents ultimately affecting the influx of students.
- Opening of B.A./B.Ed. integrated course in the near future further affecting the admission of students.
- Permanent posts are not being filled under regular appointments in the institution as per state policy. This is resulting in increasing number of ad-hoc teachers whose appointment is for a short duration of time affecting the quality of education.

B-CRITERIA WISE ANALYSIS

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Founded in the name of Maharishi Swami Dayanand Saraswati, DAV College of Education for Women, Amritsar is a prestigious teacher education institution established by DAV College Managing Committee, New Delhi in 1956, has covered many milestones of success during its life span of fifty eight years of service by means of its students' marvelous achievements in the field of academic and cultural activities. Recognized by National Council of Teacher Education (NCTE) and affiliated to Guru Nanak Dev University, Amritsar, this government aided college has Master of Education (M.Ed.) with thirty-five (35) seats, Bachelor of Education (B.Ed.) with two hundred (200) seats and Post Graduate Diploma in Computer Application (T.E..) with forty (40) seats. Elementary Teacher Training (D.EL.ED.) programme with fifty (50) seats is run under SCERT, Punjab. Keeping in view suitable material resources available in the college, Indira Gandhi National Open University (IGNOU) runs its study center offering a number of courses through distance education.

The vision of DAV College of Education for Women, Amritsar is to make the college a model Teacher Education Institution and give the nation the best teachers who would provide leadership in all spheres of life through innovative value based ideas. The institution has clear, distinct and community oriented objectives.

Objectives of the Institution

The objectives of the institution address the following major considerations:

- Prepare the teachers for shouldering responsibilities inherent in the teaching process i.e towards students, colleagues, parents, community and nation.
- Help student-teachers and teacher-educators to understand, appreciate and imbibe the Vedic philosophy as propagated by Swami Dayanand Saraswati and other great philosophers and educationists.

- Foster understanding, love and respect for cultural and historical identity of India and a feeling of brotherhood for mankind among the student-teachers and teacher-educators.
- Develop scientific temperament among student-teachers and teacher-educators.
- Sensitize the student-teachers towards environment by inculcating civic sense and dignity of labour so that they may contribute their best towards welfare of life. Also sensitize the teacher-educators and student-teachers towards all round and balanced development of personality.
- Provide quality pre-service teacher education including sufficient theoretical and practical knowledge of skills as well as developing teaching competencies.
- Update and improve the professional knowledge regularly.
- Empower women teachers associated with this institution through knowledge and skills so as to enable them to meet the challenges of life and profession. Further empower women from down trodden sections of society to enable them to work as agents of social change and justify their role as nation builders.
- Promote research in general and action research in particular to develop innovations in teacher education in order to improve the quality of education at various levels.

The goals and objectives of the institution that address all the major considerations listed above are achieved by the following measures:

- Consistent efforts are made to develop teaching competencies besides inculcating ethical, social and cultural values among student-teachers.
- Special emphasis is laid on the organization of multifarious activities i.e. literary and cultural in the institution.
- With a vision to produce the best teachers for the nation, the institution provides well-equipped infrastructure to the future teachers.
- Providing well qualified, dedicated and competent teaching and non-teaching staff.

The major considerations addressed are:

Intellectual and Academic:

Providing opportunities to teachers for professional growth such as attending seminars, workshops and conferences organized in different parts of the state and country. Intellectual development among the prospective teachers also takes place by organizing extension lectures and different competitions etc.

Training:

Training of student-teachers to become excellent teachers by putting great emphasis on various teaching skill development programmes.

Access to the Disadvantaged:

Ensuring welfare of differently abled, socially and educationally backward, SC/ST students through suitable measures. Meritorious as well as economically weak but deserving students are motivated and recognized by awarding prizes, medals and book bank facility along with the facility of giving tuition fee in installments. Physically challenged students are provided ramp facility, comfortable seating, blackboards at lower height and classes on ground level.

Equity:

Equal opportunities are provided to all students irrespective of caste, creed, religion or economic status. Recruitment of staff (teaching and non-teaching) and service conditions of the staff also reflect equity.

Self Development:

For enhancing employability of student-teachers, exposure is provided in personality grooming as well as communication skills. Various healthy practices such as morning assemblies, house meetings, annual sports meet, various competitions as well as remedial teaching for weak students are an integral part of curriculum.

Community and National Development:

Community and extension service activities are encouraged through NSS programmes like camps on blood donation, AIDS awareness, human rights, female foeticide etc.

Issues of Ecology and Environment:

Different topics on environment education are a part of B.Ed. curriculum. The institution organizes 'Environmental Awareness Programmes' and activities such as tree plantation drive within campus and in neighbouring institutes, celebration of environment related important days like 'Operation Boond', extension lectures on topics of ecology and environmental significance etc. Regular and proper cleanliness of the campus and lawns is an integral part of the college activities.

Value orientation:

Value orientation is done by performing value based activities as a regular feature like performing Havan Yajna, participation in Arya Samaj activities, organizing community kitchen (langar), participation in Dharam Shiksha examination at national level, Vedic Mantra-Uchharan competition etc. Morning assembly is a regular feature of the college and is organized by House on duty which also include recitation of Gayatri Mantra, Sarva Dharma spiritual prayers, Thought for the day, daily news and National Anthem. In order to inculcate social values among students, the institution gives opportunities to visit schools meant for special children like (Central Khalsa

Orphanage, Bhagat Puran Singh Pingalwara). National days and festivals are also celebrated in this institution.

... (*Annexure I.A*)

Employment:

Providing guidance and facilitating employment for students through placement drive organized by career and counselling cell. A well established link with principals of prominent schools ensures 'on campus' and 'on demand' placement of student-teachers. Deserving students of our institution are absorbed in our own institution as well as other institutions.

... (*Annexure I.B*)

Global Trends and Demands:

All global trends and demands are given due consideration while encouraging use of technology in administration, teaching and evaluation. The institution has well equipped computer and language resource centres where students can develop communication skills, ICT skills and enjoy internet for enhancement of learning.

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

The institution executes the prescribed syllabus as framed by the Guru Nanak Dev University (GNDU) Amritsar. Time to time modifications made in faculty meetings (Board of Studies and Faculty of Education), and those made during healthy interactive sessions with academic experts are also implemented by the institution. In this context, the institution also participated in series of workshops on "National Curriculum Development Framework for Teacher Education" (August-September, 2010) for reframing and reviewing the B.Ed. and M.Ed. syllabi held by GNDU, Amritsar. Feedback and suggestions from student-teachers of present session as well as from alumnae meetings are initiated from time to time. Feedback is taken from faculty members, employers and academic experts as well.

Student Council meets are organized and their feedback is also taken. After compiling, analyzing and evaluating the feedback, the suggestions are conveyed and discussed by our principal and faculty members in various meetings held at GNDU, Amritsar which are further incorporated in the existing curriculum.

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

The institution being affiliated to Guru Nanak Dev University and not an autonomous body, follows the dictum of University regarding this aspects. Other than providing knowledge based information, relevant skills and attitudes related to the existing curriculum in the light of global trends are developed. Existing courses are also modified by including work experience, school experience and community work as per the new global trends and emerging needs of the schools.

Theoretical knowledge as well as practical application of different pedagogies is done in methodology papers. Peer groups are formed for group discussions in theory papers as well as in practice teaching. As far as personality grooming and effective communication skills are concerned, language proficiency is compulsory part of the curriculum.

... (*Annexure 1.C*)

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

The theoretical aspects of B.Ed. and M.Ed. curriculum cover certain vital national issues like environmental awareness, value education, gender equality, human rights, right to vote.

The following are the recent inclusions specifically for B.Ed.-

Paper A1- Education and Development. It contains chapters on National Integration, International Understanding, Human Rights, Socio-Political-Economic and Cultural Awareness and Value Education.

Paper A2 - Contemporary Issues and Concerns in Secondary Education. It deals with issues like Modernization, Privatization, Globalization and Human Resource Development.

Paper B3 (b) (ii) i.e. Distance and Open Learning. It deals with role of technology i.e. Mass Media, Computer technology and Internet.

Paper B3 (b) (iii) Environmental Education. It includes topics concerning Conservation of Environment, concept of Ecology, Ecosystem, Pollution, Aforestation and Solid Waste Management, Migration and Urbanization.

Paper B3(b)(iv) Health Education. It deals with Common Health Problems and Personal Hygiene.

Care is taken by faculty members in guiding M.Ed. students while choosing topics of their dissertations which also have bearing on issues of national significance.

... (*Annexure 1.C*)

Teachers make a consistent effort in their regular classroom transactions and during House meetings/Tutorials that such issues are addressed, discussed so as to sensitise and educate student-teachers about the same.

Other than these theoretical aspects of curriculum the institution has also adopted certain practical measures in areas of environment, value education and ICT.

Environment Awareness:

Realizing the global concern for conservation of environment, the college undertakes different activities for conservation of nature and natural resources.

- Environmental Education has been introduced as an optional subject in B.Ed.to enable students to understand the conceptual framework as well as relevance in the present times.
- Tree plantation drives are carried out both inside and outside the college premises.
- The college is working on the slogan ‘Go green and Go clean’.
- Environment Club of the college organizes various extension lectures also to create awareness regarding environmental issues.
- House on duty ensures the upkeep of flora by supervising the lawns and potted plants.

Value Education:

The mission of the institution is to impart value oriented, secular and quality education and the following activities are undertaken:

- Workshops and seminars/ extension lectures on value inculcation are organized in the college from time to time. Hawan Yajna, Prabhat Pheri, Jan Chetna Yatra, Rishi Bodh Utsav, morning assembly, Dharam Shiksha examination at national level, extension lectures on moral education etc. are organized on regular basis to inculcate moral values among students.
- Students are also encouraged to participate in religious and social functions from time to time such as celebration of birth anniversaries of eminent leaders like Mahatma Gandhi, Swami Vivekanand etc.
- Community service is an integral part of the curriculum wherein students are encouraged to serve in institutes meant for people with special needs such as Ibadat, Central Khalsa Orphanage, Bhagat Puran Singh Pingalwara etc.

ICT:

Add on course-ICT in education is a part of curriculum wherein following activities are performed

- Each student of B.Ed. prepares Power Point Presentations on a topic of national importance.

- ICT is also compulsory for M.Ed.students and they are encouraged to undertake dissertation on ICT.
- IT club organizes Certificate Course in Computer for faculty members and students from time to time. (August 27 to September 27, 2013 and January 28 to March 28, 2014)

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

Apart from these above mentioned activities, ICT service is also used in preparing academic calendar for the session, timetable, committee-structure and their functions, important circulars, notices, agendas and proceedings of staff meetings, house examination, internal assessments and annual examinations, seating plan etc.

The institution makes adequate use of Information and Communication Technology (ICT) for curriculum planning. Before chalking out various curriculum transactional strategies, syllabi of other prominent universities are consulted online to know how they work throughout the session to execute their teacher-education programmes. Teacher-educators use these techniques for clarifying various topics of their respective subjects. Demonstration lessons are prepared and also delivered in part/whole with the help of ICT. Student-teachers are motivated and encouraged to use power point presentations in classroom as well as during their practice teaching.

1.2 Academic Flexibility

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

The institution provides varied curricular and co-curricular experiences to student-teachers as per need and requirement of the profession, society and nation at large. Ample opportunities are provided to the prospective teachers to apply their experiences to situations.

Reflective practices are ensured through following ways and means:

- Recording of good lessons are shown to the student-teachers to introspect their own performance.
- Brain storming sessions are held in house meetings on various issues related to their role as a teacher i.e. professionalism, code of ethics, value generation etc. Students are assigned different topics for seminar.
- While teaching different topics of same subject or another subject, correlation approach is used so that the student-teachers can learn to reflect and apply their knowledge in different situations.

- Internal evaluation is done for reflective practices by encouraging participation in intellectual activities like debate, declamation, poem recitation, creative writing and creative arts other than organization of the same.
- For their intellectual development, student-teachers are encouraged to participate in various poetical, declamation, essay writing, debate, quiz, creative writing and creative arts competitions.

... (Annexure 1.A)

- It is mandatory for all the student-teachers to critically evaluate the text books in the light of guidelines given by NCERT and suggest measures that can be taken to make them more relevant.
- Surveys on different social and economic problems such as illiteracy, drug addiction, adult education, unemployment, agriculture, industrial surveys are conducted by the students and they are also encouraged to suggest remedial measures that can be undertaken to solve these problems.
- Student- teachers are encouraged to frame unit-wise questions in each subject of their own class along with the school subject content based question bank.
- Student-teachers are asked to review articles on education in the newspapers and group discussions are organized in the classroom.
- M.Ed.students are encouraged to prepare case studies and conducting guidance surveys while using various tools and techniques.
- Weekly written tests based on theory papers are held and reasons for good performance are invited from students.
- The B.Ed.syllabus reflects various core elements of curriculum as recommended in the NPE,1986.To inculcate these elements among students, brain storming sessions are held with them examples of which are given in the table below:

Core Elements	Activities
Labour	Cleanliness of the premises, class and decoration, working in various committees.
Sensitization	Visits to orphanage, special schools and old age homes.In addition students are sensitized towards different environmental issues.
Punctuality	Participation in various college activities, attending college, classes regularly and being punctual for all events.
Neatness	College premises, personal hygiene and overall cleanliness.
Scientific attitude	Encouraging experimentation, inquisitiveness, spirit of enquiry through relevant classroom activities.
Secularism	Celebration of festivals of all religions.

Nationalism	Celebration of national festivals and days of national importance.
National Integration	Organizing various functions and competitions like Essay writing, declamation on topics of national integration, organizing morning assembly with National Anthem being an integral part.

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

In the lines of operational curriculum, the institution provides adequate flexibility by providing varied learning experiences in the following ways:

In B.Ed.course, the institution is at present offering 4 options in Paper B3(b):

- Distance and Open Education,
- Guidance and Counseling,
- Measurement and Evaluation and
- Health Education.
- In Area E-Add on Courses, the institution is offering:
 - ICT Integration in Pedagogy,
 - Language Proficiency,
 - Art in Education and
 - Physical Education as Work Experience Programme.
- Teaching Methodology subjects offered are:
 - Teaching of English
 - Teaching of Hindi
 - Teaching of Punjabi
 - Teaching of Social Studies
 - Teaching of Economics
 - Teaching of Commerce
 - Teaching of Maths
 - Teaching of Fine Arts
 - Teaching of Physical Education
 - Teaching of Science
 - Teaching of Physical Science
 - Teaching of Life Science
 - Teaching of Music
 - Teaching of Computer Education

The student-teachers are to choose any two of these as per their eligibility and interest.

- In M.Ed.course,the institution is offering the following options of which any two are to be selected:
 - Guidance and Counseling
 - Inclusive Education.
 - Measurement and Evaluation.

The B.Ed.program extends well beyond the prescribed curriculum. The college offers the following activities in community service and hands on experience from which the students choose any one according to their interest:

- Gardening
- Interior Decoration
- Cooking
- Needle Work
- Clay Modeling
- Drawing and Painting
- Commercial Art
- Creating Best Out Of Waste Material and
- Tie and Dye

... (*Annexure 1.D*)

The curriculum and evaluation system adopted by the institution is such that it has provision for adequate flexibility as evident from the following features:

- Teachers have a lot of variety to choose a method and technique for developing their instructional plan.
- Common topics of compulsory paper and teaching- subjects are covered through team teaching.
- Teachers give assignments and references to extend the scope of subject matter taught in classes.
- Remedial classes are arranged where teachers make special efforts for better results of weak students.
- Students can opt for any medium of instruction-English, Hindi and Punjabi.
- There is a variety in practising schools and care is taken that students get a school which is easily accessible.
- Self learning is promoted among student-teachers through library period, assignments, peer-group discussions, presentations given in the class, project work etc.
- Students get the opportunity for field trips, excursions, ‘hands-on’experience, workshops and project work.

- M.Ed.students are free to choose a topic of their interest for dissertation.

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

The following activities are performed for the development of various skills among prospective teachers:

For development of ICT Skills

ICT is a compulsory part of curriculum of B.Ed. The institution on its own level makes all efforts to develop ICT skills among faculty members and student-teachers. For this certificate courses in Computers are organized from time to time (August 27-September 27, 2013 and January 28-March 28, 2014.) Besides this various workshops and seminars which have been organized are as follows:

- Workshop on “Project based Approaches” by INTEL on February 04, 2011
- Workshop on “Android Application Development” by Global Tech, Amritsar on Jan 28-30, 2013.

For development of Communication Skills

Language proficiency skill is a compulsory part of B.Ed. curriculum. In addition to this, the institution organizes various activities like debate, declamation, elocution etc. Extension lectures and workshops are also organized from time to time to develop communication skills.

For development of Life Skills

The institution organizes extension lectures, seminars, workshops on health, personality, interview preparation, internet, computer literacy etc.

For development of Social responsibility and Community Orientation

The following activities are performed on regular basis for development of social responsibility as well as community orientation:

- Various National and Social festivals are organized.
- Visits to Pingalwara (orphanage,) ‘Andh Vidhyalaya’, ‘Kushtashram’, institute for people with special needs such as Ibadat, School for Deaf and Dumb, Leprosy Institute etc. are organized.
- Awareness among students about Save Water and Electricity, Blood Donation Camp, Community Kitchen, Teacher’s Day Celebration etc. is spread.

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

i) Interdisciplinary/ Multidisciplinary:

Inter disciplinary/multidisciplinary nature of curriculum is ensured in the following ways:

- Students of M.Ed. are encouraged to choose topics of their dissertation which are inter disciplinary or multi disciplinary in nature.
- Common topics of compulsory paper as well as teaching subjects are covered through team-teaching.
- Peer groups with students from different subject backgrounds are formed for removing learning difficulties.
- Different NSS activities, celebration of days, cultural functions are arranged from time to time and celebrated in common by all classes and departments of college.
- Students opting for B.Ed.course come from diverse backgrounds (Arts, Commerce, Science) and get the opportunity to study Philosophy, Psychology, Technology as well as ICT.
- Student-teachers select two methodology subjects which are inter-disciplinary e.g..
 - Physical Science - Mathematics
 - Physical Science - Life Science
 - Economics- Language
 - Commerce- Language
 - Physical Education- Language
 - Computer Science- Language
 - Life Science- Language
 - Science- Language
 - Social Studies- Language
 - Economics- Mathematics
 - Mathematics- Language
 - Fine arts- Language
 - Music- Language
 - Computer Science- Mathematics

ii) Multi Skill Development:

The institution ensures multi-skill development through the following ways:

- Micro-skill periods are provided for developing different teaching skills viz skill of introducing, questioning, blackboard writing, stimulus variation and explanation.
- Seminars for development of communication skills, personality grooming and language proficiency are a part of the syllabus.
- Activities for development of ICT skills.
- Moral Education activities like organization of Hawan Yajna, training for Mantra Uchharan, organization of spiritual discourses for inculcation of moral values.
- Demonstration and workshops for improvement of art and craft skills.
- Involvement of student-teachers in organization of college functions for developing their management and organizational skills.
- Formation of different houses for developing leadership qualities, organizational skills, civic sense and social responsibilities.

iii) **Inclusive Education:**

- Inclusive Education as optional subject at M.Ed.level is offered to students.
- Visits to various institutes meant for people with special needs are organized by the institution at M.Ed.and B.Ed.level to sensitize the students towards the ground realities of special children.
- The institution provides education to every type of student irrespective of caste, religion, marital status and socio- economic condition.
- Lectures by famous educationists/doctors are organized to create awareness among prospective teachers regarding the constitutional provisions for handicapped individuals as well as the possible treatments available.
- For physically challenged, there is provision of ramp, lower level black-board and classes on ground floor.
- For economically backward, there is provision of book-bank facility, fee payment on installments.

IV) **Practice Teaching:**

The institution conducts pre-practice activities where one day is devoted towards acquainting the student-teachers with the practicing schools, subject teacher timetable, co-curricular activity schedule- in short a general orientation. Practice teaching is an integral part of B.Ed., M.Ed.and D.EL.ED. course wherein M.Ed.students assume the role of assistant supervisor during practice teaching to gain field experience. B.Ed.students has practice teaching of forty-five (45) days in two phases of 15 days and 30 days respectively. Other than regular class room teaching, remedial teaching of difficult topics is done by student-teachers in these practising schools. Students also develop teaching aids, observe peers, prepare school reports and maintain their own attendance register. Students are also given training in carrying out action research on problems like hand writing, spellings, indiscipline, truancy etc.

Following activities are undertaken by prospective teachers during practice teaching:

- Observation of peer teaching: As per syllabus student-teachers have to observe atleast twenty-five (25) lessons (ten(10) Micro lessons and fifteen (15) composite lessons) for each methodology.
- Peer Feedback: The peer students provide oral feedback to their classmates especially at the time of micro discussions as well as composite discussion lessons, besides simulated teaching.
- Supervision and Evaluation of Practice Teaching: Every teacher-educator as supervisor visits the classes of the prospective teachers during practice teaching and evaluates them by giving remarks on their lesson-plan notebooks. The feedback provided by faculty members is oral as well as written. Prospective teachers improve their teaching after the feedback.

v) School Experience/ Internship:

School experience as a part of the practice-teaching includes the following activities:

- Conducting periodic class tests and feedback sessions.
- Conducting remedial teaching sessions/classes.
- Morning assemblies are organized by pupil-teachers in practising schools.
- Various functions are also organized by the prospective teachers
- Parent Teacher meets are attended during teaching practice.
- In M.Ed.programme, the students are involved in observing and supervising lessons of B.Ed.students.
- School experiences are written in the form of school report.

vi) Work Experience/SUPW:

Work experience is provided through compulsory subject of Art, drawing and sketching, survey and case study for various classes, besides, through various add on courses like ICT integration in pedagogy, language proficiency, art in education, physical education . The institution also organizes workshops to provide skills to the students in preparing various creative yet useful things from raw or waste material.

vii) Any Other (Specify and give detail):

A strong commitment towards achieving excellence in education and research, empowering women, developing moral values, mobilizing community towards social upliftment and globalizing Indian culture are some of the prominent goals of the institution. For achieving these goals following activities are performed:

- Cultural Activities
- Awareness about health issues
- Social Work
- Lectures by eminent persons

All these activities are carried by B.Ed., M.Ed., PGDCA (T.E.) and D.EL.ED.students.

1.3 Feedback on Curriculum

1.3.1. How does the institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to curriculum?

Feedback on Curriculum

The institution encourages feedback and communication from various stakeholders for smooth functioning as well as improvement in the existing educational set up. Usually at the end of the session, feedback is taken from different stake holders in oral or written form. At the time of closing of the session, the prospective teachers along with the teacher-educators give their feedback through informal discussions, meetings etc.

- **Feedback from student-teachers:** At the end of each session, feedback proformas are collected from student- teachers regarding the course material and overall teaching-learning process. Meetings of student council are held from time to time to get students' views and suggestions regarding existing session.
- **Feedback from alumni:** Alumni also give their fruitful suggestions through personal conversations during practice teaching program, functions and during alumnae meet in an informal way.
- **Feedback from Employers:** Feedback is taken through planned interactions with employers at the time of appointment of staff or when invited on functions.
- **Feedback from academic peers:** Time to time staff meetings are conducted at the beginning as well as during the academic session where open suggestions are invited regarding curriculum. Yearly interactions with education department of the university as well as with various academicians at the time of seminars, workshops etc. are also held to get feedback on the existing curriculum.
- **Feedback from the community (Heads and teachers):** Information in the form of feedback regarding curriculum is received from various Principals of practising schools along with the teachers at the time of stay of student-teachers in their schools.
- **Feedback from parents:** Feedback about existing training of prospective teachers and existing curriculum is obtained through parent-teacher meetings in

an informal set-up. Feedback is also sought from parents on proformas prepared for the same.

... (*Annexure 1.E*)

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

Yes, there is a mechanism for analysis and use of outcome from feedback on curriculum. Principal and concerned committees analyse the feedback and bring about changes for improvement.

- Interactive sessions between the alumnae and the prospective teachers are arranged so that they benefit from the experiences of the former.
- Meetings of student council are held to acquaint the students with all information regarding different curricular aspects.
- Peer feedback during micro lessons, practice teaching, discussion lessons and model lessons delivered by teacher-educators is also used.
- The curriculum is modified at the college level to bring about desirable changes.
- Time table-academic and co-curricular is modified according to justified demands.
- Date sheet or schedule of tests and exams (college level only) are planned/adjusted according to students' feedback.

Following changes have been brought about in the curriculum:

1. Prospective teachers are given training to write their resume and given tips to face the interview board.
2. Various programs are introduced for development of communication skills and personality grooming.
3. Student-teachers are given training to conduct counseling while preparing case studies.
4. They are given training to improvise teaching aids and make teaching more interesting and informative.
5. Prospective teachers get training in the use of sophisticated technological devices like power point presentation, multimedia etc

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

The institution ensures that suggestions related to curriculum development gathered from various types of feedback to reach the concerned authorities timely. Principal and two (02) senior faculty members are made members of Board of Studies (BOS) and two faculty members of Faculty of Education, Guru Nanak Dev University, Amritsar respectively for a tenure of two years who actively participate in the revision of curriculum of B.Ed.and M.Ed.Faculty members regularly attend workshops and seminars for revision of curriculum.

1.4 Curriculum Update

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

One of the main objectives of teacher education programme is to equip potential teachers with necessary pedagogical content and learners' knowledge in order to be effective teachers and teacher-educators. This objective is in accordance with the recommendations of National Curriculum Framework for Teacher Education (NCFTE, 2009).

Both B.Ed.as well as M.Ed.courses have undergone a major revision on the lines of (NCFTE, 2009). M.Ed.syllabus is divided into three parts.

- Part A- Foundation Courses
- Part B-Options and
- Part C-Field Experience.

... (Annexure I.C and I.D.)

B.Ed. syllabus is divided into five areas

- Area A- Foundation of Education,
- Area B- Pedagogical Knowledge,
- Area C- Pedagogical Content Knowledge,
- Area D –School Based Experience and
- Area E- Add on courses

The duration of school practice teaching has been increased from 40 days to 45 days. The college provides almost all the methodology subjects offered by GNDU, Amritsar and students have to opt for any two of these. There is provision for all the options in B.Ed. syllabus and the students have the freedom to choose any one option.

Paper I: Education as a Field of Study

Topics Deleted	Topics Added
<p>Unit –I Theoretical Perspectives of Education as a Discipline</p> <ul style="list-style-type: none"> • Axiological issues in education at national and international level 	<p>Unit –I Theoretical Perspectives of Education as a Discipline</p> <ul style="list-style-type: none"> • Concept of values, national values enshrined in the Indian Constitution and their educational implications
<p>Unit –II Education as Interdisciplinary Knowledge :Indian Perspective</p>	<p>Unit –II Education as Interdisciplinary Knowledge: Indian Perspective</p> <ul style="list-style-type: none"> • Critical analysis of thoughts of great educators: Swami Vivekanand
<p>Unit –III Education as Interdisciplinary Knowledge: Western Perspective</p> <ul style="list-style-type: none"> • Social purposiveness of education 	<p>Unit –III Education as Interdisciplinary Knowledge: Western Perspective</p> <ul style="list-style-type: none"> • Critical analysis of thoughts of great educators: a) Rousseau b) Karl Marx
<p>Unit –IV Changing Political context of Education: School Context</p> <ul style="list-style-type: none"> • Changing role of personnel in school management- teachers, headmasters and administrators • Total quality management in education • Teacher’s autonomy and academic freedom • Role of state and centre: need for a national system of education 	<p>Unit –IV Changing Socio-cultural context of Education</p> <ul style="list-style-type: none"> • Meaning and nature of Educational Sociology; Relationship of Sociology and Education
<p>UNIT-V Support System of Education</p> <ul style="list-style-type: none"> • Teacher Education: vision and issues as reflected in NCFTE(2009) • Role of different stakeholders in school education-media, use of technology, NGOs and family • Principles and guidelines in organizing the support system 	<p>UNIT-V</p> <p>Changing Political context of Education: School Context</p> <ul style="list-style-type: none"> • Education as a sub-system with specific characteristics • Education for religion and modernization

Paper II: Learner and the Learning Process

Topics Deleted	Topics Added
<p>Unit –I Dynamics of Individual Development</p> <ul style="list-style-type: none"> • Process of individual development in social context • Importance of individual differences • Determinants of personality development of an individual- biological, socio-cultural, personality assessment 	<p>Unit –I Dynamics of Individual Development</p> <ul style="list-style-type: none"> • Stages of human development- physical, cognitive, social, emotional and moral • Piaget’s concept of cognitive development and its critical analysis • Cognitive process: concept formation, logical reasoning, problem solving, creative • Thinking and language development
<p>Unit –II Group Dynamics and Individual</p> <p>This unit has changed to intelligence and Personality in the present syllabus</p>	<p>Unit –II Intelligence and Personality</p> <ul style="list-style-type: none"> • Intelligence: theories and measurement • Personality: theories and assessment • Motivation in learning : intrinsic and extrinsic motivation; approaches to motivation: humanistic, cognitive
<p>Unit –III Mental health and Adjustment</p> <p>This unit has become unit 4 and unit 4 has become unit 3 in the present syllabus</p>	<p>Unit –III Process of learning</p> <ul style="list-style-type: none"> • Theories of learning (Pavlov, Hull, Tolman, Lewin) • Learning as construction of knowledge (with special reference to learner, teacher and learning environment). • Learning as socio- culturally mediated process: <ul style="list-style-type: none"> ▪ Experiential learning ▪ Cognitive negotiability ▪ Socio-cultural mediation
<p>Unit –IV Understanding the process of learning</p> <ul style="list-style-type: none"> • Meta cognition 	<p>Unit –IV Mental health and Adjustment</p> <ul style="list-style-type: none"> • Concept of mental health, mental

<ul style="list-style-type: none"> • Bruner and vygotsky with reference to multiple school contexts of India 	<p>hygiene, factors influencing mental health of teachers and students and characteristics of a mentally healthy person</p> <ul style="list-style-type: none"> • Concept of stress, frustration, anxiety and conflicts: meaning and management. • Concept and types of adjustments, Mechanism of adjustment
<p>Unit –V Dynamics of Social Development</p> <ul style="list-style-type: none"> • Nature of socio-cultural environment :- physical, economic conditions, cultural practices • Imitation • Social identity-its interrelationship with social environment, impact on school/ classroom practices and achievement 	<p>Unit –V Dynamics of Social Development</p> <ul style="list-style-type: none"> • Meaning and types of group , interrelationship and interdependence between individual and group in classroom and social context • Socio-emotional climate in classroom, the conditions facilitating effective learning • Individual and his/ her social understanding, social influence and social perception

Revised B.Ed.Curriculum (2013-14) as per NCFTE (2009) guidelines

Area A- Foundations of Education

Paper A1 Education and Development

Topics Deleted	Topics Added
<p>Unit –I Education as an evolving concept</p> <ul style="list-style-type: none"> • Meaning of education- ancient to present, education as an organized and state sponsored activity • Concepts in education and their changing connotations:, teaching and learning, instruction, freedom and control in relation to the child and teacher 	<p>Unit –I Education as an evolving concept</p> <ul style="list-style-type: none"> • Meaning and concept of education- Indian and western perspective, education as an organized and state sponsored activity

<ul style="list-style-type: none"> • Expansion in modes of education: face –to-face (tutorial, small group, large group) to distant modes of education; oral/ aural to digital, individualized and group based 	
<p>Unit –V Learning Environment – The changing Scenario</p> <ul style="list-style-type: none"> • Changes in teacher’s role, learner’s participation, knowledge emphasis and learning resources • Shift in pedagogy: Knowledge focused to teacher focused to learner focused learning environment • Shift in learning environment: Unimodal to multi-mediated, school based to community linked and real to virtual learning environment. The open – distance learning environment 	<p>Unit –V Learning Environment – The changing Scenario</p> <ul style="list-style-type: none"> • Home, school and community as mediators of Education. • Concept of values - importance, classification of values, sources of values, ways and means for inculcation of values

Area B- Pedagogical Knowledge

Paper: B1 Understanding the Learner and Learning Process

Topics Deleted	Topics Added
<p>Unit –I Nature of the Learner</p> <ul style="list-style-type: none"> • Learner as a developing individual: a psycho- social entity 	<p>Unit –I Understanding the development of Learner</p> <ul style="list-style-type: none"> • Importance of education psychology for understanding the learner
<p>Unit –II Understanding differences among Learners</p>	<p>Unit –II Understanding differences among Learners</p> <ul style="list-style-type: none"> • Understanding learners with varying needs: gifted, creative • Intelligence : meaning and concept, theories explaining intelligence (Spearman, Guilford)

Unit –III Theoretical Perspective on Learning- an Overview	Unit –III Theoretical Perspective on Learning- an Overview <ul style="list-style-type: none"> • Behaviourism (Thorndike and Skinner) and Cognitivism (Kohler and Koffka) in relation to learner, teacher and teaching learning process
Unit –IV Learning in ‘Constructivist’ Perspective <ul style="list-style-type: none"> • Processes facilitating ‘construction of knowledge’ and reflection 	Unit –IV Learning in ‘Constructivist’ Perspective <ul style="list-style-type: none"> • Constructivism (Piaget and Bruner)
Unit –V Learning Styles and Learning <ul style="list-style-type: none"> • Concept of learning, learning skills, creative and critical thinking, modeling 	Unit –V Learning Styles and Learning <ul style="list-style-type: none"> • Motivation: concept,types and techniques

The above mentioned changes in the curriculum have contributed to quality improvement and satisfaction in the following ways:

The students are able to –

- Critically examine the concerns arising from the vision of great educators.
- Reflect on changing socio-cultural dimensions in the context of education and support system of education.
- Understand the dynamics of individual development as well as group behaviour.
- Prepare conducive teaching learning environment for differently abled children.
- Develop basic skills in the production of different types of instructional material.
- Know the recent innovations and future perspectives of educational technology.
- Familiarise with the leadership and educational planning.
- Develop understanding regarding organization and supervision of school experience programme.
- Recognize the role of guidance in attaining the goals of education.
- Correlate the knowledge of science and technology with economic and social development of the community.
- Develop instrumental, communicational and problem solving skills.

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

Curriculum revision is the purview of the affiliated university. However, keeping in mind the global and social trends, different strategies have been adopted such as need assessment, student input and feedback from different stakeholders. Feedback proformas on certain criteria are prepared and given to the stakeholders- alumni, prospective teachers, school teachers and Principals of practicing schools etc. Feedback collected from prospective teachers and alumni helps in the assessment of personal and national development needs which serve as a force to modify the teaching- learning process. Feedback collected from teachers and Principals of the practicing school helps in bringing suitable modifications in the curriculum. Based on the feedback from stakeholders, the faculty takes initiative in the curriculum transaction and suitable suggestions are forwarded to Board of Studies (at University level)

1.5 Best Practices in Curricular Aspects

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

The following measures have been taken in this direction:

- As per the recommendations by NCFTE (2009) diversified curriculum is followed to cater to the requirements and interests of the students.
- Offering a number of options in the curriculum according to the latest developments in the discipline as curriculum development, distance and open learning, Environmental Education, Health education, measurement and evaluation, Population education, value education, inclusive education and guidance and counseling.
- Faculty members as well as prospective teachers take help from study material gathered from various universities.
- Teachers are encouraged to use new techniques and methods such as brain storming and role playing.
- Members of faculty attend various seminars, workshops, orientation and refresher courses etc. to update their information and enhance their skills.
- Eminent educationists, medical practitioners and other renowned dignitaries are invited to share their experiences. Awareness among student-teachers regarding various sensitive issues like traffic rules, female feticide, health and hygiene, environmental issues etc. is created by organizing various extension lectures and seminars.
- More emphasis on computer and internet literacy.
- Library and resource centres are constantly updated.

- In order to develop competence in basic skills involved in teaching, the students are given an opportunity to observe the model lessons (micro and composite) delivered by method masters in the teaching subjects while using latest technological devices viz. multimedia, OHP, slide projector etc. Various curricular and co- curricular activities are carried out to inculcate varied skills viz. communication skill, classroom management skill, organizational skill etc.
- Periodic tests are conducted and feedback is given to the students and necessary remedial measures are taken.
- Good lessons of the prospective teachers are recorded and they are used as model lessons.
- Inter college skill in teaching competition is organized every year to give exposure to our students to the latest methodologies.
- While conducting community surveys, prospective teachers are enabled to know the applicability of theoretical knowledge in a systematic manner.
- Introducing a wide variety of hands on experience programme at college level.
- Organization of inter house quiz (foundation courses) is a regular feature of the college.
- The college has been giving free coaching for UGC-NET, CTET and PTET therefore producing a number of UGC-NET, CTET and PTET qualified students every year.
- Career and counseling cell besides providing assistance to the students in solving various educational and personal problems, also gives guidance to students to get placement in different institutions according to their abilities and aptitudes.

... (*Annexure I.A*)

1.5.2. What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?

The Institution has planned and implemented the following best practices in curricular practices:

- Bridging gap between theory and practice.
- Offering more number of choices in optional papers at B.Ed.and M.Ed. level.
- Using various methods and techniques of teaching including brainstorming sessions and group discussion.

- Displaying latest news related to B.Ed.curriculum from various newspapers from time to time on the notice board.
- Widening scope for practice teaching programme.
- Preparing students for UGC (NET)/TET/PTET tests.

The institution has made every possible effort to provide a variety of experimental learning opportunities that would help in translating its vision, mission and goals into reality.

Additional information to be provided by institution opting for the Re accreditation/Re-assessment

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

As far as curricular aspect of this institution is concerned, the main evaluative observation /suggestions made in the first assessment report is as follows:

- The teaching transaction though based on multiple methods, somewhat lacks in its true spirit actual impact.
- The college is showing consistently good academic results year after year.
- The computer resource center is well established. However, it needs to be utilized more by the staff and teacher education students to equip themselves.
- Besides making use of innovative teaching aids to help students learn better, self help workshops may also be organized on the weekends on the college campus.
- Workshops may be planned on action research for bringing improvement in classroom practice.
- Reading habits of the students and the faculty can be strengthened by organizing ‘Book Reading Sessions’.

The above mentioned observations/suggestions have been acted upon as mentioned below:

- Considering suggestions given by NAAC, feedback was given to teachers and various methods have been incorporated in teaching-learning process and improvements brought about such as use of encouraging independent study habits by using the Internet,power-point presentation, role playing, peer group discussions etc.
- The institution has been maintaining its high academic standards as before.
- All faculty members are computer literate and make proper utilization of computer resource centre in data processing, preparing lectures, presentations, seminars etc.

- Faculty interaction programmes are organized in the form of seminars presented by faculty members in peers.

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

The major quality sustenance and enhancement measures undertaken by this institution since the previous assessment and accreditation are as follows:

- Faculty members of the college share their expertise with their peers in the form of faculty interaction programme.
- Seminars are conducted in college on action research to bring about awareness.
- Emphasis on good reading habits has been strengthened and the library is being optimally utilized.

Criterion II: Teaching Learning and Evaluation

2.1 Admission Process and student Profile

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

There are separate procedures for admission to B.Ed., M.Ed., PGDCA (T.E..) and D.EL.ED. courses being run by the institution.

B.Ed.

Admission in B.Ed.course is done on the basis of merit of qualifying examination (graduation). The admission process is conducted online by one of three universities of the State on rotation basis for a period of three years. Admission criteria, reservation policy and other directions are given by the Punjab Government. State level merit list is generated on the website of university conducting the admission and students fill the choice of college/ colleges themselves. The eligibility, testimonials and subject combinations are verified by the institution. Admission to different classes is done as per the following condition:

B.Ed.:

- Candidates with at least 50% marks (for general category) in Bachelor's degree are eligible for getting admission to the B.Ed. course.

- The reservation for SC/ST/OBC and other categories is as per the rules of the Central Government/State Government whichever is applicable. Candidates with 45% marks are eligible for admission.
- Candidate must have studied the major subject of the subject combination for at least two years at graduation / post graduation level. Minor subject must be studied at least for a year.
- Students who have studied Honours in a subject can opt it as a major subject in which they have obtained Honours. In case of students who have done Honours in languages-English, Hindi or Punjabi, the major subject is that particular language. These candidates are allotted minor subject by the college on the basis of other subjects studied by the candidate. Language will not be a minor subject for such candidates.

M.Ed.

Admission in M.Ed.course is conducted by college on the basis of entrance test cum merit of qualifying degree (B.Ed.) and interview. Reservation policy of Punjab Government is followed in admission.Eligibility criteria for admission in M.Ed.is 55% marks in B.Ed.for general category and 50% marks for reserve category. The details of the procedure are given below.

- Written test- 50 marks
- Calculation of average %age of previous academic achievements (marks obtained in matriculation, 10+2, graduation, post graduation, B.Ed.)-30marks
- Interview-20 marks

Post Graduate Diploma in Computer Application PGDCA (T.E..)

Admission in PGDCA (T.E..) course is conducted by college on the basis of merit of qualifying examination as per the norms laid down by Guru Nanak Dev University (GNDU), Amritsar. Any graduate with at least 45% marks in aggregate is eligible for admission.

Diploma in Elementary Education (D.El.Ed.)

Admission in D.El.Ed. is done on the basis of merit of qualifying examination i.e. +2. The admission process is conducted online by State Council of Educational Research and Training (SCERT). State level merit list is generated on their website. The eligibility and testimonials verification is done by the institution.

Adherence to the decisions of the regulatory bodies

Admission of all courses is done strictly on the basis of norms and regulations given by various bodies and reservation policy given by Punjab Government. Decisions and directions of regulatory bodies (Punjab Government, NCTE, SCERT, GNDU, Amritsar) issued from time to time are complied with by the institution.

Equity and Access

The process is done adhering to the principles of equity and accessibility. Institution gives equal opportunities to all the learners belonging to diverse socio-economic strata, cultural background and those with special needs during admission process. Fifteen percent (15%) seats are reserved for students from other states. For making admission readily accessible to all candidates, online admission procedure in B.Ed. and D.El.Ed. is followed. For M.Ed.and PGDCA (T.E..) information is provided on college website, college handbook and local newspapers.

Transparency

- For B.Ed.and D.El.Ed. courses, admission is totally transparent as it is through State level merit list. For other courses applications are invited followed by written test/interview. List of selected candidates and waiting list is put up in due course of time.
- Admission to every course is conducted under the supervision of admission committee of various courses constituted for the purpose.
- Admission registers of all the classes are prepared wherein details such as student's name, father's name, qualifications, pass percentage, address, category are entered.

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

All the programmes being run by the college are duly advertised. The details are given below:

- The institution has its own website (www.daveducation.org) wherein students can get information about the college courses.
- Programmes are advertised in major newspapers by concerned university for B.Ed.as per notification of Punjab Government. Students are to apply online for admission. college website which provides details of :
 - Different subject combinations available in the institution (also given in college handbook.)
 - Number.of seats available in different subject combinations.

- For M.Ed.and PGDCA (T.E..) courses, advertisement is given in newspaper by the college after notification from GNDU, Amritsar. For D.EL.ED. course, advertisement in newspaper is given by SCERT as per Punjab Government notification.
- College handbook is published every year. All relevant information regarding admission procedure, fee details, teaching and non-teaching staff, syllabi of the courses offered by the institution, evaluation procedure, norms and rules of the college, fee concession etc.is conveyed.
- Banners regarding admission are displayed at vantage points. Pamphlets are also distributed among community to serve the purpose.
- The Principal conveys the same information to the audience/public forums whenever possible.
- Admission committees also communicate achievements, courses available and related information of the college to the students from time to time.
- During the session B.Ed. students are acquainted with PGDCA (T.E.) and M.Ed. courses.

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

The institution gives equal opportunity to all learners belonging to diverse socio-economic and cultural background. Before commencing the admission process, series of staff meetings are held in which admission criteria and entire admission procedures are discussed in detail.

B.Ed.

Admission is centralized for B.Ed.course and seat allotment is done by the university. The college ensures eligibility of the candidate as well as authenticity of the documents. Admission committee scrutinizes the relevant documents according to the admission guidelines, selects candidates which is then approved by the Principal, subjected to verification and confirmation by the affiliating university. Instructions of regulatory bodies are strictly followed. The entire admission process is kept transparent. After completing the admission process, the institution sends the list of admitted students to the university conducting admission and concerned department of affiliating university i.e GNDU, Amritsar.

M.Ed.

Admission in M.Ed.course is conducted by college on the basis of entrance test cum merit of qualifying degree (B.Ed.) and interview. Reservation policy of Punjab Government is followed in admission. The entire admission process is kept

transparent. After completing the admission process, the institution sends the list of admitted students to the affiliating university i.e. GNDU, Amritsar.

PGDCA (T.E..)

Admission in PGDCA (T.E..) course is conducted by college on the basis of merit of qualifying exam as per the norms laid down by GNDU, Amritsar. Any graduate with at least forty five percent (45%) marks in aggregate is eligible for admission.

D.El.Ed.

Admission in D.El.Ed. is done on the basis of merit of qualifying exam i.e. +2. The admission process is conducted online by SCERT. State level merit list is generated on their website. The eligibility and testimonials verification is done by the institution.

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

The institution welcomes diversity and puts special efforts to include students from diverse backgrounds by offering concessions, facilities, modifications of infrastructure, economic support etc. It has no bias towards any economic, cultural, religious, gender or disadvantaged groups. The various strategies adopted by the institution are:

- Book bank facility.
- Fee payment in installments.
- Adhering to Government policy regarding fee of SC/ST Students.

Diverse cultural, religious and linguistic background

- Fifteen percent (15%) seats in B.Ed. are reserved for candidates outside Punjab.
- As far as linguistic diversity is concerned, the college offers Hindi, Punjabi and English as medium of instruction.
- Secular and non-discriminatory environment is encouraged.
- Festivals of different religions such as Diwali, Lohri, Shivratri, Christmas, Guruparv are celebrated in the college.

Gender

Being an institution for girls' students, women empowerment remains its one of the major objectives. Every effort is made to prepare women for their various roles and responsibilities in the ever-changing world.

Physically challenged

The following steps are taken in this direction:

- Classes are allotted at ground floor keeping in view the convenience of such students.
- Ramps and toilets are made for the convenience of physically handicapped.
- Black-boards are kept at low height in the class--rooms.
- To boost the morale of physically challenged students, counselling is done to solve their adjustment problems.
- For visually impaired, a scribe is provided by the university to write the paper (when ever needed).

2.1.5. Is there a provision for assessing students' knowledge/need and skills before the commencement of the teaching programme? If yes give detail of the same.

There is no provision for assessing students' knowledge and skills before commencement of the teaching programme. However the institution organizes following activities to make new entrants familiar with the course:

- Orientation programme is organized for new entrants to acquaint them with rules and regulations of the institution and various types of options available in the college.
- Tutorials are taken just after the admission to assess students' knowledge, skills and aptitude.

2.2 Catering to Diverse Needs

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

For creating an environment conducive to learning and development of the students, the institution provides the following facilities:

- The college has a campus with green lawns, spacious and well ventilated classrooms with comfortable furniture.

- Well qualified, trained faculty and supporting staff.
- Well equipped infrastructure which includes library, educational psychology resource center, computer resource center, technology resource center, physical education resource center, art/ social studies/ economics/ mathematics rooms etc.
- Internet and photostat facility.
- Bulletin boards displaying motivating thoughts and important notices.
- Easy accessibility of Principal and staff to settle the students' problems/grievances if any.
- Intellectual activities like extempore, quiz, debate, declamation, poem recitation are organized from time to time to develop students' abilities.
- Havan-Yajna and lectures on moral values are organized to inculcate vedic, spiritual and moral values.
- Dharam Shiksha examination is conducted every year to give students an exposure to rich Vedic heritage.
- Teachers keep themselves regularly updated by attending seminars, conferences and workshops.
- Extension lectures, workshops are organized to update the students and staff on current and important issues of education.
- College publishes its own magazine 'The Richa' which provides a platform to students to show their creativity and talent.
- Punctuality and regularity are the bench marks of the college.

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

In this respect, the institution takes the following measures:

- Students can opt for medium of instruction of their choice in B.Ed., M.Ed. and D.El.Ed.
- Mixed language of teaching is used by teacher-educators.
- Text books and references books are available in English, Hindi and Punjabi in the college library.
- The library has books, journals, newspapers, encyclopedia and internet facility for catering to the diverse learning needs of the students.
- Well equipped technology, computer and psychology resource centre.
- The college offers different teaching subject combinations and optional papers.
- To cater to intellectual diversity, remedial classes are organized for weak students and challenging assignments are given to bright students.
- A large number of literary, cultural and moral activities are conducted throughout the session for catering to the diverse needs of the students.

- Teaching aids/multimedia are used for making the subject matter interesting and easy.
- Students are encouraged to participate in various competitions (state/national level) for recognition of their talent.

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

At M.Ed.level

In order to understand the role of diversity and equity, following activities are envisioned in the curriculum:

- Inclusive Education is one of the papers in the curriculum of M.Ed.course.
- M.Ed.students are encouraged to take dissertation on diverse topics
- Students are trained to administer various psychological tests viz. intelligent tests, achievements tests, personality tests, attitude scales and interest inventories for identification of various needs and potential of learners.
- Students are encouraged to include students of diverse background in their data collection for the purpose of their research studies.
- They are encouraged to prepare case histories to diagnose the specific problem of students.
- Action research is taken by students to sort out the individual/ classroom problems.
- Students are encouraged to construct and devise various test and tools on achievement and diagnostic tests so that diversity of individuals may be recognised identified and remedial measures be taken up (if needed).

At B.Ed.Level

- The subject matter of subjects like concept of philosophy, sociology, psychology, human rights education and constitutional provisions related to education etc. help the student in realizing the diversity and equity in society.
- Recommendations of various commissions and committees regarding Inclusive education are taught in curriculum.
- The principle of equity is also promoted by giving equal opportunities to prospective teachers in organizing and participating curricular and co-curricular activities.
- Various co-curricular activities are organized in the institution to promote the democratic attitude towards life, (NSS camp, field trips, seminars, workshops and various literary and cultural activities) These activities help student-teachers to understand the role of diversity and equality in teaching- learning process.

- They are trained to organize functions, conduct seminars and morning assembly. These activities help them to identify and channelize the varied potential of school students without any kind of discrimination.
- Student-teachers are encouraged to use variety of teaching aids, techniques and methods of teaching and be flexible in their approach to understand the diversity and equity in teaching -learning process.
- Festivals of all religion are celebrated in the institution with equal enthusiasm.

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

The following measures are adopted by the institution to ensure that the teacher-educators are knowledgeable and sensitive to cater to the diverse student needs:

- The institution ensures recruitment of competent staff with good knowledge of subject matter, pedagogical skills and who are well versed in latest technology to procure knowledge.
- All the teacher-educators of the institution are well versed in three languages (English, Hindi and Punjabi). The students are guided in the language of their preference.
- Teacher-educators are given opportunities to attend seminar/workshops to update their knowledge.
- Extension lectures and seminars are organized on subjects of diverse issues from time to time in our institution to sensitize the students towards such problems.
- Teacher-educators are encouraged to use variety of methods of teaching to cater to the needs of students. Methods like demonstration, discussion, project method, problem solving, brain storming, assignments and lecture method etc are used by teachers.
- A comprehensive proforma has been developed by the institution to seek feedback from the students regarding teaching styles, competencies and attitude towards the teaching profession in general. In light of analysis of the given feedback, discussions are held and efforts are made to overcome limitations if any.

... (*Annexure II.A*)

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

The institution encourages the students to respect and appreciate individual and cultural differences to make the learning environment more flexible and supportive. Various practices followed are:

- Inclusive Education is taught as one of the option papers in M.Ed. which acquaints students with the concept of inclusion.
- Seminars and workshops on special education are organized to create awareness about inclusion.
- Activities of different clubs like moral, literary, cultural and NSS activities promote inclusion by taking up issues which demonstrate appreciation of diversity are organized from time to time in the institution.
- During practice-teaching programme, teacher-educators mentor their student - teachers on how to deal with diversity in the classrooms.
- Visits are arranged to special schools and orphanages to give exposure to the prospective teachers about the needs of special children.
- Surveys, case studies and action research are undertaken to understand special needs of the students.
- Practical work in Psychology is carried out to give exposure to different types of psychological tests to find out diversities in children in regard to their intelligence, aptitudes and achievements.
- Teachers-educators are encouraged to plan different activities for the student-teachers viz. practical work, projects, surveys, literary and cultural activities, games and sports etc. to cater to individual differences.

2.3 Teaching-Learning Process

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

Active learning is an essential part of the curriculum of all classes. In order to make the students active and participative in the teaching-learning process, the students are engaged in active learning by employing different methods like demonstration, project, assignment, discussion etc. The teaching programme schedule and methodologies are planned in advance before commencement of the session. Use of learning resources are done in the following ways:

Library

The college has well equipped library where students are motivated to read books and journals in the library. The optimum use of library is done in the following ways:

- Qualified librarian remains available to guide the students.
- Students are encouraged to go to library in the vacant period. Library period is compulsory for the post graduate students. M.Ed. students use the library for research work, conducting survey and extra reading.

- The students are encouraged to refer to different books in the library while taking projects, writing reports and assignments etc.
- List of additional references in almost all the subjects is displayed in all the classrooms.

The college library has the following facilities to cater to the above mentioned activities

- The library has reading room which can accommodate seventy (70) students at a time.
- Book bank facility.
- Facility of computers, printers and Internet.
- Photocopying facility.
- Open book shelf for display of encyclopedia, educational journals, reference books etc.
- Availability of newspapers, magazines in English, Hindi and Punjabi.
- Special assistance in locating and collaborating material for articles / assignments / declamation contest / research work/reference services.

Additional information of the library is as follows:

Sr. No.	Library Resources	Total Number
1.	Total number of books	15665
2.	General books	1000
3.	Dictionaries	67
4.	Reference books	200
5.	Encyclopedias	54
6.	Text Books	3000
7.	Complimentary Books	120
8.	'Book bank' books	2000
9.	M.Ed.Dissertations	389
10	Journals	25
11	Back issue of Journals	1500
12	Newspapers	8
13	Magazines	21

14	Monographs	53
15	Surveys	07
16	Reports	16
17	Plans	07

Website

Teacher-educators are well versed with the use of latest technology. In this connection, information about different subject related sites are given to the students to help them acquire new and updated information. The college has its website www.daveducation.org. It is updated from time to time to provide information regarding various courses available in college, faculty of college, fee structure, infrastructure and achievements of the college.

Focus group

Student-teachers are our focus group. To provide conducive environment for all round development of focus group is the main aim of institution. For this, various curricular and co-curricular activities are organized regularly in the institution.

Projects as Learning Resource

- B.Ed.students take up assignments/ survey/case studies in foundation courses and methodology papers. Students conduct surveys, make case studies and write reports on their findings. Various projects on health/time management/women issues are taken up by students in option paper Health Education.
- M.Ed.students take up dissertation and carry out extensive research on the problem. Case studies, surveys and cases of guidance and counselling are also taken up by the M.Ed.students.
- In PGDCA (T.E..) course, project is taken up by students on various educational problems.

Simulation and Role playing

- Micro teaching practice is done in simulation mode. Prospective teachers are trained in the simulated conditions before they are sent to schools for their practice teaching. Simulated teaching is done as and when required during practice teaching programme. In micro teaching, each student has to play three different roles i.e. of a teacher, student and observer.

- M.Ed.students while studying different topics of guidance and counselling, play varied roles of counsellor, subject and observer.

Peer teaching

Peer teaching is done during micro practice teaching and simulated teaching. Students also conduct seminars in peer groups on different topics keeping in mind their field of interest and area of specialization.

Internship

Internship is conducted in two phases:-

- Phase I for approximately fifteen days (15) during the months of Oct-Nov.
- Phase II for thirty days (30) during the months of April-May.

Student-teachers take up all responsibilities expected of a regular teacher. They take active part in morning assemblies, functions, P.T. meets etc. They get familiar with the school culture, co-curricular activities, classroom management, adjustment with the school personnel and how to maintain different types of records.

M.Ed. students are also involved in the practice-teaching to supervise the B.Ed. students.

Practicum

Practical work is given due importance and students perform practicals in subjects like Science, Psychology, Technology, Guidance and Counselling. Each compulsory subject has ten percent (10%) weightage for practical work.

Details of practical work are as follows:

B.Ed. course

The curriculum of B.Ed. course consists of 5 core papers. Each paper has a practicum aspect in the form of assignment or project. The details are as follows:-

Papers	Practicum
A1- Education and Development	Two Assignments on (one Indian and one Western Philosopher) (a) Shri Guru Nanak Dev Ji,

	Vivekananda, Swami Dayananda, Tagore and Gandhi (b) Rousseau, Dewey, Plato, Montessori, Froebel
A2-Contemporary Issues and Concerns In Secondary Education	Survey related with social issues
B1-Understanding the Learner and Learning Process	Administration and interpretation of any three psychological tests Intelligence, Personality, Interest, Learning and Achievement
B2-Learning Resources and Assessment Learning	Preparation of a Blue Print along with question paper
B3(a) School Management	Preparation of any one record 1. Cumulative record card 2. Anecdotal records
B3(b) Option (ii) Distance and Open Learning	Survey of distance and open learning centers in their district
B3(b) Option (iv) Health Education	Preparation of diet chart for specific health related problem/BMI (Body Mass Index)
B3(b)Option (v) Measurement and Evaluation	1. Construction of a blue print and a question paper of any subject of any class 2. Take a class of students. Take the marks of any two subjects of school examination and find out a coefficient of correlation between these two subjects by Pearson's Product Moment Method.
B3(b)Option(viii) Guidance and Counseling	Survey of guidance programme of a secondary school.

For carrying out practical work the institution has well-equipped resource centres to carry out experiments, preparing teaching aids, doing SUPW work and learning ICT and language skills. The activities undertaken by the students in different resource centres are as follows:

Resource Centres	Activities
Science Resource Centre	Experiments based on school syllabus in Physical Science and Life Science
Educational Technology Resource Centre	Preparing charts, models, slides, use of LCD, overhead and slide projectors, epidiascope etc.
Psychology Resource Centre	Conducting experiments and administration tests of Psychology
Computer Resource Centre	Skill of using computers, preparation of power point presentations, use of online resources
Language Resource Centre	Development of listening and speaking skills, correct pronunciation, intonation and accent.
Art and Craft Resource Centre	Learning of drawing and painting skills, preparation of teaching aids, models, flower making, creating best out of waste.
Health and Physical Education Resource Centre	Playing indoor games , physical activities etc.

Each methodology papers have compulsory sessional work of ten (10) marks in the form of practicals/assignments/reports/surveys/reviews etc.

Community Activities

Each student has to choose any two of the following activities:

- (a) Cleanliness and beautification of campus.
- (b) Participation in NSS activities.
- (c) Visits to institutes for the socially marginalized like old people's home, institutions for blind, orphanage etc.
- (d) Helping the needy, donating Blood/Eye donation awareness camps/Literacy camps/HIV awareness camps.
- (e) Tree plantation and growing of ornamental plants.

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

Various activities adopted by the institution to make learning student-centered to contribute to self- management of knowledge and skill development include:

- Offering wide variety of subject options in B.Ed. and M.Ed.
- Use of variety of methods and teaching strategies to cater to the individual needs by teacher-educators.
- Students are free to choose medium of instructions.
- B.Ed. students are given freedom to choose topics for discussion lessons and final lessons.
- M.Ed. students are given freedom to choose topics of dissertation.
- PGDCA (T.E..) students are given freedom to choose topics of projects.
- Extra reading is encouraged to promote self-learning.
- Availability of library, computer, technology, psychology and language resource centres.
- Encouraging use of technology to make assignments and projects. Preparation of self made power point presentation is compulsory in Add on course ‘ICT Integration in Pedagogy’.
- Use of self made teaching aids is encouraged.
- The students are divided into five houses and various clubs. Each house and club organizes at least 2 activities during their duty tenure so that each student learns organizational and participatory skills.

... (Annexure II.B)

- In addition to demonstrating basic knowledge and skills, students take assignments, case study, projects etc. to have experiential knowledge. By doing these activities, student-teachers learn to plan, conduct a survey, develop profile, conduct interview, observe functional aspects of institution and participate in the community and learn to compile and write a report.
- Practice-teaching programmes also help the students to learn how to use study material, organize co-curricular activities, carry on remedial teaching and conduct PTA, various school improvement programmes.
- During practice-teaching, each student-teacher makes a school report which comprises infrastructure, human resources, results and achievement of schools etc. This helps in having proper understanding of functioning of school.

- Micro-teaching programme helps to develop core teaching skills among student-teachers. Each student-teacher has to practise at least five (05) micro teaching skills in each of methodology papers. Peer student-teachers observe the micro lessons and record their observations in lesson plan note books. Through micro teaching cycle, student- teachers develop teaching skills, get feedback from teacher-educator and peers to improve their teaching skills and gain self-confidence. During micro teaching and internship programme, they are trained to develop lesson plans, teaching aids and writing of instructional objectives in behavioural terms, construction and administration of tests and conduct of co-curricular activities.
- Various personality development and communication skill development activities are organized in the institution from time to time to develop interpersonal skills, listening and speaking skills, stress management, etc. for personality grooming of the students. Mock interview, resume writing and group discussion activities are also organized to enable them to learn how to face the actual world.
- Organizing and participating in competitions on Teaching Aids Preparation and Skill- in-teaching.
- ICT is a compulsory paper in B.Ed., which ensures development of ICT skills in all the students. The institution helps faculty M.Ed. and D.El.Ed. students in developing ICT skills by organizing special courses.
- Skill of painting and drawing is promoted through ‘Art in Education’- Add on course. Various competitions on art and painting are organized time to time in the institution.

All the activities mentioned above contribute to self management of knowledge and skill development among the students and provides platform for expression of creativity and enhance confidence.

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

The institution uses the following instructional approaches for ensuring effective learning:

- Teacher-educators use various methods like lecture, lecture cum demonstration, project, laboratory, assignment methods and techniques like narration, explanation, description and use audio-video aids to ensure effective learning.

- Power-point presentations are used in teaching for effective learning.
- Remedial teaching is done for the weaker students and challenging assignments are given for above average students for ensuring effective learning.
- The following models are part of curriculum in B.Ed.
 - Concept Attainment Model by J.S. Bruner
 - Basic Teaching Model by Robert Glaser

The following models are part of curriculum in education technology and ICT in education in M.Ed.

- Inductive Thinking Model by Taba
- Concept Attainment Model by J.S. Bruner

The teacher-educator first gives theoretical orientation on the concept of the models and explain how to use the model. Every student-teacher is encouraged to plan one lesson in their methodology paper based on these models of teaching.

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

Models of teaching are a part of curriculum in Paper B₂ (Learning Resources and Assessment of Learning) in B.Ed. and Paper IV (Education Technology and ICT in Education) in M.Ed. The teacher-educator first gives theoretical orientation on the concept of the models and explain how to use the model. Every student-teacher is encouraged to plan one lesson in their methodology paper based on these models of teaching. They learn the content analysis, framing of instructional objectives, use of teaching aids, teaching strategies and execution of lesson plans based on the teaching models.

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

Micro-teaching technique is used for developing teaching skills among prospective teachers. Before the micro-teaching programme commences, orientation is given to students about concept, various skills, micro cycle, preparation of micro-lesson plans, observations etc. by the methodology teacher as well as in paper B₂ (Learning Resources and Assessment of Learning) which is followed by the demonstration of skills. Then prospective teachers prepare micro lesson plans which are checked by concerned subject teachers. During micro- teaching programme, each student-teacher practises four (4) micro lessons and gives one (1) micro discussion lesson in each of her teaching subject.

The skills practised by the student-teachers in different methodologies are as given below:

- Skill of introducing the lesson
- Skill of questioning
- Skill of demonstration
- Skill of explanation
- Skill of illustrating with examples
- Skill of stimulus variation
- Skill of writing instructional objectives
- Skill of blackboard writing.

Five working days in the session are set aside exclusively for micro-teaching. During micro-teaching programme, the student-teachers practices different micro skills and give one (01) micro discussion lesson in each methodology paper. The performance is observed by subject-teacher and peer-group. Feedback is given both verbally and in writing on lesson plan note books. In light of the feedback given, the student-teacher is asked to repeat the lesson (if required) to modify a particular teaching skill.

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

B.Ed. practice-teaching programme is of forty five days (45) executed in two phases during the months of Oct/Nov and April/May. It has forty marks (40) marks weightage in evaluation. A student-teacher has to deliver minimum fifty lessons (50) in all, twenty five lessons (25) in each teaching subject. The process of practice-teaching in schools is as follows:

- The institution has Skill-in-Teaching Committee which looks after all the details of practice-teaching programme.
- In the first phase, practice-teaching schools are identified keeping in view accessibility, infrastructure of school and school calendar. Approximately fifteen schools (15) are selected for teaching-practice programme.

... (Annexure II.C)

- Each student-teacher is allotted a school keeping in mind her medium of instructions, subject combination and subject wise requirement of school. Approx 1:13 ratio of supervisor and student-teachers is taken. List of student-teachers and associated supervisor is sent to the practising school.

- Before the commencement of practice - teaching, detailed instructions regarding objectives of practice- teaching, duration, number of lessons to be delivered, daily stay in the school, types of duties to be performed, time-table, syllabus from concerned teacher in school, type of behaviour and dress code are given to student-teachers by Skill-in- Teaching committee.
- Student-teachers visit their respective schools to collect time-table and syllabus of their subject to be taught from the school on the first day.

Lessons per day by student-teacher

- Each student-teacher prepares and delivers minimum fifty lessons (50) in all, twenty five lessons (25) in each teaching subject. Each student-teacher has to take atleast two (2) lessons per day in each methodology paper.

Lessons observed by teacher-educators

- Each student-teacher is to deliver two discussion lessons (2) and five micro-lessons (5) in each of the two teaching subjects (2) which are observed by teacher-educator and peers. Grades/marks are awarded with comments on the basis of their performance.
- In every school, one teacher-educator is deputed for supervision. Minimum two (2) lessons are delivered daily by the student-teachers to be observed by teacher-educator. Written feedback is given on the lesson plan note book.
- M.Ed. students are also deputed in practice- teaching to give them field experience. They observe the student-teachers and give feedback.
- During practice teaching, teacher-educator, M.Ed. student and student-teacher discuss different strategies of practice-teaching in friendly environment.

Lessons observed by School teachers

- School teachers observe the lessons of student-teachers and give practical tips on how to handle the classroom situations and subject matter delivery.

Lessons observed by Peers

- Each student-teacher is observed by peers. It gives the trainees a comprehensive and objective picture of her performance.
- Every student-teacher assumes the role of and has to observe minimum fifteen lessons (15) of other peers in each subject and get it signed by the concerned teacher-educators.

Feedback and monitoring mechanism

The performance of the student-teacher is observed by the accompanying teacher educator, school subject teacher, M.Ed. students and peer group. Feedback is given at the following stages.

- Every student-teacher delivers five micro lessons (05) in each teaching subject which are observed by teacher-educator and peers and feedback is given both verbally and in written form on their lesson plan note-books.
- Every student-teacher delivers two discussion lessons (02) which are duly observed by the teacher educator and peers. Feedback is provided in the form of suggestions in written and verbal form for further improving teaching skills of the prospective teachers.
- Every student-teacher prepares and writes minimum twenty-five lessons (25) in each of teaching subject. Lessons are observed by teacher-educators, school teachers, peers and M.Ed. students. Feedback is provided both verbally and in written form in their lesson plan note books (as already mentioned).
- Students-teachers are motivated to use innovative ways of teaching and use of multimedia. To encourage use of educational technology, each student-teacher is made to plan and teach at least one lesson based on models of teaching ((Bruner's Concept Attainment Model and Glaser's Basic Teaching Model) in each teaching subject

Besides teaching, other activities performed by student-teachers during practice-teaching are as follows:

- Participating in and conducting Morning Assembly in the school.
- Conducting one co-curricular activity involving students and teachers of the concerned school.
- Preparing a school report of concerned school.
- Remedial teaching done on different topics wherever school students have difficulty. Pre-test is conducted to know the difficulties, lesson plan is prepared and taught and then post-test is taken to know the improvement.

By the end of teaching-practice, it is ensured that each student-teacher has completed:

- Four (04) composite discussion lessons, two (02) in each subject.
- At least sixty (60) lessons-five (05) micro lessons+twenty five (25) composite lessons in each subject.

- Twenty (20) observations-five (05) micro-lessons and fifteen (15) composite lessons in each subject)
- Observations of at least 50% of the practice lessons by the supervisor/ school subject teacher.

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

Block Teaching / Internship is carried out in Two Blocks:

Block 1: Block 1 practice-teaching begins during the month of Oct/Nov for ten to fifteen (10-15) days. After the model lessons and micro lessons have been undertaken, student-teachers are sent to different schools for Block 1 practice teaching. Every teacher- educator is assigned a school for guiding and supervising the students. Student-teachers prepare write down ten to fifteen (10-15) lessons in each teaching subject. During their stay in the school, the student-teachers observe complete discipline and demonstrate sense of responsibility while discharging all duties of a student-teacher as assigned by the head of the institution.

Block II : During Block II practice teaching, prospective teachers are again sent to the same school (allotted for Block 1 Practice Teaching) for thirty (30) days duration during the month of April/May. This continued till the final skill-in-teaching examination is held. The students regularly maintain the record of delivered lessons during practice teaching and get the notebook signed by the teacher-educator. They get a completion certificate from the Head of the institution, for having delivered sixty (60) lessons; i.e twenty five (25) composite, five (05) micro-lessons in each teaching subject.The final skill-in-teaching examination is conducted in real classroom situation. Evaluation of the lesson plan is done by giving due weightage to the discussion lessons and practice teaching.

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

- The entire programme of practice-teaching is planned in consultation with the Head of the respective schools. The head of the institution is consulted before the start of practice teaching for the availability of classes offered for practice-teaching.
- Subject-teachers of schools are consulted for syllabus to be covered during teaching practice. School teachers are involved in the activities whenever conducted by student-teacher in the school. School teachers are also involved in evaluation and mentoring process. They also give comments/suggestions in

the files of student-teachers for improvement. Student-teachers take suggestions for teaching whenever required from school subject teachers.

- Teacher-educator (mentors) always remain in touch with school teachers.
- Remedial teaching is undertaken by student-teachers for the topics wherever school students face difficulties.

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

Preparation of the student-teachers for managing the diverse learning needs of students in schools is done by undertaking the following activities:

- The committee for skill-in teaching and other teacher-educators address student- teachers in different aspects of classroom affairs which play a vital role in preparing them for facing classroom challenges in a better way. This is done before commencing practice-teaching.
- Student-teachers are prepared beforehand to cater to the needs of bright, average, educationally retarded, delinquent and problem children.
- They are prepared beforehand with tools like teaching methods, skills and techniques through model lessons and micro cycle.
- They are made aware of diversity of interest, motivation and learning styles of students.
- They are sensitised to avoid any kind of prejudice and bias so as to develop healthy relationships with learners.
- Student-teachers are instructed to keep the classes in learner-centric mode so as to generate maximum interest.
- Visits to institutions for special children are arranged to sensitize them towards special needs of mentally challenged, learning disabled, visually impaired, hearing impaired and handicapped learners.
- Orienting them towards remedial teaching for children who are poor in academics.

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

The major initiatives for encouraging student-teachers to use/adopt technology in practice- teaching are:

- Theoretical orientations of technology is given through paper-learning resources and assessment of learning (B2) and add on course ICT integration in pedagogy in B.Ed. and education technology and ICT in education in M.Ed.

- The college has a well equipped technology resource center and ICT resource center with facilities like O.H.P., LCD projector, computers and Internet facility.
- Each student-teacher prepares power point presentations by selecting a topic of her choice, which is submitted under practical work in add on course –ICT integration in Pedagogy. These presentations are used in their lessons.
- They are encouraged to plan one lesson on the teaching models in either of their teaching subjects.
- Seminars are also organized on ICT and its uses.
- Teacher educators themselves use technology while delivering their lessons and model lessons.
- Computer department organizes short term computer courses from time to time to make students and faculty members computer literate.
- Teams are sent for power point presentation and preparation of teaching Aids competitions whenever such competitions are organized in different institutions. The institution also organizes such competitions from time to time.

2.4 Teacher Quality

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

The practice-teaching plans are developed in partnership, ensuring cooperation between school staff and mentor teachers. The details are as follows:

- Practice-teaching school is selected after consulting the Head of school by skill- in-teaching committee for practice-teaching.
- In every school, one (01) teacher-educator is deputed for supervision. Teacher-educator works as liason between school teacher and student-teacher.
- Students are sent to their respective practice-teaching schools for collecting syllabi for teaching subject. They contact the concerned subject-teacher of the assigned school for the exact syllabus to be taught.
- Student prepares lesson plans after consulting school teachers. Lessons palns are observed and checked by teacher-educator.
- School teachers also observe the lesson given by their peers and give verbal as well as written feedback.
- Students are encouraged to prepare and use teaching aids during practice-teaching for which help is sought from school teachers.

- Student-teachers organize activities in the assigned school under the guidance of mentor teacher in which school teachers also participates.
- School teachers supervise and keep record of attendance of student-teachers.

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

Generally the ratio of teacher-educator to student-teachers is 1:13 in the schools for practice teaching. The decision is taken on the basis of:

- Availability of subject combination in the chosen school for practice-teaching.
- Feasibility of individual attention of supervisor for the students.
- Allotment of schools near the place of residence of students.
- Medium of instructions of student-teacher.
- Good infrastructure, student strength of the practising school is other factors kept in mind.

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

Mechanism of feedback to student is given in the following ways at following stages:

Feedback for theory papers of B.Ed./M.Ed./PGDCA (T.E.)/D.El.Ed.

- Regular tests are taken. Oral and written feedback is given for further improvement. Content based tests are taken and feedback is given to improve student-teachers' knowledge about school content.
- College house tests are conducted twice in a year. Answer sheets are thoroughly evaluated and whenever required, remarks are given on the answer sheet.
- After compilation of results, average, above average and weak students are identified. Challenging work is assigned to above average students and remedial classes are organized for weak students.
- Assignments are given to B.Ed./M.Ed./PGDCA (T.E.)/D.El.Ed. students and are evaluated by teacher-educator thoroughly and guidance is given for further improvement.
- Student-teachers are encouraged to give seminars on different topics. Teacher-educator gives feedback for further improvement.

Feedback for Skill in Teaching for B.Ed. students

- Evaluation of skills during micro-teaching is done by teacher-educators of respective subjects. Five (05) skills in each methodology are practised. Emphasis

is given on mastery over core-teaching skills through the cycle of micro-teaching. Micro-lessons are duly observed and feedback is given in the form of rating of desirable and undesirable behavior on a five point scale ranging from very good to poor. Peer students also observe the lesson and give feedback.

- Preparation of blue print for conducting a test in school is encouraged and checked by teacher-educator before its administration.
- During two (02) composite discussion lessons in each methodology paper, feedback is given both verbally and in written form.
- During practice-teaching, feedback is provided both verbally and in written form by teacher-educator, M.Ed. students and school teachers.

Feedback of Research work in M.Ed.

- Theoretical grounding of M.Ed. students is done in research before taking up practical research work .Seminar on synopsis presentation is conducted before the actual submission of synopsis in which Principal and teachers of research committee thoroughly screen each and every topic and relevant suggestions are made for further improvement.
- Chapter wise submission of dissertation work is done by the students and supervisor guides the content, language, method, procedure, analysis and interpretation of data and style of writing references. Feedback is given regarding the technicalities to be observed while writing a research report.
- Some students prepare their own research tool for the research work.Suggestions are given regarding the construction and administration of their research tool.
- Teacher-educator guides and evaluates the project of PGDCA(T.E.) students thoroughly before submission to university.

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

The institution ensures that the student-teachers are updated on the policy directions and educational needs of the schools in the following ways:

- B.Ed. students study the core paper-‘Contemporary Issues and Concerns in Secondary Education’. This paper exposes them to the major issues of the secondary education, the constitutional provisions related to education, current problems of Indian Education and the role of various educational and professional bodies involved in Education. Other papers acquaint the student-teachers with the changes in educational needs in the context of changing aims of education, various kinds of behavioral problems of students, latest techniques, methods and devices of teaching, classroom management skills, various modes

of learning, needs and importance of physical and mental health, techniques of evaluation and importance of educational and vocational guidance of the learner.

- They are encouraged to read journals and newspapers to keep track of developments in the field of education. Relevant material on different education policies is provided in the library.
- In all methodology papers, student-teachers master the latest methods, techniques and technological devices that they can use in their classes.
- Extension lectures by resource persons/ officials of educational department on issues like new policy, techniques, schemes, pattern introduced by government and special children needs are organized from time to time in the institution.
- Practice-teaching programme helps the students to have training in diagnosing the educational needs of the students. They are further trained to perform remedial teaching for weak students in the school.
- Visits are organized time to time to the institution of special needs to sensitize students with the needs of special children.

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

Students and faculty keep pace with the recent developments in the school subjects and teaching methodologies in the following ways:

- To keep themselves updated, faculty members attend seminars, conferences, workshops, orientation programmes, refresher courses related to latest knowledge and methodologies. They in turn update their students as well.
- Procuring and reading journals related to school subjects.
- Taking topics of M.Ed. thesis related to proposed methodologies.
- Principal and faculty are the members of various educational bodies and committees. By nature of their membership they keep themselves abreast of latest changes in the field of education in general and school education in particular. They brief the students about the changes.
- During practice-teaching, they get updated on the most recent developments in the school subjects along with the school policies by teacher-educators and school teachers.
- Students are encouraged to explore printed and electronic media for updating themselves with recent developments in field of education both in subject matter and teaching methodologies.
- Extension lectures on methodology and curriculum are organized from time to time in the college to update faculty as well as students.

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

In this respect, the institution provides following facilities:

- Maintaining a conducive environment to develop a cordial relationship among the staff.
- Motivating staff to improve qualifications such as clearing UGC/NET, higher degree; post graduation in other subjects and varied courses by distance modes.
- Motivating faculty members to attend refresher courses, general orientation course, present papers in seminars/workshops/conferences for professional growth and giving them duty leave. TA/DA is given whenever applicable.
- Implementing career advancement scheme on acquiring relevant research degree.
- Liberal purchase of books and journals in the library.
- Organizing seminars, conferences and workshops in the college.
- Sending faculty members as resource person to seminars/workshops being organized in different colleges and schools.
- Encouraging teachers to take research projects from research funding agencies.
- Encouraging professional writings like research paper, books etc. on education.
- Encouraging faculty members to become research guides for research scholars of our and other universities.
- Encouraging faculty members in trying out any new technique, method or conducting research which could be beneficial for their professional growth and development.
- Encouraging faculty members to take up different core papers so as to increase their basic knowledge about different subjects.
- Encouraging faculty members to take charge of various committees and clubs in accordance with their aptitude and interest.
- Encouraging teachers to take duty of examiner, paper setter in our and other universities.

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

The institution motivates the staff in the following ways:

- For professional development, the institution encourages the faculty members to enhance their qualifications.
- They are encouraged to attend orientation courses, seminars, refresher courses, workshops etc. to add on to their knowledge.

- All faculty members are encouraged to use the latest technologies in their teaching. The institution has well equipped computer and technology resource centres with internet facility where they can update themselves with the latest trends in their respective subject.
- They are given duty leave and TA/DA for attending seminar, conferences is given.
- Faculty is honoured on Annual Awards Day after completion of degree or clearing UGC/NET/CTET Exams.
- Subject rooms are given to faculty members where they can do their work without disturbance.

2.5 Evaluation Process and Reforms

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

The institution makes all efforts to ensure the smooth running of teaching learning process. For this purpose, the college has well equipped resource centres, library, classrooms with comfortable furniture and arrangement of generator to overcome power cuts. The barriers to student learning are identified in the following ways:

- Evaluating students through surprise test, oral test and written test.
- Principal and faculty members are open and accessible to students for discussing deficiencies which they believe to be barriers to learning.
- Performance of students in examination is analyzed to identify the intellectual barriers of learning.
- Teachers themselves take feedback from the students on teaching.
- Assessment of teacher's performance through teacher feedback proforma is taken.
- Grievance redressal cell of the institution handles all types of grievances if any of the students.
- Career and Counselling cell of the college helps the students in solving their academic, vocational personal and social problems and give guidance.
- A suggestion box is put outside the library, enable students to give suggestions. This is opened by the concerned authority and suitable action is taken to resolve the problems.
- Student council is constituted by choosing its members unanimously from each house. The selected members act as liaison between students and administration.
- Faculty members as house incharges act as mentors to guide and help the students.

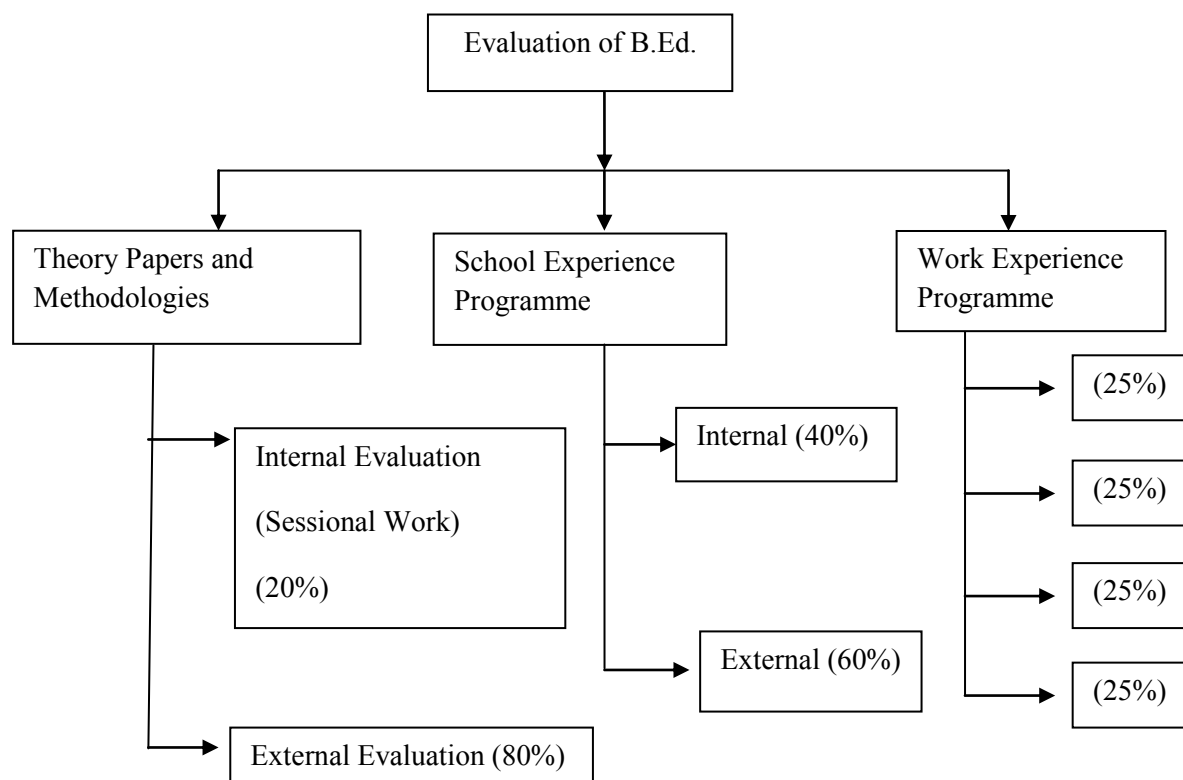
Communication of barriers and addressing of deficiencies:

- The policy formulation/modification related to barriers are thoroughly discussed in the staff meetings before taking any action.
- The weaknesses of teachers if any, are communicated to concerned teacher by Principal in private.
- Vital nature deficiencies are addressed at the level of Principal and teacher.
- Students' academic problems are addressed by provision of remedial classes, preparing extra assignments, peer group discussion etc.
- Career and counseling cell of the college guides the students whenever they have any educational, vocational and personal problem.
- The institution has various committees like academic council, grievance and redressal cell, purchase committee, building committee, hostel committee for specific tasks which are put into action for addressing the barriers. Infrastructural deficiencies are discussed and necessary actions are taken by building committee.

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

Improvement of knowledge and teaching skills of student-teachers is the main purpose of the evaluation process. It is both formative as well as summative in nature. Evaluation is done by mentors, peers and also through self evaluation. The scheme of evaluation is as follows:

B.Ed.



Criteria followed for internal assessment are as follows:

Internal assessment:

- Performance in the two house tests.
- Participation in curricular and co-curricular activities.
- Project/assignment/survey/practical work undertaken and completed in respective subjects.

Mid Term assessment is done through two college house tests. House tests are conducted in the same patterns as that of university exam. Evaluation is done thoroughly and feedback is given to the students by evaluating their answer sheets and feedback is given verbally and in written form in form of suggestions.

Term End Evaluation: Term end evaluation is done through university examination. External evaluation of theory and methodology papers is of eighty (80) marks.

Evaluation of Micro, Composite Discussion Lesson and Lessons of Practice Teaching:

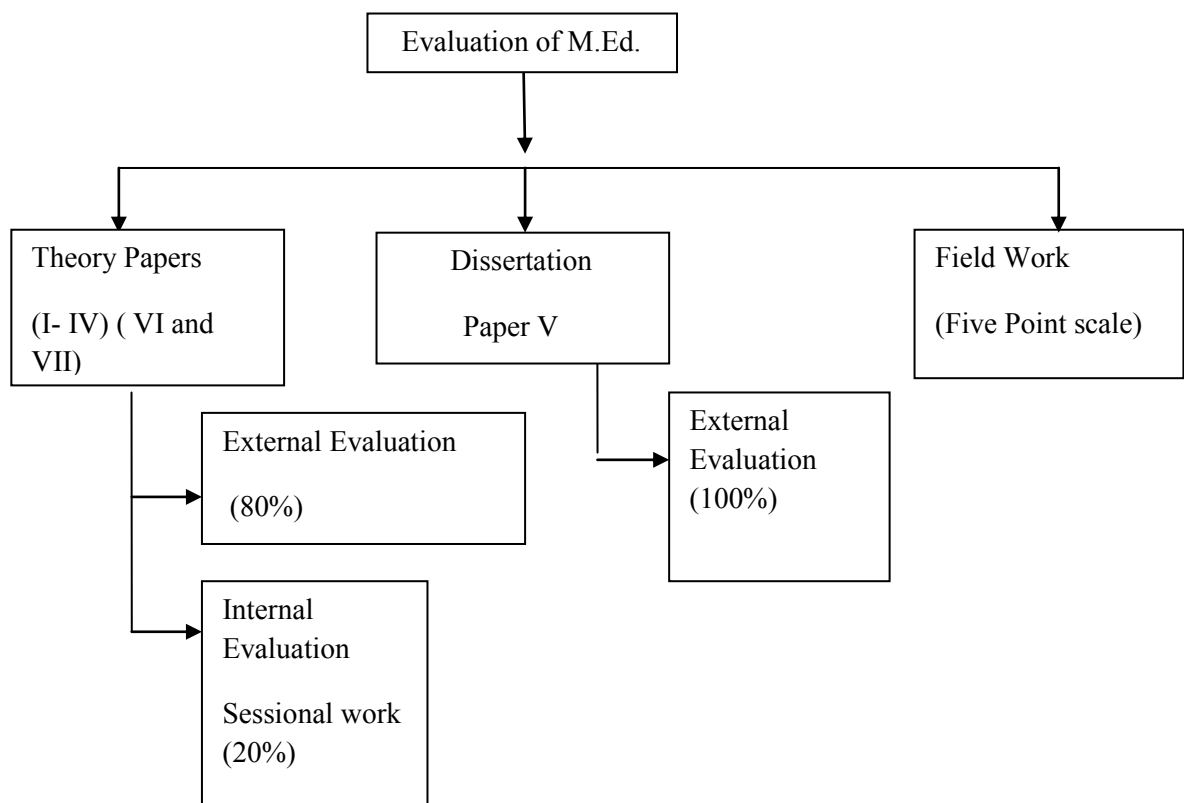
- Micro-lessons are duly checked and supervised by subject-teachers and evaluation is done on 5 point rating scale ranging from very good to poor.

- Composite discussion lessons (two (02) in each subject) are checked and supervised. Feedback and awards are given in verbal as well as in written form.
- Lesson plans made by student-teachers during practice-teaching are checked by teacher-educator. Feedback is given in the form of suggestions on their lesson plan note books by teacher-educator. Verbal suggestions are also given by M.Ed. students, school teacher and peers.
- After practice-teaching, the trainees appear for their final skill-in-teaching Examination which is evaluated by coordinator and subject expert as per university norms. There are sixty (60) marks assigned for this.

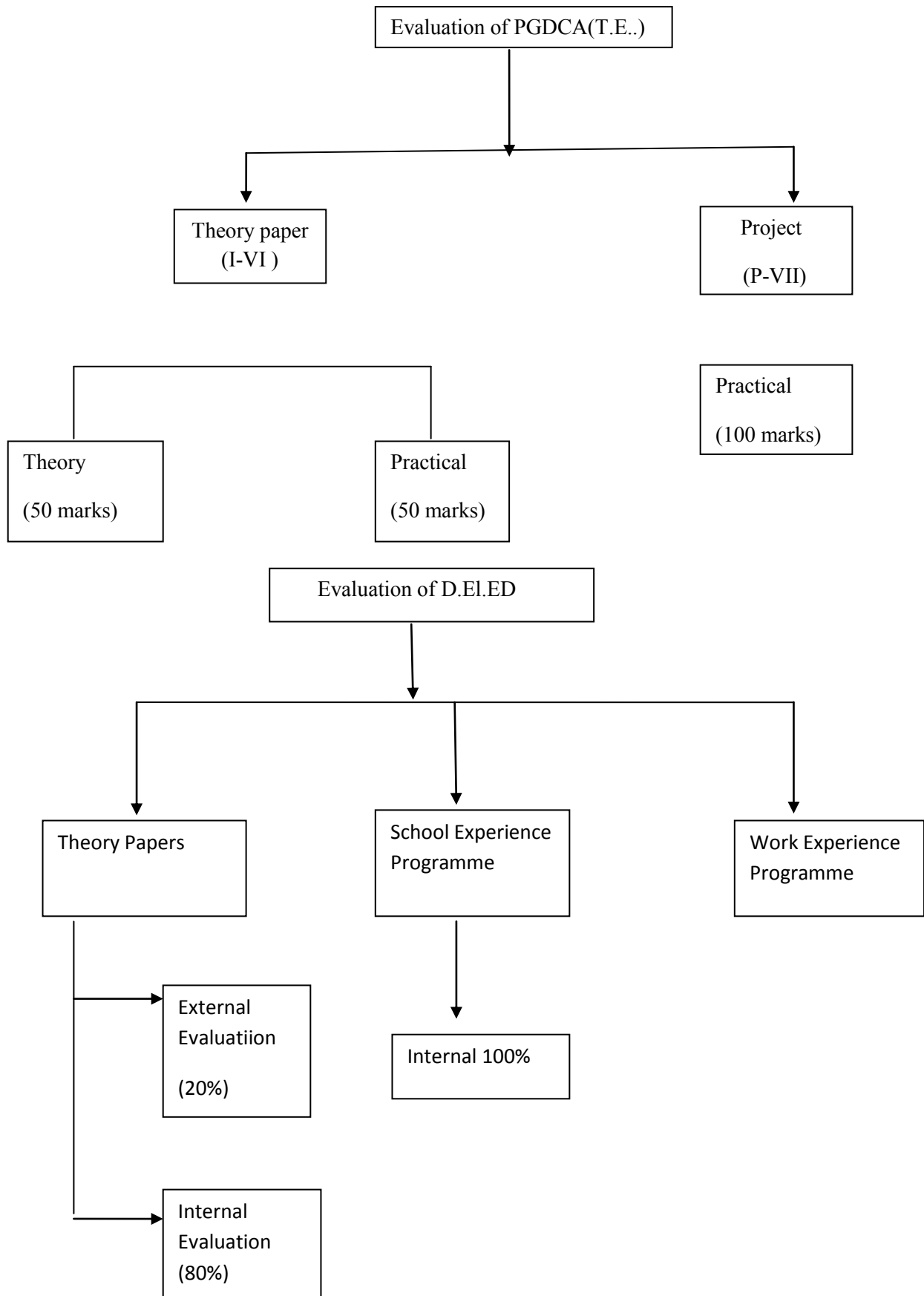
M.Ed.

In M.Ed. each paper has twenty (20) marks of sessional work which is done on the basis of performance in house tests, assignments/ project work/ psychology tests/ practical work whichever applicable in each paper. Assessment of field work is done on a five (05) point scale which is related to the performance in teaching of B.Ed. classes, supervisory role in micro/composite discussion lessons school teaching practice, performance in co-curricular activities, survey, social work, college functions etc. Dissertation is of hundred (100) marks. It is evaluated by external examiner appointed by university.

M.Ed.



PGDCA (T.E..)



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

Evaluation outcomes are communicated through the following means:

- Achievement in house tests is communicated by showing answer sheets to students. All queries of students are answered to their satisfaction. The process is kept fully transparent.
- Answer sheets with good attempts by bright student are shown to other students to inspire them.
- The list of toppers in the college house tests is displayed on the notice board and these students are honoured on the Annual Awards Day.
- College magazine “The Richa” publishes and highlights the performance of bright students.
- Performance in co-curricular activities is also communicated through magazine, notice board, honouring in Annual Awards Day.

The evaluation is used to improve the performance of the students in the following ways:

- Better performance is encouraged by giving guidance to students to perform even better.
- Remedial classes are conducted for weak students, (based on the scores of college house tests).

The evaluation is used for improving the curriculum transaction in the following ways:

- The Principal often holds meetings of academic council to get the feedback of curriculum and teaching.
- Teachers and their teaching are evaluated on the basis of performance of their students. In a way it serves as feedback to improve their curricular transaction.
- Evaluation of final exam is done to evaluate curricular transaction and to incorporate relevant changes in planning of the next year.

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

ICT is used in assessment and evaluation processes in the following ways:

- Internal assessment is made through computer.
- Projectors are used for conducting quiz.

- Examination related notices, datesheet etc are prepared for computers.
- Question-papers are prepared through computer.
- Proformas for feedback are generated through computers.

2.6 Best Practices in Teaching – Learning and Evaluation Process

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

The significant innovations in teaching/learning/evaluation introduced by the institution are as follows:

- A list of additional references i.e. books, journals (apart from those prescribed in syllabus) are displayed in all classrooms and students are motivated to make full use of them.
- Use of interdisciplinary approach is encouraged in teaching-learning process.
- Formation of question bank by subject-teacher in each paper (theory and methodology).
- Content based question bank for student-teachers.
- Conducting inter-house quiz on foundation courses.
- Remedial classes for weak students and challenging assignments for bright students.
- Involvement of school teacher for assessment of trainees' performance during teaching practice
- Assessment of teachers' performance by students with the help of feedback proforma.

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

The institution reflects on best practices introduced through following activities:

- Team-teaching by same subject teacher-educators.
- Freedom to teachers for experimenting in methods of teaching.
- Peer tutoring, workshop/ seminar as learning instruments to improve teaching.

The technology is used by teacher-educators for the following activities:

- Making power point presentations and transparencies for teaching different topics.
- Using internet for obtaining additional information.
- For making questions papers.

- For writing college reports, research papers, notices etc.
- For conducting quiz and seminars.
- Using OHP, LCD for presentation in seminar.

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

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

The main suggestions in first assessment report with reference to teaching learning and evaluation are:

- The teaching mode adopted by the teachers is generally lecture method which should be clubbed with discussion, illustrations and questioning.
- Teachers are engaged in the pedagogical content analysis but student-teachers hardly get this opportunity before the commencement of teaching practice.
- The regular class teachers are to give their observations in student's lesson plan books.
- Some teachers need to learn and practice use of technology
- Library resources should be more utilized in research work.

They are acted upon in the following ways:

- Teacher-educators use various methods like discussion, demonstration, project, problem solving to cater to the needs of learners. They also use power point presentations, transparencies and teaching aids to make teaching effective.
- Students are encourage to prepare self made teaching aids. Every student-teacher makes minimum two teaching aids in their respective teaching subjects.
- Content based test on school subjects are taken to test the knowledge of student-teachers about pedagogy before commencement of teaching practice.
- School teachers are involved in teaching practice programme. They supervise the classes, lesson plans, give suggestions and participate in the activities organized by student-teachers in school.
- Teacher educators use ICT in making presentations, question papers, research papers, tests, reports and quiz.
- The institution also encourages faculty members to enroll in the certificate course in the computers run by the institution to improve their ICT skills. For this purpose adjustment in the time-table is also made.
- College library has Internet, photostat facility to help the researchers and students. Library hours are extended for researchers whenever required. Library resources are also open for researchers from other institutions.

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

The following steps have been taken for the quality enhancement:

- Addition of latest books, journals and encyclopedia in the college library. The library has internet and photostat facilities to help students and researchers. Library hours are extended for researchers whenever required. Library resources are also open for researchers from other institutions.
- Content based tests are taken to test the knowledge of students about pedagogy before commencement of teaching practice.
- The institution makes sure that all the faculty members are able to use ICT in teaching learning process.
- Students are encouraged to use other resources apart from text books to prepare and present lessons in schools and also to make projects and assignments.
- Students of M.Ed. are actively involved in practice-teaching programme of B.Ed. students.
- School teachers are involved in teaching practice program. They supervise the classes, lesson plans, give suggestions and participate in the activities organized by student- teachers in school.
- Updating of college resource centre.

CRITERION-III-RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

In order to keep the faculty abreast with the current knowledge and latest developments in the field of teacher-education, the institution has taken many initiatives and made concerted efforts to promote active research culture in the following ways:

- Faculty members are encouraged to act as supervisors for research degrees. At present, about six faculty members are eligible for guiding research work at Ph.D. level. Recently two of our faculty members were awarded Ph.D. degree. Three faculty members have been enrolled and registered for doing Ph.D.

- Incentives are provided to encourage research. The workload of the faculty members pursuing research work is adjusted and they are free to use the library at all times for the procurement of any type of reading material. Any number of required books are issued for their research work from the college library.
- The Management and the Principal always inspire and reinforce the faculty members in their efforts of research work be it Ph.D., research projects-major or minor as well as action research.
- The faculty is given due increments after obtaining the degree of doctorate.
- The faculty is encouraged to attend international, national and state level seminars/workshops/conferences.
- Faculty members are encouraged to write articles for publication in reputed journals.
- Facility of computer as well as free and unlimited access to internet is available.
- The college has a well equipped and updated psychology resource centre. The faculty members are free to order various tests/tools/inventories/equipments for carrying out research.
- A large number of faculty members are involved in supervising the dissertation work of M.Ed. students. A research committee has been constituted to discuss the latest issues/methods/techniques and guide the prospective teachers and M.Ed. students.

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

The thrust areas of research are prioritized keeping in mind the recent trends in the field of educational research as well as the area of specialization of the supervisor and the investigator. The major focus areas are:

- Psychology of Education
- Educational Technology
- Environment Education
- Innovations in Education
- Teacher Education and Teaching Behaviour
- Value Education
- Information and Communication Technology
- School Education

- Inclusive Education
- Special Education and other contemporary issues at various levels of Education.

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

Yes, the institution encourages action research with active involvement of faculty members and students to sort out usual educational issues. Students and faculty members are encouraged to undertake action research in areas like classroom teaching and learning, practice teaching in schools, behavioral problems in students etc. Generally, M.Ed. students take up such projects under the guidance of faculty members. A number of action research projects have been successfully completed by both M.Ed. and B.Ed. students on various problems such as:

1. Problem of low self confidence
2. Spelling errors in languages
3. Problem of hand-writing
4. Problem of indiscipline /truancy among students and faculty members
5. Problem of specific backwardness in Mathematics/Science/English
6. Problem of tardiness in learning
7. Problem of home work
8. Impact of seating arrangement on academic achievement
9. Problem of low aspiration
10. Problem of lack of research aptitude

For instance, curriculum modifications in recent past, introduction of technology in teaching, setting up of meditation corner and suggestion box are some of the outcomes of such action research.

3.1.4 Give details of the conference/seminar/workshop attended and /organized by the faculty members in last five years.

The faculty is encouraged to attend international, national and state level seminars/workshops/conferences within and outside the city. They are also encouraged to act as resource persons, delegates or registered participants. Details of the conferences/seminars/workshops/courses attended and organized during the last five years is attached.

... (*Annexure III.A*)

3.2 Research and Publication Output

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

For quality enhancement, the institution has developed and used the following instructional material during the last three years:

1. Instructional and Other Materials Developed

- Development of evaluation tools for evaluation of composite lessons
- Power point presentations for teaching different subjects in colleges and schools
- Transparencies and slides for teaching through OHP and slide projector
- Development of standardized tests/scales.
- CDs to demonstrate micro-teaching skills
- Teaching aids like models (working, static and cross-sectional), specimens, charts etc.
- Our faculty member, Dr. Jasdeep Kaur has written a book on the preparation of teaching aids in Mathematics entitled, “Making Mathematics Interesting” in which guidelines are given to teach different topics of Mathematics using appropriate teaching aids.
- Development of model lesson plans both micro and composite for different methodologies of teaching.
- Development of instructional material on different topics of schools subjects like e-commerce, English grammar, global warming, basis of computer, Indus valley civilization etc. for school students
- Question bank and lecture notes are prepared
- Adequate number of teaching aids are developed by involving students in different teaching subjects. These teaching aids are kept in respective subject rooms and are used by students for their discussion-lessons and practice-teaching as well.
- On-the-Spot teaching aid preparation competition is organized frequently to encourage student-teachers for making improvisations in preparation and use of teaching aids as a regular feature.

2. Instructional Material used by the college

- Pre-recorded videos cassettes of extension lectures on various subjects are used to enhance the quality of teaching.

- Pre-recorded micro lessons/composite lessons are shown for the orientation and refinement of teaching skills of the students and faculty members.
- T.V.as a medium is used to show educational program telecast by the U.G.C., to supplement and enrich class-room teaching.

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

The facilities available with the institution for developing instructional materials are:

- A well equipped library which is enriched with:
 - 15665 Titles
 - 9249 Books
 - 72 Research Journals
 - 21 Magazines
 - 08 Newspapers
 - 54 Encyclopedias
 - 67 Dictionaries
 - 10 Year Books
 - 04 Commission Reports
 - 07 Surveys, 04 Gazettes
 - 200 References book
 - 389 Dissertations.
- Computer resource centre with free and unlimited internet facility for staff and students.
- Well equipped psychology resource centre with different kinds of intelligence and achievement tests, inventories, questionnaires etc.
- Technology resource centre with OHP, LCD projector, television, tape recorder and cassettes etc. for developing slides, transparencies and power point presentation material.
- A special corner “work experience centre” has been established in the college for preparation of teaching aids. Students prepare simple teaching aids themselves under the supervision and guidance of their subject-faculty members.
- A well equipped science resource centre for practical work in physical and life sciences.

- Science resource centre for preparing micro slides, herbarium sheets, preparation of teaching aids, preservation of specimens and improvised apparatus.
- Fine Arts and work experience resource centre for preparing non-projective teaching aids to be used in different teaching subjects and also to learn embroidery, tie and dye, pot painting, creating best out of waste, clay modeling, flower making, glass painting etc.
- Well equipped mathematics resource centre.
- Reprographic facilities like photocopier, printer, fax machine etc.
- Facility of language resource centre is available for faculty and students for improving their communication skills.

Use of Library Facilities

The college students are issued library cards which they use to access books in the library for reference purposes and also to get the books issued. Qualified librarian and a restorer are available all the time to help the students in locating the study material. Special periods are allotted in the time-table for library work. During these supervised study hours, faculty members remain present in the library along with the students. The M.Ed. and B.Ed. students are given assignments in different papers and encouraged to collect information from the library which are discussed later on in their class. The library can accommodate 70-80 students at a time while taking up various projects and writing their reports. The students are encouraged to refer to different books in the library and also take up review of articles/ books or educational policy. Moreover, they are encouraged to take up extensive reference work to supplement whatever is taught to them in the class and thus they are engaged in active learning. In the M.Ed. course, the students have to do research work and submit a dissertation report. The students use the library facilities for this purpose. The college library also has internet facility and a photocopier. The college library remains open from 9 am to 5 pm on working days and also during vacations (as per the requirement of the students and research scholars).

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

Yes, the institution has developed ICT/ technology related materials during the last five years. A number of power point presentations have been prepared by faculty and student-teachers on different subjects of school curriculum. The institution has developed ICT related instructional material for various purposes like:

- Preparation of model digital lessons.
- Teaching of Foundation and Methodology papers through power point presentation.
- Preparation of various transparencies (OHP) for teaching.

- A book on preparation of teaching aids in Mathematics has been written and published by one of our faculty members, Dr. Jasdeep Kaur.

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

The details of various training programmes and workshops on material development (both instruction and other materials) are given below:

- As mentioned earlier, a special corner, “work experience centre” has been set up in the college for on-the-spot teaching aids preparation. Students are encouraged to prepare teaching aids themselves under the supervision of subject-faculty members. An electrician/carpenter is provided to students, if required, to motivate the students to excel in preparation and use of teaching aids. Competition on teaching-aid preparation is held almost every year.
- Members of faculty have participated in different workshops organized for curriculum development and revision of curriculum for B.Ed. and M.Ed. courses.
- Exhibition of teaching aids is organized for students.

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

The list of the Journals/Edited Books/Newspapers/Souvenirs in which the faculty members have published papers in the last five years is as follows:

- Psycho-Lingua
- Research Analysis and Education
- Pillai Journal of Educational Research and Technology
- Quality Concerns in Teacher Education
- Researcher’s Tandem
- Education Tracks
- Recent Researches in Education and Psychology
- Shodh Samiksha Aur Mulyankan
- International Journal of Computer and Technology
- International Journal of Research and Social Sciences
- Vedic Literature- Evaluation and Scope
- Asian Journal of Psychology and Education
- International Journal of Research in Social Sciences
- International Journal of Research in Economics
- All India Association for Education Research
- Indian Journal of Community Psychology
- Building Partnership in Disaster Management
- Indian Journal of Psychometry and Education

- Research Analysis and Evaluation
- Recent Researches in Education and Technology

Besides this, our faculty members have prepared and published standardized tests in education and psychology.

... (*Annexure III.B*)

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

Nil

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

The institution has one ongoing minor research project sponsored by UGC which is being undertaken by our faculty member, Dr. Neerja Gautam.

PGDCA (Teacher Education)

Projects based on ICT and teaching-learning process are carried out by our students of PGDCA (T.E.). Dissertation work is carried out by M.Ed. students. The faculty is actively engaged in guiding research at different levels (Ph.D., M.Phil. and M.Ed.)

... (*Annexure III.C & III.D*)

3.3 Consultancy

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

Yes, the institution has provided consultancy services. The details are given below:

- Consultancy services extended to various institutions.
 - Guidance to institutions for appointment of faculty members/lecturers/Principals.
 - Guidance to institutions in the organization of extension lectures and workshops.
- The following faculty members have been guiding research work for Ph.D., M.Phil and M.Ed. degrees in education:
 - Dr. Anita Menon (Principal) guides, supervises and evaluates Ph.D., M.Phil and M.Ed. students from various Universities. She also acts as external examiner for students of other universities for dissertation works.
 - Dr. Jasdeep Kaur guides Ph.D., M.Phil. and M.Ed. students.
 - Dr. Neerja Gautam guides Ph.D., M.Phil. and M.Ed. students
 - Dr. Vaneeta Garg guides M.Ed. students.
 - Dr. Manjit Bhanwer guides M.Ed. students.

- Dr. Rumita Arora guides M.Ed. students.
- Dr. Raman Jyoti guides M.Ed. students.
- Mrs. Anju Mehta guides PGDCA (T.E..) and M.Ed. students.
- Mrs. Poonam Mahajan guides M.Ed. students.
- Ms. Geeta Saini guides M.Ed. students.
- Ms. Kanika Sharma guides M.Ed. students.
- Dr. Anita Sharma guides M.Ed. students.
- Ms. Gurpreet Kaur guides M.Ed. students.
- Ms. Dapinder Kaur guides M.Ed. students.
- Mrs. Harpreet Kaur guides M.Ed. students.
- Mrs. Anjum Sharma guides M.Ed. students.
- Consultancy service of the psychology resource centre is also provided to students of different institutions by giving them access to different psychological tests to be used for research work and other purposes.
- During practice-teaching days in schools, teacher-educators with the support of student-teachers organize at least one activity for school students related to teaching-learning.
- Library remains open from 9 am to 5 pm on working days and also during vacations (as per the requirement of the students and research scholars).
- Consultancy services are also rendered to different schools run by NGOs.
- Institution also sends faculty members to different institutions for delivering talks or model lessons. Our faculty members also render their services, in teaching school subjects if required by our practising schools
- Teacher-educators often go to other institutes for assignment like judgment of various inter-college/school curricular or co-curricular competitions.
- Our faculty members participate in meetings related to revision of curriculum of B.Ed. and M.Ed. classes.

Through these consultancy services, the institution and the community have mutually benefited. This helps in optimum utilization of resources be it human or material.

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

Yes, the staff is competent to provide consultancy services in different areas.

The details are given below:

- **Consultancy for schools:**
 - To provide consultancy to schools for improvised teaching aids, we have method masters as well as a qualified Fine Arts teacher.

- To guide school faculty members to deal with behavioural problems of school children, we have a guidance and counseling cell.
- We have a qualified librarian to help them make effective use of library resources for those students who are not on college rolls.
- The college has a placement cell, and the incharge acts as co-coordinator between the school colleges and the candidates.
- **Consultancy for research:**
 - To provide research consultancy at different levels, qualified guides/supervisors duly approved by the concerned university are available.

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

The details regarding revenue generated through consultancy in the last five years are given below:

- Keeping in view the requisite infrastructure of the college, IGNOU runs its study centre in the college offering a number of diversified courses through distance education. The revenue generated from it is Rs. 40000/year approximately. The revenue, thus, generated is spent on the maintenance of the college.
- Fee (nominal) is charged for providing temporary membership to those who want to avail library facilities.
- No fee is charged by the members of faculty for research consultancy as research work is considered as a service and mission for the promotion of research work.

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

As mentioned earlier, the institution does not charge for the consultancy services rendered by faculty to other institutions. However, revenue generated from IGNOU is utilized for maintenance of college. Revenue generated through library consultancy service is utilized for the enrichment of the library resources.

3.4 Extension Activities

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

Students are involved in community service through various programmes and activities organized from time to time:

- Visits to places like orphanages and old age homes etc. are arranged for serving community.
- Blood donation camp is organized.
- Celebration of national and international days like earth day, save water day, environment day, human rights day and consumer protection day, world AIDS Day, energy saving day, vanmahotsava, women's day, world cancer day etc. to sensitize the students towards different issues.
- Our alumni or any member of community can access our library after seeking permission from the Principal.
- Students are also sensitized about different social evils like female foeticide, child labour, dowry system, terrorism etc. through above stated activities.
- Social surveys on various problems like unemployment, drug addiction, women education, AIDS awareness, child labour, illiteracy etc. are conducted. Community gets benefitted through the participation of students and faculty in campaigns like literacy mission, drive for polio vaccination, environment protection, spreading awareness against female foeticide, drug abuse etc.
- Under the banner of DAV College Managing Committee, New Delhi, such campaigns are regularly organized for sensitizing community about significant issues in the form of 'Jan Chetna Yatra' and Project Boond.
- Teaching aids prepared by our students are donated to different schools especially government schools.
- During holidays, the infrastructural facilities of the institution are utilized by various agencies/institutions/organizations of community like-consumer forum, Arya Samaj, G.N.D.U. (holding various entrance tests), State government (during elections), neighbouring schools etc.
- Our institution actively participates in raising funds for helping NGOs and people affected through natural calamities.

Majority of these extension activities are carried out in collaboration with NGOs and GOs.

- The institution has adopted Nishkaam Sewa Public School, Amritsar, a school for children of rag pickers. The college has donated uniforms, stationery, other utility items and planted trees, celebrated Republic day and other important events.
- The institution has signed Memorandum of Understanding (MOU) with Global Institute for Childhood Disability. It is a specialized institution for children suffering from cerebral palsy and autism.
- Blood donation camps and free medical checkup camps are a regular feature of college. Medical experts are invited for this purpose.
- Water conservation drive under the title 'Project Boond' was carried out successfully, with full participation of staff and students.

- Participation in ‘pulse polio campaign’ for eradication of polio.
- Participation and conduct of activities under SVEEP. (systematic voter education and Electoral Participation) for bringing awareness about voting rights and voting role for national building among the students.

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

- The institution has Local Managing Committee that includes reputed persons from different walks of life. They act as a link between the community and the institution. All important decisions are taken after seeking their advice. Meetings of Local Managing Committee are held every year from time to time.
- The institution seeks the suggestions of school Principals to make our practice teaching more effective. A meeting with Heads of different practising school is held almost every year.
- The institution holds ‘Alumnae Meet’ every year to build healthy relations and seek suggestions for developmental affairs.
- Personalities of national and international importance and repute from various areas like education, medical, Social, religion, environment etc. are invited regularly. They share their experiences with prospective teachers. List of guest speakers has been attached.

... (*Annexure III.E*)

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

As students are in the institution for only a year, the college cannot undertake extensive programmes. However, the college would like to sensitize the students towards various problems and issues of the community and motivate them to take initiative of their own.

Major activities which are on our agenda for future are-

- Strengthening and enriching activities of NSS keeping in mind social issues like women empowerment, drug abuse, save girl child, ‘Go Green, Go Clean’ etc.
- Encouraging our students to participate in activities related to conservation of natural resources.

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

- The institution has adopted Nishkaam Sewa Public School, Amritsar, a school for children of rag pickers. The college has donated uniforms, stationery, other utility items and planted trees, celebrated Republic day and other important events.

- Water conservation drive under the title ‘Project Boond’ was carried out successfully, with full participation of staff and students.
- Tree plantation drive has been going on successfully for the past few years adhering to the principle “Go Green Go Clean”. Potted plants and saplings are donated to neighboring institutions and practising schools.
- Social surveys on various problems like unemployment, drug addiction, women education, AIDS awareness, child labour, illiteracy etc. are conducted. Community gets benefitted through the participation of students and faculty in campaigns like literacy mission, drive for polio vaccination, environment protection, spreading awareness against female foeticide, drug abuse etc.

3.4. 5 How does the institution develop social and citizenship values and skills among its students?

The college develops social and citizenship values and skills among the students through involvement in different kinds of co-curricular and extra curricular activities. The following activities are organized in this connection:

- Celebration of National days like Independence Day, Republic day, Teacher’s Day, Gandhi Jayanti, Environment Day, Earth Day, Human Rights Day, AIDS Awareness Day etc.
- Festivals of different communities are celebrated in the college as Lohri, Baisakhi, Dussehra etc.
- Visits to Mother Teresa Home (orphanage), Central Khalsa Old Age Home, Central Khalsa Orphanage and Bhagat Puran Singh Pingalwara (Charitable Society) to render needed services.
- One (01) day and seven (07) days NSS camps.
- Participation in Zonal Youth Festival organized by GNDU, Asr.
- Participation in a variety of Inter and Intra College Competitions of curricular and co-curricular activities.
- Organizing extension lectures on important issues like women health, environment, human rights and moral values, traffic rules, ethical voting etc.

3.5 Collaborations

3.5.1 Name the National Level Organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- **AIAER:** Majority of the faculty members of our institution are life members of All India Association of Educational Research.
- **IGNOU:** Our institution acts as a study centre for many graduate, post graduate and certificate courses.

- **Red Ribbon Cell:** Our institution has a cell of Red Ribbon Society of Pushpa Gujral Science city, Kapurthala. Under its banner, first aid training is provided to students almost every year.
- The college acts as Examinations Center for UGC (NET), banking, railways and other examinations.
- **Council of Teacher Education:** All faculty members are members of Council of Teacher Education.
- **Colleges of Education:** We have close ties with the renowned colleges of education of India. From time to time, Principals, faculty members and students visit our institution. We organize inter-college competitions and also participate in competitions organized by other colleges of Education.
- **Departments of Education:** Eminent educationists from DAV University, Guru Nanak Dev University, Panjab University, Chandigarh, Punjabi University, Patiala, Kurukshetra University, Jammu University, Delhi University and Lucknow University often visit our college and update our knowledge on various issues and problems of teacher education.

3.5.2 Name the International Organizations, with which the institution has established any linkage in the last five years. Detail the benefits results out of such linkages.

No such linkages have yet been made. However, our institution is trying to establish international links in near future.

3.5.3 How did the linkages if any contribute to the following? (Curricular Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension, Publication, Student Placement).

Besides broadening the perspective of students and faculty members, each and every aspect of the institution is enriched through such linkages. These linkages result in updating of knowledge and understanding of new trends concerning curricular development, teaching, training, practice teaching, research and evaluation. Moreover, such linkages contribute to consultancy, extension, research publication and student placement by:

- Organizing seminars/ workshops.
- Visits of resource persons from different universities for exchange of expertise.
- Providing consultancy services relating to teaching methodology, lesson planning etc.
- Organization of campus placements.

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

The college works in close co-ordination with the schools and the community in the following ways:

- Our Principal is Chairman of a reputed school of the city, Saraswati Girls Sen. Sec. School.
- The institution has linkage with different government, aided and private schools and sends the student-teachers for practice-teaching to these schools.
- Heads and faculty members of the schools are invited on various occasions like celebration of important days, prize distribution function and competitions related to school children.
- The Principal and senior faculty members are invited by management of schools and colleges to act as members of selection committee for recruitment of faculty members.
- The alumni of this college are working in reputed schools. We maintain cordial and mutually enriching relationship with them. Senior faculty members and the Principals from these schools are often invited to discuss the current issues, problems and methods of teaching.
- The institution also invites resource persons from universities, colleges and schools to deliver extension lectures.
- Faculty members are often invited by school authorities for orientation and conducting workshops on teaching methodologies for their in-service faculty members.
- Our faculty members are invited to act as judges for various competitions organized by schools.
- The students of B.Ed. and M.Ed. are sent to different schools for their project work.
- Besides this, our students undertake remedial teaching in schools. Teaching aids are also donated to practising schools from time to time.
- A workshop on development of improvised apparatus is organized by the faculty and students of Fine Arts in different schools. ICT workshop is organized by the institution to acquaint the faculty and students of different schools with the innovative techniques in the field of Education.

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

Yes, the faculty is actively engaged in schools and with faculty members and other school personnel to design, evaluate and deliver practice teaching. The faculty members dealing with the subject methodology visit the practising schools during the internship and interact with the concerned subject teachers and discuss various aspects related to practice teaching.

The prospective teachers consult the concerned teachers of the practising schools about content to be taught in different subjects during practice teaching programme. The faculty takes the feedback from the school teachers regarding performance of student-teachers and gives necessary suggestions to the prospective teachers to improve their performance. The Heads of the schools also evaluate the performance of the students and allot marks for their performance.

Moreover, the faculty members always take suggestions from the school teachers for improving the performance of the student-teachers and give them freedom to evaluate the performance of the student-teachers. The heads of the institution are also invited in the various programmes conducted by the institute.

3.6 Best Practices

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

The following measures have been adopted by the institution to enhance the quality of Research, Consultancy and Extension activities:

- The faculty members have attended various refresher courses, orientation courses, workshops and seminars to update their information and in turn have improved the quality of research in the college.
- Excellent library facility is made available for the staff and students.
- Unlimited access to internet.
- Stimulating environment that encourages research, the concept of learning to live together and its implication in the field of education.
- Facilities of duty leave and T.A/D.A. etc. are available to encourage faculty members to participate in activities of professional growth.
- Experts in the field of research invited to deliver talks/ lectures on significant issues related to research.

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

The following are the significant innovations/good practices in Research, Consultancy and Extension activities of the institution:

Quality of Research

- The college publishes its own magazine “The Richa” annually which has scholarly articles and research publications.
- The teaching faculty attend various orientation courses, refresher courses, workshops, seminars organized by Universities and UGC to update their information and in turn improve the quality of research in the college.
- Excellent library facilities are available for the researchers to update their knowledge.
- The facility of free and unlimited access to internet is available in the college to help the researchers to download latest information pertaining to their area of research.
- Organization of workshops on ‘Research Methodology’ to acquaint the researchers with the latest trends and techniques in research.
- The college provides consultancy services for undertaking research work/projects. The members of the faculty guide/supervise research at different levels- M.Ed., M. Phil. and Ph.D.

Promotion of Research

- It goes to the credit of the college that eight faculty members of our college have completed their Ph.D. during their service in the college. Two faculty members have submitted their synopsis for doctoral degree.
- Dissertation is compulsory for M.Ed. students.
- Library membership is given to outside students pursuing research.
- The college provides consultancy services for undertaking research work /projects. The members of the faculty guide/supervise research at different levels—M.Ed., M.Phil.and Ph.D.

Extension Services

- Regular visit to ‘Central Khalsa Orphanage, Mother Teresa Home, Central Khalsa Old Age Home and Bhagat Puran Singh Charitable Society’ to understand problems of orphans and blinds and to render needed services to them.
- Organization of campaigns to sensitize the masses regarding social/environmental issues and problems.
- Inviting experts from different universities to interact with our students.
- Honouring alumni/ eminent persons
- Inviting alumni/heads of the institutions for sharing their experiences

Additional information for Reaccreditation/ Reassessment

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

As recommended by the NAAC peer team, the college has made conspicuous improvements in Research, Consultancy and Extension. A three-member research committee has been constituted for promoting and directing research in the college. The faculty members and students are actively involved in undertaking action research to sort out usual educational issues. All the faculty members have published articles in reputed journals. Dr. Mrs. Neerja Gautam, our faculty member is working on the minor research project entitled, “Environmental Causes as Contributing Factor for Absenteeism among Secondary School students”. The college is also actively engaged in providing consultancy services for undertaking research work /projects. The members of faculty guide/supervise research at different levels- M.Ed., M. Phil. and Ph.D. Eight faculty members have completed their Ph.D. during their service in the college, a reflection of promotion of research in our college.

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

To keep pace with the changing national and international educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

- Action research is being carried on by post-graduate students under the supervision of teacher-educators.
- Three of our faculty members have completed and awarded doctorate degree in education.
- Two of our faculty members have constructed and published tests in educational psychology. Dr. Jasdeep Kaur has published a test to measure Achievement in Trigonometry. Dr. Neerja Gautam has published two tests related to Classroom Environment and Absenteeism in Classes.
- One of faculty members, Dr. Jasdeep Kaur has published a book on teaching aids in Mathematics.
- Teachers and students are using ICT in teaching and learning regularly. Students make power point presentations to deliver their lessons in their respective subjects.

Criterion IV: Infrastructure and Learning Resources

4.1: Physical Facilities

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

Yes, the institution has the physical infrastructure as per NCTE norms.

a) **Building:** The college is situated in the heart of the city, is well connected and has an area of 7489.2 sq. yards with a total covered area of 3236.05 sq. m. Annually, sufficient amount in budget is allocated for enhancement and maintenance of the infrastructure.

The building has the following facilities:

- **Principal's Office:** It is spacious, well ventilated and aesthetically furnished with attached kitchenett.
- **Administrative Office:** Housing general office, accounts office and reception area, it is well equipped with communication facilities throughout the college. Sufficient storage area for official records is also provided on the upper floor.
- **Staff Room:** There are two staff rooms which are well equipped having basic amenities, comfortable seating with inter-connectivity. Besides, independent rooms are allotted to teachers heading special cells or having subject specialization.
- **Class Rooms:** There are eight (08) classrooms which are well ventilated, spacious and have adequate seating arrangement.
- **Multipurpose College Hall:** It is well ventilated, with a seating capacity of four hundred (400), a stage, balcony and is generally used for college functions, conferences etc.
- **Audio-Visual Hall:** The institution has well furnished, well ventilated and spacious audio-visual hall to accommodate two hundred (200+) students and is well equipped with audio-visual facilities.
- **Open Stage:** It is used to hold open air events and celebration of days, festivals like 'Lohri', 'Diwali'. It is also used during winters for conducting the morning assembly (located outside education technology resource centre).

- Library: It is spacious with reading area, librarian's chamber, issuing-returning section, thesis section etc.
- Resource Centres: The institution has well furnished and well maintained resource centres namely computer resource centre, language resource centre, educational psychology resource centre, science resource centre, home science resource centre, mathematics resource centre, economics resource centre, social science resource centre, physical education resource centre, art and craft workshop with space for preparation of teaching aids.
- IGNOU Office cum Information Centre: The institution provides a separate room for IGNOU's administrative work apart from sharing the other infrastructure.
- Music Room: A well maintained music room with basic musical instruments.
- Visitor's Room: A comfortable, ideally situated room for visitors and is well furnished.
- Canteen: A canteen and a stationery shop to facilitate students, alongwith proper seating arrangement.
- Toilets: There are separate washrooms for male and female staff. Washroom facility is provided on all floors. Attached washrooms are available in staffrooms, library and Principal's office.
- Hostel facility for girls: A well furnished hostel with three wings, each independently equipped with bathrooms and toilets. The hostel also has an independent warden's flat. There is a common room which is spacious, well furnished with attached washroom. The hostel has forty-three (43) rooms for girls with availability for single occupancy, twin sharing facility etc. Female students of other institutions are also accommodated. There are twenty-five (25) bathrooms and seventeen (17) toilets in all with twenty-four (24) hours running water facility. Spacious dining hall/mess room for students and a separate dining room for faculty members are available. Warden's office is located near the administrative area of the office.
- Sports/Games Facilities: Courts for badminton\volleyball and basket ball practice exist on the campus.
- Principal's Residence: Independently self-sufficient residential area also exists which also serves as a guest house as the Principal is not residing there currently.
- Residence for Helping Staff: Separate quarters are available (to house peons, gardener, night watchman etc.) ideally situated in the front part of the campus.

- Generator Facility: The college has sixty-two (62) KV generator to facilitate the smooth functioning of college during frequent power shut downs and provides electricity to the whole building.
- Store Rooms: There are store rooms for office records, sports equipment, hostel furniture, construction material, IGNOU study material. etc.

The following table gives an overview of the infrastructure available in the institution:

S. No.	Particulars/Facilities Available in Institution	Dimensions
1	Area of the Institution <ul style="list-style-type: none"> • Landed Area 7489.2 sq. yards. • Built up Area 	7489.2 sq. yards. 3236.05 sq. m
2	Classrooms-08 <ul style="list-style-type: none"> • B.Ed. Section A class-room • B.Ed. Section B class-room • B.Ed. Section C class-room • B.Ed. Section D class-room • M.Ed.class-room • D.EL.ED. class-room • D.EL.ED. class-room 	54.90 sq. m 32.79 sq. m 48.02 sq. m 48.02 sq. m 32.79 sq. m 58.06 sq. m 58.06 sq. m
3	Multipurpose Hall (with balcony and with seating capacity of 400)	282.70 sq. m.
4	Library cum Reading Room – 01	137.72 sq. m.
5	Library for D.EL.ED.-01	12.09 sq. m
6	Educational Technology Resource Centre – 01	85.55 sq. m.
7	Computer Resource Centre – 01	85.55 sq. m.
8	Language Resource Centre – 01	43.35 sq. m.
9	Science Resource Centre – 01	85.69 sq. m.
10	Educational Psychology Resource Centre – 01	116.12 sq. m.
11	Home Science Resource Centre – 01	19.83 sq. m.
12	Art and Craft Workshop – 01	139.98 sq. m.
13	Physical Education Resource Centre – 01	116.12 sq. m.

14	Social-Science Resource Centre – 01	33.06 sq. m.
15	Music Resource Centre – 01	31.95 sq. m.
16	Economics Resource Centre cum Guidance and Counselling Cell – 01	33.06 sq. m.
17	Mathematics Resource Centre – 01	33.06 sq. m.
18	Language Resource Centre -01	8.76 sq. m.
19	IGNOU Centre – 01	54.90 sq. m.
20	Audio – Visual Hall – 01 (with seating capacity of 250)	98.77 sq. m.
21	Principal’s Office – 01	35.87 sq. m.
22	Administrative Office – 01	54.90 sq. m.
23	Staff Room (with attached toilet) – 01	54.90 sq. m.
24	Common Room – 01(with attached toilet)	80.326 sq. m.
25	Visitor’s Room – 01	17.01sq. m.
26	Warden’s Office – 01	7.38 sq. m.
27	Toilets <ul style="list-style-type: none"> • For Students – 02 • For Male Staff – 01 	19.70 sq. m. 3.83 sq. m.
28	Store Rooms <ul style="list-style-type: none"> • General Office (loft) 01 • General Office 02 • IGNOU 01 • Construction Material 01(underA.V. Hall) • Computer Resource Centre -01 • Art and Craft Workshop - 01 • Gardening Equipment 01 • Sports Equipment 01 • Class Room / Hall Furniture 01 	28.512 sq. m 17.34sq. m. 24.42 sq. m. 26.02 sq. m. 9.16 sq. m. 9.86 sq. m. 8.37 sq. m. 28.00sq. m. 15.58 sq. m.
29	Principal’s residence - 01(currently not occupied)	99.44 sq. m.
30	Residence quarters for class IV Employees 04 units	38.82 sq. m.
31	Canteen -01	42.23 sq. m.
32	Playground (multipurpose)	22.74 sq. m.
33	Lawns 04 <ul style="list-style-type: none"> • Infront of Main Hall • Behind Main Hall 	327.76 sq. m 541.06 sq. m 427.35 sq. m

	<ul style="list-style-type: none"> • Opposite Main Office • Backside A.V. Hall 	68 sq. m
34	Parking Space - 02 <ul style="list-style-type: none"> • Two Wheelers • Four Wheelers 	247.30 sq. m 398.82 sq. m
	Hostel Facility:	
35	Warden's Residence 01 (complete independent unit)	37.94 sq. m.
36	Mess 01	77.58 sq. m.
37	Kitchen for Mess 01	35.46 sq. m.
38	Store Room for Mess 01	6.55 sq. m.
39	Dining area for Faculty Members 01	14.19 sq. m.
40	Residence quarters for Mess Workers 01	6.23 sq. m.
41	Stationery Shop 01	6.17 sq. m.
42	Store Room for Canteen	5.11 sq. m.
43	Store for Hostel Furniture 01	18.86 sq. m.
44	Generator Room 01	47.59 sq. m.
45	Faculty Retiring Rooms / Faculty Residential Unit 01	30.60 sq. m.

... (Annexure IV.A)

b) Furniture: The campus has adequate and good quality furniture for each specific area/room/resource centre/hall/ resource room independently including chairs, tables, benches, sofas, black-boards, almirahs and electrical fittings etc.

c) Others: The college has internal parking area, four spacious green lawns, open space and corridors for aesthetic appeal and practical functioning.

- Air coolers and water filters are provided at all strategic points.
- The college has three (03) submersible pumps for constant supply of running water on the premises.
- There are four (04) water coolers with water filters in the campus catering to the needs of students in the hostel and day boarders.
- There are four (04) water storage tanks in the college with proper inter connectivity for proper flow of water.

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

There is constant endeavour to obtain feedback from students, members of faculty, members of the alumni association, academic council, grievance redressal committee and IQAC. The feedback is analysed in terms of priority, urgency, finance and long

term returns/benefits. The Principal in consultation with the concerned committee/s takes appropriate decisions. Suggestions and permission is sought from Local Managing Committee or DAVCMC if the proposal requires large scale investment. The proposed work can be taken up immediately or in stages depending on the project.

The present resources are adequate for maintaining necessary infrastructure and to keep pace with growth potential as the college has 200 seats for B.Ed., thirty-five (35) seats for M.Ed., forty (40) seats for P.G.D.C.A. (T.E..) and 50+50 seats for D.EL.ED. courses. The building and resources are adequate to cater to requirements of all these classes. The institution also generates some funds through hostel facility, running of IGNOU study centre, providing premises for State level/National level examinations, bank examinations etc. The resources are utilized for updating library resources, equipment of resource centres, infrastructure of classrooms, subject rooms and office, computer equipment, purchase of additional furniture and its maintenance, sports material, maintenance and beautification of campus etc.

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

The institution has the following infrastructural facilities for co-curricular and extra curricular activities:

- Multipurpose hall utilized for havan-yajnas, academic functions, cultural functions, meets, indoor games, inter-house or intra-house activities.
- Open-air stage to conduct outdoor functions and also utilized during hosting of youth festivals, morning assemblies etc.
- Cemented court for badminton/volleyball/ basketball (ball practice only).
- Sports room/physical education resource centre with equipment for indoor games like table tennis, chess, carrom, playing cards, darts practice etc. Students are provided with free kits/equipment to practise and play.
- The physical education resource centre has a mini physical fitness gym and has equipment/machines like treadmill, cycle for exercise, steppers, weight training equipment, vibrator and rower.
- Provision for yoga and meditation in a tranquil separate portion.
- Art and craft workshop is fully equipped to inculcate and hone creative talent and has a separate working space for making teaching aids.
- Music room with basic musical instruments for training students for participating in inter-house, inter-college competitions and youth festivals.

- Library has books of different topics helping student prepare for quiz, debate, talks, lectures and other literary pursuits alongwith internet accessibility.

The different equipments and material for these activities include the following:

- Sound system (mikes, amplifiers, speakers etc.)
- Electronic equipments (multimedia, LCD projectors, computers, slide projector, OHPs VCDs ,DVDs, audio CDs, cassettes, camera, internet facility, reprographic-photography facility etc.
- Decoration material (paintings, pictures, decorative pots, candles, artifacts, lamps, stand for plants, planters, dry flower arrangement material etc.)
- Material for “HavanYajna” (Havan kund, utensils of copper for havan yajna, stools, carpets, place mats, linnen, prayer books, banners, ‘uttriums’, durries)
- Crockery, cutlery and utensils for refreshment.
- Submersible pumps, water storage tanks, coolers, filters for potable drinking water and water for watering plants and lawns.
- Generators for 24*7 power supply backup.
- Musical instruments like harmonium, tablas, dholak etc.
- Display boards and notice-boards.
- Comfortable furniture in hostel, mess, canteen, staffroom, residence etc.

The different equipments and material for sports/games include the following:

Name of Game/Sport	No. of items
Table Tennis	01 Table, 03pairs of Racquets and Balls
Volley Ball	02 Balls + 01 Net
Skates	01 Set
Badminton	21 Racquets, 02 Nets and Shuttles
Shot Put	02
Discus	02
Skipping rope	05
Mini Gym	10 machines.
Chess	02 sets
Carrom Board	05 sets
Playing Cards	02 sets

Ludo	02 sets
Treadmill	02
Rower	01
Cycle	03
Vibrator	01
Stepper	02
Weight Training Machine	01
Mats	06
Audio-Player	01
Wall- Mirrors	01

... (*Annexure IV.B*)

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

- The laboratories and the resource centres along with administrative office, hostel, IGNOU centre, canteen, stationery shop, hall, library grounds are shared by students of B.Ed.,M.Ed., PGDCA (T.E..) and D.EL.ED.
- The multipurpose hall is shared by social organizations (NGOs) from time to time for various seminars, workshops , conferences and different competitions.Youth festival is also hosted on our campus whenever directed by the University.
- The college campus is used for elections, census work and major social welfare programmes launched by Government and DAV Management.
- The campus is also used for conducting state level and national level competitive examinations as and when directed by the University. Infrastructure is also used to conduct nationalized bank examinations.
- Many M.Ed., M. Phil. and Ph.D. students of other institutions come to consult library, educational psychology resource centre and guidance cell.

- Neighbouring schools use the campus grounds for conducting rehearsals for and holding of their cultural events.

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

- The college, although, situated in the heart of the city has green, clean and aesthetically appealing environment. It has green lawns with benches and dustbins. Lawns and open spaces provide an environment friendly atmosphere.
- The building is properly ventilated, spacious with rooms having enough sunlight. Spacious corridors serve as sun breakers during summers and protection against rain during rainy season.
- Helping staff- specifically peons, sweepers, gardeners work to keep the campus spic and span.
- Campus is 'No Smoking, No Drinking Zone'.
- Filtered drinking water is provided at convenient points on the campus and at every floor of hostel as well as in the staff-room.
- Committees are formed which include teaching, non-teaching staff and students as members to monitor the overall upkeep of the campus.
- Committees (hostel/ canteen/ mess) ensure cleanliness, sanitation and hygiene of the lawns, building, canteen, hostel mess i.e. of overall campus.
- Canteen is well lit and ventilated. It has running water facility at two points. Hygiene is constantly monitored by daily checks and surprise visits by canteen committee/ Principal.
- Wash rooms are provided at each floor/wing and attached to major rooms for members of faculty and students separately.
- Over head water tanks and water coolers are cleaned and disinfected periodically by specially hired professionals.
- First-aid facility is available in the institution and a panel of doctors available on call in case of emergency. A medical room is also provided.
- Common room for students provides recreational and relaxing space.
- Visitor's room for wards of hostel to meet their relatives during visiting hours.
- Separate wash-room for males and females are available.
- Occasional fumigation and anti termite / pest treatments are undertaken for the whole campus.

- Well equipped staff rooms two (02) with attached toilet and equipped with cooler, microwave, filtered drinking water and refrigerator.
- Spacious, well ventilated and well furnished classrooms.
- In house parking area available.
- Mess, canteen and hostel facility where hygiene is consistently monitored.
- Residential quarters (need based) in case the faculty requires it for short duration on health grounds.
- Yoga and exercise facility open for all faculty members.

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

The college hostel has forty-three (43) rooms and can house upto one hundred twenty-five (125) students with twin sharing and single occupancy rooms. There are three (03) separate wings at different floors with toilet and bathroom facilities at each floor/level. There are twenty-five (25) bathrooms and seventeen (17) toilets in all with 24 hours running water facility. Spacious dining hall/mess room for students and a separate dining room for faculty members are available.

The college hostel is equipped with the following facilities:

- Each room is well ventilated, gets adequate amount of sunlight and is well furnished with beds, table, chair, almirahs and fan. Coolers on demand are also provided.
- The hostel has a common room with attached bathroom, well furnished with T.V., music system, cooler, exhaust fan, ceiling fans, comfortable furniture etc.
- The hostel has two water coolers (one at ground-floor and the other at first floor). These water coolers are fitted with water purifiers which are serviced regularly.
- It has public address system, intercom, inter connectivity 24 hrs electricity with generator facility. Cell phone charging points are provided at convenient places.
- Daily newspapers are available in the hostel.
- All sports and gym facilities are made available for hostel girls.
- The hostel has a visitors room to accommodate guests.
- First-aid box is available in the common room and hostel warden's office and doctors are on call for any emergency situation. Health and hygiene is ensured through surprise checks by the hostel warden, head girls and the Principal

frequently. The hostel warden diligently supervises the mess and hostel premises. One female sweeper is exclusively employed for maintaining cleanliness and sanitation of hostel premises.

- Bathrooms with geyser and twenty-four (24) hours running water facility have been provided mirrors are also provided at strategic points.
- Washer woman for laundry and ironing of clothes visits the hostel regularly, a peon (female) is made available for students to run daily errands and a cobbler visits during the evening hours.

Categorically

Hostel Wing I - Sarojini Naidu Block

- Total Area 953.17 sq.mts.
- Maximum occupancy 68 girls/ students
- Number of rooms 26
- Bathrooms 16 (08+08)
- Toilets 10 (05+04+01)

Hostel Wing II - Kasturba Gandhi Block

- Total area 137.94 Sq.mts.
- Maximum occupancy 08 girls/students
- Number of rooms 08
- Bathrooms 02
- Toilets (01+02)

Hostel Wing III - Vijay Laxmi Pandit Block

- Total area 251.59 Sq. metres
- Maximum occupancy 09
- Number of rooms 09
- Bathrooms 05
- Toilets 05

Facilities common to all wings of hostel/college:

- Warden's Residence
- Dining Hall
- Kitchen of Mess
- Quarters for Mess Workers
- Visitor's Room
- Common room (with music system, T.V and attached washroom)
- Playground
- Lawns
- Gym Facility
- Medical Room

- Availability of Doctors on call.
- Newspapers and Magazines
- Organization of Recreational Activities (like hostel night, farewell party, trips and tours.)

4.2: Maintenance of Infrastructure

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

- Building
- Resource Centres
- Furniture
- Equipments
- Computers
- Transport/Vehicle

DETAILS OF BUDGET EXPENDITURE

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total
Building(repair included)	45926	44195	42995	493079	14,9026	775221
Furniture	18970	---	---	96611	4,672	120253
Resource Centre/Equipment	49432	965	48127	11749	8,995	119268
Computer	---	---	164925	---	---	164925
Vehicle	---	---	---	---	---	---
Books	12650	76516	131377	101482	---	322025
Total	126978	121676	387424	702921	162693	1501692

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

The institution plans and ensures that the available infrastructure is optimally utilized through the following measures:

- Classes of all four courses (M.Ed., B.Ed., PGDCA (T.E.), D.EL.ED.) are being successfully run within the same premises using the available infrastructure. On Sundays, the premises are being used as IGNOU Study Centre since 1995.
- Optimum utilisation of human resources is being done in the institution. The member of faculty are taking classes of M.Ed., B.Ed., PGDCA(T.E.), D.EL.ED. thus maximizing the output and a few are also involved in smooth running of IGNOU Study centre.
- All faculty members are involved in various inter-house and intra-house activities and tutorials. Different clubs and committees have been formed involving all faculty members.
- During their free periods, students are sent to the library/ or are involved in preparation of teaching models in the Art and Craft Workshop.
- Hostelers make use of sports grounds and equipment after college hours.
- GOs and NGOs use college infrastructure as venue for polling booth, for holding different kinds of examinations. (banking,U.G.C. etc.) and organizing events by agencies like consumer forum etc.

Categorically optimum utilization of college infrastructure and other resources is as follows:

Building

- B.Ed., M.Ed., PGDCA (T.E.) and D.EL.ED. courses are being run on the same premises.
- IGNOU study centre is being successfully run on the premises since 1995 and has strength of approximately 800 students on an average per year and offers many certificate, diploma, degree courses at U.G. and P.G. level.
- Youth festivals are held in the college as and when directed by the University.
- The college premises is made a polling booth during elections.
- The college premises also is an examination centre for regular university examinations and many competitive exams like banking, LIC, UGC etc.
- Premises are often used by neighbouring schools/ NGOs etc. to hold their academic and co- curricular activities.

Library

- The literature in the library covers a wide variety of subjects ranging from Vedic literature, travel, religion, home-science, science, education, art to English, Hindi and Punjabi literature etc. apart from required text and references books. Journals, surveys, encyclopedias, reference books, magazines, yearbooks, dictionaries are available in the library. This caters to a wide variety of tastes and requirement. A separate library wing for D.EL.ED. has also been established.
- All the above mentioned resources are optimally utilized in the following ways-
- There is open display of reference books, journals, encyclopedias, new titles, dictionaries, M.Ed. dissertations and text books thus ensuring easy access of books for faculty members and students.
- There is provision within the time-table of sending students to the library for supervised study. They are also encouraged to go to the library during their vacant periods.
- Scanning and photocopying facilities are available in library.
- Magazines and newspapers are available in English as well as in the vernacular for the benefit of all.
- Exhibitions of books and latest literature is arranged in the library from time to time to give maximum exposure to the staff and students.
- Consultation of library material is open for research scholars, teachers and students of other institutions as well.

Classrooms:

All the eight (08) classrooms are well equipped, well lit and well ventilated with adequate furniture. Apart for general activities of teaching and learning, these are also used for:

- Conducting class, terminal and annual tests/examinations for regular and distance mode learners.
- Holding classes, personal contact programmers, workshops, demonstrations, delivering model lessons for regular as well as distance mode learners.
- Holding tutorials, house meetings etc.
- Conducting methodology teaching activities – model lessons, discussion lessons, micro lessons and composite lessons.
- Holding inter house, intra house and inter and intra college competitions.

- For holding talks by eminent speakers and guest lectures etc.

Resource Centres:

The institution has resource centres which are well equipped and geared to meet the curricular and co-curricular needs of students. The description of different resource centres of the college is as follows:

Physical Science and Life Science Resource Centre – has adequate stock of microscopes, models, specimen, glass ware, charts, working models, slides etc. The resource centre is utilized for:

- Conducting practicals.
- Issuing equipment and charts etc. for lessons.
- Displaying of apparatus, charts and models.
- Preparation of slides, files etc.
- Presenting discussion lessons.

Computer Resource Centre -The computer resource centre has twenty-three (23) computers and is used for:

- Conducting classes and practical training on computers.
- Internet surfing by students and faculty.
- Holding classes of PGDCA (T.E..) and B.Ed.
- Undertaking research work by M.Ed. students.
- Preparing power-point presentations.
- Holding practicals for B.Ed./M.Ed./PGDCA(T.E..)

Language Resource Centre– It is used for:

- Improving communication skills of students like listening, speaking etc.
- Improving pronunciation of students.

Educational Technology Resource Centre –This resource centre is utilized for:

- Preparing and demonstrating specific digital teaching aids.
- Holding classes for technology component, for add-on courses and for learning handling of different equipments like multimedia, OHPs, Epidiascope etc.
- Preparing and delivering micro and composite lessons.
- Providing skills and hands-on experience to neighbouring schools.

Educational Psychology Resource Centre-This resource centre is well equipped with various psychological tests, tools instruments etc. and used for:

- Storing of tests and tools of psychology and educational psychology.

- Conducting psychological tests by M.Ed., B.Ed. students for practical and research work.
- Demonstrating and conducting practicals.
- Storing files and records.

Physical Education Resource Centre-This resource centre is well equipped with various sports equipment and is used for:

- Holding classes of physical education and health education.
- Issuing sports equipment to students for inter-house competitions.
- Undertaking exercises on machines.
- Practising yoga.
- Storing sports equipment.
- Keeping files and records of physical education.

Mathematics Resource Centre- This resource centre is utilized for:

- The resource room has charts models, lessons plans etc.for explaining and elucidating major concepts of mathematics and other computational skills.

Economics Resource Centre-This resource centre is utilized for:

- The resource centre serves as a resource room for clarifying and demonstrating basic concepts relating to economics.
- Teaching-aids are displayed in all forms. The room also serves as guidance and counselling resource centre.

Home Science Resource Centre-This resource centre is utilized for:

- Holding various co-curricular and extra-curricular activities like demonstration, preparation and competitions for recipies using cold ingredients.
- Demonstration of various home craft related skills like embroidery, interior decoration, candle making, tie and dye, flower arrangements, pot decoration, wall hanging making etc.

Art and Craft Workshop-The following activities are undertaken here:

- Conducting classes for Art component.
- Organising inter-house competitions on poster making, painting, card making, file preparation etc.
- Holding calligraphy and black-board writing competitions.
- Utilising the resource room for preparing decoration material, teaching aids etc.
- Preparing and practising for items for youth festivals.

Music Room-It is generally used for:

- Holding classes for methodology of music.
- Holding practice for music items for youth festival, inter-college competitions and morning assembly.

Principal's Office-The office is strategically placed, aesthetically furnished, has an attached pantry and a washroom. Other activities apart from routine administrative formalities conducted/undertaken here are:

- Conducting meetings with members of Management, teaching and non teaching staff.
- Interacting with student and student-council.
- Receiving dignitaries and guests visiting/invited to the institution.
- Interaction with visitors.
- Providing consultancy/ guidance to information seekers.
- Conducting interviews.
- Conducting viva-voce examination (M.Ed.).
- Sending and receiving documents through fax.

Administrative Office – The office is used for:

- All public dealings like giving and receiving admission forms.
- Fee depositing.
- Correspondence and sending/receiving telephonic messages.
- Dispersing detailed marks sheets.
- Salary dispersion and maintaining official records dealing with regulatory bodies.

Staff Room/s –The staff room/s is/are used for:

- Partaking of refreshment/meals.
- Checking of assignments, project work and dissertation work.
- Marking of answer-sheets.
- Holding informal interaction among Principal and faculty members.
- Dealing with daily issues and queries of students.

Corridors-The corridors of the college are spacious, aesthetically designed and practically utilized for:

- Displaying of honour boards.
- Displaying of mission and vision of the institution.
- Writing of thought of the day/special day celebrations announcements.
- Writing of daily news.
- Displaying notices, wall magazines, posters etc.
- Displaying public notices/advertisements.
- Practising/ improving black-boards writing.
- Organizing 'Rangoli' competitions or decoration.
- Displaying banners and other information.
- Displaying plants.

Common Room- It is generally used for:

- Informal interaction among students.
- Studying for examination for hostel students.
- Recreational activities like small gatherings/competitions/ exhibitions, T.V. watching, light reading, practice for house functions etc.
- Serving refreshment for functions.

Canteen- The canteen provides the following facilities:

- Relaxing environment for faculty members and students.
- Partaking refreshment.
- Informal gatherings of students/staff.
- Providing nutritional information through posters displayed.

Hall and A.V. Hall-These halls are equipped, well ventilated with ample seating capacity and are generally used for:

- Holding functions, seminars, conferences, extension lectures etc. of college/ other institutions, NGOs and GOs.
- Conducting admission procedure.
- Holding house/annual examinations.
- Organizing youth festivals/theatre items.
- Holding of competitive examinations by University, UGC, banks etc.

College Lawns- The college has four (04) good sized lawns providing green and congenial environment to the staff and students. These are used for:

- Organizing outdoor activities like sports, sports day function and games for students.
- Organizing NSS camps.
- Holding community work activities for students (maintaining potted plants etc.)
- Conducting cleanliness and beautification campaigns like Swachh Bharat Abhiyan etc.

Playing Courts- The concrete courts also act as parking lot when the sports/game events are not taking place in the college.

Hostel –The hostel accommodates students of our college as well as girl students of the sister institutions for boarding and lodging. Faculty members are also accommodated for short/ long duration stays.

Principal's Residence– As has already been mentioned; currently the Principal is not residing on the campus. So this often serves to accommodate visiting faculty from

other institutions, examiners and experts for seminars, guests, also parents of students and alumni (as and when need be).

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

The institution considers the environmental issues associated with the infrastructure as :

- The college building ensures natural light and ventilation in all rooms thus reducing power consumption.
- Consistent efforts are made to keep the campus clean and green. Dustbins are placed/constructed in/at strategic places to avoid any kind of littering.
- Regular cleaning, dusting, maintaining and repairing results in proper upkeep of the infrastructure. Professionals are hired wherever needed to take care of the infrastructure.
- Wastage of paper is discouraged by using both sides of the sheets. Waste paper is salvaged and sold for recycling. In order to reuse paper, art files of students of previous year are sent to the 'Institute of the Blind' to serve as practising sheets for students learning Braille.
- Tree plantation in surrounding areas and periphery of the college is undertaken
- Regular pest control and fumigation of the campus is undertaken by professionals so that the campus remains green and free from pests.
- Disposal of garbage is undertaken diligently.
- Use of polythene is discouraged.
- Formation of 'Environment Club' which encourages the practical aspect of the slogan "Go Clean Go Green" through planting trees and other flora. Fruit bearing trees are also planted to encourage local flora and fauna (birds, bees and butterflies).
- Competitions (e.g.. poster making, slogan writing) are organized by committees/ clubs of the college on different environmental issues for bringing about awareness in students.
- Students are made aware of major environmental issues through talks, debates, classrooms discussions and also by relating course content with environmental issues.
- Students are directed to reduce and check water and power usage and cut out the undue wastage of the same.
- Helping staff is also encouraged to save water/ power.

- Efforts are made to save power by all on the campus.

4.3 Library as a Learning Resource

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

- The institution has had a qualified permanent librarian in selection grade (till Nov 2014) and has sufficient technical staff (restorer, helper) to help in proper functioning of the library.
- The library is fully computerized and smart cards are issued to students for library transactions.
- There is 'Book Search' facility available in the library computer. Unlimited broadband internet facility is also available in the library for staff and students.
- A library committee is constituted every year to support the administrative decisions for smooth running of the library.

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

The details of the library resources available to the staff and students are as follows:

- The institution's library is well stocked with around fifteen thousand six hundred and sixty five (15,665) volumes: Text books- three thousand (3000); Reference books- two hundred (200); Encyclopedias on varied subjects- fifty four (54); Magazines- forty seven (47); Periodicals and Journals- twenty five- (25)
- Access to internet is provided to students, office staff and faculty members.
- Open access system is available for M.Ed. students and faculty members.
- A maximum of ten (10) books may be issued to faculty members during the entire session. Extra books/material is provided in case the faculty member has to prepare for seminar, talk or special assignment etc.
- Book bank facility is available for economically poor students and SC/ BC/ ST students.

- Latest magazines, newspaper and other study material are freely accessible to staff and students.
- Smart cards (bar coded) are given to students for issue/return of books.
- The library timings are adjusted to accommodate research students at
- M.Ed./ M.Phil. /Ph.D. level from other institution and it may remain open for longer hours.

Specifically-

S. No.	Particulars	Number
1	Total no. of Books <ul style="list-style-type: none"> • Reference Books • Text Books • General Books • Miscellaneous Books 	15665 200 3000 10,000 665
2	Encyclopedias Dictionaries	54 67
3	Report of Commissions and Committees	16
4	Dissertations/ Thesis <ul style="list-style-type: none"> • M.Ed. • Ph.D./M.Phil. 	389 389 Nil
5	Educational Journals <ul style="list-style-type: none"> • Indian • Foreign(old issues only) • E-Journals/Online 	25 25 109 -
6	News Papers <ul style="list-style-type: none"> • Hindi • Punjabi • English 	08 04 01 03
7	Magazines <ul style="list-style-type: none"> • Hindi • Punjabi • English 	21 04 Nil 17
8	Surveys (On Education)	07
9	Internet Facility	Available
10	Computer Systems	03
11	Reprographic Facility <ul style="list-style-type: none"> • Photostat Machine • Printer • Xerox Machine 	Available 01 02 01

12	Book Bank Facility and Capacity	Available 2,000
13	Back Issues of Journals	1500
14	Seating Capacity	50+
15	Daily Visitors (average) <ul style="list-style-type: none"> • Teachers • Students • Researchers • Others 	60 to 80 07 60+ 02 01
16	Number of Books Issued (average) per Day	30 approx
17	College Magazine	Annual
18	Provision for Special Students	Comfortable Seating

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

Yes, the institution has in place a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. The details of the same are as follows:

- The institution has a library committee and academic council to review library resources and to take important decisions regarding acquiring and upkeep of resources.
- Recommendations for new and latest books, journals and other print material are given to the Principal/ librarian as per the demands of students, subject experts/ faculty members which are forwarded to the library committee for approval and
- Systematic procedure for purchase of the same is followed by the said committee.
- Many popular books / titles are also reviewed by the library committee independently.
- Suggestions from library committee and faculty are invited from time to time to enhance library resources.
- Book exhibitions are held annually to acquaint the students and faculty members with new titles.
- Internet and catalogues are the sources of all latest information of literature.

The composition of library committee is as under:

Principal	01
Librarian	01
Faculty Members	04
Student- Teachers	04

The major functions of library committee are:

- To help in smooth functioning of the library (like book bank facility etc.)
- To shortlist and select titles from publishing houses, internet and catalogues
- To find out about the latest editions of books/ journals/ other reading material to be added in the library.
- To arrange activities for promoting self- study and good reading habits among students.
- To arrange book exhibitions.

4.3.4. Is your library computerized? if Yes, give details.

The college library is fully computerized. The details are as follows:

- Entire catalogue of the library is available in computerized as well as manual form.
- Issue /return of books is done through bar code system.
- Students are issued smart cards for this purpose.
- Books can be searched through the computer.

4.3.5. Does the institution library have computer, internet and reprographic facilities? If Yes, give details on the access to the staff and students and the frequency of use.

The library has computers, internet facility and also photocopying facility. The latter is provided to students for taking print-outs (nominal sum is charged) and free downloading facility is available. The details are as follows:

- The library has three (03) computers.
- Unlimited internet facility is available to faculty and students.
- Students visit the library on regular basis.

4.3.6. Does the institution make use of Inlibnet /Delnet/ IUC facilities? If Yes, give details.

The institution does not have these facilities but plans to acquire the same in near future.

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

- The library is open to all on all working days of an academic year except holidays (as per Guru Nanak Dev University calendar) and Sundays.
- The library is open from 9:00 am to 5:00 pm every day.
- The library timings are adjusted and may remain open and also during vacations as per the requirement of students and research scholars.

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

The staff and student come to know the new arrivals through the following:

- Jackets of new arrivals (whenever possible) are displayed on the library shelves at vantage points.
- List of titles of new arrivals are displayed on the library shelves at vantage points.
- Subject -teachers inform their students about new arrivals in house meetings/ tutorials.
- Librarian shares the information with students when they come to the library.
- Lists of books for extra reading are displayed in the classrooms which includes new arrivals also.

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

The library has book bank facility for B.Ed./M.Ed./D.EL.ED.students.The students are informed about this in the orientation programme at the beginning of the session.

- Information of the same is also provided in the hand-book of the institution.
- Book bank facility offers maximum number of books to the needy students for the entire session.
- Applications are invited from the students for availing this facility.
- Applications are duly scanned by the library committee.
- The facility is extended to economically backward students and students belonging to SC/BC /ST category.

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

The special facilities offered by the library to the visually and physically challenged persons are:

- The library is situated on the ground floor to ensure easy accessibility for physically challenged students.
- Suitable furniture is provided on demand for physically challenged students.
- Helpful attitude and service is always extended to such differently abled students.
- No visually impaired/ challenged student has so far taken admission in the institution, but in case of any such eventuality, institution would make all possible arrangements.

4.4 ICT as Learning Resource

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

The details of ICT facilities available in the institution are:

- The institution has communication lines set up for internal and external communication.
- Fax facility is present.
- The institution has an ICT resource centre and educational technology resource centre with twenty-three (23) computers. The well equipped computer resource room has its own departmental library with networking and internet connectivity. It also has the facility of scanning and printing. The resource centre has interactive board with seating capacity of forty to fifty (40-50) students.

The details of other computers available in the college campus are as follows:

Library	03
General Office	04
Principal's Office	01
Mathematics Resource Centre	01
Economics Resource Centre	02
Educational Psychology Resource Centre	01

- Scanning and printing facilities also available in general office, ICT resource room and library.

- The institution has a well equipped language resource centre for students with twenty-four (24) working consoles.
- The institution has two (02) OHPs, two (02) slide projectors and two (02) LCD projectors in the educational technology resource centre.
- Institution has a collection of digital resources (pre-prepared) topic related CDs and DVDs in the educational technology resource centre.
- All faculty members teaching methodology papers have lesson plans on pen drives and CDs.
- Guidance and career counseling cell has computer for keeping records and updating information.
- The institution has its own web site which is updated from time to time.

More specifically the ICT facilities present in technology resource centre are:

S.No.	Facility/ Material	Number
1	Computers	05
2	Internet	01
3	T.V.	01
4	L.C.D.	02
5	OHP	02
6	Epidiascope	02
7	Tape Recorder/ C.D. Player	01+01
8	Slide Projector	02
9	Trolley	02
10	UPS	02
11	Cassettes <ul style="list-style-type: none"> • Video-Educational and College Activities • Audio-Educational Activities 	17 44 17
12	Charts, Maps	150
13	Speakers (for computers)	01(set)
14	Transparencies	100
15	Albums of Educational Slides	03
16	Screen for Projection	01
17	MIMI Interactive Board	01
18	T.V. Trolley	01
19	Globes	05
20	Flannel Boards (large and small)	02+01
21	White Boards	03

22	Almirahs	03
23	Insect Killer	01
24	Chairs with Arms- Plastic Chairs	68+97
25	Teacher Chair	01
26	Tables	05

Optimal use of ICT is ensured by the following means:

- The use of ICT is encouraged by uninterrupted availability, easy approach and wide variety.
- Students are encouraged to search subject matter and other related material on internet.
- The faculty members encourage students to use electronic media in developing lesson plans and preparing teaching aids like power-point presentation.
- The faculty is well versed with the use of ICT which becomes a source of inspiration for the students.
- M.Ed. students undertake net surfing for their research/ thesis work and for preparing assignments.
- Many administrative transactions take place through e-mails and internet facilities.
- Most of the office staff is computer literate.
- Faculty members from adjoining institutions are encouraged to learn ICT enabling skills at our institution's ICT resource centre.

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

Yes, there is provision in the curriculum for imparting computer skills to all students and the details are as follows:

B.Ed.

- There is provision of computer education under compulsory Paper-IV B B.Ed., which has both theory and practical components with equal weightage.
- Computer hardware, computer software, operating system, word processor, spread sheets, presentations, lesson planning, computer languages and data based management are included in the curriculum. The skills taught in practicals include word document using Ms word, data handling, power point

presentation for lesson planning, drawing using paint brush, internet surfing, e-mail etc. Power -point preparation and presentation are encouraged. Teaching of computer is also offered as one of the optional teaching subjects.

PGDCA (T.E..)

- Full fledged course of PGDCA (T.E..) is being run in the institution.

M.Ed.

- M.Ed. curriculum includes a compulsory paper on educational technology and ICT. The practical component and research work market mandatory for students to be well versed in computer skills

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

- Majority of the faculty members are well versed in computer based technology.
- The faculty encourages the students to integrate technology in their discussion and final lessons in practice-teaching unit.
- Faculty members use technology for their routine teaching as well as for seminar presentation students are prepared for various competitions taking the help of ICT.
- Demonstration/ model lessons are given by faculty using ICT.
- Extension lectures and seminars bank heavily on ICT.
- Linkages with national bodies are established through ICT.

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

The major areas and initiatives for which student-teachers use/adopt technology in practice teaching are as follows:

- Student-teachers are encouraged by faculty to use OHPs, transparencies, computers, LCD's for presentations.
- Student-teachers include technology in practice teaching for developing lesson plans, preparing teaching aids (downloading information from internet) making projects, delivering discussion lessons and also lesson preparation by searching content and instructional materials from internet.
- Delivery of lessons (for discussions/models/practice teaching) is also encouraged and undertaken by student-teachers and faculty members by using different modes of ICT.

4.5 Other Facilities

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

- Teaching aids prepared by students are offered to practising schools free of cost.
- Teachers from neighbouring institutions are welcome to visit our institution to get updates on technology which is to be used in curriculum transaction.
- Library as a source of information is used by many students from other institutions for their research work.
- Test and tools from educational psychology resource centre are used by students and research scholars of other institutions.
- Our faculty members deliver lessons in practising schools as subject experts.
- Faculty exchange programmes are organized with other Colleges of Education as a regular feature.
- Within the institution, the faculty exchanges information and knowledge through regular informal faculty interaction programmes.

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

- Educational technology resource centre is fully equipped and operational for the utilization of technology.
- The technology component of B.Ed. and M.Ed. curriculum makes it mandatory for each student to handle and use different types of audio/visual facilities.
- Different CDs, audio and video cassettes of different subjects are available in educational technology resource room which are frequently used by students.
- CDs, audio and video cassettes for language resource centre are used to develop listening, speaking and reading skills
- Each subject / resource room is well stocked with teaching aids and working models.

... (Annexure IV.C)

Optimal use of institutional material and technology is ensured by the following measures:

- Teacher-educators use technology in different forms during curricular transaction as well as during demonstration lessons.
- Teacher-educators give reference of learning resources to encourage students to use the same.
- Students are encouraged to explore technology in their curricular transactions during practice teaching.
- Students are trained in the use of equipment and technology.
- All learning resources are accessible for student's discussions lessons and also during practice teaching.

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

There are adequate number of classrooms as well as methods laboratories in the institution for carrying out and enhancing teaching-learning transactions. The details are as follows:

- The institution has ICT resource centre, language resource centre, educational psychology resource centre, science resource centre, physical education resource centre, home science resource centre, art and craft workshop.
- All laboratories/ resource rooms are stocked with adequate material which is updated from time to time.
- Recommendations of staff and needs of students are kept in mind while enhancing facilities and equipment in laboratories.
- Maintenance of resource rooms is done with the help of support staff.
- Stock taking is conducted each year and stock register of respective resource room is well maintained. Any material/device not in working condition is written off after due inspection by the inspection committee constituted by the Principal.
- Technical experts are hired for the upkeep of computers and other sophisticated infra- structure.
- Faculty in-charges of the respective department or resource room are responsible for upkeep of the same.

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

The above mentioned facilities are detailed as under:

- Institution has multipurpose hall where and extension lectures, seminars and workshops are organized. Different college functions- intra-house, inter-house and inter-college functions are organized.
- Music room is ideally located and has basic musical instruments.
- Space is specially designated for preparation of teaching aids in art and craft workshop. Students prepare teaching aids under the guidance of subject teacher and art and craft teacher.
- Physical education resource centre has various facilities for sports and indoor games-badminton, table tennis, basket ball, hand ball, yoga, chess, carom, playing cards etc. along with basic machines for physical training and toning.
- The institution has an official car. Students make their own independent transport arrangements.

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

Yes, the classrooms are equipped for the use of latest technologies for teaching in the following ways:

- Educational technology resource centre has a seating capacity of fifty (50) students where power point-presentations can be made and delivered. It has a ‘Mimio Interactive Board’ installed which students make use of from time to time.
- The audio-visual hall (a common facility) is available where students go by rotation for the use of technology for teaching-learning processes.
- Language resource centre has the capacity of seating twenty-four (24) students.
- Students have a suitably prepared time-table so that they are exposed to the technological infrastructure required for teaching in technology resource room and they also get ample opportunities to use the same.

4.6 Best Practices in Infrastructure and Learning Resources

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

- All faculty members are well versed to teach a variety of subjects.
- Multi -linguality is encouraged in faculty.
- Most of the faculty members are well versed with the use of latest technology.

- Faculty members are efficient and effective in deliberations at seminars and conferences using ICT.
- Faculty members encourage and help students to prepare practice lessons through a variety of teaching aids including technology.
- Internet facility also encourages students and teachers to be creative and innovative and deliver lessons in effective ways.

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

ICT related practices adopted by the institution for quality enhancement are listed as follows-

- Easy access to technology related learning resources.
- Training given to students about using ICT based resources.
- Encouraging faculty members to use technology in curricular transactions.
- Updating faculty about technological advancements through discussions and in-house lectures.
- Formation of ICT club in the college, which in turn exposes the faculty members and students to the effective use of computers, ICT, various websites by organizing extension lectures of experts in the field.

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

- The college has an old building which has been well maintained
- The infrastructure is optimally being used for running B.Ed./ M.Ed./ P.G.D.C.A.(T.E..)/ D.El.Ed.courses and IGNOU study centre.
- Hostel facility is shared with other institutions for accommodating female students/ staff. Accommodation for short duration is also provided in the hostel.
- Suggestions regarding environment conservation measures are invited from students, faculty and other staff through informal interaction on issues like means to reduce wastage of paper, water, electricity and to avoid use of plastic. These are incorporated within the healthy practices which are already being followed in the institution eg.vermi compost is prepared in the college.
- Faculty exchange programmes are held from time to time wherein faculty members from our institution visit other colleges of Education and vice-versa.
- Informal faculty interaction is undertaken regularly wherein each member delivers a lecture related to her subject specialization/ interest.

- Regular weekly and monthly tests are conducted and feedback is given to students for quality improvement in their performance.
- Subject quiz programmes are held at intra-college level to enhance the spirit of healthy competition and to ensure subject mastery in students.
- The institution has been publishing its in-house magazine “The Richa” annually.
- Suggestions given by IQAC are incorporated at the earliest and as far as possible.

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

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

- All equipments in language resource centre, educational technology resource centre and ICT resource centre are optimally used.
- Faculty from nearby institutions (mostly schools) are invited to educational technology / ICT resource centre for training/ queries about computer operating, internet usage etc.
- The offline digital resources are stocked in the educational technology resource centre and are fruitfully utilized by faculty and students.
- Data analysis for students/ faculty/ visiting research scholars is conducted by ICT resource centre using SPSS software.
- CDs related to various topics are prepared by faculty or students which can be viewed by students under independent study hours.
- Guest room facility is provided to parents in Principal’s residence area if and when required.
- Playgrounds are shared with other institutions (mostly schools).

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

- There is an addition in the infrastructure as D.EL.ED. has been introduced in the college. A separate library, reading area, two (02) class rooms, additional staff room with adjoining toilet facility have been added.
- In the hostel, addition of two (02) toilets and wash rooms has been done for the convenience of students.

- Provision for additional rooms for accommodating students of B.Ed. and M. Ed. under the two (02) year programme is being made.

CRITERION-V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

5.1.1 How does the institution assess the students' preparedness for the B.Ed. and M.Ed. courses and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme?

A systematic mechanism has been devised to assess the students' preparedness for B.Ed. and M.Ed. courses. The academic session commences with an "Orientation cum Induction Programme" to orient the students about different foundation and optional subjects, project work and sessional work. Eminent personalities from the field of Education are invited to address and inspire the students. The Principal and faculty members orient the students with the salient features of the course, its future scope and achievements of pass outs of previous sessions. High achievers of the previous years are invited to interact with the new students. Students are guided by mentors or house in-charges in teacher-education preparation programmes on aspects like course content, planning, undertaking projects, guidance and counselling, stress management strategies, development of leadership qualities and to meet the needs of differently abled children. Students' progression is also monitored at every step throughout the year through subject in-charges and house in-charges.

To assess students' teaching aptitude and abilities, tutorial groups are formed for students of M.Ed. and B.Ed. courses. They are equally distributed in five groups and each group is supervised by faculty in-charge. Under their guidance, tutorial meetings are held every Saturday. Profiles of the students are prepared to assess the students' academic background and their achievements in co-curricular fields.

... (Annexure V.A)

Academic advice is ensured through:

- Orientation programme
- Seminars/Assignments
- Discussion in the classes
- Extension Lectures
- Monthly tests
- Remedial classes for low achievers
- Feedback from students
- Various house activities
- Guidance and counseling cell activities

Professional advice is ensured through:

- Micro, macro and discussion lessons
- Practice-teaching in simulation
- Observations during practice-teaching and discussion lessons
- Feedback from practising schools
- Skill in teaching and on-the-spot preparation of teaching aids competitions
- Career counselling
- Workshops and extension lectures
- Resume writing
- Placement of students

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

The institution ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students through the following practices:

- To inculcate positive values among the B.Ed. and M. Ed students, a suitable environment is created through friendly, co-operative and easily approachable faculty members and administrative staff.
- Selection of two (02) class representatives from each section/class.
- Selection of student representatives as members of different committees- like discipline committee, library committee, grievance redressal committee, sports committee, environment awareness committee , IQAC, NAAC committee etc.
- Selection of college head girl, hostel head girl for participation in various democratic decision making activities concerning academic and non-academic areas.

- Hygienic canteen facility for the students and staff.
- Facilities for indoor games, green spacious lawns, parking etc. available for all.
- Selecting student council, house representatives and nominating students for literary society of the college through ‘Talent Hunt’ competition.
- Organization of frequent seminars, debates, declamation contests and workshops in the institution to bring about all round development in students.
- Organization of cultural programmes in the institution to tap talent among the students for the all-round development. of the would-be teachers.
- Provision of quality infrastructure and versatile faculty.
- Transparency of rules and procedures.
- Activity oriented curriculum to participate in various co-curricular activities.
- Access to computers, laptops, scanners, printers, OHPs , LCD projectors, digital camera, slide projector, VCDs, DVDs , Audio CDs and cassettes, LAN connection with free broadband internet surfing i.e adequate ICT facility. These facilities are optimally utilized by the students to prepare computer aided teaching–learning materials, other presentations and projects.
- Provision of guidance cell.
- Active working of students’ redressal cell.
- Complaint box to receive students’ complaints and suggestions.
- Organization of N.S.S camps to inculcate moral, social and economic values among the students.
- Formation of various committees and clubs for exposure and incentives like prizes, certificates appreciations and media coverage for the students.

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

The dropout rate of last five years of M.Ed., B.Ed., P.G.D.C.A. (T.E.), D.EL.ED. is shown as follows:

Year	2009-2010			2010-11		
	Admitted/ appeared	Drop Out	%age appeared	Admitted/ appeared	Drop Out	%age appeared
B.Ed.	200	NIL	100%	200	2	99%
M.Ed.	25	NIL	100%	35	1	97%
PGDCA	26	NIL	100%	38	3	92%
D.EL.ED.	---			50	NIL	100%

Year	2011-12			2012-13		
Class	Admitted/ appeared	Drop Out	%age appeared	Admitted/ appeared	Drop Out	%age appeared
B.Ed.	200	NIL	100%	200	2	99%
M.Ed.	35	NIL	100%	35	NIL	100%
PGDCA	26	2	92%	25	NIL	100%
D.EL.ED	50	3	94%	26	NIL	100%

Year	2013-2014		
Class	Admitted/ appeared	Drop Out	%age appeared
B.Ed.	200	NIL	100%
M.Ed.	35	NIL	100%
PGDCA	20	1	95%
D.EL.ED.	09	NIL	100%

Session	No.of Drop outs	Reasons
2009-2010	Nil	Nil
2010-2011	M.Ed.- 01 B.Ed.- 02 PGDCA(T.E.) -03	Placement in Government Job Medical Problem
2011-2012	PGDCA (T.E.)-02 D.EL.ED.-03	Admission in Other Course Compelling Family Circumstances
2012-2013	B.Ed.-02	Marriage
2013-2014	PGDCA(T.E.) 01	Medical Problem

5.1.4 What additional services provided to the students for enabling them to compete for the jobs and progress to higher education ?How many students appeared /qualified in SLET,NET,UGC and other competitive examination in last five years?

Additional services provided to the students for enabling them to compete for the jobs and progress to higher education are:

- Faculty teaching M.Ed. students keep in mind the syllabus of JRF/NET/UGC competitive examinations while dealing with regular M.Ed. curriculum.

- Free and unlimited access of computers and internet is provided to enable them to prepare for competitive examinations.
- Students are given training in writing their resume for applying for jobs in different schools and colleges.
- Students are encouraged to study in the library. The library timings are also adjusted accordingly. Many journals, magazines, newspapers, and are available in the library.
- Placement cell establishes linkage with reputed institutions (schools and colleges) to enable the students to be placed during or after the course.

List of Students who Cleared UGC/NET CTET/PSTET in Education for the last 5 Years :

Sr. No	Name	JRF/NET/SLET/TET/PSTET
1.	Amandeep Kaur	UGC-NET, PSTET
2.	Geetika	UGC-NET
3.	Parminder Kaur	CTET
4.	Babita	CTET
5.	Manjinder Kaur	CTET
6.	Kavita	CTET, PSTET
7.	Neha Gupta	CTET
8.	Garima Sharma	CTET
9.	Karamjeet Kaur	PSTET
10.	Shaina Arora	PSTET
11.	Inderpreet Kaur	PSTET
12.	Daljeet Kaur	CTET, PSTET
13.	Gurpreet Kaur	CTET, PSTET
14.	Anuradha	CTET
15.	Meenal Sood	CTET, PSTET
16.	Komal	PSTET
17.	Prairna Sharma	UGC –NET
18.	Sheenam	PSTET
19.	Sandeep Kaur	CTET
20.	Sania Dhawan	CTET
21.	Geetanjali	CTET, PSTET, UPTET
22.	Isha Babbar	CTET, PSTET
23.	Ravneet Kaur	PSTET, CTET
24.	Achla Manhas	CTET, PSTET
25.	Sukhleen Kaur	PSTET

26.	Navneet Kaur	PSTET,UGC-NET
27.	Jiwan Jot Kaur	UGC-NET
28.	Amandeep Kaur	UGC-NET
29.	Jagdeep Kaur	UGC-NET
30.	Jatinder Kaur	UGC-NET
31.	Jaswinder Kaur	CTET
32.	Navdeep Kaur	CTET
33.	Mansi Arora	CTET
34.	Divya Khanna	PSTET
35.	Raminder Kaur	CTET
36.	Gurpreet Kaur	PSTET
37.	Shalini	CTET
38.	Sakshi Vohra	UGC-NET
39.	Harmanpreet Kaur	CTET
40.	Benu Kalra	CTET
41.	Jobandeep Kaur	CTET
42.	Savita Thukral	CTET
43.	Anchal Sharma	PSTET
44.	Mona	UGC-NET
45.	Suman Arora	CTET,PSTET
46.	Vanita Sharma	UGC-NET
47.	Geetanjali	PSTET
48.	Parminder Kaur	CTET

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

About 20% students choose higher studies and 70% choose teaching as a career.

Approximate analysis is as follows:

Area	2011-2012	2012-13	2013-2014
Further studies	41%	31%	38%
Teaching as a career	33%	21%	18%

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

Yes, the institution provides access to library to student-teachers after completing their B.Ed.course from the institution. After seeking permission from the Principal, they

can access library on all working days. Students from other institutions often consult college library for their research work. They can also use technology resource centre, psychology resource centre etc. Alumni of the institution have special privileges in this regard.

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

The placement cell comprises of four (04) members in addition to Chairman and secretary: Yes, the institution has placed many B.Ed. and M.Ed. students in reputed schools of the city. The institution also takes initiative to place M.Ed. students as teacher-educators in various teacher- education institutions of Punjab.

Chairman : Dr. Anita Menon (Principal)

Secretary : Dr. (Mrs.) Manjit Bhanwer

Members : Mrs. Anju Mehta
Dr. (Mrs.) Neerja Gautam

Placements in 2012-2013: Sixty-Four (64)

Placements in 2013-2014: Forty-Three (43)

Basic proforma has been prepared at the institutional level gauging the qualifications and capabilities of the students.

... (*Annexure V.B*)

Some of the schools where our B.Ed. students have been placed during the last two years:

1. Arya Girls Senior Secondary School, Amritsar
2. DAV Public School, Lawrence Road, Amritsar
3. Police DAV Public School, Lawrence road, Amritsar
4. Ajanta Public School, Dhab Khatikan, Amritsar
5. Saraswati Girls Sr. Sec School, B.K Dutt Gate, Amritsar
6. B.K.E and I Girls High School, Chaurasti Attari, Amritsar
7. Swaran Sr. Sec School, Bhagtanwala Gate, Amritsar
8. S.L Bhawan Public School, Amritsar
9. Sri Guru Harkishan Public School, G. T. Road Amritsar
10. Satya Bharti School, Bharti Foundation, Amritsar
11. JRS DAV Public School, Chabhal, Amritsar
12. Naval Public School, Amritsar

13. DPS School, Gurdaspur
14. Sacred Heart Convent School, TarnTaran
15. Holy Heart High School, Amritsar
16. Sri Ram Ashram Public School, Amritsar
17. Navjot Modern Senior Secondary School, Amritsar
18. Swaran Senior Secondary School, Amritsar
19. SGRD School, Amritsar
20. Ashok Vatika Public School, Amritsar

During the last two years, one hundred and seven (107) students of our college got placement in the above mentioned schools with the efforts of placement cell.

M.Ed. students of our college are given preference over the outside candidates for job placements in this college. In addition to our institution, some of the other teacher-education institutions where most of our M.Ed. students have been placed are as follows:

1. Anand College of Education for Women, Jethuwal
2. Khalsa College of Education, G.T. Road, Amritsar
3. Khalsa College of Education, Ranjit Avenue, Amritsar
4. M.L. Memorial College of Education, Mudhal, Amritsar
5. Sidana Institute of Education, Khiala Khurd, Amritsar
6. D.A.V. College of Education for Women, Amritsar
7. Lilly Swords Methodist College of Education, Batala
8. Sh. Vishwa Mittal Sekhri College of Education, Batala.
9. Tagore College of Education for Women, Gurdaspur.
10. Hazara Singh College of Education, Batala
11. S.G.A.D College of Education, Khadur Sahib.
12. S.S College of Education, Dinanagar
13. Khalsa College, Chamunda Devi, Batala
14. S.R Govt. College for Women, Amritsar
15. B.B.K D.A.V. College for Women Amritsar
16. D.A.V. College for Boys, Amritsar
17. Hindu College, Amritsar

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

The problems faced by the placement cell are mainly due to the preference of students to work only in city (urban) schools. They also prefer government jobs to private ones due to difference in remuneration.

Placement cell is striving hard to make its existence visible by trying to serve as a link between the qualified prospective teachers and suitable employers (schools). Students

are also encouraged to opt for schools in rural areas by making them aware of educational needs of children of rural areas.

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

It is a regular practice that the Principals of various schools (including practice-teaching schools) approach the college Principal whenever there is a vacancy in their schools. These requests are taken care of by the placement cell. The various institutions where many students have been placed in the recent past are:

1. Hindu College, Amritsar
2. Majha College for Women, Tarn Taran
3. Arya Girls Senior Secondary School, Amritsar
4. DAV Public School, Lawrence Road, Amritsar
5. Police DAV Public School, Lawrence road, Amritsar
6. Ajanta Public School, Dhab Khatikan, Amritsar
7. Saraswati Girls Sr. Sec School, B.K Dutt Gate, Amritsar
8. B.K.E and I Girls High School, Chaurasti Attari, Amritsar
9. Swaran Sr. Sec School, Bhagtanwala Gate, Amritsar
10. S.L Bhawan Public School, Amritsar
11. Sri Guru Harkishan Public School, G. T. Road Amritsar
12. Satya Bharti School , Bharti Foundation, Amritsar
13. G.G.S Khalsa Senior Secondary School, Sarhali
14. Atul Public School, Amritsar
15. B.K.E & I. Girls High School, Amritsar
16. R.R Convent School, Amritsar
17. Ryan International School, Amritsar
18. Army Public School, Gurdaspur

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

The following are the details of resources being provided by the institution to the placement cell:

Financial Resources: Most of the financial resources required to run the placement cell are provided by the college effectively, any major expenses if required may be given by UGC

ICT Resources: Computer, printer, internet and other related facilities are provided to the cell by the institution.

Human Resources: The human resources of the institution are optimally utilized in the formation of placement cell with Principal at the helm of affairs. Placement cell acts as liaison between requirements of the employers and the prospective teachers.

Experts are also invited to the campus to provide technical knowhow and professional help to students.

5.1 Student Support

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

Our college has earned an excellent reputation in the field of teacher-education. Its reputation for innovation and excellence in teaching has put it among the top ranking colleges of Education in the state. Dean Faculty of Education provides the academic calendar for the entire year. Academic calendar includes commencement date of the session, orientation activities, class tests, house tests, practice-teaching etc. The activity calendar is planned at the beginning of the session by the institution with due emphasis on both curricular as well as co-curricular activities. Subjects, duties and membership of committees/clubs/houses are allotted to faculty members according to their interests, aptitude and experience. The Principal oversees the smooth execution of all academic and non-academic tasks. Evaluation is based on feedback from internal and external stakeholders and efforts are made to remove the weaknesses if any. The website of the institution displays information about the different courses, salient features, facilities, consultancy and other services of the college. A handbook printed by the college provides detailed information about the courses offered, college curriculum, qualifications and specialization of college staff, fee structure, rules and regulations about attendance, library, hostel and general conduct. Consistent efforts are made to ensure effective implementation of the curriculum. Feedback is obtained informally as well as through proformas.

To hone the overall personality of the students, the following curricular and co-curricular activities are planned to achieve the following:

Through curricular activities:

- Knowledge commitment
- Decision making ability
- Character development
- Social commitment
- Leadership quality
- Creativity and innovation
- Discipline and good manners
- National integration and brotherhood

Implementation of curricular activities is done through the following:

- Regular Teaching
- Weekly written work and assignment
- Lectures and discussions
- Symposium and workshops
- Evaluation through tests and examinations

Co-Curricular:

- Development of communication skills.
- Training in ICT skills
- Building case studies
- Undertaking socially useful productive work (SUPW)

Extra -Curricular:

- Organisation of blood donation camp
- Tree plantation and spreading awareness of environmental issues
- Visits to institutions of differently abled (school for the blind, deaf and dumb)
- Participation in rallies and 'padyatras' on current social issues (drug de-addiction, national integration etc)
- Organising activities for spiritual awareness like performing Havan Yajnas, Rishi Bodh Utsav and other Arya Samaj activities.

Literary Activities:

- Organizing exhibitions of books and other literature
- Report writing
- Holding debates, elocution etc.
- Holding quiz competitions

Games and Sports:

- Organising sports day/week
- Undertaking yoga and work-out sessions

Cultural programmes

- Holding talent hunt competitions, intra-house, inter-house and inter college competitions
- Organising annual cultural programmes
- Celebrating important national and international days

- Celebrating various festivals
- Observing birth and death anniversaries of great leaders
- Holding of cultural activities of different committees

Evaluation:

- Weekly written assignments
- Tests and term-end examinations
- Competitions and contests etc.
- Skill based assignments

Feedback:

Feedback is taken every year on a proforma consisting of objective questions related to teaching staff, non-teaching staff, campus, infrastructural facilities, library facilities, opinion and experience of training period in schools. The suggestions given in feedback are given due consideration and used for further improvement.

... (*Annexure V.C refer Annexure I.E*)

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

In case of any such applicant, facilities are provided by the college as per their requirement and flexibility within NCTE and University norms.

- By shifting classroom to the ground floor to ensure easy access for entry and exit
- Making trainee feel at ease with inclusive attitude exhibited by staff and students.
- Low level chalk boards made available if required for practice teaching/chalk board writing.
- Practice -teaching arranged in the school nearest to her residence.
- Individual attention remains the main feature while dealing with physically challenged trainees.
- Well equipped Technology Resource Centre to cater to the needs of physically challenged students.
- Facilities like comfortable furniture, ramps , support handles in toilets etc.

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

The institution has mentoring programme for B.Ed., M.Ed., PGDCA (T.E..) and D.EL.ED. students. The students are divided into houses/clubs. Each house is put under the charge of teacher-educators, who play the role of mentors. A rapport is built with each student. The house incharges make a profile of each student. There is provision of two periods per week in the time -table for house activities. Different activities like seminars, discussions on issues of national, social and professional importance are taken up. Each house is put on duty for one month and conducts morning assembly, arranges Havan Yajna, supervises cleanliness and beautification of the campus, organizes different activities and sees to the overall discipline in the college. Students are given a chance to speak on important issues in the morning assembly. Each house is made to organize inter-house competition. Healthy habits and attitudes are inculcated in the students.

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

Various provisions in the institution which support and enhance the effectiveness of faculty in teaching and mentoring of the students are:

- Participation in informal faculty development programmes.
- In order to become good mentors, they are motivated to head different committees and clubs of the college.
- Enriching the library with different books from time to time.
- Participation in different orientation courses, refresher courses, seminars and workshops.
- Free access to internet facilities.
- Encouraging use of well-equipped laboratories with latest tests and equipments.
- Providing opportunities to faculty members to act as judges, resource persons and experts in other institutions.
- Encouraging research acumen and facilitating faculty members to pursue further studies.

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

Yes, the institution has a website—www.daveducation.org which provides relevant information about the institution. It includes history of the institution, its vision and mission, courses offered, profile of faculty, details of infrastructure, students' achievements and academic schedule. Details of the college activities are updated with photographs from time to time. Information regarding admission and examination is also posted on the website which is updated regularly.

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

Yes, the institution has a remedial programme for academically low achievers. Following are some of the measures undertaken for these students:

- Text books in English, Hindi and Punjabi and of different difficulty levels are available in the college library.
- Wide variety of reference books and literature is available.
- Group discussions and interactive sessions are arranged.
- Extra counselling hours are provided for slow learners.
- Teaching is done using English and the vernacular languages for the comprehension of academically low achievers.
- Projective and non-projective teaching aids are used for making the subject-matter interesting and easy to understand.
- Peer tutoring (from high achievers to low achievers) is encouraged to get better results.

5.2.7. What specific teaching strategies are adopted for teaching?

a) Advance learners and b) Slow learners

Faculty members identify the advanced learners and slow learners of a subject on the bases of their class performance and unit examinations. Accordingly subject-wise, paper-wise, practical-wise strategies are adopted.

Specific teaching strategies for advanced learners.

- Provision of additional learning reference material/books, review articles, reports and CDs.
- Use of surfing through search engines is encouraged.
- Participation in seminars, quiz programmes, debate and declamation contests is encouraged.
- Special assignments are also given.

Specific teaching strategies for slow learners:

1. Easy and comprehensive subject matter made available.
2. Monitoring their progress closely after each class test.
3. Conducting remedial classes with the help of tutorials, discussions and peer interactions.
4. Provision of educational, vocational and personal counseling by the teachers/guidance cell.
5. Provision of extra class, repetitive assignments and retests.

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

There is a proper guidance and counselling cell set up in the institution. The cell is being run by a team of qualified faculty members. Counselling is made available to solve educational, vocational and personal problems of students.

The cell carries out the following activities:

- Sessions for personal guidance are undertaken when ever required.
- Some of the activities undertaken in the vocational guidance programme are displaying advertisements regarding jobs, campus placements, establishing linkage with schools etc.
- Students are given guidance regarding other educational opportunities, courses and future trends under educational guidance programme.
- Workshops and extension lectures on personality development, resume writing, development of communication skills and tips for appearing in interview are arranged from time to time.

5.2.9 What are grievance redressal mechanisms adopted by the institution for students? What are the major grievances redressed in last two years?

The institution has separate grievance redressal committees to deal with the problems and issues of teaching and non-teaching staff. There is a suggestion box/ complaint box installed to invite suggestions. Congenial and cordial relations exist in the institution because of prompt redressal of grievances. There were no major grievances reported in the last two years.

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

The progress of candidates is monitored at different stages as:

- Students' academic progress is closely monitored through proper evaluation and feedback of unit tests and house tests conducted as per the academic calendar. Appropriate assignments are given and retests are taken accordingly.
- Students' teaching skills are monitored through micro lessons and composite discussion lessons arranged as per the academic calendar.
- Complete record of attendance is maintained by the faculty members and cases of absenteeism are reported and suitable action is taken thereafter.
- The progression in non-academic activities is encouraged and promoted by providing ample opportunities to students for participating in different inter college/ youth festival competitions.

5.2.11 How does the institution ensures the students' competency to begin practice teaching (pre-practice preparation detail) and what is the follow up

support in the field (practice teaching) provided to the students during practice teaching in schools?

The institution has a systematic mechanism for conducting practice-teaching programme. Micro-teaching skills are discussed, practised and evaluated. Model lessons are delivered by teacher educators before sending the student-teachers to practicing schools.

Identification of practising schools is done keeping in mind the following:

- Easy accessibility.
- Variety of schools (government, aided, private, public).
- Availability of basic infrastructural facilities.
- Schedule of the school.

Students are allotted schools considering the following:

- Medium of instruction of prospective teachers.
- Subject combinations available in school.
- Academic background of prospective teachers.
- Accommodating capacity and subject wise requirement of the schools.
- Supervisor and pupil teacher ratio is 1:13.

Students are given the following inputs before practice-teaching:

- Purpose of practice-teaching
- Duration of practice-teaching
- Number of lessons to be delivered
- Daily stay in the school
- Type of duties to be performed
- Comprehensive knowledge about lesson planning
- Information about time-table, location of class-room, class allotted, syllabi etc from the concerned practising school
- General conduct of student-teachers to be exhibited (punctuality, dress code, professional ethics etc.)

Meetings are arranged between student-teachers and Heads and concerned subject teachers of the respective practising schools to acquaint them with the basic school climate.

Follow up support in practice-teaching is provided through the following measures:-

- Observation of two (02) discussion lessons in each methodology subject by concerned subject teacher.
- M.Ed. students are sent as assistant supervisors to observe the lessons and this provides field experience to them.
- Observation of lessons by teacher in-charge, M.Ed. supervisors and peers.
- Feedback by the Principal and concerned subject teachers regarding the performance of student-teachers is sought by teacher-educators. This is used to evaluate the performance of student-teachers during their session of practice-teaching.
- The institution also provides material support like pre-prepared teaching aids, OHP, LCD projector etc to be used by the student-teachers during their practice-teaching.

5.3 STUDENT ACTIVITIES

5.3.1: Does the institution have an alumni association? If yes, (i) List the current office bearers (ii) Give the year of the last election(c) List Alumni Association activities of last two years(d) Give details of the top ten alumni occupying prominent position(e)Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an alumni association. The current office bearers of alumni association are as follows:

President	:	Dr. Neera Sharma, Principal D.A.V.. Public School
Secretary	:	Dr. (Mrs).Mona Assistant Professor, Anand College of Education, Jethuwal
Joint Secretary	:	Ms. Nishit (Retd. Principal)
Joint Sectory	:	Mrs. Sudesh (Retd. Principal)

ii) The last election of alumni association was held in the year 2013. During the 2012-13 session, annual alumni meet of the college was organized on May 2, 2013. Alumni from different schools/colleges of Amritsar participated in the event. The special invitees shared their experiences during their stay in this institution.They also motivated the would-be teachers and encouraged them to work with dedication and determination towards their goal. There were healthy interactions and exchange of views.

iv) The alumni occupying prominent positions are:

1.	Ms. Neelam Bhagat	Principal, Govt. Senior Secondary School, Nawankot, Amritsar (National Award winner) (Retd.)
2.	Ms. Ripu Daman	Principal, Ram Ashram Senior Secondary School, Amritsar
3.	Mrs. Neera Sharma	Principal, DAV Public School, Amritsar
4.	Mrs. Kanchan Kohli	Principal, Govt. College of Education, Jalandhar (Retd.)
5.	Mrs. Shankuntala Nagpal	Professor and Head NCERT, New Delhi (Retd.)
6.	Mrs Anita Bhalla	Principal, S.L Bhawan Public School, Amritsar
7.	Mrs. Swaran Kalra	Senior Lecturer, Govt. College for Women. Amritsar (Retd.)
8.	Mrs. Bharti Sachdeva	Principal Sarawati Girls Senior Secondary School, Amritsar. (Retd.)
9.	Mrs.Nishi	Principal, Saraswati School
10.	Mrs. Nishi Sethi	DAV College of Education for Women, Amritsar
11.	Mrs. Roma Das	DAV College of Education for Women, Amritsar
12.	Mrs. Mona	Anand Collge of Education ,Amritsar
13.	Mrs.Mandeep	Khalsa College of Education Ranjeet Avenue, Amritsar
14.	Ms. Bindu	Khalsa College of Education, Amritsar
15.	Mrs.Promila	Principal, Ajanta Public School, Amritsar
16.	Mrs. Vanita Puri	Principal, Jagat Jyoti School, Amritsar
17.	Ms. Nisheeth	Principal, Govt. School, Amritsar (Retd.)
18.	Dr. (Mrs.) Jeevan Jyoti	Director Sidana Group of Institutes Amritsar
19.	Mrs. Ashu Widge	Vice-Principal, Govt. Senior Secondary School for Girls, Chheherta Amritsar
20.	Mrs. Sawraj Grover	Chairperson, NGO (for women empowerment) Amritsar
21.	Mrs. Sudesh	Principal of Govt. Girls Senior Secondary School, Amritsar (Retd.)

- Eminent alumni are invited in various capacities on important functions/events organized in the institution. They are often invited as Chief Guests, judges, resource persons, subject experts etc.
- Their advice and help is also taken in the development of the college.
- Alumni members provide free guidance to our students for various competitions and personality development programmes.
- Alumni members working in the capacity of Principals/teachers extend their co-operation for practice-teaching and other acadmic and non-academic activities.

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

The institution encourages students to participate in extra-curricular activities in the following ways:

- Orientation regarding extra-curricular activities is given at the beginning of the session and students are encouraged for maximum participation.
- Students are allotted clubs and associations according to their hobbies and interest areas for the purpose of organizing various activities.
- Intra-college talent hunt competition is organized at the beginning of the session to select talented students to form various teams for literary, cultural and sports activities (declamations, debates, poetical recitation, performing arts, fine arts, home science etc.) in different inter-college and youth festival competitions.
- Complete financial support and maximum motivation is given for organizing such functions/activities.
- The institution arranges experts especially for training students for different cultural competitions.
- Due credit in internal assessment is given to winners and participants of such events.
- Winners/participants are awarded prizes/certificates at important functions eg. Annual Awards Day.
- Students participate in extra-curricular activities both in institutional as well as inter- institutional level. The institution makes all possible arrangements for their participation in youth festival and different cultural and literary competitions held inside and outside the city.

Details of students' achievements in different extra-curricular activities during the last two years are given below:

Session 2011-2012

Name of the competition	Event	Position
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Zonal Youth Festival GNDU Amritsar.	Poster Making	1 st
	Rangoli	1 st
	Life sketch	2 nd
	Phulkari	2 nd
	Collage making	3 rd
	Clay modeling	3 rd
	Cartooning	3 rd

Session 2012-2013

Name of the competition	Event	Position
Zonal Youth Festival GNDU, Amritsar	Debate	2 nd
Zonal Youth Festival GNDU, Amritsar	Group Bhajan	2 nd
Zonal Youth Festival GNDU, Amritsar	Collage	2 nd
Hosting of Inter-School Essay Writing and Fine Arts Competition.		Overall Trophy was won by Sri Guru Harkrishan Public School Amritsar.
Hosting of Inter-College Skill-in-Teaching and On- the-Spot Preparation of Teaching Aids Competitions.		1. Overall Trophy was won by Khalsa College of Education, Amritsar. 2. MGN College of Education, Jalandhar won Overall trophy in On- the- Spot preparation of Teaching Aid Competition. 3. Our College won 5 individual prizes and did not compete for the Trophy.
Inter-College Competitions on Learning Resources and Fine Arts at SMDRSD College, Pathankot.	Collage PPT Presentation Dry Flower Arrangements 'Regard Before You Discard'	1 st 1 st 3 rd 3 rd
Inter-College Skill-in- Teaching Competition at Khalsa College of Education, Amritsar.	Science Social Science Language	1 st 2 nd 3 rd

Session 2013-2014

Name of the competition	Event	Position
Zonal Youth Festival GNDU Amritsar	Quiz	3 rd
Zonal Youth Festival GNDU Amritsar	Phulkari Poster-Making Collage Still Life Painting Slogan Writing Sketching Clay Modeling Cartooning	1 st 2 nd 2 nd 3 rd 3 rd 3 rd 3 rd 3 rd
Final Youth Festival GNDU, Amritsar	Poster Making Collage	3 rd 3 rd
Inter- College Declamation Competition at DAV College for Boys, Amritsar.	Declamation	1st
State Level Essay Writing Competition at Shaheed Bhagat Singh Vichar Manch Ludhiana	Essay	5 th
Inter-College Competitions at S.R. Govt College for Women, Amritsar	Classical Dance Folk Song	1 st 2 nd
Inter-College Competitions at Kamla Nehru College of Education, Phagwara	Calligraphy Declamation	3 rd 3 rd
Inter-College Competitions at SMDRSD College of Education, Pathankot	Poster Making Mimicry Folk Song Pot Decoration Collage Making	2 nd 2 nd 3 rd 3 rd 3 rd
Inter College Competitions at Anand College of Education for Women, Amritsar.	Still Life Cartooning Phulkari Dry Flower Pot Decoration	1 st 1 st 1 st 1 st 1 st

	Poster Making Quiz Landscape	1 st 1 st 2 nd Our College won Overall Trophy
Swami Vivekanand Declamation Contests Organized by Guru Ravidaas Ayurved University, Hoshiarpur		2 nd with Rs 5000 cash prize
Inter-College Competition at Sidana Institute of Education, Amritsar.	Power point Presentation State Cuisine Preparation Mocktail Preparation Collage Diya decoration Fabric Painting Dry Flower Arrangement Folk Art Pot Painting Poster Making Land Scape Teaching Aid Preparation in Science Teaching Aid Preparation in Economics	1 st 1 st 1 st 1 st 1 st 1 st 1 st 1 st 1 st 2 nd 2 nd 3 rd 3 rd Our College won Overall Trophies in Fine Arts, Home Science and Power Point Presentation.

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

- Students contribute articles for the college magazine “The Richa”.
- M.Ed. students are encouraged to publish their research work in different journals under the guidance of their supervisors and even independently.
- The particular house-on-duty, with the help of fine arts teacher displays theme based posters, drawings, write-ups on notice- boards specially designed for wall magazines.

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

The institution has a student council with two representatives from each class. President and other office bearers of the council are nominated through consensus. Periodic meetings are held with the council. The council has direct access to the Principal and discusses all issues related with students. They are involved in organizing various camps, coordinating the supervision and evaluation of academic/co-curricular activities etc.

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

For proper representation, houses are formed class/section wise and each class/section is represented through class representatives. The institution has house wise representation led by their class representatives. The student representatives are selected unanimously. Each house functions under the tutorship of faculty in-charges and is put on duty for a period of 4-6 weeks approximately during which it organizes holy havan yajna, celebrates important days and festivals falling within that period and monitors the overall running and discipline of the institution. Principal acts as a patron to all these activities. The institution provides a wide range of recreational activities for students to encourage holistic personality development. Various activities in the college are organized and all the students are given equal opportunities to organize execute or to participate in these activities without any discrimination.

The various bodies formed in the institution in which students have representation are as follows:

- Student Council
- Library Committee
- Cultural Committee
- Environmental Awareness Committee
- Grievances Redressal Cell
- Internal Quality Assurance Cell
- Alumni Association

**The above mentioned committees and cells perform the following activities:
Literary, Cultural and other Co-Curricular activities**

Literary, cultural and other co-curricular activities are carried out throughout the year to bring about balanced personality development in students. Competitions on debate, declamation, poetry recitation, mimicry, vocal music, fine arts and home craft items

like collage, painting, sketching, clay modelling, poster making, slogan writing, phulkari, flower arrangement, rangoli, sports like badminton, kho-kho, chess, carrom board, yoga, table-tennis etc. Morning assembly is organised by each house on duty which develops leadership and moral values among the prospective teachers. It also provides opportunities for communication and self-expression. Important festivals like Diwali, Lohri, Basant Panchami, Janamashtami, Gurpurab etc. are celebrated in the college. Our students also demonstrate their abilities in various competitions and youth festivals organized in and around the city.

The institution has various clubs like IT club, science club, language club, moral club, health club which perform the following activities throughout the session:

- Campus beautification
- Lectures on human rights and education
- Awareness campaigns about social evils like female foeticide, dowry system and drug abuse etc.
- Spiritual discourses, meditation, yoga activities: stress relieving and general wellness activities.
- Developing communication skills and encouraging reading habits.

Activities under N.S.S. Programme

To inculcate values like selfless service, co-operation and compassion, the college has one N.S.S. unit which is working successfully under the guidance of trained N.S.S. officer and has one hundred (100) volunteers. Various NSS activities include social surveys on social issues like drug addiction, child labour, women education, 'swachh bharat' are undertaken.

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

Yes, the institution has developed a comprehensive mechanism for different types of feedback for quality enhancement. In addition to informal suggestions, students are encouraged to give written feedback as well. Formal feedback is also taken from employers (school Principals) and feedback is invited from parents of students from time to time.

5.4 Best Practices

5.4.1: Give details of Institutional best practices in student support and progressions.

Following are the best practices in student support and progression:

- Quality learning resources
- Quality infrastructure
- Availability of book bank facility
- Remedial classes for weak students
- Easy access to technology
- Facility to needy students to pay fee in instalments
- Various student associations for participating in college affairs
- Organization of talent hunt competitions
- Easy accessibility of the Principal
- Provision of experts to polish the talent of students
- Appreciation awards for talented students and high achievers
- Grievance redressal cell
- Personality grooming through organization of various competitions
- Services of guidance and placement cell
- Teacher exchange programmes to hone teacher competencies
- Encouraging research acumen
- Community service activities
- Campus beautification like tree plantation drives
- Inculcation of values through activities like performing havan yajna and celebrating days and festivals of different religions.
- Positive leisure time activities like indoor games, reading session, day trips and excursions.
- Use of plastic is discouraged.

Additional information for Reaccreditation/ Reassessment

Que 1: What are the main evaluative observations / suggestions made in the first assessment report with reference to student support and progression and how they been acted upon?

The following measures have been taken to act upon the suggestions made in the first assessment report:

- To meet the needs of the physically challenged students, ramps have been constructed.
- Various students' committees like discipline committee, library committee, grievance redressal committee, sports committee, environment awareness

committee etc. have been formed and due representation is given to their suggestions and decisions.

- Medical room is available in the college to cater to the minor emergencies. Medical emergencies are referred to the doctors on call.

Que 2: What is the other qualities sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

In addition to the improvements suggested by the peer team, the institution has strived to keep pace with the changing National and International educational scenario. The following steps have been undertaken during the last five years for quality enhancement in the institution

- The college arranges free coaching classes for teacher's qualifying entrance tests like UGC/NET/SLET/TET for student-teachers.
- Computer resource centre arranges special classes to enhance ICT skills.
- Administrative staff is encouraged to be skilled in the use of computers.
- Formation of IQAC cell.
- Addition and maintenance of infrastructure on the lines of suggestions given by students /alumni/parents/staff.
- Latest physical fitness machines are added to physical education resource centre. This centre also has provision for meditation and yoga.
- Seminars and workshops are arranged from time to time to enhance communication skills and to build up personality of the students.
- To sensitize our students, visits are arranged to the marginalized sections of the society like orphanages, old age homes, institutes for differently abled persons as a regular feature.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

How are they made known to the various stakeholders?

The institution is a premier Teacher Education institution of North India committed to give quality teachers to the nation. The institution aims to give to the nation the best

teachers who would provide leadership in all spheres of life through innovative value-based practices. It aims at developing the all-round personalities of the students by bringing out the best in each one of them.

The institution clearly draws its inspiration from the rich and diverse cultural heritage, immense natural and human resources, our saints, thinkers, philosophers, educationists and above all our rich Vedic heritage.

The vision and mission of our institution may be summarized as:

Our Vision

Our vision is to make DAV College of Education for Women, Amritsar, a model teacher-education institution with focus on holistic development of the students so that they become responsible citizens of society.

We share our vision with Gurudev Rabindra Nath Tagore who aspired to transform the nation and is aptly described in the following lines:

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments by narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit

Where the mind is led by thee into ever widening thought and action.

Into that heaven of freedom

My Father let my country awake.

Our Mission

Our mission is to undertake a journey towards excellence in Pre-service Teacher Education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources. It remains our primary mission to prepare teachers who remain committed to excellence and serve the society by inculcating values of honesty, integrity, dignity of labour, environment awareness and respect for our cultural heritage.

A significant aspect of the institution is to inculcate values among its student-teachers. D.A.V.as is known stands for Dayanand Anglo Vedic values. It beautifully imbibes the Vedic values alongwith considering the current trends. Hawan Yajna is performed on all important events of the institution like inauguration, Shivratri and important

festivals etc. The student-teachers get an insight into Vedic culture through this. Talks by eminent speakers on moral issues and visits to places of religious and moral significance are also undertaken. The emphasis is always on making our students modern yet keeping them very much rooted in their values and traditions.

Our Values

Our institution believes in sensitizing our students towards universal brotherhood, equality, fraternity, liberty, non-violence and secularism.

The slated purpose, mission and vision are made known to various stakeholders through college web-site, college magazine, display boards, college hand book/prospectus, alumnae meets and all other activities undertaken by the college throughout the session.

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

The institution's goals, objectives and overall mission have been formed keeping very much in mind the society's needs in general and the students' needs in particular.

Our Goals

We are committed to:

- Achieve excellence in education and research
- Empower women
- Promote human values
- Mobilise community towards social upliftment
- Globalise Indian culture

Our Objectives

Our goals will be achieved through the following strategic objectives:

- Provide quality pre-service teacher education including sufficient theoretical and practical knowledge of skills, developing teaching competencies, understanding interests and attitudes to produce enthusiastic, creative, confident, assertive, innovative, knowledgeable, research-oriented, competent teachers.
- Ensure that professional knowledge is regularly updated and improved.

- Promote research in general and action research in particular to develop innovations in teacher education, in order to improve the quality of education at various levels.
- Empower women teachers associated with this institution and women from downtrodden sections of society through knowledge and skills so as to enable them to meet the challenges of life and profession in 21st century and work as agents of social change and justify their role as nation builders.
- Prepare the teachers for shouldering the extent of responsibilities inherent in the teaching process and responsibility to attain and maintain the highest degree of ethical conduct towards the profession—to students, colleagues and parents, community and nation.
- Help student-teachers and teacher-educators to understand, appreciate and imbibe the Vedic philosophy as propagated by Swami Dayanand Saraswati, other great philosophers and educationists.
- Foster in the student-teacher and teacher-educators an understanding, love and respect for cultural and historical identity of India and a feeling of brotherhood for mankind.
- Develop scientific temperament among student-teachers and teacher-educators.
- Sensitize the student-teacher trainees towards environment by inculcating in them civic sense, dignity of labour and practically contributing their best towards welfare of life.
- Sensitize teacher-educators and student-teachers towards all round and balanced development of personality.

The institution has always been sensitive to the changing needs of the changing times and geared the student-teachers accordingly. It prepares them to meet the challenges of the highly competitive world. The dress code of the pupil teachers has seen a change keeping in mind the changing times but again adhering, at the same time to D.A.V.. norms. Awareness campaigns are arranged from time to time to acquaint them with the latest advances of knowledge like talks on continuous comprehensive evaluation (CCE), newly emerging vocations for women, voting rights etc. The institution also takes into account the various demands and requirements of school sector and prepare its student-teachers accordingly because that is where they have to serve ultimately. So they are taught how to organize parent-teacher meets, assembly, important festivals etc. The overall mission of the institution is very much according to the values and traditions of the D.A.V. philosophy.

6.1.3. Enumerate the top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning

processes (functioning and composition of various committees and board of management, BOG, etc.)

The institution committed to give quality teachers to the nation runs under the aegis of DAVCMC, New Delhi. More than 55 years have passed since its inception. DAVCMC has a glorious past and has given some of the best academicians, political leaders, army personnel, sportspersons and media persons to the nation. The DAVCMC, New Delhi in the near past was headed by the visionary like Padam Bhushan Sh. G.P. Chopra ji and is currently headed by Sh. Punam Suri, a man of contemporary India but a deep-rooted Arya Samajist. The President is facilitated by a galaxy of office-bearers – Vice-President, General Secretary, Secretary, Honorary Treasurer and Directors to manage this organization. DAVCMC (New Delhi) has 16 Vice-Presidents, 9 Secretaries, 1 General Secretary and 5 Treasurers.

All major decision related to academic and non academic issues (in accordance with the regulatory bodies and affiliating University) are referred to and approved by the representatives of representative at local level i.e Chairman and other personnel of Local Management Committee (LMC). These are also scanned by the Central Management Committee (CMC) at Delhi subsequently.

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

The management and head of the institution have a well-defined, well organized and prompt system of communicating and assigning responsibilities

- There is a committee governing the institution at the local level (as already mentioned). The head at the local level is the Chairman under whom are different stakeholders from different walks of life .Meetings are held with members of Local Management Committee for all important events e.g.. annual budget planning, selection of members of staff etc.

The Principal ensures that:

- During the entire academic session, staff meetings are organized at regular intervals.
- Circulars/notices are taken out with proper agenda and then put up in the staff notice file for further reference.
- The plans and proposals spring from all levels and after active interaction only are finalized into programmes.
- Duty lists are laboriously prepared for each and every college event to make sure that nothing is left unnoticed or undone to make the event a success.

- Committees are formed at the beginning of each session, so that each faculty member is assigned task according to her aptitude. All these aspects are discussed in depth in the staff meetings.
- Responsibilities are assigned and intimated to all members of staff at the beginning of the year. These committees and duty lists are also framed for members of non-teaching staff to avoid any duplicacy of effort and to mobilize all resources.
- All reports of the events taking place in the college like results in University Examination, student participation in district/state/national level events, sports achievements are all sent to the management at the centre from time to time.
- Inspections also take place by the local management, representatives/ members from DAVCMC, University level/regulatory body level UGC/NCTE etc.

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

The management/head of the institution always make sure that all valid information is made available to the local and central management. The relevant records about the functioning and administration of the college are kept updated and made available in the institution. Head of institution attends different meetings at the centre to acquaint them with all that is taking place in the institution.

- The head of institution holds regular meetings with staff (teaching and non-teaching) to review activities of the institution and to convey the line of action given by management.
- All activities are carried out as per the academic calendar. During meetings, feedback is taken regarding execution of academic calendar. Valid information is made available to the management through the following:
 - Through students' feedback proformas
 - Suggestion acquired through suggestion box.
 - Through staff meetings
 - Feedback from staff (informal)
 - Through informal meetings with students
 - Through teachers' daily diary
 - Students' assessment of faculty performance (proformas)

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

There is democratic and open discussion held after every important event or function in the institution. All events are planned keeping the vision and mission in mind at large. Minutest possible details are looked into before and also after the completion of each function in the meetings with all faculty members.

- Feedback and suggestions are invited from faculty members to bring about any further improvement.
- The head of institution sees to the purchase and maintenance of college equipment including library and different resource centers.
- Feedback is collected on a regular basis from Principals/heads of practising schools. Teachers of schools also provide feedback.
- Feedback is also taken from the members of alumnae association.
- Senior members of staff act as guides/mentors for junior members of staff.
- Our institution has an excellent IQAC whose members are actively involved in all academic programmes.
- Experts from diverse areas like education, science, research, linguistics, creative expression of arts etc. are invited to interact with the students and enlighten them.
- Members of staff are encouraged to undertake research.

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

The management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes through the following ways:

- Members of staff participate in different seminars and conferences held at state/national/international level to keep themselves updated with the latest advances in knowledge of their respective areas of specialization. This also provides greater insight into the ways of improving the efficiency of the institutional processes.
- There are two members of staff from the institution who are made members of Local Management Committee every year on a rotational basis. This ensures the involvement of staff in the overall institutional management.
- There is delegation of power through formation of various committees which work for various purposes but all ultimately work towards the college goals.
- In addition, interaction is also held with guest-speakers from time to time to add to their knowledge and expertise.

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

The Head of institution plays a very active role in the overall management of curriculum. Each and every activity is personally thought of and supervised by the Head as a good leader through democratic measures like meetings, proper communication, healthy discussions, suggestions, daily routine checks/surprise checks etc. The Head ensures that governance is proper in all spheres. Its various indicators are as follows:

- Day to day duties and responsibilities of teaching and non teaching are clearly decided upon and communicated at beginning of the session to ensure proper mobilization of resources and avoid any duplicacy of work. This entire process is diligently supervised by the Head of institution at the institutional level and subsequently by teachers in-charge at departmental/committee level.
- Meetings with staff, student council, non-teaching staff are a regular feature to ensure smooth running.
- The hand-book of college has all the details of syllabi to be covered of different subjects term-wise.
- The time-table ensures that the concerned syllabus is being covered properly. All possible adjustments are done so that no period of students remains vacant.
- Functions are organized to bring about best possible overall development of student's personality be it sports, literary, cultural, communication skills, hobbies or any other.
- A detailed duty-list is prepared before every college event or function to maximize the utilization of resources.
- Our institution has successfully organized inter-college skill-in-teaching and on-the-spot preparation of teaching aids competitions during the last three (03) sessions.
- Tests are held at regular intervals to provide a yard-stick of evaluation at all times.

6.2 Organizational Arrangements

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

Our institution works whole-heartedly on the principle of delegation and decentralization. The college works harmoniously with the help of different

committees and clubs which carry out diverse responsibilities throughout the year. All these work cohesively under the leadership of college Principal. Staff meetings are held and the proceedings are recorded and circulated among the staff. The details of the committees/clubs formed are as follows:

COMMITTEES/CLUBS FOR THE SESSION 2013-2014

Committee for Supervision and Managing Cleanliness of the Campus:

- Mr. Ajit Kumar
- Mr. Om Parkash
- Mr. Dalip Kumar
- Mrs. Bindu Bala
- Mrs. Kanta Nagpal

Decoration and Beautification Committee:

- Mrs. Shashi Abrol
- Dr. (Mrs.) Manjit Bhanwer
- Miss Amandeep Kaur
- Mrs. Monika Sharma

Committee for Supervising Canteen:

- Dr.(Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Dr.(Mrs.) Neerja Gautam
- Ms. Geetika

Hostel and Mess Committee :

- Mrs. Shashi Abrol
- Dr.(Mrs.) Manjit Bhanwer
- Dr.(Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Mrs. Kanta Nagpal
- Mrs. Bindu Bala

Committee for Supervising Lawn Maintenance, Maintenance of Pots and Vegetation etc:

- Dr.(Mrs.) Manjit Bhanwer
- Dr.(Mrs.)Neerja Gautam
- Ms. Amandeep Kaur

Purchase Committee:

- Mrs. Shashi Abrol
- Dr.(Mrs.) Manjit Bhanwer
- Dr. (Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Mrs. Anju Mehta
- Dr.(Mrs.) Neerja Gautam
- Dr.(Mrs.). Rumita Arora
- Mrs. Poonam Mahajan
- Mrs. Achla Khanna
- Mrs. Ritu Sharma

Refreshment Committee:

- Dr. (Mrs.) Manjit Bhanwer
- Dr. (Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Mrs. Poonam Mahajan
- Mrs. Kanta Nagpal
- Ms. Samita
- Mrs. Gurdeesh Kaur
- Ms. Geeta Saini

Seating Committee:

- Mrs.Anju Mehta
- Dr. (Mrs.). Neerja Gautam
- Dr. (Mrs.) Rumita Arora
- Ms. Pooja Devgan
- Ms. Samita

Discipline Committee:

- Mrs. Rimpdy Dhawan
- Dr.(Mrs.) Anita Sharma
- Ms. Geetika
- Ms. Seema

Tour Committee:

- Mrs. Shashi Abrol
- Dr. (Mrs.) Rumita Arora
- Mrs. Achla Khanna
- Mrs. Monika Sharma

Career Counselling and Placement Cell :

- Dr. (Mrs.) Manjit Bhanwer
- Dr. (Mrs.) Neerja Gautam
- Mrs. Anju Mehta
- Miss Geetika

Anti Ragging / Anti Sexual Harassment Cell:

- Mrs. Shashi Abrol
- Dr.(Mrs.) Manjit Bhanwer
- Dr.(Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Mrs. Anju Mehta
- Dr.(Mrs.) Neerja Gautam
- Dr (Mrs.) Rumita Arora
- Mrs. Anju Abhi
- Mrs. Kanta Nagpal

College Calendar and Time-Table Committee:

- Dr.(Mrs.) Jasdeep Kaur
- Mrs. Anju Mehta
- Mrs. Achla Khanna
- Ms. Geetika

Skill- in-Teaching Committee:

- Dr. (Mrs.) Raman Jyoti
- Dr. (Mrs.) Neerja Gautam
- Miss Geeta Saini
- Miss. Kanika Sharma
- Miss Geetika
- Miss Supreet Kaur
- Mrs. Prabhjot Kaur

Examination and Internal Assessment Committee:

- Mrs. Anju Mehta
- Dr. (Mrs.) Rumita Arora
- Mrs. Poonam Mahajan
- Ms Kanika Sharma
- Ms. Geeta Saini
- Ms. Geetika
- Ms. Seema
- Mr. Gurnam Singh

Committee for Packing of Prizes and Preparation of Certificates :

- Mrs. Shashi Abrol
- Dr. (Mrs). Manjit Bhanwer
- Dr. (Mrs.) Raman Jyoti
- Ms. Kanika Sharma

Writing of Daily News and Thought of the Day:

- Mrs. Shashi Abrol
- Dr. (Mrs.) Rumita Arora

IQAC :

- Dr. (Mrs.) Vaneeta Garg
- Dr.(Mrs). Manjit Bhanwer
- Dr. (Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Dr. (Mrs.) Rumita Arora

Notice Board Management Committee:

- Dr. (Mrs.) Rumita Arora
- Mrs. Monika Sharma
- Mrs. Rimpay Dhawan

Committee for Report Writing and Media Coverage:

- Dr.(Mrs.) Jasdeep Kaur
- Dr.(Mrs.) Rumita Arora
- Mrs. Gurdeesh Kaur
- Mrs. Monika Sharma

- Ms. Samita
- Mr. Sunil Kumar
- Mr. Om Parkash
- Mr. Dalip Kumar

Editorial Board:

- Mrs. Shashi Abrol (Chief Editor)
- Dr. (Mrs.) Jasdeep Kaur (Joint Editor)
- Dr. (Mrs.) Rumita Arora (Editor, English Section)
- Ms. Monika Sharma (Editor, Hindi Section)
- Mrs. Gurdeesh Kaur (Editor, Punjabi Section)
- Dr. (Mrs.) Jasdeep Kaur (Editor, Research Section)
- Dr. (Mrs.) Manjit Bhanwer (Editors, Science Section)
- Mrs. Anita Sharma
- Mrs. Achla Khanna

Library, Book Bank and Fee Concession Committee:

- Mrs. Shashi Abrol
- Dr. (Mrs.) Manjit Bhanwer
- Dr. (Mrs.) Jasdeep Kaur
- Dr. Mrs.) Neerja Gautam

Grievance Redressal Committee:

- Mrs. Shashi Abrol
- Dr. (Mrs.) Manjit Bhanwer
- Dr. (Mrs.) Neerja Gautam
- Dr. (Mrs.) Raman Jyoti
- Dr. (Mrs.) Jasdeep Kaur
- Mrs. Anju Mehta
- Mr. Jata Shanker
- Mrs. Anju Abhi

Committee for Print Material and College Stationery:

- Dr. (Mrs.) Manjit Bhanwer
- Dr. (Mrs.) Raman Jyoti
- Dr. (Mrs.) Rumita Arora
- Mrs. Anju Abhi
- Mrs. Bindu Bala

Construction/Building Maintenance Committee:

- Mrs. Shashi Abrol
- Dr. (Mrs.) Manjit Bhanwer
- Dr. (Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Mrs. Anju Mehta
- Dr.(Mrs.) Neerja Gautam
- Dr. (Mrs.) Rumita Arora
- Mr. Ajit Kumar
- Mr. Om Parkash
- Mr. Dalip Kumar

Committee for NAAC and related work:

- Dr. (Mrs.) Manjit Bhanwer
- Dr.(Mrs.) Rumita Arora

Committee for UGC related work and other grants:

- Dr. (Mrs.) Vaneeta Garg
- Dr. (Mrs.) Raman Jyoti
- Dr. (Mrs.) Jasdeep Kaur
- Mrs. Anju Mehta
- Dr. (Mrs.) Neerja Gautam
- Mr. Sunil Kumar
- Mr. Anit Kalia

Literary and Cultural Committee:

- Dr. (Mrs.). Manjit Bhanwer
- Dr. (Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Mrs.Shashi Abrol
- Dr.(Mrs.) Rumita Arora

NSS Coordination Committee:

- Dr.(Mrs.) Raman Jyoti
- Dr.(Mrs.) Jasdeep Kaur
- Dr.(Mrs.) Raman Jyoti
- Dr.(Mrs.) Rumita Arora
- Dr.(Mrs.) Manjit Bhanwer
- Dr.(Mrs.) Neerja Gautam
- Mrs. Anju Mehta

Committee for Maintaining Liaison with Election Office and Public Relation:

- Dr. (Mrs.) Raman Jyoti
- Dr. (Mrs.) Rumita Arora
- Ms. Seema
- Mr. Dalip Kumar

Committee for Web site Updating and Maintenance:

- Mrs. Shashi Abrol
- Dr. (Mrs.) Manjit Bhanwer
- Mrs. Anju Mehta
- Mr. Om Parkash
- Mr. Dalip Kumar

Health Club:

- Dr. (Mrs.). Raman Jyoti
- Ms. Amandeep Kaur
- Mrs. Rimpay Dhawan

Moral Education, Community Development and Population Education Club:

- Dr. (Mrs.). Manjit Bhanwer
- Dr.(Mrs.) Neerja Gautam
- Mrs. Poonam Mahajan
- Ms. Meena

Science and Environment Club:

- Mrs. Anju Mehta
- Mrs. Achla Khanna
- Mrs. Rimpay Dhawan
- Dr.(Mrs.) Anita Sharma

Human Rights, Legal Literacy and Women Empowerment Club:

- Dr.(Mrs.) Jasdeep Kaur
- Mrs.Monika Sharma
- Ms. Seema

Social Sciences Club:

- Dr.(Mrs.) Neerja Gautam
- Mrs. Poonam Mahajan
- Ms. Shaveta Chauhan
- Ms. Supreet Kaur

Language Club:

- Dr.(Mrs.) Rumita Arora
- Mrs. Gurdeesh Kaur
- Mrs. Monika Sharma
- Ms. Samita
- Ms. Pooja Devgan

Mathematics Club:

- Dr.(Mrs.) Jasdeep Kaur
- Ms. Kanika Sharma
- Ms. Geetika

Information Technology Club:

- Mrs.Anju Mehta
- Ms. Seema
- Mrs. Prabhjot Kaur

Consumer Awareness Club:

- Mrs. Shashi Abrol
- Dr.(Mrs.) Rumita Arora
- Ms. Pooja Devgan
- Ms. Geeta Saini

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

The institution has a well defined organizational structure. The Principal is at the top of the hierarchy and frequently authority and responsibility is delegated to all. Meetings are arranged for the overall development. The college has the following committees which ensure the smooth administration of the institution and also that of academic and non academic activities.

- Staff secretary and joint staff secretary (for teaching as well as non teaching)
- Student council, head girls for college and hostel
- College calendar and time-table committee
- Examination and internal assessment committee
- Discipline committee
- Career counseling and placement committee
- Anti ragging/anti-sexual harassment committee
- Notice-board management committee
- Grievance redressal committee
- Editorial board
- Committee for report writing and media coverage
- Construction and building committee
- Committee for print material
- Purchase committee
- Library committee
- Book bank and fee concession committee
- IQAC

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

The administrative set-up of the institution is highly decentralized to ensure maximum participation by all faculty members. There are different committees formed at the beginning of each academic session with respective teacher in-charge who is directly accountable to the head of the institution. Guidelines are given to each teacher in-charge who in turn has a team of teachers working with her. We have examination committee, admission committee, time-table committee, skill-in-teaching committee, hostel committee, building committee, reception committee, seating committee, decoration committee etc. among others functioning successfully in our institution. Our institution is well-equipped with various resource centers:

Sr. No.	Resource Room/Centre	Teacher Incharge
1	Library	Librarian
2	Technology Resource Centre	Dr.(Mrs.) Vaneeta Garg
3	Educational Psychology Resource Centre	Dr.(Mrs.) Manjit Bhanwer
4	Science Resource Centre	Dr.(Mrs.) Vaneeta Garg
5	Computer Resource Centre	(Mrs.) Anju Mehta
6	Language Resource Centre	Dr.(Mrs.) Rumita Arora
7	Physical Education Resource Centre	Dr.(Mrs.) Raman Jyoti
8	Art and Craft Resource Centre	Art Teacher
9	Home-Science	Dr.(Mrs.) Manjit Bhanwer
10	Mathematics	Dr.(Mrs.) Jasdeep Kaur
11	Economics	Dr.(Mrs.) Neerja Gautam
12	Social-Studies	Mrs. Poonam Mahajan

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

School experience programme (SEP) is an integral component of our overall curriculum. The institution has developed a healthy tradition of maintaining cordial relations with school personnel. The Head of institution is in constant touch with the Heads/Principals of practising schools. They are invited to different events and functions of the institution. Request letters are sent to all of them before the start of the SEP. Generally 10-15 student- teachers are assigned to one teacher in a practising school. After each session of SEP, the Heads/Principals of practising schools are requested to give their earnest feedback. Remedial teaching is also done during SEP so that all doubts and difficulties of school students may be cleared.

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

The institution uses the data and information obtained from the feedback in decision-making and performance improvement. Whatever feedback that is obtained from schools, student-teachers, alumnae, faculty members etc.is analysed to provide valuable information for further planning and organizing for the future. The following mechanisms are used:

- Students' feedback proforma
- Self appraisal proformas of teachers
- Feedback from student council (informal)
- Suggestion box/complaint box
- Meetings with class representatives
- Feedback from alumnae
- Feedback from parents

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

There is an atmosphere of utmost mutual care, respect and co-operation among the faculty members. This congenial atmosphere is instrumental in bringing about good results. The institution's initiatives in this regard include maximum involvement of teachers in different committees. These teachers are made in-charge of different events or functions of the institution. Faculty exchange programme is carried on successfully wherein each faculty member dwells on a topic of her specialization before all other faculty members. The idea is to share maximum possible knowledge with all members. There is healthy interaction with M.Ed. students for presenting their synopsis. There are brain storming sessions held among faculty members to deliberate on different issues to encourage maximum creativity. Staff is sent to attend different orientation/refresher courses and informally share the new knowledge thus gained.

6.3 Strategy Development and Deployment

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

The institution is equipped with a well managed and properly organized Management Information System (MIS) in place to select, collect, align and integrate data and information on academic and administrative aspects of the institution. All the teachers in-charge of different clubs/committees/ administrative bodies keep their records absolutely updated. There are surprise checks by the Head of institution conducted on different administrative bodies. Stock maintenance, recording and physical checking is done of different departments by different faculty members to ensure complete transparency in all respects. Evaluation of teachers is done by students to provide adequate feedback to the former for further improvement. All records are maintained so that proper appraisal may be possible of all bodies or committees.

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

The institution has well defined process of budgetary allocation for different activities carried out throughout the session. The budget is prepared by the institution and approved by DAVCMC (New Delhi). There is internal as well as external audit. Workload is distributed among faculty members as per UGC norms. Appropriate student-teacher ratio is maintained. Ad-hoc appointments are made by the institution strictly as per the requirement of the institution and stipulated norms. Financial resources are judiciously utilized for infrastructure, maintenance of building, purchase of books etc. keeping the overall interest of the institution in mind. The administrative staff and helping staff are given departmental duties.

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

The institution has sound support from DAVCMC (New Delhi) for implementation of its goals and mission. The major financial resource remains to be the fees collected from students. Financial resources are also generated by running of IGNOU study centre in our institution. Budget is judiciously prepared at college level and approved by Local Managing Committee. UGC grants whenever received are diligently and judiciously utilized.

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

The procedure of developing academic plan is as follows:

- The academic plan of the entire academic session is drawn at the beginning only in the light of academic calendar provided by Dean Faculty of Education under the guidance of Head of Institution.
- There are meetings organized with school Principals so that the school experience programme (SEP) may be arranged keeping in mind the objectives of the institution.
- The faculty members in-charge of skill-in-teaching co-ordinate with all practising schools for smooth conduct of SEP.
- Feedback is taken from the Principal and teachers of practising schools to make room for further improvement.
- Certificates are duly signed by practising school authorities at the completion of the SEP of students after which only the final skill- in-teaching examination is conducted.
- Students sent in different practising schools prepare a detailed school report of their respective practising school so that they are actually involved and aware of all events related to it. The report is generated through close association and regular inputs by Principal of the concerned school, teachers, librarian and other school staff.

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

The objectives are communicated and deployed at all levels through the following measures:

- The mission, vision and objectives of the institution are displayed at the entrance of the college.

- The new entrants are acquainted with the mission and vision of the college on the very first day of orientation of students. It is also written in the college hand-book.
- These are also conveyed by Head of Institution to faculty members during staff meetings so that they all can imbibe the character of institution full fledged.
- The ad-hoc staff is acquainted with the basic vision of the college as well. This is done to promote a healthy and positive environment in the institution thereby promoting harmonious development of its faculty and students and synchronizing individual and institutional goals.
- The administration staff also imbibes the basic work culture and orientation towards Vedic heritage.

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

The vision, mission and implementation plans are monitored and evaluated by IQAC at regular intervals. Suggestions are always invited from the faculty members and students. The whole set-up of the college is such that each is free to voice his opinions and there is flexibility in the overall mechanism, so that there is always room for further improvement. The institution has an internal co-ordination and monitoring mechanism through various committees to look after different activities. The teaching staff on the whole, under the able guidance of the Principal consciously plan and undertake activities which correspond to vision and mission of the college.

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

It is very rightly said that ‘change is the only constant thing in life.’ It is very important to modify oneself with the changing times. Our institution has well-equipped computer resource centre, science resource centre, technology resource centre, educational psychology resource centre, language resource centre and physical education resource centre with all the latest equipment required. All faculty members and students have free access to Internet facility at all times. Smart cards have been issued to all faculty members and students to utilize full services of the computerized library. There are intercoms available in main rooms of the college leading to better inter-connectivity. Our Technology Resource Centre is well-equipped with latest material. The Head of Institution is always readily acceptable to new technology to upgrade our institution. The faculty is conversant with the use of this technology. Our institution is not limited only to the material aspects as far as new technology is concerned. Different personalities from all walks of life are invited regularly for healthy interaction with the staff and students. Such extension lectures are a prominent feature of our institution which not only broaden the vision but open new gateways of knowledge. Our faculty members attend seminars/workshops to get acquainted with new ideas and technology in their respective areas so that desirable changes may be

brought about in themselves, their students and in our institution. Relevant changes (major/minor) are brought about as per recommendation of faculty members, their feedback and keeping in mind the needs of the students, and after due approval of Head of the Institution.

6.4 Human Resource Management

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

The Head of Institution is highly sensitive to the needs of teachers. Frequent meetings are held to further their career advancement. Resource persons are invited from as diverse fields as medicine, law, politics, education, defense etc. to throw light on these areas respectively so that the faculty members can obtain maximum benefit from them. Their participation in orientation and refresher courses go a long way in this direction. Also the Head of institution is in constant touch with the higher management at the centre which outlines the faculty development needs. Constant motivation is generated by the Principal for staff to obtain higher degree, research degree, added qualification, distance mode courses and general contribution towards research to progress well in career. Most of the times, permissible changes in time table or leave/s is sanctioned.

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

There is always room for improvement and our institution practices this in the real spirit. There are meetings held after each major event or function to assess it. The strengths and weaknesses are discussed on this forum to identify and then remove the drawbacks in future. The results of students are discussed jointly after each house examination to locate the subjects or areas where the students are lagging behind such that appropriate remedies may be suggested. There are self-appraisal forms filled by faculty members. Feedback is also taken from the students regarding effectiveness of teachers. In this light they are asked to make necessary changes in their teaching methodology, lecture conduct etc. The dissertation work of different teachers is also assessed at the end of each session. There is healthy discussion carried on after each faculty member has attended any seminar/workshop or presented any research paper or article. All this is further forwarded to the management at regular intervals. Time to time presentations are made among peer faculty groups to learn with and from each other.

6.4.3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation).

Since the institution is educating the future teachers, the role of teacher-educators becomes even more significant and so do their welfare and well-being.

- There is neat and well -ventilated, air- cooled staff- room with filtered water facility. There are food heating facilities available there. All teachers are given personal lockers.
- Parking facility is available to the faculty members.
- The Head of institution is always ready to make adjustments wherever possible to accommodate them. Adjustments in time-table are also made if absolutely essential for the welfare of staff.
- The Head of institution is readily accessible and gives a patient hearing to their problems and tries solving them judiciously. There are small get-togethers arranged every now and then to keep the mood light.
- Hostel facilities are available in-house.
- Medical camp is arranged every year so that the staff may make maximum use of it.
- Faculty members are also encouraged to attend maximum seminars/conferences to update their knowledge.
- Duty leave is given to them on such occasions.
- Many members of ad-hoc staff are repeated year after year.
- There is full appreciation of good endeavors.
- Pay in accordance with rules for permanent staff.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The institution has conducted various activities and staff development programmes for skill up-gradation and training of teaching and non-teaching staff. For the last three consecutive sessions, inter-college skill-in-teaching and on-the-spot preparation of teaching aids competitions have been organized. These have helped not only in the organisational abilities of staff but also equipped them with latest knowledge and skills required in teaching and making of teaching aids. Seasoned faculty from research and statistics deptt. of Guru Nanak Dev University was invited during the session 2012-2013 so that the staff could get latest knowledge about it. Each year experts are invited and workshops are organised on communication skills in which all faculty members readily participate. The institution has also conducted ICT programmes for the benefit of faculty members. All are encouraged to engage in action research or any other research project. Our faculty member's research proposal for minor research project for UGC has also been accepted. Extension lectures on different topics of current and social significance by eminent educationists/

personalities remain a regular feature of the institution. Ample opportunities are also provided to members of non-teaching staff to upgrade their qualifications.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The services of employees appointed on regular basis are confirmed after successful completion of their probation period. The new grades and other benefits announced by the government are implemented at appropriate time. The institution has regular and ad-hoc staff. The advertisement for ad-hoc staff is taken out after seeking due permission from DAVCMC, New Delhi through proper procedure. The guidelines laid down by NCTE and GNDU are adhered to while recruiting them. Due consideration is given to higher merit, educational qualifications and experience. Even the workload is assigned as per UGC norms applicable as per the expertise of the teacher. The salaries of faculty members working on adhoc basis get yearly increments. Permissible increments, ESI scheme etc. are given wherever applicable. The UGC cleared faculty

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

The institution appoints ad-hoc staff every year as per the requirements of institution and also as per the guidelines laid down by NCTE and GNDU. Due permission is taken from DAVCMC New Delhi before advertising these posts. Candidates who have cleared UGC-NET examination and those with higher qualifications and greater experience are given preference. Interview is conducted properly in the presence of subject experts headed by Chairman of Local Management Committee. Care is taken to retain the ad-hoc staff members who have already been working in the institution. There is no major difference in the workload and responsibilities of regular and ad-hoc staff. The Head of institution herself always makes sure that the ad-hoc staff feels connected and identifies with the institution. Regular staff extends full cooperation to adhoc staff.

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

(e.g.. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations)

The various practices followed by the institution that support and ensure the professional development of the faculty are as follows:

- The institution is extremely encouraging as far as professional development of the faculty is concerned.
- They participate in various seminars/ workshops /conferences at state/national/ international levels to acquaint themselves with the latest advances in knowledge.
- They are provided duty leave.
- After attending any such event, an informal interaction programme is organized so that all other faculty members can derive maximum benefit from it.
- They are encouraged to write articles for various national and international journals.
- They are also invited as resource persons by different colleges and schools for talks.
- They also go to perform the task of judgement for various competitions in different colleges and schools.
- Most of the members are members of CTE (Council for Teacher Education), AIER.
- Our faculty members also try to improve qualifications at all times. In the last three years, 3 of them have completed their Ph.D.
- Free access to internet is available to the faculty to improve subject knowledge and obtain information.

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

The institution has a well constructed and well maintained building with a proper layout. It has four beautiful lawns besides well-ventilated class-rooms and staff-room.

- All faculty members have been allocated separate rooms including library, computer resource centre, technology resource centre, science resource centre, language resource centre, physical education resource centre, guidance and placement cell etc. They have free access to internet to help in their knowledge enhancement.
- Spacious and well maintained staff rooms with refrigerator, micro-wave, parking facility for staff, hostel facility, hygienic canteen etc. are available.
- Fully functional and separate cubicles for accounts and general office as well as separate offices are available for warden and IGNOU. Storing space is provided for each department.

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

The institution has a grievance redressal system for the faculty members and non teaching staff. Their grievances, if any are dealt with immediate effect. Likewise, there is a grievance redressal system for students as well. The Head of institution is always readily accessible for the staff and students. Suggestion box is kept for the benefit of all.

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

There is equity and uniformity in the professional and administrative activities allocated to the faculty. Time-table is made by the time-table committee keeping in mind the periods of teaching, subjects being taught, timings, guiding M.Ed. students for dissertation work and evaluation work. The faculty members are judiciously made in-charges or team members of committees, like-examination, time-table, skill in teaching, guidance cell, research, maintaining liaison with public etc. They are assigned these tasks keeping in mind their temperament, interest or what they are best at. This helps in making optimum utilization of resources and bringing about best results. Each faculty member is engaged in varied activities including mentoring, research, community work etc. through activities of clubs and houses at the same time taking full charge of their respective departments and resource centres.

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

The staff members are adequately motivated at regular intervals. Their efforts are appreciated in meetings or individually whenever their performance in any endeavour is worthwhile. They are also given compensatory leave whenever they work on off days. Any remarkable performance by them is published in the college magazine and put up on the notice-board and they are also honoured in various college functions.

6.5 Financial Management and Resource Mobilization

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

The college is covered under grant-in-aid scheme and receives grants from Punjab government for covered posts only. Apart from this, the major sources of revenue and income are fees from students, interest from FDRs, income from self-financed courses – P.G.D.C.A. (T.E.), D.EL.ED. and income from IGNOU. The college has also been getting grant from UGC in the past.

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

We receive some donations from M.P. /M.L.A. funds but such instances are very rare.

6.5.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

The operational budget of institution is adequate enough to cover day-to-day expenses and to meet the requirements of the institution. Students get maximum opportunity to participate in all activities – academic, literary, cultural, sports etc. They bring laurels to institution by winning in various inter-college competitions. The institution also organizes various functions and competitions in the college at regular intervals and all this is provided for by the budget of the institution. Utmost care is taken for the optimum utilization of budget to cover the day-to-day expenses as the college is covered under grant-in-aid scheme. So far we have been self-sufficient and have been managing on our own. However, under compelling circumstances, management may give a loan.

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

The management is quality conscious and makes adequate budgetary provisions for quality enhancement of programs. This is reflected in budget allotment for the last five years.

... (*Annexure VI.A*)

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

Accounts of the college are regularly audited by the auditor, who is deputed on behalf of the management and DPI. Audit by University is also carried out. Regular audit mechanisms are followed by the college. Internal audit system consists of:

- Daily checking of physical cash
- Proper creation of vouchers and ledgers
- Proper utilization of allocated funds as per allocated heads
- Proper payment to parties
- Proper record-keeping
- Cross checking/surprise checking of accounts

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

The institution has computerized its finance management system. The institution is using both manual as well as computerized finance management system. Admission, computation of accounts, salaries are computerized. The institution also uses manual system like issuing of fees slip, voucher etc.

6.6 Best practices in Governance and Leadership

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

The institution has a congenial set up which is democratically managed.

- The Head of Institution is always accessible and ready to accept change.
- It ensures maximum involvement of its faculty members and non-teaching staff.
- The institution in actuality aims at all-around development of personality by providing maximum opportunities to students for participation in various co-curricular activities.
- The institution adheres to values and tradition yet being open-minded to encompass all the desirable required changes.
- There is decentralization in its functioning through various committees and clubs. It shows a unique blend of idealism and pragmatism.
- Faculty members are given numerous opportunities to attend orientation/refresher courses to update their knowledge. They are also encouraged to write research papers and collaborate with other institutions at regional and national level.
- There is complete objectivity and transparency in evaluation system of the institution.
- Activities, be it curricular or co-curricular are systematically planned for the entire academic year aiming at holistic development of the students.
- Student welfare measures as grievance redressal cell, fee concession, book bank facility etc. are readily prevalent. Students are motivated and leadership qualities are developed. They arrange morning assembly and by doing so, moral values are inculcated.
- Feedback is taken from students be it teachers' performance or the college curriculum or the school experience programme so that suitable corrective measures may be taken.
- In terms of community services, our college has adopted Nishkam Sewa Public School, a school for children of rag pickers and is doing commendable work in this direction.

- Our college has donated, uniforms to needy students, stationary, planted trees, celebrated Republic Day and other important events as and when some services are required.
- Our college has signed MOU- Memorandum of Understanding with Global Institute for Childhood Disability- a specialized institute for cerebral palsy and autism.

Additional information for the Reaccreditation/Reassessment

Criterion-VI Governance and Leadership

Ques1 What are the main evaluative observation, suggestios made in the first assessment report with reference to Governance and Leadership and how they have been acted upon?

Ans: The institution has acted upon the suggestions of the peer team (NAAC) in the following ways:

- Academic and administrative quality is ensured through IQAC and various other committees.
- During the last five years, initiatives have been taken up for faculty development. Three faculty members have been conferred Ph.D. degrees in the last three years.
- Different members of faculty have published papers in research journals of national/international level during the last three years helping in strengthening the research acumen of faculty members.
- A minor research project of a faculty member has been accepted.
- Reading habits of students and faculty are being strengthened.

Criterion-VII Innovative Practices

7.1 Internal Quality Assurance Cell (IQAC)

7.1.1: Has the institution established internal quality assurance cell (IQAC)? If yes, give its year of establishment composition and major activities undertaken.

Yes, the institution has Internal Quality Assurance Cell (IQAC) for internal quality assurance system. This is to enhance quality and maintain high academic standards.

- (a) Establishment: It was established in year 2011.
- (b) Composition/Structure: The composition is as follows:

i) Chairperson (Head of the Institution):	01 Dr.(Mrs.)Vaneeta Garg Offg.Principal, DAV College of Education for Women, Amritsar.
ii) Senior Administrative Officers	03 i. Dr. (Mrs.) Meenakshi, Principal, SMDRSD College of Education, Pathankot. ii Mrs. Nishi Sharma, Principal, Saraswati Sr. Sec. School, Amritsar. iii Dr.(Mrs.) Neera Sharma, Principal, DAV Public School, Amritsar.
iii) Staff Members	03 i.Dr. Mrs. RamanJyoti, Associate Professor, DAV College of Education for Women, Amritsar ii.Dr. (Mrs.) Jasdeep Kaur, Assistant Professor, DAV College of Education for Women, Amritsar. iii. Dr. (Mrs.) Rumita Arora, Assistant Professor, DAV College of Education for Women, Amritsar.
iv) Members of Managing Committee	01 Sh. J. K. Luthra Chairman, LMC Amritsar
v) Nominees:	i) Local Society 01 Mr. Arun Khanna, Director, Global Institute of Childhood Disability,Amritsar

vi) Alumni	02 i. Mrs. Swaraj Grover, (Incharge) Jan Kalyan Sangathan, Amritsar ii. Mrs. Poonam Mahajan, Assistant Professor, DAV College of Education for Women, Amritsar
vii) Stakeholder	01 Mrs. Promila Kapoor, Ajanta Public School, Amritsar
viii) Co-ordinator (IQAC)	01 Mrs. Manjit Bhanwer, Assistant Professor, DAV College of Education for Women, Amritsar

(c) Major functions of IQAC system: In order to maintain high academic standards, the college holds regular meetings of IQAC. As recommended by IQAC, the following activities have been undertaken by the institution from time to time during the last three years:

- Encouraging all teacher-educators to use different technological devices and new methods of teaching.
- Arranging various Extension lectures/ Workshops to update the knowledge.
- Improving communication skills and personality grooming for which guest faculty was called.
- Conducting periodical unit tests after completing each unit in the Foundation courses and the Methodology courses.
- Conducting diagnostic/ remedial teaching for low achievers in different subjects by regular teachers and special teachers.
- Celebration of National and International days like Earth day, Save Water day, Environment day, Human Rights day and Consumer Protection day, World AIDS Day, Energy Saving day, Vanmahotsava, Women's Day etc.

Besides undertaking the above stated activities, college infrastructure has also been improved on the recommendations of IQAC as under:

- Latest equipment in each Resource Centre has been added.

- Technology Resource Centre has been enriched by adding DVD player, LCD projector, multimedia.
- Upgradation of printer and photocopier in the college general office.
- Pots and plants purchased for beautification of the college campus.
- Purchase of new cupboards for library and staff room.
- Facility of internet and photocopier in the library.
- Purchase of new psychological tests for psychology resource centre.
- Purchase of latest equipment for science resource centre like glassware, optical instruments, models etc.
- Murals and wall paintings prepared by students of fine arts under the guidance of their teacher in-charge to create beautiful environment at college.

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

The vision of DAV College of Education for Women, Amritsar is to make the college a model teacher education institution and give the nation the best teachers who would provide leadership in all spheres of life through innovative value based ideas. The institution has its clear, distinct and community oriented objectives.

To evaluate the achievement of goals and objectives, the following mechanisms and procedures have been adopted by the institution:

Community and National Development

Encouraging community and extension service activities for contribution to national development through NSS programmes on social causes such as blood donation, AIDS awareness, human rights, female foeticide etc. for the betterment of society.

Self Development

For enhancing personality development as well as employability of pupil teachers, healthy practices are organized in the college campus such as morning assemblies, house meetings, annual sports meet, meetings of students' council to seek participation of students in policy making, assigning special projects to advanced learners and remedial teaching for weak students. Meritorious as well as economically weak students are motivated and recognized by awarding prizes, medals, liberal fee concession and book bank facility.

Employment

Helping students get placement in different schools and organizations and guiding them in solving their different employment related problems through career and counseling cell.

Global Trends and Demands

The overall college environment is highly encouraging as far as use of technology in administration, teaching and evaluation is concerned. The institution has well equipped computer resource centre where students can develop communication skills, ICT skills and use internet for enhancement of learning.

Issues of Ecology and Environment

Different topics on environment education are a part of B.Ed. curriculum. Our college organizes environment awareness programmes and activities such as tree plantation drive, celebration of Vanmahotsav, extension lectures on topics of ecological and environmental significance and so on. Besides, campus and lawns cleanliness alongwith pot painting are regular features of the college.

Value orientation

For the inculcation of moral values, performance of holy Havan Yajna, is a regular feature. Besides, community kitchen (Langar), Mantra–Uchcharan Competition, Dharam Shiksha examination, morning assembly, are organized throughout the year from time to time. The institution provides opportunities to students to visit Institute for the Blind, Bhagat Puran Singh Pingalwara, schools meant for special children, etc. and to interact with the inmates so that they can understand the problems that these physically and mentally challenged children go through. National days and festivals of all religions are also celebrated in this institution with full fervor.

Equity

Equal opportunities are provided to all student-teachers irrespective of their caste, creed, religion or economic status. Meetings among the faculty members and student-faculty meetings, IQAC review committee meetings are all organised to chalk out the action-plan, allocate the duties and discuss the progress of the college in different spheres. This is done to ensure timely and efficient accomplishment of academic, administrative and financial tasks.

The relevance and quality of academic and research programmes is monitored to ensure better preparation and performance. All efforts are made by the institution keeping in mind the equitable access to and affordability of academic programmes for various sections of the society. To gauge the efficacy and quality of our training programmes, feedback from school heads and community representatives is taken from time to time. Modern and innovative methods of teaching in teaching-learning process like discussion method, seminars on various topics, debates etc. are incorporated. There is proper maintenance and functioning of support structure and services by regular follow ups conducted at regular intervals. Faculty members are encouraged to pursue Ph.D. and to participate in various conferences, workshops and

seminars as well as to publish their research work to keep themselves updated with the latest advances in knowledge of their respective subject of specialization. Networking with other institutions in India and abroad for assessment of quality of research and other academic programmes is also carried out in the institution.

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

The college adheres to the norms and conditions laid down by concerned regulatory bodies so as to ensure the quality of academic programmes. The quality is ensured by undertaking the following activities in which the participation of both teachers and students is sought:

- Following diversified curriculum to cater to the requirements and interest of students as per the norms laid down by NCFTE (2009).
- Developing a detailed college calendar containing all kinds of curricular and co-curricular activities.
- Framing an adequate time table to ensure justified distribution of time for each respective subject and activity.
- Holding interactive meetings among members of faculty and inviting suggestions to bring about quality improvement in the institution.
- Giving assignments to students on important topics to further reinforce the subject matter taught in the class-room. Remedial teaching is also done for the benefit of weak students.
- Offering number of options according to the latest developments in the discipline.
- Introducing a wide variety of hands on experience program at college level.
- Constantly updating libraries and resource centres.
- Carrying out various curricular and co- curricular activities to inculcate varied skills viz. communication skills, class room management skills, organizational skills etc.
- Appointing highly qualified and competent staff to ensure quality teaching-learning experience.
- Encouraging teachers to use new techniques and methods.
- Orienting the students in lesson planning and internship activities in the tutorial period.
- Recording the best lessons of the students under training and using them as model lessons.
- Providing the students opportunity to observe the model lessons (micro and composite delivered by method masters) in the teaching subjects while using

latest technological devices viz. multimedia, OHP, slide projector etc. in order to develop competence in basic skills involved in teaching.

- Organizing inter-house quiz (foundation courses) in the college to test their knowledge in different foundation courses.
- Conducting tests periodically and giving feedback to the students.
- Organizing inter-college skill-in-teaching competition every year to give exposure to students to the latest methodologies.
- Providing assistance to the students in solving various educational and personal problems, and giving guidance for placement in different institutions according to their abilities and aptitudes through Career and Counselling cell.
- Providing coaching to students for UGC-NET, CTET and PTET examinations which many of them have been clearing successfully year after year.
- Creating awareness among students regarding important issues like traffic rules, female foeticide, health and hygiene, environmental issues etc. by organizing various extension lectures and seminars.
- Inviting eminent educationists, medical practitioners and other renowned dignitaries to share their expertise.
- Ensuring optimum utilization of different resource centres of the institution.
- Preparation of monthly reports by faculty members including details of curricular and co-curricular activities undertaken.
- Seeking feedback from school Principals regarding suggestions for the qualitative improvement of practice training programme. Feedback is also taken from the students regarding the overall functioning of the college.

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

- The institution has well defined administrative and financial processes in place. The Monitoring Information System (MIS) selects, collects, aligns and integrates data and information of different aspects of the institution. All the teachers' incharge of different clubs, committees, administration bodies keep their records absolutely updated. There are surprise checks by the Head of institution on different departments. All records are maintained so that proper appraisal may be possible at all times. The institution has well defined process of budgetary allocation for different activities carried out throughout the session. The budget is prepared by the institution and approved by DAVCMC, New Delhi. There is internal as well as external audit. The institution works smoothly under the guidance and motivation of the management. It functions through different committees which perform their well defined duties.

- The Principal and administrative staff meet daily to plan the day's work. Routine work is completed in time. The administration is transparent and systematic.
- The Principal holds meetings with the administrative staff and teachers. The agenda of these meetings is to review the tasks accomplished and advance planning of the tasks to be undertaken.
- Library committee gives suggestions on library requirements including purchase of books based on the demands of teachers and students.
- Meetings are also arranged wherein members of local management committee, Head of the institution and faculty members are present occasionally to discuss some important matters regarding the functioning or some important event of the institution. Suggestions are also invited from students and appropriate follow-up action is taken.
- Auditing of financial matters is done by a chartered accountant (C.A.). The chartered accountant supplies an audited report at the end of the financial year.

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

The institution aims at developing all rounded personality of the students through curricular as well as various co-curricular and extra curricular activities. Suggestions for good practices are invited in meetings of IQAC, Local Managing Committee, college clubs and through visits to other institutions, sharing of experiences of visiting faculty etc. Good practices identified and shared by the institution are as follows:

- Full support and liberal funding is provided by the management in taking up projects and innovations related to best practices.
- The Head of the institution is always accessible and open to positive suggestions. There is lot of decentralisation, objectivity and transparency in the overall college functioning.
- Enriching library is a constant endeavour. Faculty members are at liberty to purchase reference books to update their knowledge and add to their research acumen.
- The faculty is motivated to attend and participate in workshops, seminars, refresher courses, orientation courses etc and are given duty leave. They are given numerous opportunities to improve their qualifications e.g. pursuing M.Phil. and Ph.D.
- The college has set up a guidance and placement cell to deal with educational, vocational and personal problems of students. Deserving students are given placement in educational institutions and organizations.

- Knowledge of inclusive education is followed in spirit by our students. The institution has signed Memorandum of Understanding (MOU) with Global Institution for Childhood Disability. It provides specialized services to children suffering from cerebral palsy and autism.
- The different schools taken up for practice teaching include a whole range of schools including government, aided and private thus helping college students to acclimatize all kinds of teaching learning environment.
- The institution has adopted Nishkaam Sewa Public School, Amritsar (a school for children of rag pickers) to develop feelings of community service and dignity of labor among the students.

7.2 Inclusive Practices

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

The teachers are sensitized to issues of inclusion through the following:

- By holding staff meetings for discussing national policies and goals as reflected in school curricula and the implied teaching methodology.
- By organizing workshops/Seminars/ Extension lectures on issues related to inclusion.
- Circulation of latest information regarding issues of inclusion, among staff members.
- College fully adopts reservation policy of govt. at national level/state level- providing for SC / BC / OBC, Physically disabled, Widows / Deserted / Border backward area etc.
- Low level blackboards are made available if required for practice teaching/Black board writing.
- Practice teaching is arranged in a suitable practising school for such children.
- Visits to various institutes meant for people with special needs, are arranged for getting first hand experience and for sensitizing the teachers.

7.2.2: What is the provision in the academic plan for students learn about inclusion exceptionalities as well gender differences and their impact on learning?

To facilitate prospective teachers about inclusion and academic performance of socially disadvantaged groups, the following provisions are made in the academic plan:

- Inclusions, exceptionalities, sensitivity towards gender issues are taught as part of curriculum. Visits, special lectures to relevant places and relevant topics are arranged. The institution provides education to each student irrespective of caste, religion, special needs etc.
- M.Ed. and B.Ed. syllabi have different topics on these issues.
- Organizing visits and observing the special schools meant for the disabled and the deprived and take up case studies.
- Organizing seminars on contemporary educational issues bring awareness of the problems faced by disabled and problems which arise due to gender issues.
- Offering topics for dissertations (research) related to inclusion, gender differences and their impact on learning.
- By providing facility of free and unlimited access to internet to collect more information on these issues.

Other than these activities, the academic plan of the institution includes various co-curricular activities through which values related to gender equality are inculcated among them.

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

Activities adopted by the institution to create learning environments that foster positive social interaction, active engagement in learning and make the environment student-centered include:

- Offering wide variety of subject options to students in B.Ed. and M.Ed.
- Use of variety of methods and strategies to cater to individual needs.
- Choice of medium of instruction from English, Hindi and Punjabi for students.
- Freedom to choose topic of dissertation to M.Ed. students, topics for discussion lessons and final lesson to B.Ed. students and topic for project to PGDCA (T.E.) students.
- Making of power-point presentations by students as a part of ‘ICT Integration in Pedagogy’ add-on course in B.Ed.
- Participation in parents-teacher meets, morning assembly and other school activities by college students during practice teaching programme in B.Ed.
- Encouraging book reading by holding discussions on book review.
- Formation of college houses and clubs to develop leadership, organizational and participatory skills.

- Visits to orphanages, old age homes and institutes for special children to sensitize the college students towards the problems faced by such sections of society.
- Preparation of case studies by students on physically, mentally and socially challenged children.

All the activities mentioned contribute to skill development and self confidence among the students and provide platform for expression of creativity.

The activities undertaken by the institution for ensuring self motivation include:

Self-Management of Knowledge:

- Taking up of assignments/projects/surveys by students for self-management of knowledge.
- Availability of facilities of resource centres like library, computer resource centre., technology resource centre., psychology resource centre etc.
- Encouraging use of technology to prepare assignments and projects.
- Encouraging preparing and using of self -made teaching aids.

Skill Development:

- Developing interpersonal, listening and speaking skills, stress management for overall personality grooming of the students through extension lectures by experts, mock interviews, group discussion and presentations.
- Organizing competitions on ‘Teaching Aids Preparation’ and ‘Skill in Teaching’.
- Skill of painting and drawing developed through Add on course ‘Art in Education’ .

Work Experience Programme:

Every student has to take up any two activities out of the following work experience programme activities like gardening, interior decoration, needle work, repair of electrical gadgets.

Educational tours, field-trips, visits to nearby slum areas, orphanages, old age homes, community interaction programmes and computer literacy programmes are the activities taken up often in the institution to promote positive interaction, active learning and self-motivation.

Curriculum and Learning Environment:

An all out effort is made by the institution to provide conducive environment. All academic and non-academic activities are geared towards honing of the overall personality of students. The endeavour of maintaining appropriate learning environment addressed through curriculum is undertaken by way of the following activities:

Curriculum and Projects:

- During B.Ed. course, students take up projects in Foundation courses and Methodology papers. They also conduct surveys, prepare case studies and write report on findings.
- During M.Ed.course, students take up dissertation work and carry out extensive research on the chosen area. Projects, case study, surveys in the optional paper of Guidance and Counseling are also taken up.
- During PGDCA (T.E..) course, project is a compulsory part of their curriculum.

Curriculum and Simulation:

- During B.Ed. course, prospective teachers are trained in simulated conditions before they are sent to schools for their practice teaching. Simulated teaching is also taken up in college whenever possible.

Curriculum and Peer Teaching:

- During B.Ed. course, peer teaching is done.Students also conduct seminars in peer groups on different topics keeping in mind their field of interest and area of specialization.
- Curriculum and Role Playing:
 - During B.Ed. course, while practising micro teaching, each student has to play three different roles-that of a teacher, student and observer.
- Curriculum and Internship:
 - During B.Ed. course, internship is conducted in two phases:
 - Fifteen (15) days during the months of October and November
 - Thirty (30) days during the months of April and May.

Student-teachers take up all the responsibilities expected of a regular teacher. They take active part in morning assembly, parent teacher meet, different kinds of functions, etc. They get familiar with the school culture, classroom management and co-curricular activities.

- During M.Ed. course, students are involved in practice teaching to supervise the B.Ed. students.
- Curriculum and Practicum:

- During B.Ed. course, students perform practicals in subjects like Science, Psychology and Technology for which due weightage is given.

Details of Practicum in theory paper (B.Ed.)

The curriculum of the B.Ed. course consists of 5 core papers. Each paper has a practicum aspect in the form of assignment or project. The details are as follow:-

Papers	Practicum
A1(Education and Development)	Two Assignments on(one Indian and one Western Philosopher) (c) Shri Guru Nanak Dev Ji, Vivekananda, Swami Dayananda, Tagore and Gandhi (d) Rousseau, Dewey, Plato, Montessori, Froebel
A2 (Contemporary Issues And Concern In Secondary Education)	Survey related with social evils
B1 (Understanding The Learner And Learning Process)	Administration and interpretation of any three psychological tests Intelligence, Personality, Interest, Learning and Achievement
B2 (Learning Resources And Assessment Learning)	Preparation of a Blue print for achievement tests
B3 (a) School Management	Preparation of any one record- - Cumulative Record Card - Anecdotal records
B3 (b) Option (ii) Distance and Open Learning	Survey of distance and open learning centers
B3 (b) Option (iv) Health Education	Preparation of diet chart for specific health related problem/BMI[Body Mass Index]
B3 (b)Option (v) Measurement and Evaluation	- Construction of a blue print and a question paper of any subject of any class - Take a class of students. Take the marks of any two subjects of school examination and find out a coefficient of correlation between these two subjects by Pearson's Product Moment Method. - Survey of guidance programme of a secondary school
B3 (b) Option (viii) Guidance and Counseling	

- During M.Ed. course, students conduct surveys as a part of their practical work.
- During PGDCA (T.E..) course, project is a compulsory part of their curriculum.

Resource Centres are used for Curricular Activities:

Resource Centres available and used in college	 Curricular Activities Undertaken
Science Resource Centre	Conducting various experiments based on school Resource Centres in Physical Sciences and Life Sciences
Educational Technology Resource Center	Preparing charts, models, slides, use of LCD, overhead and slide projectors, epidiascope etc.
Psychology Resource Centre	Conducting experiments and administration of psychology tests, analyzing and interpreting data
Computer Resource Centre	Skill of using computers, preparation of power point presentation, use of online resources
Language Resource Centre	Development of listening and speaking skills, correct pronunciation, intonation and accent
Art and Craft Resource Centre	Learning of drawing and painting skills, preparation of teaching aids, preparation of model, flower making, creating best out of waste.
Health and Physical Education Resource Centre	Playing indoor games , physical activities

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

The institution ensures that student-teachers develop proficiency for working with children from diverse backgrounds (rural/tribal area) and their exceptionalities:

- Training the student-teachers administration of psychological tests for the identification of students with diverse needs.
- Equipping the student-teachers with teaching skills and competencies through different methodologies of teaching.
- Enabling the student-teachers to teach in English, Hindi and Punjabi languages to cater to multi-lingual population of students.

Making the student-teachers learn the use of appropriate teaching aids to suit diverse backgrounds or exceptionalities.

- Training in production of instructional material to suit the requirements of children with diverse needs.
- Providing hands-on experiences to student-teachers in dealing with diverse backgrounds during practice teaching programmes as they organise various curricular and co-curricular activities, literary activities, games and sports for children from diverse background and needs.

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

To cater to the needs of special children and for the incremental academic growth of students admitted from disadvantaged sections, the following academic arrangements are made in the beginning of the session:

- Proper seating arrangement for students with special needs.
- Construction of ramps for easy approach to classes and resource centres.
- 90% of teaching and practical work is carried out on ground floor only.
- Special books and digital resources are available in the library.
- Provision of extra coaching for slow learners, enrichment programs for advanced learners and adequate guidance and counseling.
- Allotment of schools during practice teaching as per the convenience of the students.
- Individual attention remains the feature while dealing with physically challenged students.

7.2.6: How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Since our college is an institution for women, sensitization about women related issues and women empowerment is given impetus through extension lectures and formation of relevant clubs.

- The institution has a committee to deal with women's grievances.
- Sensitizing female student-teachers towards the problems and issues related to women.
- Discussion and interactions on gender sensitive issues in house/tutorials groups.

7.3 Stake Holder Relationship

7.3.1: How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stake holders?

Access to information on organizational performance to the stakeholders is passed on through the following:

- College website serves as an important source of information regarding organizational functioning and achievement.
- General information regarding the college functioning, courses offered, college calendar, fee structure, co-curricular activities etc. is provided through the college handbook.
- Regular meetings of the Principal and faculty members for conveying and following the decisions taken by the DAV Management Committee.
- Information about organizational plans, their implementation and evaluation provided to Managing Committee and IQAC through frequent meetings.
- Meetings of class representatives with the Principal and faculty members.
- Regular interaction of hostel warden with the hostellers.
- Parental interaction with the Head of institution and faculty members in which academic performance of student-teachers among other issues is discussed.
- Information regarding milestones/achievements of the institution, the Principal, faculty members and students is passed on to the general public through the vernacular and daily newspapers.

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

For sharing and using of information for bringing qualitative improvement and for students' satisfaction, the following measures are taken by the institution:

- Verbal feedback is sought regularly from the students by the Head of the institution/faculty members during regular interactions. Students are free to consult or inform subject teachers or house-incharges about any academic or non-academic aspects.
- Systematic and scientific criteria have been evolved for providing feedback to the student-teachers. Strengths and weaknesses of students in their assignments, lesson plans, answer booklets, projects, seminars are recorded and discussed. During practice teaching, the school teachers along with mentor teacher thoroughly observe and record the lessons delivered by student-teachers and give suggestions for improvement.
- A suggestion box has been placed in the campus for getting informal feedback from students.

- Annually, the relative academic position is compared with that of overall university results. This is conveyed and discussed with faculty members and members of IQAC.
- College achievements in academic and co-curricular activities are duly conveyed to the management.
- College report is published annually and read out on major college functions thus conveying the achievements to the general public.
- Reports of student's performance and progress are sent to the parents regularly.
- Feedback by the alumni (formal and informal) serves as a reliable source of collecting information regarding the working of institution for bringing qualitative improvement in this regard.

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

For quality enhancement, a systematic procedure is adopted by the institution to collect and collate data regarding the societal perception of stakeholders (parents, alumni etc.) The feedback proformas so collected include the feedback about teaching-learning process, teaching methods, teacher's capabilities etc.

- The feed-back of students is taken, analyzed and used to improve the quality of our teaching-learning process.
- Informal feedback regarding the teaching of each teacher-educator is also obtained by the Head of the institution. Strengths are appreciated and weaknesses are worked upon.
- All college activities are discussed in the staff meetings and meetings with student council and suggestions are incorporated.
- Parent-teacher associations (PTA) are formed in the institution and feed back is also obtained from them.
- Meetings with student council, alumni and Heads of practising schools are a regular feature.
- The institution establishes a close and constant contact with the Principals and staff of different colleges of Education.

In this way, we have various feedback mechanisms to collect and analyze data from students, professional community, alumni and other stake holders on program quality.

Que 1: How are the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC reflected in the various functions of the institution are as follows:

- Contribution to National Development: All Foundation papers give awareness of the Philosophy and Sociology which instill in the students feeling of belongingness and desire to contribute towards nation building in whatever possible way that they can.
- Promoting use of Technology: There is a compulsory component of Educational Technology for all the classes thus promoting the use of ICT.
- Quest for Excellence: Our institution is committed to total quality with excellence. SWOT analysis is used to pursue the goal towards excellence thereby overcoming inertia.
- Inculcating values among students: Keeping in mind the global scenario teacher education, many different value based courses have been introduced to enhance the potentialities of students.
- Personality grooming through organization of various competitions in the college.
- Inculcation of moral values through performance of Havan Yajna etc for propagating Vedic wisdom and spiritual values.
- Appreciation awards for outstanding performance in all spheres.
- Making experts available to hone the potentialities and talent of students.
- Internal faculty development programme through mutual co-operation and interactive sessions.
- The institution has adopted ‘Nishkaam Sewa Public School’, Amritsar, a school for children of rag pickers and undertaken charitable work like donating uniforms and stationary, planting trees, celebrating important days as Republic Day etc.
- In order to sensitize college students towards problems and needs of special children, the institution has signed Memorandum of Understanding (MOU) with Global Institution for Childhood Disability. It is a specialized institution for children suffering from cerebral palsy and autism.
- Blood donation camps and free medical check-up camps are regular features of the institution wherein medical experts are invited for promoting and propagating general health awareness and well-being.

- Awareness about environmental issues is an integral part of the curriculum. Different activities are carried out in this direction .e.g. Water conservation drive “Project Boond” was carried out successfully with maximum participation of staff and students.
- Important social issues are also addressed in the institution eg. ‘Pulse Polio Campaign’ for eradication of Polio is a regular feature. SVEEP (Systematic Voter Education and Electoral Participation). Is carried out which helps in bringing awareness of voting rights and importance of voting for bringing about civic awareness.