RAMANUJAN COLLEGE OF EDUCATION

(Approved by NCTE Jaipur, Affiliated to M.D. University, Rohtak)

Mitrol, Palwal (Haryana)

Self Appraisal Report

Submitted to:

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

(An Autonomous Institute of the University Grants Commission)

P.O. Box No. 1075, Nagarbhavi, Bangalore – 560072, India

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A. Profile of the Institution

1. **Name and address of the institution**: Ramanujan College of Education, 72 KM. Milestone, Delhi-Mathura Road,Mitrol, P.O. Aurangabad, Palwal - 121105 (Haryana).

2. **Website URL** www.ramanujan.edu.in/rce

3. **For communication:**

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. (Mrs.) Sujata Tripathi Head/Principal	09215201023	0129-2222255	principal.rce@ramanujan.edu.in
Vice-Principal	--	--	--
Mrs. Anil Tanwar Self - appraisal Co-ordinator	09215545383	--	coordinator@ramanujan.edu.in

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0129-4103840	09212142438
Vice-Principal	--	--
Self - appraisal Co-ordinator	09215545383	07876511706

4. **Location of the Institution:**

Urban ☐ **Semi-urban** ☐ **Rural** ☑ **Tribal** ☐

5. **Campus area in acres:** 3.15acres

6. **Is it a recognized minority institution?** **Yes** ☐ **No** ☑

7. **Date of establishment of the institution:**

Month & Year

MM	YYYY
09	2008

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

Maharshi Dayanand University, Rohtak (Haryana)

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

Month & Year

	MM	YYYY
2f	NA	NA

Month & Year

	MM	YYYY
12B	NA	NA

10. Type of Institution

a.	**By funding**	**i. Government**	☐
		ii. Grant-in-aid	☐
		iii. Constituent	☐
		iv. Self-financed	✓
		v. Any other (specify and indicate)	☐
b.	**By Gender**	**i. Only for Men**	☐
		ii. Only for Women	☐
		iii. Co-education	✓
c.	**By Nature**	**i. University Dept.**	☐
		ii. IASE	☐
		iii. Autonomous College	☐
		iv. Affiliated College	✓
		v. Constituent College	☐

vi. Dept. of Education of Composite College ☐

vii. CTE ☐

Viii. Any other (specifies and indicates) ☐

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

Yes ☐ **No** ☑

If yes, has the institution applied for autonomy?

Yes ☐ **No** ☑

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
ii)	Primary/ Elementary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
iii)	Secondary/ Sr. secondary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		B.Ed.	Bachelor/Master	Degree	1 year	Hindi/Eng
iv.	Post Graduate	--	--	Diploma	--	--
		--	--	Degree	--	--
v.	Other (specify)	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	--	--	--	--
Primary/Elementary	--	--	--	--

Secondary/ Sr.secondary	B.Ed.	F.NRC/NCTE/F-7/HR 444/2008 /60848 ; 04-09-2008	--	100
Post Graduate	--	--	--	--

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? One (B.Ed.)

b) Fee charged per programme 48,190

3. Are there programmes with semester system No

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

Yes		No	✓

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

NIL

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

D.Ed.	
B.Ed.	11 Methods 2 Electives
M.Ed. (Full Time)	
M.Ed. (Part Time)	

Any other (specifies and indicates)

6. **Are there Programmes offered in modular form**

Yes		No	✓

Number	

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

Yes	✓	No	

Number	1

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

Yes		No	✓

Number	----

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

• **Heads of practice teaching schools**	Yes	✓	No	
• **Academic peers**	Yes	✓	No	
• **Alumni**	Yes	✓	No	
• **Students**	Yes	✓	No	
• **Employers**	Yes	✓	No	

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

One Week

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

Yes		No	✓

Number	

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

Yes	✓	No	

Number	1

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

Yes [✓] No [ ]

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

Yes [✓] No [ ]

Criterion II: Teaching-Learning and Evaluation

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

a) **Through an entrance test developed by the institution** [ ]

b) **Common entrance test conducted by the University/Government** [ ]

c) **Through an interview** [ ]

d) **Entrance test and interview** [ ]

e) **Merit at the qualifying examination** [ ]

f) **Any other (University Counseling)** [✓]

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

a) **Date of start of the academic year**	**1/10/2010**
b) **Date of last admission**	29/11/2010
c) **Date of closing of the academic year**	30/06/2011
d) **Total teaching days**	160 days
e) **Total working days**	205days

3. **Total number of students admitted**

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	38	62	100	13	6	19	25	56	81

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

4. Are there any overseas students?

Yes		No	✓

If yes, how many? ------

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

a) Unit cost excluding salary component 17,456

b) Unit cost including salary component 42,846

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	81.80	50.00	77.67	45
M.Ed. (Full Time)	--	--	--	--
M.Ed. (Part Time)	--	--	--	--

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

Yes ✓ No

8. Does the institution develop its academic calendar?

Yes ✓ No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	70	20	10
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days | 1 | 2 |

b) **Minimum number of pre-practice teaching lessons given by each student** | 2 | 6 |

11. Practice Teaching at School

a) Number of schools identified for practice teaching | 0 | 5 |

b) Total number of practice teaching days | 2 | 0 |

c) Minimum number of practice teaching lessons given by each student | 4 | 6 |

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**	***10***

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

Yes [✓] No [ ]

14. Does the institution provide for continuous evaluation?

Yes [✓] No [ ]

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

Programmes	Internal	External
D.Ed.		
B.Ed.	-----	100
M.Ed. (Full Time)		
M.Ed. (Part Time)		

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	

Number	1

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	1	7	14% app.

2. **Does the Institution have ongoing research projects?**

Yes		No	✓

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

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

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

-----

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

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

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

Yes		**No**	✓

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

a. **Ph.D.** ☐

b. **M.Phil.** ☐

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

Yes		No	✓

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

	Yes	No	Number
International journals	--	--	--
National journals – referred papers **Non referred papers**	--	--	07
Academic articles in reputed magazines/news papers	--	--	--
Books	--	--	12
Any other	--	--	04

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

Yes		**No**	✓

Number	------

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

	Faculty	Students
National seminars	25	5
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

01

16. Does the institution provide consultancy services?

Yes ✓ No

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

12,000

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

Local level	✓
State level	✓
National level	✓
International level	

Criterion IV: Infrastructure and Learning Resources

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

   1700 sq. mts

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 Computers

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

Purchase	NIL	Maintenance	Rs. 5000

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

   Rs. 2030

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

   NIL

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

   3 Lac 50 thousand

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

   Yes ✓ **No**

9. Total number of posts sanctioned

	Open		Reserved	
	M/F		M	F
Teaching	7+1		--	--
Non-teaching	7	--	--	--

10. Total number of posts vacant

	Open		Reserved	
	M/F		M	F
Teaching	01	--	--	--
Non-teaching	01	--	--	--

11. a. Number of regular and permanent teachers

	Open		Reserved(Gender-wise)	
	M	F	M	F
Lecturers	1	5	--	--
	M	F	M	F
Readers	--	--	--	--
	M	F	M	F
Professors	--	--	--	--

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

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

c. Number of teachers from

Same state	03
Other states	04

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	--
B.Ed.	1 : 15
M.Ed. (Full Time)	--
M.Ed. (Part Time)	--

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
	Permanent	2	1	3	--
		M	F	M	F
	Temporary	--	--	--	--
b. Technical Assistants		M	F	M	F
	Permanent	--	--	--	--
		M	F	M	F
	Temporary	--	--	--	--

14. Ratio of Teaching – non-teaching staff

7:6

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

32.92%

16. Is there an advisory committee for the library?

Yes	✓	**No**	

17. Working hours of the Library

On working days	8:30am to 3:40pm
On holidays	----
During examinations	8:30am to 3:40pm

18. Does the library have an Open access facility

Yes	✓	**No**	

19. Total collection of the following in the library

a. Books	4552
- Textbooks	2650
- Reference books	1902
b. Magazines	05
c. Journals subscribed	
- Indian journals	21
- Foreign journals	-----
d. Peer reviewed journals	03
e. Back volumes of journals	322
f. E-information resources	
- Online journals/e-journals	Yes
- CDs/ DVDs	20
- Databases	Delnet
- Video Cassettes	----
- Audio Cassettes	-----

20. Mention the

Total carpet area of the Library (in sq. mts.)	106 sq. mts.)
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	
Partially automated	✓
Fully automated	

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

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓

Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	✗
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day	16
Maximum number of days books are permitted to be retained	
by students	14 days
by faculty	30 days
Maximum number of books permitted for issue	
for students	12
for faculty	20
Average number of users who visited/consulted per month	288
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	19:1

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

0.64%

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

	I		II		III		IV	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	1953	374180.2	124	28692	212	54326	361	102743.2
Other books	1726	238159.25	15	19920	136	8720	25	5478
Journals/ Periodicals	10	3490	13	5265	13	7165	21	8670
Any others specify and indicate	Gifted/Donated Books= 280							

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.	--	--	--
B.Ed.	Nil	03	03
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

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

Yes	✓	No	

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

15

3. Does the institution offer Remedial instruction?

Yes	✓	No	

4. Does the institution offer Bridge courses?

Yes		No	✓

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

	UG			PG			M. Phil		
	I	**II**	**III**	**I**	**II**	**III**	**I**	**II**	**III**
Pass percentage	82	81.44	93.81	--	--	--	--	--	--
Number of first classes	34	77	32	--	--	--	--	--	--
Number of distinctions	--	01	--	--	--	--	--	--	--
Exemplary performances (Gold Medal and university ranks)	--	--	--	--	--	--	--	--	--

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

	I	II	III
NET	--	--	01
SLET/SET	--	--	--
Any other (STET)	--	05	04

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

Financial Aid	I (2008-09)	II (2009-10)	III (2010-2011)	IV (2011-2012)
Merit Scholarship	2	4	4	3
Merit-cum-means scholarship	--	--	--	--
Fee concession	17	04	--	02
Loan facilities	--	--	--	--
Any other (Category Scholarship)	--	01	--	06

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

Yes	✓	No	

9. **Does the institution provide Residential accommodation for:**

Faculty	**Yes**		**No**	✓
Non-teaching staff	**Yes**		**No**	✓

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

Yes		No	✓

If yes, number of students residing in hostels

Men	✕
Women	✕

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

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

12. **Availability of rest rooms for Women**

Yes	✓	No	

13. **Availability of rest rooms for men**

Yes	✓	No	

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	✓	--	01	✓	--	01
Inter-university	--	--	--	--	--	--
National	✓		01		--	--
Any other (specify and indicate)	--	--	--	--	--	--

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	01	01
Regional	--	--
National	--	--
International	--	--

18. **Does the institution have an active Alumni Association?**

Yes	✓	No	

If yes, give the year of establishment

2011

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 2008-09(%)	Year 2 2009-10 (%)	Year 3 2010-11(%)
Higher studies	28	25.8	36.1
Employment (Total)	40	46.4	38.1
Teaching	32	30.9	32.98
Non teaching	8	15.5	5.1

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.

I (2008-09)	II (2009-10)	III (2010-2011)	IV (2011-2012)
15	18	20	22

24. Does the institution provide the following guidance and counseling 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	**2**
Staff council	**6**
IQAC/or any other similar body/committee	**2**
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (three most important bodies):-	
• **Examination Committee**	**6**
• **Skill in Teaching Committee**	**5**
• **Grievance Committee**	**2**

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	3

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

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized organization

02

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

National	--	--	--
International	--	--	--

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

--	--	--

e. Research development programmes attended by the faculty

0	0	2

f. Invited/endowment lectures at the institution

0	0	2

Any other area (specifies the programme and indicates)

--	--	--

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

a. Self-appraisal	Yes	✓	No	
b. Student assessment of faculty performance	Yes	✓	No	
c. Expert assessment of faculty performance	Yes		No	✓
d. Combination of one or more of the above	Yes	✓	No	
e. Any other (specify and indicate)	Yes		No	

7. **Are the faculty assigned additional administrative work?**

Yes	✓	No	

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

5 hours

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

Grant-in-aid	NA
Fees	40.20.000
Donation	NA
Self-funded courses	----
Any other (specify and indicate)	----

9. **Expenditure statement (for last two years)**

	Year 1	Year2
Total sanctioned Budget	**3850000**	**3850000**
% spent on the salary of faculty	**30.86**	**32.92**
% spent on the salary of non-teaching employees	**18.37**	**22.18**
% spent on books and journals	**1.41**	**0.41**
% spent on developmental activities (expansion of building)	**NIL**	**NIL**
% spent on telephone, electricity and water	**1.54**	**1.39**
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	**8.41**	**8.16**
% spent on maintenance of equipment, teaching aids, contingency etc.	**0.93**	**0.26**
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	**0.26**	**1.16**
% spent on travel	**0.22**	**0.58**
Any other (specify and indicate)	**1363128**	**1287250**
Total expenditure incurred	**3772747**	**4284683**

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

Session	Surplus in Rs.	Deficit in Rs.
2008-2009	--	233512
2009-2010	77253	--
2010-2011	--	434683

11. Is there an internal financial audit mechanism?

Yes	✓	No	

12. Is there an external financial audit mechanism?

Yes	✓	No	

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

	Yes		No	
Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counseling	Yes	✓	No	
Aptitude Testing	Yes		No	✓
Examinations/Evaluation/ Assessment	Yes	✓	No	
Learning Management System	Yes	✓	No	

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

Yes	✓	**No**	

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

Yes [✓] **No** [ ]

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

Yes [✓] **No** [ ]

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

Yes [✓] **No** [ ]

18. **Is a grievance redressal mechanism in vogue in the institution?**
    a) **for teachers** [✓]
    b) **for students** [✓]
    c) **for non - teaching staff** [✓]

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

Yes [ ] **No** [✓]

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

Yes [✓] **No** [ ]

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

Yes [✓] **No** [ ]

Criterion VII: Innovative Practices

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

Yes [✓] No [ ]

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

Yes [✓] No [ ]

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

	Category	Men	%	Women	%
a	**SC**	3	3.03	5	5.05
b	**ST**	-	-	-	-
c	**OBC**	4	4.04	4	4.04
d	**Physically challenged**	-	-	---	-
e	**General Category**	38	38.38	38	38.38
f	**Rural**	26	26.26	21	21.21
g	**Urban**	23	23.23	29	29.29
h	**Any other(BC)**	4	4.04	3	3.03

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

	Category	Teaching staff	%	Non-teaching staff	%
a	**SC**	--	--	2	33.33
b	**ST**	--	--	--	--
c	**OBC**	--	--	1	16.66
d	**Women**	6	85.71	1	16.66
e	**Physically challenged**	--	--	--	--
f	**General Category**	7	100	3	50
g	**Any other (specify)**	--	--	--	--

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

Category	At Admission		On completion of the course	
	Batch I	**Batch II**	**Batch I**	**Batch II**
SC	50%	54.34%	66.36%	56.72%
ST	--	--	--	--
OBC	54%	--	64.21%	--
Physically challenged	--	--	--	--
General Category	54.39%	56.6%	66.76%	58.57%
Rural	52.51%	54.55%	59.77%	57.87%
Urban	55.90%	57.03%	62.21%	63.06%
Any other (BC) (specify)	--	54.34%	--	58.28%

Part B: The Evaluative Report

Executive Summary

Ramanujan College of Education began its journey in the year 2008. Excellence in teacher education and imparting broad, balance and professional education to students from urban and rural areas. The college is approved by NCTE and affiliated to Maharshi Dayanand University, Rohtak(Haryana) with an intake of 100 seats. It is located 12 KMs towards Agra from Palwal a small township. The college caters to urban, semi-urban and rural areas.

The prime objective is not only to share and transfer theoretical knowledge but to intake education a lifelong process and quest for excellence. We also give importance to co-curricular, extracurricular and personality development of pupil teachers.

The college has opted to be appraised and accredited by NAAC because it is important to set up quality benchmarks for the institution in its quest for excellence. The college aims and shoulders the responsibility of generation, promotion, implementation and continuous improvement of innovation in transactional strategies, academics and research activities. The college wants to direct all activities towards the enhancement of learners knowledge skill capacity as lifelong learner and to be his own light (Appo Dipo Bhava).

As Education alone is the foundation on which a progressive, prosperous society can be built and if our country is to become a fully educated modern, progressive nation then quality of teacher training is of prime important. Progress in this regard can only be achieved if our teachers are skilled, have sound knowledge and are sensitivity of the needs of the society.

The college has a functional placement cell which helps students to be placed in appropriate teaching positions. New transactional strategies like team teaching, peer tutoring and collaborative teaching, peer tutoring and collaborative teaching needs to be put into practice vigorously. All the activities conducted in the college reflecting the goal and objectives of the college. The Motto of Higher Education in Haryana is access, equity and excellence. In the context RCE pursues its responsibility of providing quality teacher education. The college by providing quality training endeavors to attract /encourage talented student toward teaching profession. The college has geared all its academic and extension activities in pursuit of quality teacher education.

The college follows the curriculum as prescribed by the affiliating University. Innovative methods such as team teaching peer group interactions, discussions have been initiated. The college in the coming years plans to initiate new academic programmes. Five students have qualified STET/CTET and one in UGC Net. We practice continuous and comprehensive evaluation. Class Tests, Unit Tests are conducted regularly. I and II house examinations were also held. College conducts workshops, seminars organizes Conferences regularly Anveshan (an Outstanding Pupil Teacher Hunt) is held annually. Two faculty members are pursuing Ph.D. in

Education. The faculties strive to publish books and research papers. The faculty along with students initiated a 10 days Computer training program for rural children.

Community services were regularly organized. Local issues were selected and to bring awareness among people campaigns were conducted.

SWOT Analysis:

Strengths:

1. Adequate number of expert faculty.
2. Maximum use of ICT.
3. Adequate activities throughout the year.
4. Placement Cell.
5. Support to faculty for professional growth.
6. Team work.
7. Organizing Skills.
8. Organizing fests and Conferences and Seminars.

Weakness:

Our ambition of Ramanujan College of Education becoming a leading teacher education Institute faces the following weakness.

1. Abundance of un-nurtured talent.
2. Digital divide/ a very low % of digital literacy.
3. In ability to track long term growth of students.
4. Mismatch between demand and supply/ teaching subject wise.
5. Lack of encouragement to excel.
6. University Results.
7. Rural background of Students.

Opportunities:

1. To strengths the working of placement Cell.
2. To give more stress in training of students for competitive examinations.

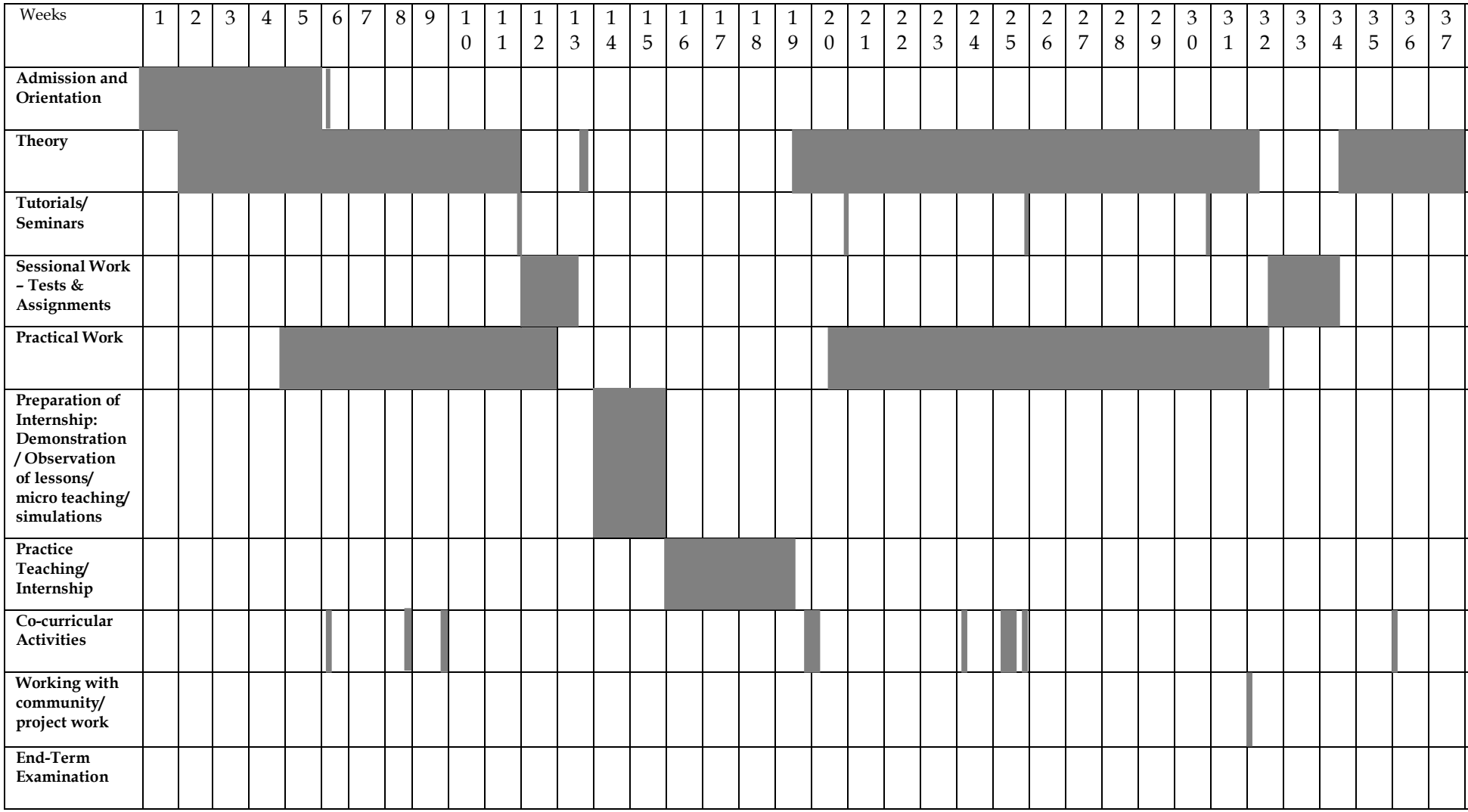
3. Conduct research.

4. To take up minor/major research projects.

Threats looming large:

With an ever expanding field of knowledge, the knowledge and skill sets required by a teacher to successfully teach has expanded, throwing up challenges of learning more and more throughout one's life. Add to that challenge of pedagogy being faced by the teachers to package more and more for the uptake by the students with in the same amount of time available.

Mapping of Academic Activities of the Institution
2010-2011



Criterion I: Curricular Aspect

1.1 Curricular Design and Development

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.)**

   The College Strives to achieve the following objectives:-

   - To be a leading education institution for advancing careers in teaching and educational administration.
   - To prepare prospective teachers for leadership roles in education.
   - To understand, reform and improve education.
   - To improve the conditions of teaching and learning.
   - To strengthen links between theory and practice through partnerships with schools and communities.
   - To provide opportunities for continuous professional development and to encourage one and all to be a lifelong learner.
   - To inculcate humane and national values.
   - To train competent teachers who are able to transact curriculum through advanced technological means.
   - To enable the pupil teachers to teach effectively in inclusive settings.
   - To sensitize prospective teachers regarding the needs of special and marginalized sections of the society.
   - To bring awareness among students about environment/ecology/global warming etc.

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 Curricular development process is under the purview of M.D. University, Rohtak. Feedback regarding teaching methodology, faculty and curriculum is taken at the end of the academic session, which enables the college to improve the educational strategies and to evaluate individual faculty and the program.

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

   Emerging needs as per global trends are met as follows:-

   - In tune with the Article 26.2 of Universal Declaration of Human Rights the Institute strives to promote understanding, tolerance and friendship among students of diverse backgrounds.

- Economic inequality, population movements and new information and communication technologies are the challenges faced by individuals. In order to equip the pupil teachers to deal with these issues, knowledge about current issues is given.
- The institute trains both teacher educators and pupil teachers in ICT.
- Keeping in view the objectives of environment education as formulated by UNESCO (1977) : the Institute tries to develop awareness, knowledge, understanding as well as attitudes, and a set of values and feelings for concern and improvement of environment.
- The institute is committed to prepare a new generation of teachers equipped with knowledge, skills and values to help culturally different and socially disadvantage students to learn, to resolve conflicts peacefully, to respect each other's dignity, cultures and to become socially responsible citizens.

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

   The curriculum designed by the M.D.U, Rohtak has a thrust upon ICT as it is a compulsory subject. Other national issues like environment, value education, human rights education and gender sensitization and school are optional papers.

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

   Yes, the institution makes frequent use of ICT for curricular planning. PPT and OHP are used by faculty to deliver lecturers in the classroom. Computers are used for preparing timetable , outline of the course of study , schedule of micro, simulated and practice teaching, sessional examinations, date sheets, sports etc.

1.2Academic Flexibility

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

   The institution provides teaching practice according to NCTE and University norms. To make teaching a reflective practice proper feedback mechanism by the peer group, teacher educator and teachers of the practice teaching schools is ensured.

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

   The institution provides flexibility in the operational curriculum as ICT is used for the transaction of the syllabus. Micro Teaching, Simulated Teaching and Practice Teaching is planned according to University and School schedule. The students are also taken to educational trips. Conferences, Seminars and Workshops are organized annually. **Anveshan** (Outstanding Pupil Teacher Hunt) a national level inter college competition is held every year.

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

Being an affiliated institute new value added courses cannot be added. However the following measures have been taken to enhance different Skills:-

- Communication skills are enhanced with the help of language lab / Debates / Seminars / Essay Writing Competitions etc.
- ICT skills are enhanced as computer is compulsory for all the students.
- Core life skills like emotional stability, empathy, stress management, decision making etc are enhanced with the help of conducting Scouts and Guides Camp, Wall magazine, Cultural and Sports Activities.
- Community orientation and social responsibility is infused by involving the students in Natural Disaster Management and First Aid Program, visit to Orphanage, awareness about harmful effects of tobacco, environment degradation, health and hygiene disease etc. To sensitize students about gender related issues the Women Cell of the College organizes Nukaad Natak, talks and debates.

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

i. **Interdisciplinary/Multidisciplinary**
ii. **Multi-skill development**
iii. **Inclusive education**
iv. **Practice teaching**
v. **School experience / internship**
vi. **Work experience /SUPW**
vii. **Any other (specify and give details)**

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

Being an affiliated College curricular changes cannot be made. However, the College ensures the inclusion of the following aspects in the curriculum:

(1). Interdisciplinary / multidisciplinary:-

The curriculum of the institution is based on interdisciplinary / multidisciplinary approach via Philosophy, Psychology, Sociology, Technology and methodology of teaching of different subjects etc.

(2). Multi Skill development:-

Multi skill development among the students is ensured by encouraging them to participate and organize variety of curricular, co-curricular and social activities such as morning assembly, house wise different activities, inter-house competitions (Teaching, Black Board Writing, Preparing and using Teaching Aid, Culture theme based Drawing, Card making, Speech, Poetry recitation & Painting) Social Awareness Rally's, Debates & Declamations. Health-care, Health Programme, Social skills are the areas of extension Activities.

(a) The different programmes and workshops are organized in the institution such as:

- Extension Lectures
- Teaching Aids Chart & model-making in inter House Competitions in the College

(b) The faculty members attend every activity organized in the institution.

(3). Inclusive Education:-

Students with special needs are taught in the regular class room and all efforts are made by the faculty members to help such students to overcome their difficulties.

(4). Practice Teaching:-

The students of B.Ed. undergo NCTE rigorous teaching practice as per the norms of the university/ NCTE.

(5). School Experience / internship:-

School Experience is provided during their school teaching practice in different schools, students perform various activities with the active involvement of school teachers and the college faculty.

(6). Work Experience / SUPW:-

Students are equipped with different socially useful and productive work experience through different subjects like Computers, Drawing & Painting, Community services Scouts & Guides camp, Rangoli, Model Making, Poster Making etc.

(7). Any other (Specify and given details):

(a). Regular House Meetings.
(b). Internet facility to the Staff and the Students.
(c). Organize Teaching Aid (Chart / Model Making) Competitions.
(d). Organize competition for Teaching of different subjects.

1.4 Curriculum Update

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

   The major curriculum revision was done by the M.D.U, Rohtak in March, 2010. The following units were incorporated in the revised curriculum:

   (1) Education: Philosophical and Sociological Bases.
   (2) Learning, Learner and Cognition
   (3) Curriculum and School Management
   (4) Inclusive Education.
   (5) Information, Communication and Education Technology.

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

   Feedback from practicing schools, students and faculty are reviewed and then suggestions are sent to the affiliated university for curriculum revision and update.

1.5 Best Practices in curricular Aspects

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

The quality sustenance and quality enhancement measure undertaken by the institution:

- Regular theory classes are held.
- Weekly test are conducted and answer sheets are returned to the students with proper written feedback.
- Two sessional Exams are conducted.
- Feedback mechanism in use.
- Open sessions and discussions are held from time to time.
- Interaction with university department of education.

2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

The performance of the students is continuously evaluated and feedback is given to them. Innovative teaching learning approaches are used with the help of ICT. Seminars/Workshops are held for developing their personality and skills in curricular transaction.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

The counseling for 100% seats is conducted by University/ State Govt. The University invites applications from eligible candidates .The minimum qualifying examination is graduation/Post graduation with 50% marks for general and 45% marks for SC/ST. The University conducts counseling on the basis of merit. Criteria for admission as specified by the affiliating university is adhered to which is regulated by university itself:

- The university advertises for the course in the local and national newspaper. The online application forms for admission are made available on the university website.
- After the university declaration of the last date of submission of online application forms, the college advertises in local and national newspapers.
- The college brochure is available on the website as well as on the campus which provides relevant information about the college and the programme to the students.

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

Programmes are advertised thru various means like newspaper advertisements and brochures. The information related to number of seats, last dates of admission/ counseling etc. is provided on the website of the institute and by the website of the counseling university.

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

The institution has no role in the admission process. The university makes provision to apply admission criteria equitably to all applicants.

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

The allocation of seats by the university is done on the basis of SC / OBC / Ex- Serviceman / Physically Challenged / Widow's of martyrs etc. The institute abides by the university /state government's reservation policy.

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

Yes, there is a provision of screening test which provides basis for selecting the optional papers / Teaching subjects.

2.2 Catering to Diverse Needs

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

Conducive learning environment is created by:-

- Conducting regular classes and tutorials/ Seminars/Debates/ Workshops/ Discussions
- Educational trips are organized.
- The students have accessibility to latest knowledge and trends through reference material and journals available in the library.
- DELNET online database is available on all the computers.
- 24 X 7 Internet connectivity
- College has developed online Learning Management System (LMS)

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

The institute caters to the diverse learning needs of the students by evaluating them on the basis of class test. Following strategies are undertaken for high and low achievers:

For high achievers	**For low achievers**
(1). Seminars	(1). Assignments.
(2). Group Discussions	(2). Remedial classes.
(3). Exhibition of Charts & Models.	(3).Seminars.
(4). Quiz Competitions.	(4). Exhibition of Charts & Models.
(5). Creative activities.	(5).Regular Class Tests
(6). Brain storming sessions.	(6) Mentoring/ Counseling

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

The Student Teachers are made to understand the role of diversity and equity in teaching learning by engaging the students in the following activities.

- Celebration of national festivals.
- Encouraging students to participate in cultural activities.
- Celebrating various religious festivals of diverse groups.
- Encouraging group activities in the class room.

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

Teacher educators are sensitized to cater to diverse student needs by:-

- To inculcate professional ethics among teacher educators Faculty Development Programme is conducted.
- The teacher educators are educators are required to give presentations in their respective subjects.
- The teacher educators are encouraged to keep pace with the latest developments in curriculum transaction and teaching methodology.
- They are encouraged to attend in service training programmes conducted /sponsored by UGC.
- The teacher educators are sensitized about the needs of diverse groups (Physical, Mental and Social).

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

The institute takes following steps to develop knowledge & skills related to diverse students needs:-

- The pupil teachers are taught to be sensitive towards the needs of diverse groups (high, low & average Achievers)
  a) Constructing and using Diagnostic Tests.
  b) Remedial Teaching
  c) Using continuous and comprehensive Evaluation
- The pupil teachers are encouraged and taught the use of various instructional material/ teaching aids according to the need of the students, ranging from charts, models to computer (ICT).
- The pupil teachers are sensitized about the needs of Physically, Mentally & Socially diverse groups in following ways:
  a) The pupil teachers are taught to identify diverse groups
  b) The pupil teachers are taught to take into account the needs of each student in the classroom.
  c) The pupil teachers are taught to transact curriculum and apply all the classroom practices effectively keeping in mind the need and pace of diverse students.

2.3 Teaching-Learning Process

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

The college engages students in active learning by involving them in various activities:-

- Online accessibility of DELNET.
- There is a provision of library period in the Time Table.
- The pupil teachers are engaged in different group activities which focus on:
    a) Conducting morning assembly.
    b) Maintenance of fees record, examination, attendance, stock during internship.
    c) Organizing cultural activities.
    d) House activity and competitions.
    e) Conducting Action Research in groups.
- Pupil teachers are exposed to teaching in simulation / peer teaching.
- Different subjects like English/ Hindi / Social Studies etc are taught through role play.
- The pupil teachers undergo 30-40 days of rigorous teaching practice.

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

For making learning students centered the pupil teacher are taught through lecture cum discussion method, in which class room interaction is encouraged. Students of diverse abilities are formed into groups; the high achievers are made responsible for the learning and achievement of low achievers. The pupil teachers also have to:

- complete assignments independently.
- use resource material available in the library and laboratories.
- search for relevant content from the internet to prepare assignments.
- form focus groups to prepare teaching aids and hold discussions on various topics.
- conduct as well as participate seminars / workshop / co-curricular activities/ cultural activities.

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

The Institute thrusts upon bringing and ensuring paradigm shift from teacher centered to learner centered approach in the teaching learning process. Towards this end, students are encouraged to pro-actively plan, develop, implement, evaluate and deliberate on the outcomes of the projects. Discussions on the relevance and implications of the projects are held regularly. Depending on the content to be taught various models of teaching like concept attainment model, inquiry training model etc. are used.

The list of participatory learning activities being used are:-

- Paper presentations in seminars.
- Participation in debates.
- Extempore speeches.
- Quiz competitions.
- Group discussions.
- Use of library and information services.
- Use of Internet.
- Use of DELNET.

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

   No, the college offers only B.Ed. programme and programme curriculum only demand theory of models of teaching.

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

   Yes, the pupil teachers use micro teaching technique for developing teaching skills Pupil teachers are required to deliver 5 micro teaching lessons per subject as per M.D.U. syllabus. Some of the skills practiced are mentioned below.

   - Skill of introducing the lesson.
   - Skill of explanation.
   - Skill of questioning.
   - Skill of probing questions.
   - Skill of stimulus variation.
   - Skill of illustrating with examples.
   - Skill of narration.
   - Skill of using black board.
   - Skill of reinforcement.
   - Skill of practical demonstration using lab.

   The Pupil-teachers deliver 2 lessons per subject per skill.

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

   The process of practice teaching in schools is as following:-

- The Pupil –teacher delivers 2 lessons per day (one lesson per teaching subject).
- The lessons delivered by the pupil teachers are observed by the teacher educators / peers as well as the staff of practice teaching schools.
- Oral as well as written feedback is given to the pupil teachers.
- After the school hours the pupil teachers and teacher educators come back to the college. The lesson plans and teaching aids which are to be delivered the next day are planned, prepared, discussed and checked.
- Attendance during teaching practice is compulsory.

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

The process of block teaching is as follows:-

- Theory of micro teaching, writing objectives in behavioral terms, lesson planning, preparing charts and models are taught to the pupil teachers.
- As prescribed in the syllabus micro teaching skills are practiced in each teaching subject.
- Five micro-Lessons are delivered by each pupil-teacher.
- Two model lessons are delivered by the each teacher educator.
- Five simulated lesson are delivered by pupil teachers on each subject.
- The pupil teacher are taken to schools for teaching practice where they deliver:-
  (a) Twenty lessons per teaching subject.
  (b) Three discussion lessons per teaching subjects.

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers. The books / syllabus / lessons being taught in the schools are procured and lessons are prepared accordingly. Pupil teachers are also trained to manage the learning needs of students on the extreme ends of achievements (High & Low Achievers).

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

The student teachers are taught to assess the diverse learning needs of the learners by practicing the skills of questioning, set induction, explanation, reinforcement, illustrate with

example, recapitulation etc. Once the learner needs have been identified the pupil teachers are trained in the use of various class room strategies.

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 technology in practice teaching are to deliver criticism lessons using

- Slide Projector and computer generated slides
- Use of overhead projector and power point presentation/ web based/ animated/ image based presentations.

2.4 Teacher Quality

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teacher. The inputs provided by the subject teacher in the practice teaching school are used to plan practice teaching lessons. The lesson to be taught by the pupil teachers are procured from the concerned school's subject teachers.

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

The ratio of student teacher to identified practice teaching school is 1:20. The decision is taken on the bases of availability of space, number of sections in a class, number of students in a section, the number of teacher educators available, and then the required numbers of schools are made available.

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

The mechanisms of giving feedback to the pupil teachers during their practice teaching in schools are:-

- Oral feedback by the school teacher.
- Feedback by peer group.
- Written comments by teacher educator.
- Suggestions given by the teacher educators are taken into account while observing the lessons which helps to monitor the progress of each pupil teacher.

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

The pupil teachers are updated on the policy directions and educational need of the school by:-

- Displaying news/ articles, cuttings on the notice board / library.
- Announcements made during morning assembly.
- Websites of Haryana Board/ CBSE etc.

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

   The students and faculty keep pace with the recent developments in the school subjects and teaching methodology by:-

   - Library consultation.
   - Internet surfing.
   - Discussions.
   - By attending seminars, conferences, workshops at state and national level.
   - Orientation and refresher course.

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

   The major initiatives of the institution for ensuring personal and professional development of the teaching staff are:-

   - Faculty development programme.
   - Guest lectures delivered by experts of various fields.
   - In service training through orientation and refresher course sponsored by UGC/NCTE/ University.

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

   Yes, the institution has mechanism to reward and motivate staff member for good performance. Appreciation letters, increment in salary, felicitation during annual function are some of the ways to motivate the faculty.

2.5 Evaluation Process and Reforms

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

   Weekly class tests/ mentoring/ feedback/ open houses/ complaint box etc. are the basis of identifying barriers to student learning which are discussed with the principal. Then the Principal and staff members try to locate the cause which may be related to environment, infrastructure, access to technology, quality of teaching etc.

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

MDU, Rohtak follows annual examination system. However, college has adopted continuous evaluation, system which includes:-

- Weekly test / class test.
- Conducting I & II sessional examination.
- Lateral assessment is based on response in classroom.
- Open question answer sessions.
- Quality of assignments/ practicals.

The evaluation process is transparent as the syllabus, model question paper in terms of types and nature of questions and evaluation schemes are explained to student prior to the examination. The university scheme is followed to set the question paper. The students are also informed in advance about the schedule of examination, declaration of result etc.

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

A cumulative record is maintained with the evaluation outcomes. The progress of each pupil teachers is closely monitored. The scores are also displayed on the notice board. The best students are awarded and remedial classes are provided to the low achievers.

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

ICT has a vital role in the evaluation process. The related activities are as follows:-

- Preparation of list of students with subject details.
- Preparation of examination schedule.
- Tabulation of marks.
- Compilation of results.
- MS-Word and MS-Excel is used for the programming of evaluation process.
- Online Tests/assignments are used for assessment.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Uses of computer and other audio visual aids, Language Lab have proved very useful in making teaching learning process more effective. In addition to brain storming, micro teaching, assignments/ project based learning, quiz contest, use of learning lab, role play, dramatization and puppetry have been incorporated. The college has already started an intra

and internet based evaluation of content which are helpful to students for the preparation for STET / NET Examinations.

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

Teaching method followed is not to teach the student but to reach the student. Interdisciplinary approach is followed and all modern methods are used in delivery of instruction. The institute follows the dictum of Tomlinson, "if students cannot learn the way to we teach, we must teach by the way they learn". The pupil teachers are trained to identify and assess students' needs. The institute reflects on the best practice in the following manner:-

- The best practice encourages frequent contact between students and faculty in and out of the class which motivates the students to be actively involved in the teaching learning process.

- Best practices include forming of study group, collaborative learning, brain storming, problem solving and discussions.

- The pupil teachers are encouraged to discuss what they are learning (theory), write reflectively about it, relate it to past experiences and apply it in the class room / real life situations.

- Good practices include pupil teacher to access their knowledge and competence by giving them prompt and accurate feedback about their performance in theory and practice teaching.

- All teacher educators are computer literate. They teach the pupil teacher how to use computers and its use in daily practice, research, enquiry, communication and curricular transaction. The college endeavors to integrate technology in teaching and learning.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. **How does the institution motivate its teachers to take up research in education?**
The institution motivates its teachers to take up research in education in the following ways:-

The institution provides opportunity to attend seminars, conferences and workshop pertaining to research in education. The teachers are encouraged to prepare and present research papers in various seminars and conferences and also to publish their research articles in various journals. The institution also publishes a bi-Annual peer reviewed journal "Global Evolution" (ISSN: 2229-7588). The faculty members are encouraged to get their research papers and articles published in the same. Apart from this the institution also encourages the staff to enhance their academic qualification by obtaining M. Phil. and Ph.D. degree. At present two faculty members are pursuing Ph.D. The institution provides loan facility without interest & study leaves for enhancement of teacher's knowledge and qualification. Faculty and students are motivated to conduct action research. The college has a functional research committee.

2. **What are the thrust areas of research prioritized by the institution?**
The major research area is Action Research.

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. The College encourages the faculty to conduct Action Research by providing resources and the pupil teachers are also trained to conduct the same for the improvement in the teaching-learning process.

4. **Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**
Details of conference / seminars/ workshop attended and organized by the faculty members:

S. No.	Title of the Seminar/ Conference/Workshop attended by the faculty Members	When and Where	Faculty Members Attended
1.	National Seminar on Constructivism in Teacher Education	April 3,2009 Maa Omwati College of Edu. Hassanpur& CTEI	Dr. Rajkumar Nayak
2.	National Seminar cum workshop on Applicability of Psycology-Educational Testing and Prospects of Teacher Education	Oct.30&31, 2010 at HIBS, Agra	Dr. Rajkumar Nayak
3.	National Seminar on Teacher Education in	Feb.4&5, 2010	Dr. Rajkumar

	India: Changing Perspectives	AIE, Palwal	Nayak Ms. Sindhu G.,
4.	National Seminar on Applicability of Emerging Issue in Teacher Education	Feb.11&12, 2011 at HIBS, Agra	Dr. Rajkumari Verma,
5.	National Seminar on Right to Education Act: Problem and Challenges	Feb.13, 2011 at SRC, U.P.	Dr. Rajkumar Nayak
6.	National Seminar on Preparation of Professional and Humanistic Teachers for the Schools of 21st Century : Challenges and Opportunities	April 09, 2011, Maa Omwati Collegeof Edu. Hassanpur	Ms. Sindhu G., Ms. Anil Tanwar
7.	National conference on learning communities for morals and Ethics in Education	April8, 2011 Lingaya's Uni., Fbd.	Ms. Sindhu G., Ms. Manisha Sharma,
8.	National Conference on Vedas on Education	Feb 25, 2012 Bala ji College of Edu. ,Fbd.	Dr. RajKumari Verma
9.	National Conference of Peace Education For Global Society	March 17, 2012 DIMS, Meerut	Ms. Manisha Sharma, Ms. Anil Tanwar
10.	Paper presentation in Orientation Program at Academic Staff College, JMI, New Delhi	Aug. 9,2012	Ms. Manisha Sharma, Ms. Anil Tanwar

1	National Conference on Peace Education: Strategies For Building Civilization Of Peace.	May 22,2010	All Staff Members
2	National Conference on Peace Education & Human Rights	March 26, 2011	All Staff Members

Details of Conferences/ Seminar / Workshop organized by the faculty members in last three years

3	National Conference on Education For Peace & National Integration.	April 7, 2012	All Staff Members
4	Seminar on Serva Shiksha Abhiyan	Feb. 8,2012	All Staff Members
5	Workshop on Communication Skill	Feb. 9,2012	All Staff Members
6	Workshop on MS-Excel	Feb. 16,2012	All Staff Members

3.2 Research and Publication Output

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

The instructional materials developed including teaching aids and/or by the institute used for enhancing the quality of teaching were:-

(i) Teachers were trained to prepare & deliver lectures through PowerPoint presentations.
(ii) Teachers who do not know the use of computers were trained.
(iii) Teachers were oriented in the access of e-journal through DELENT.

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

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

- Computer laboratory with internet connectivity.
- Educational technology laboratory.
- Reprographic facilities.
- Language lab.
- DELNET
- LMS (Online Learning Management System)

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

Yes, faculty members have developed ICT related instructional material in their respective subjects.

- Photographic Slides for slide projector.
- Transparencies for over head projector.
- Power point presentations
- LMS (Online Learning Management System)

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

a. Organized by the institution
b. Attended by the staff
c. Training provided to the staff

The training programs / workshop on material development are:-

- Organized by the institution :-
  (i) A one day workshop was organized on how to prepare improvised teaching aids.
- Training programs /workshop attended by the staff:-
  (i) A national seminar cum workshop was attended by a faculty member on "Applicability of psycho-educational testing and prospects of teacher education held on 30th and 31th Oct, 2010 at HBS, Agra.
- Training provided to the staff :-
  (i) To prepare photographic slides for slide projector.
  (ii) To prepare handwritten / typed transparencies.
  (iii) To improve blackboard/whiteboard writing skills of faculty members.

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

List of journals in which faculty member have published papers in the last five years:-

- Hamare Dharma Granth Mein Nari, published in '**Shiksha Mitra'**, ISSN No.0976-3406, june 2011, Agra.
- Swami Vivekanand Aur Unka Darshan, published in '**Shiksha Mitra'**, ISSN No.0976-3406, Sep 2010 Agra.
- Context And Concerns of Teacher Education, published in '**Global issues in Teacher Education'.**
- Human Ethical Values and Students Of Today, communicated in '**Shiksha Mitra'** ISSN No.0976-3406, Dec. 2011.
- **EDUFOCUS** Research journal, vol.5, No. 1, June-2011, Page 18," A Triangulation Among Creativity, Classroom Adjustment And Academic Achievement."
- Self Directed Learning , published in **Shiksha Mitra'**, ISSN No.0976-3406, Dec., 2011, Agra.

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

Nil

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

Nil.

3.3 Consultancy

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

Yes, The institute has recently started providing consultancy services to schools located in the vicinity of the institute as mentioned below:-

- Kishora Vidya Mandir

- Arya Shiksha Niketan
- K.L.Memorial School, Aurangabad

2. **Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.**
   Yes, the faculty members of the institute are competent enough to undertake consultancy services. The areas of consultancy are psychological, educational career, and personal guidance & counseling. The faculty members are also competent to provide consultancy in administration, content analysis, instructional techniques and use of technology/ICT in class rooms.

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

   The college has just started consultancy hence the revenue generated is not substantial.

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

   The college plans to use the revenue generated through consultancy for research and faculty development programmes.

3.4 Extension Activities

1. **How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)?**
   The Institute organises computer training program for rural children. It also organizes programs for enhancing awareness among students and the community about social issues like dowry system, female foeticide, status of women in society, Save water campaign, Natural disaster management & First Aid, health, hygiene and diseases.

2. **How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)**
   The community and the institute are mutual beneficiaries. Practice teaching is done with the help of schools of local community. Pupil teachers get opportunities to be placed in schools located nearby. Local community helps in organizing various programmes of social welfare.

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

The future plans and major activities which the institution would like to take up for providing community orientation to students are:-

- To organize adult education and awareness campaigns.
- To organize computer training programme for rural children.
- Organizing citizenship training camps (CTC) in the vicinity of the area
- Awareness regarding hygiene, waste management and environmental awareness.
- Collaborate with NGO for the same.

4. **Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.**
   No, the institute is planning a project related to community development. Implementation of the plan will begin soon.

5. **How does the institution develop social and citizenship values and skills among its students?**
   The College develops Social & citizenship values and skills among its students by following ways:
   - Organizing National Conferences
     a) 1st National Conference on Peace Education: Strategies for Building Civilization of Peace.
     b) 2nd National Conference on Peace Education & Human Rights
     c) 3rd National Conference on Education for Peace & National Integration.
   - Organizing awareness campaigns.
   - Organizing curricular / co-curricular activities
   - Forming various students committee, along with faculty which is elected on the basis of democratic principles. The representation from each section meets at regular intervals to discuss issues if any.

3.5 Collaborations

1. **Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**
   No, the college is in the process of establishing linkages with national level organizations.

2. **Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**
The college has not established linkages with international organizations, however linkages with local organizations is well established.

3. **How did the linkages if any contribute to the following?**
    - **Curriculum Development**
    - **Teaching**
    - **Training**
    - **Practice Teaching**
    - **Research**
    - **Consultancy**
    - **Extension**
    - **Publication**
    - **Student Placement**

The established linkages will help the institute in the following manner:-

- Curriculum development :-

  Being an affiliating college framing of curriculum is not in the purview of the college. However time to time suggestions for development & changes are given.

- Teaching:-

  The college can motivate and facilitate the faculty to attend seminars, conferences for upgrading their knowledge and skill of teaching.

- Training:-

  The college will motivate & facilitate the faculty for attending seminars/conference /workshop/orientation programmes for in-service training.

- Practice teaching:-

  A linkage established will help in conducting smooth practice teaching in all the schools and placement of pupil teachers.

- Research:-

  The linkage can help the institute in conducting action research in its surrounding schools where practice teaching is held so that teaching-learning related problems of the students can be solved.

- Consultancy:-

It can help the college in providing consultancy to nearby schools with regard to administration, teaching learning process, use of ICT in the classrooms, preparation of low cost improvised teaching aids.

- Extension:

  The college with the community can organize programmes for environment improvement.

- Publication:-

  A bi-annual peer reviewed journal is published by the college with the help of reviewers from other institutions.

- Student Placement

  Campus placement drives are organized in which schools of the local community are invited.

4. **What are the linkages of the institution with the school sector? (Institute-school-community networking)**
   The practice teaching schools are given consultancy regarding school administrations, content analysis, instructional techniques, methodologies and use of technology in class room situations. Thus, the schools are able to keep abreast with the latest techniques and methodologies. Since the students of the institute hail from the local community they benefit from the collaboration between the institute and school as they get opportunities to be placed in these schools. The local community is helped to gain awareness as well as skills to tackle problems of waste disposal, diseases and environmental degradation.

5. **Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.**
   The faculty members design, deliver and evaluate teaching practice collaboratively with the school teachers. The time table and the content to be taught is decided by the school Principal /subject teacher and the teacher educators.

6. **How does the faculty collaborate with school and other college or university faculty?**
   The faculty members stay in regular touch with the faculty members of various associations, schools and other colleges.

3.6 Best Practices in Research, Consultancy and Extension

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

Promotion of research:-

- The faculty members are encouraged to participate in national and international seminars /conferences etc. or to visit other institutions to carry out research work by following a liberal policy towards sanctioning of academic leave / on duty leave.
- College encourages faculty member to organize national conference in the college. College has a liberal policy towards hosting conferences / seminars by funding and extending college infrastructure.

Publication output:-

- Faculty member are encouraged to publish research papers.

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

The college is promoting quality research by providing travel grants for visiting libraries of central universities, NCERT, NUEPA.

- Two faculty members are pursuing PhD in education.
- The college has provided consultancy services to three schools by training their teachers in the use of ICT in the classrooms and other administrative work of the school.
- The faculty/ pupil teachers trained 55 students of class VI/VII on various relevant computer skills.
- The faculty visited an orphanage.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, the institutions has physical infrastructure as per NCTE norms. The institute is adequately equipped with class rooms, furniture, laboratories, safe and clean drinking water, supply of electricity power, common rooms, multipurpose hall, and computer with internet connectivity, garden, playground. The master plan of the existing building and the infrastructure facilities are enclosed in Annexure I.

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

The infrastructural facilities available in the institute are adequate. However if there is a need to augment the existing infrastructure, the institute has enough scope to expand vertically as well as laterally.

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

- Academic activities: - classroom methods labs, computer lab, language labs.
- Co-curricular Activities: - Multipurpose hall, conference hall.
- Sports: - The institute has adequate indoor and outdoor games. There is ground available for Cricket, Volleyball, Badminton, Long Jump, athletics etc. Indoor games are also available like Table Tennis, Chess & Carom. Program on Yoga and Meditation are also organized regularly.

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

Physical infrastructure shared with other programmes of the institution:-

- Multipurpose hall.
- Conference hall.
- Central canteen.
- Play grounds.
- Computer laboratory.
- Language laboratory.

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

To ensure health and hygiene of the staff and students, the institute has neat & clean wash rooms for boys and girls. There are separate washrooms for faculty members. There is a canteen which serves hygienically cooked food to the staff and students. The health center is managed by a trained medical professional.

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.**

No.

4.2 Maintenance of Infrastructure

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

• Building

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

Maintenance of Infrastructure

Budget allocation:-

	2008-09	**2009-10**	**2010-11**
Building	17465	146177	283623
Laboratory	--	790	
Furniture	--	10202	700
Equipments	--	35194	11083
Computers	50	1140	2030
Transport/Vehicle	5930	13645	26126

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

The institute ensures optimal use of infrastructure in the following ways:
The institution prepares its academic plan for the whole session and the different activities are so systematically planned that the available infrastructure is optimally used by the students and staff, keeping in view the course content and curriculum.

- The college offers its multipurpose hall and other infrastructural facilities to schools located nearby at a minimal rent.
- Contact programmes for distance education students are also held regularly.

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

Institution takes care of the environmental issues associated with the infrastructure as:

- Most of the rooms have good space, ventilation & light therefore minimum use of the electricity is required.
- The campus is idyllic and environment friendly and has developed green zones.
- To develop green zones and gardens no chemical fertilizers are used.

4.3 Library as a Learning Resource:-

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

Yes, an institution has a qualified Librarian (MA, MLISc) and one technical person to assist the users and support them to access the required information.

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 library is computerized with maintenance Alice Software. There are 5152 books with 1187 titles 20 National Journals and 5 Magazines and computers with internet facility.

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.**
   Institution has a committee of three member to review the various library resources for adequate access, relevance etc. and the committee also take decisions regarding acquisition of new books, journals and other reading material.

4. **Is your library computerized? If yes, give details.**
   Yes, the library is computerized; ALICE for windows by software of Soft link Asia is used for library Accession, circulation etc**.** Library has 5 computers which are connected with LAN as well as internet to access online information- eBooks, e database, and union catalogue.

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.**
   Library has 5 computers with internet facility and free of cost reprographic service is also available for the benefit of the faculty where as the students are charged negligible amount covering only the paper and toner cost.

6. **Does the institution make use of Inflibnet / Delnet / IUC facilities? If yes, give details**
   The Instution has membership of Delnet. Inflibnet is free of cost (www.shodhganga.inflibnet.net)

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 remains open on all working days. During the session 2010-11 it remained open for 263 days and 7 hours per day.

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

   A notice regarding new arrivals is put up on the display board and the new arrivals are displayed in the library.

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

Yes the college has Book Bank facility which is provided to economically weak students. The text books provided for related syllabus are used by the students throughout the year.

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

No special facilities are available for visually and physically challenged students.

4.5 Other Facilities

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

The instructional infrastructure is effectively used for various activities of the students and staff. Yes, the institute shares its facilities with other institutes run by the society, the schools located nearby and the community as well. The library facilities are used by all the stake holders and the community as well. In the current session the reading room facilities of the library was opened for general public.

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

Audio-visual material prepared by IGNOU and NCERT are available with the institute. The students are instructed to plan their lesson based on the material available in the library.

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?

The general laboratories:-

- ICT Laboratory.
- Psychology Laboratory.
- Work Experience Laboratory.
- Computer Laboratory.

The methods laboratories available are:-

- Science Laboratory.
- Social studies Laboratory.
- Mathematics Laboratory.
- Language Laboratory (English & Hindi).

The advice of staff and students is taken for the addition of any infrastructural facilities. The same is added as per the needs, importance and their preference which is forwarded to the concerned committee for budget and purchase of articles.

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

The facilities which are available in the institute are as follows:-

Multipurpose Hall:-

- LCD, OHP, White Board.
- Sound System.
- Lecture stand and furniture.
- Proper Electricity and light system.

Music:-

- Tabla, Flute, Dholak, Dafli
- Harmonium, Majira, Mouth organ/ Claves

Sports:-

- Volleyball.
- Cricket bat & ball.
- Badminton, table tennis.
- Carom board, chess boards.
- Tug of war, relay race (baton).
- Athletic.

Transport:-

- Bus : 1 nos.
- Car : 1 nos.
- Bus (shared with other institute) : 1 nos.

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, all the classrooms are equipped for the use of latest technology. PowerPoint, projector, slide projector, OHP are available in the classrooms for effective curricular transaction.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty reflects on the best practices by using diverse instructional material which includes charts, models, maps, projection systems like slides, OHP, Power point etc.

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

The web portal launched by the college on its website helps the students to prepare for competitive exams like STET, CTET and NET. Question banks are also made available on the web portal.

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

The best practices include:

- The resources available in method lab are reviewed from time to time so that necessary changes can be made accordingly. New resources are also added from time to time.
- The library committee reviews the stock (no. of titles and books) available from time to time. Books are procured accordingly to enrich the library.

Criterion V: Student Support and Progression

5.1 Student Progression

1. **How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**
   Students are admitted to the college through centralized counseling held by University/state Govt., Rohtak. However, the college assesses the student's preparedness by conducting one day orientation for the students in which knowledge of syllabus, examination system, library & faculty is provided. An oral and written test is also conducted for allocating their teaching subjects.

2. **How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?**
   The institution ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students by following:
   - Giving information about previous years result.
   - Providing a well equipped library.
   - Inviting experts from other institutes and departments for extension lectures / workshop.
   - Regular and timely feedback.
   - Organizing seminars, guest lectures, workshops, fests, discussions, debates, screening of documentary movies etc.
   - Awards to sincere / academically outstanding students.

3. **Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**
   Gender wise dropout rate after admission:-

	Boys	**Girls**
2008-2009	Nil	Nil
2009-2010	2/52 (3.84%)	1/48 (2.08%)
2010-2011	1/38 (2.63%)	2/62 (3.22%)
2011-2012	1/50 (2%)	3/49 (6.12%)

Reasons for dropout:-

Medical grounds
Family priorities
Change of course / program / field

Mechanism adopted by the institution for controlling dropout:-

Each faculty of the college are assigned 15-20 students to mentor. The mentor is responsible for the progress of the student. In case the student faces a problem the mentor tries to help in all possible manners.

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

The following measures enable the students to compete for the jobs and progress to higher education:-

- Conducting personality development programs /workshop.
- Enhancing language and communication skills with the help of Language Laboratory.
- Display information /newspaper cuttings on the bulletin board.
- College Web portal for conducting online exams for STET and other competitions
- Making announcements during the assembly.
- The faculty members have qualified CTET and STET examination.
- 09 Students have qualified CTET, STET examination:

20009-10	05
2010-11	04

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

App. 30%of the students go for further studies and
App. 32% of the students choose teaching:-

Session	**Further studies**	**Teaching as a career**
2008-2009	28	32
2009-2010	25.8	30.9
2010-2011	36.1	32.98
Average	30%	32%

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 training and access to library and other education related electronic information, audio / video resources, computer hardware and software etc. during the orientation week & throughout the year, as ICT is a compulsory subject. After the completion of the course student teachers are encouraged to use all the information resources available in the college. After graduating from the college they are encouraged to use the library resources. Relevant information is also provided from time to time by the alumni association.

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

   Yes, the institution provides placements service.

Session	Number of student
2009-2010	18
2010-2011	20
2011-12	22

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

   The ratio of art and science pupil teacher being 70:20, the placement cell faces difficulty in providing Science and Math candidates to the schools. This ratio cannot be changed as the admission process is totally in the purview of affiliating university (MDU, Rohtak). The colleges in Haryana don't have any management quota therefore Science / Math's graduates cannot be admitted.

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

   Yes, during the practice teaching the school authorities/ principal/ senior teachers observe the pupil teachers performance and offer jobs after course completion.

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

    The institution provides resources (financial, human and ICT) to the placement cell:-

    - Transport facility is provided to the placement cell as and when required.
    - All facilities are provided to conduct interview in the campus itself. If the school authorities are unable to come to the campus, the college provides transport to the students so that they may attend the interview.
    - Faculty, HOD, Placement officer arranges / conducts the placement. College provides hall / computer lab for conducting written / online tests.

5.2 Student Support

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

   An academic calendar is developed in accordance with the university academic calendar. The curricular, co-curricular and extracurricular aspects are given due weight age and included accordingly. The academic calendar includes block teaching, examination, co-curricular activities and extracurricular activities schedule. A copy of academic calendar is submitted to

the management and circulated among the entire faculty. Keeping the objectives of the institute in the forefront the schedule is evaluated from time to time. The above schedule is adjusted / changed whenever required in a flexible manner.

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

The number of physically challenged does not exceed one /two. Therefore specific curricular planning is not done for them.

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

The institute makes adequate arrangements for mentoring. Each faculty member is assigned a group of 15-20 students. The mentor interacts with the students once a fortnightly and tries to resolve their problems.

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

Majority of the students come from rural and semi urban areas. These students have a poor background of English / communication skills. The institute has a well equipped language lab. Language teachers are trained to use language lab effectively so that communication skills of both teachers as well as student are enhanced. Faculty development programs / workshops are organized to enhance the effectiveness of faculty in teaching and mentoring of the students.

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 institute has its own website. The website **www.ramanujam.edu.in** imparts information regarding admissions, programme offered, faculty, academics, infrastructure, mandatory disclosures, information desk, alumni, education loan, curricular & co-curricular activities, photo gallery, student's corner and any other relevant information. New information is posted on the website as and when available.

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

Yes, the college has a remedial programme for academically low achievers. The results of first and second house examination are displayed. The low achievers in these exams are required to attend remedial classes which are compulsory. Before the annual University examination remedial classes are held for 2-3 hours per week.

7. What specific teaching strategies are adopted for teaching?

a) Advanced learners and (b) Slow Learners

a) Specific teaching strategies for advanced learners are:-
   - Specific references are given to them.
   - Their notes & assignments are checked by the subject teachers regularly.

b) Specific teaching strategies adopted for slow learners are:-

- Tutorial classes.
- Remedial classes.
- Peer-group teaching by high achievers.
- Assignments are given to the students.

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

Guidance and counseling services are provide to the students in their respective class by the faculty

- Time to time information regarding vacancies is given.
- Information regarding NET, STET and other competitive examinations is provided.
- Guidance is given with regard to further studies.
- Information regarding educational loan is given.

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

The institute has its own grievance committee which receives information /complaints of students if any. The students are supposed to lodge their complaints to the grievance committee directly. The committee redresses them in a prescribed manner in consultation with the principal of the institute.

Major grievances redressed in last two years:

- Availability of books according to new syllabus.
- Non-Availability of water in toilets occasionally.

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

Regular class tests (both oral and written) help the faculty to monitor the progress of each student regularly in theory. During block teaching, students are given regular feedback about their performance (Micro Teaching, Simulated Teaching and Real Teaching)

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

Theory classes are held in which pupil teachers are taught about different skills of teaching. The skills are enhanced practically through Micro Teaching and Simulated Teaching. The students deliver minimum five lessons each in Micro and five lessons in simulation. Once the pupil teachers have mastered the skills and also learnt to integrate the skills, they are taken to schools for real teaching experience. During practice teaching in schools the teacher educators observe the delivery of lessons and give feedback to pupil teachers.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers

(ii) Give the year of the last election

(iii) List Alumni Association activities of last two years.

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

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

Yes, the institutions have an alumni association which is formed in 2011-12

- List of office bearer

President -	Kiran Khatri
Vice President -	Akshaya Verma MBA(2007-09)
Secretary -	Mamta Nagpal
Joint Secretary -	Aastha & Ashish Tyagi MBA (2008-10)
Treasures -	Mitali
Members-	1. Aruna
	2. Jagat
	3. Ved Prakash

- The Alumni association was constituted in the 2011-12.
- The alumni association tries to contact ex-students regularly and hold meeting once in a year.
- Top ten alumni occupying prominent positions are:-

	Name	Designation	Name of institution
1.	Miss. Saumya Jain	Director	J.L.J Concept School
2.	MR. Sandeep Gupta	Principal	J.L.J Concept School
3.	Mrs. Shefali Verma	Assist. Professor	World Institute of Technolgy, Sohna
4.	Pankaj	Teaching	Akash Institute, delhi
5.	Peet Ram	Marketing	HDFC BANK
6.	Pawan	Lecturer	L.R. Polytechnic, Palwal
7.	Nityanand	Engineer	Reliance Energy, Delhi
8.	Mrs. Mitali	Lecturer	Sai Mohan college of Education
9.	Seema Malik	Lecturer	S. M. College, Palwal
10.	Preeti Poswal	Lecturer	World Institute of technology, Sohna

- Alumni contributes to the development of the institute in the following ways:-
  a) Placement of students.
  b) Helping in their academic programmes.
  c) Suggestions for improvement in curriculum delivery.

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 institute encourages students to participate in extracurricular activities including sports and games by organizing various in-house competitions and sending students to participate in competitions organized by other colleges/ Universities. Award policy is in place to award achievers/ winners.
Achievement of the students in last two years:-
Session: 2010-11

S. No.	Event	Name	Position	Award
1.	100m Race (Intra- College)	Sunil, Deepmala	Ist	Memento & certificate
2.	100m Race (Intra- College)	Rakhi	IIIrd	Memento & certificate
3.	200m Race (Intra- College)	Sazid, Deepmala	Ist	Memento & certificate
4.	200m Race (Intra- College)	Sunil,Pooja	IInd	Memento & certificate
5.	200m Race (Intra- College)	Manisha	IIIrd	Memento & certificate
6.	400m Race (Intra- College)	Sazid	Ist	Memento & certificate
7.	400m Race (Intra- College)	Sunil	IInd	Memento & certificate
8.	400m Race (Intra- College)	Sunder	IIIrd	Memento & certificate
9.	Relay Race (Intra- College	Sazid, Vikram, Mahesh, Sunil	Ist	Medal & Certificate
10.	Relay Race (Intra- College)	Deepmala,Mamta, Manisha,Kavita		Medal & Certificate
11.	Long Jump (Intra- College)	Daya Ram	IIIrd	Memento & certificate
12.	Long Jump (Intra- College)	Deepmala	Ist	Memento & certificate
13.	Long Jump (Intra- College)	Manisha	IInd	Memento & certificate
14.	Long Jump (Intra- College)	Savita	IIIrd	Memento & certificate
15.	Chess (Intra- College)	Jagat	IInd	Memento & certificate
16.	Chess (Intra- College)	Deepmal	Ist	Memento & certificate
17.	Table-Tennis (Intra- College)	Harish	Ist	Memento & certificate
18.	Table-Tennis (Intra- College)	Swati	Ist	Memento & certificate
19.	Sack Race (Intra- College)	Daya Ram, Savita	Ist	Memento & certificate
20.	Sack Race (Intra- College)	Hukum Singh	IInd	Memento & certificate
21.	Sack Race (Intra- College)	Sazid	IIIrd	Memento & certificate
22.	Chatty Race (Intra- College)	Savita	Ist	Memento & certificate
23.	Chatty Race (Intra- College)	Poonam	IIrd	Memento & certificate
24.	Tug of war (Intra- College)	Vikram, Harish, Vijaypal, Rajesh Kumar, Ajit Singh, Vijay Kumar	Ist	Medal & Certificate
25.	Badminton (Intra- College)	Harish, Swati	Ist	Memento & certificate
26.	Badminton (Intra- College)	Vikram	IInd	Memento & certificate
27.	Badminton (Intra- College)	Deepmala	IIIrd	Memento & certificate
28.	Quiz Competition (intra-College)	Harish, Jagat, Upendra and Sazid Khan	IInd	Memento & certificate
29.	Eloquence Competition (Intra-College)	Poonam	Ist	Memento & certificate
30.	Eloquence Competition (Intra-College)	Lekhraj	IIIrd	Memento & certificate
31.	Art, Express and Identify(Intra-College	Mamta and Deepmala	Ist	Memento & certificate
32.	Art, Express and Identify (Intra-College)	Harish and jagat	IInd	Memento & certificate
33.	Laughter Competition (intra-	Reena	IInd	Memento & certificate

	Competition)			
34.	One minute Show (Intra-college)	Sazid	Ist	Memento & certificate
35.	One minute Show (Intra-college)	Rajesh	IInd	Memento & certificate
36.	One minute Show (Intra-college)	Kavita	IIIrd	Memento & certificate
37.	Ad-made Show (Intra-college)	Harish, Lekhraj & Ajit	Ist	Memento & certificate
38.	Ad-made Show (Intra-college)	Deepmala, Mamta, Reena	IIIrd	Memento & certificate
39.	Antakshari Competition (Intra-college)	Reena, Deepmala, Vijay and Lekhraj	Ist	Memento & certificate
40.	Antakshari Competition (Intra-college)	Harish, Hukum, Poonam and Savita	IInd	Memento & certificate

Session: 2011-12

S. no.	**Event**	**Name**	**Position**	**Award**
1.	Tae-kwon-do District level competition	Dinesh	Ist Prize	Gold medal & Certificate
2.	100m Race (Intra- College)	Munesh, Preeti Poswal	Ist	Memento & certificate
3.	100m Race (Intra- College)	Brijesh	IInd	Memento & certificate
4.	100m Race (Intra- College)	Chanchal	IIrd	Memento & certificate
5.	200m Race (Intra- College)	Siraju, Preeti Poswal	Ist	Memento & certificate
6.	200m Race (Intra- College)	Rameshwar, Munesh	IInd	Memento & certificate
7.	200m Race (Intra- College)	Priyanka Kumari	IIIrd	Memento & certificate
8.	400m Race (Intra- College)	Rameshwar, Preeti Poswal	Ist	Memento & certificate
9.	400m Race (Intra- College)	Ravinder, Munesh	IInd	Memento & certificate
10.	400m Race (Intra- College)	Rahul Pandey, Shikha Thakur	IIIrd	Memento & certificate
11.	Relay Race (Intra- College)	Rahul, Siraju, Rameshwar, Brijesh	Ist	Medal & Certificate
12.	Three legged race	Hardev & Kishan, Kusum & Preeti Sharma	Ist	Memento & certificate
13.	Three legged race	Brijesh &Gajender, Sonia & Munesh	IIIrd	Memento & certificate
14.	Sack Race (Intra- College)	Preeti Poswal	Ist	Memento & certificate
15.	Sack Race (Intra- College)	Siraju	IInd	Memento & certificate
16.	Sack Race (Intra- College)	Satpal, Munesh	IIIrd	Memento & certificate
17.	ChattyRace (Intra- College)	Dinesh, Munesh	Ist	Memento & certificate
18.	ChattyRace (Intra- College)	Jyoti	IInd	Memento & certificate
19.	Table-Tennis (Intra- College)	Munesh	IIIrd	Memento & certificate
20.	Chess (Intra-College)	Rameshwar, Mundira	Ist	Memento & certificate
21.	Long Jump (intra-College)	Munesh	Ist	Memento & certificate
22.	Long Jump (intra-College)	Rameshwar, Priyanka	IInd	Memento & certificate
23.	Long Jump (intra-College)	Brijesh, Asha	IIIrd	Memento & certificate
24.	Tug of war (Intra- College)	Herdev, Brijesh, Siraju, Ravinder, Dinesh, Kishan	Ist	Medal & Certificate

25.	Newspaper dress competition (intra- college)	Preeti Vatas, Deepika, Sarita Adhana	Ist	Memento & certificate
26.	Quiz Competition (intra-College)	Sarita, Mundira	Ist	Memento & certificate
27.	Quiz Competition (intra-College	Brijesh, Madhu	IInd	Memento & certificate
28.	Quiz Competition (intra-College)	Gajendra, Rameshwar	IIIrd	Memento & certificate
29.	Presentation (intra-competition)	Sarita	Ist	Memento & certificate
30.	Ad- Made- Show (intra-College)	Madhu, Shikha, Preeti Poswal	Ist	
31.	Art, Express & Identify	Jyoti, Gajendra	IIIrd	Memento & certificate
32.	Antakshari	Team A-Sarita, Mundira , Preeti Team–B Priyanka, Munesh, Preeti	Ist	Memento & certificate

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.

The college publishes a peer reviewed journal of education and management studies. The faculty and students are encouraged to contribute in the journal. The students along with faculty members publish an in-house wall magazine named 'SAPTAVARNA' every year.

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

The institute does not have a student council however various committees have been constituted in which student members are also included, who work in coordination with faculty members. The detail of each committee is enclosed in Annexure No. II

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

Details of student's representation (committee) in academic and administrative body:-

Session 2011-12

S. No.	Name of Committee	Name of Student
1.	Morning Assembly	1)Rahul Kr Pandey
		2) Mundira
2.	Library Committee	1) Yashveer
		2) Sarita
3.	Games & Sports Committee	1) Siraju
		2) Munesh

4.	Wall Magazine	1) Satbeer
		2) Deepika
5.	Discipline Committee	1) Dinesh
		2) Priyanka Poswal
6.	Women Cell	1) Madhu Rani
		2) Gajendra Prasad Sharma
7.	Hospitality Committee	1) Rameshwar
		2) Preeti Vats
8.	Cultural Committee	1) Hardev
		2) Jyoti Sharma
9.	Purchase Committee	1)Siraju
		2) Preeti Sharma

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes.

5.4 Best Practices in Student Support and Progression

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

- The college has conducted outreach programs to motivate students towards higher education and make students aware of various distance education programmes and facilities in the college.

- The college has also conducted outreach programmes to attract students towards teaching profession by visiting colleges and delivering lectures, inviting students to visit college, demonstrating sophisticated equipments and other facilities, demonstrating laboratories and lab methods.

- The college prepares its academic calendar well in advance. Examination schedule with syllabus is provided to the students at the time of admission.

- The college has a very effective and transparent grievance redressal system where student are free to present their grievances.

- The college has formed Alumni association which closely interacts with students. Alumni association has helped in placements of our students.

- By providing computer in the college for internet access, computer work and assignments etc.

- The college has provided book bank facility to needy students. The college also organizes different workshops and college has a well equipped Language Lab. for enhancing communication skills to boost the confidence of the students.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

OUR VISION

"Appo Dipo Bhava "(Be your own Light)

At Ramanujan, our vision is to instill independent thinking, traditional values with a global outlook among students, that will guide and propel them towards excellence in all walks of life.

OUR MISSION

Our mission is to impart a broad, balanced and professional education to students from both urban and rural backgrounds. We believe that education is a continuous process of revelation, learning/ unlearning, and reinterpretation which results in optimum growth of the individual.

OBJECTIVES

Keeping the vision and mission in mind Ramanujan College of Education strives to achieve the following objectives:

- To be a leading education institution for advancing careers in teaching and educational administration.
- To prepare prospective teachers for leadership roles in education.
- To understand, reform and improve education.
- To improve the conditions of teaching and learning.
- To strengthen connections between theory and practice through partnerships with schools and communities.
- To provide opportunities for continuous professional development and to encourage one and all to be a lifelong learner.
- To inculcate humane and national values.
- To train competent teachers who are able to transact curriculum through advanced technological means.
- To enable the pupil teachers to teach effectively in inclusive settings.
- To sensitize prospective teachers regarding the needs of special and marginalized sections of the society.

VALUES

- To inculcate and strengthen professional ethics and sense of social commitment and responsibility among prospective teachers.
- To impart character building, humane, national and environmental values based education.

The goals and objectives of the College are prominently displayed in the Information Bulletin given to the student at the time of admission. The College web site provides adequate space to these goals. They also find place in the syllabus provided to the students

and in the Principal's office, library and reception of the College. During the Orientation Programme after admission the students are made aware of these goals and objectives.

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

   Yes, the college strives to motivate students towards excellence in all walks of life. To inculcate traditional values Indian traditional dress code is compulsory. The day begins with morning assembly and prayers. Throughout the session the pupil teachers are taught to show respect towards elders, teachers and seniors.

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 management is highly committed to achieve its goal. The management provides ample financial support when ever required. The board of management frequently conducts meeting with the Principal and provides appropriate directions for the smooth functioning of the institute. The management motivates and inspires academic and non academic fraternity of the institute to achieve the goals and objectives. Further the management plays an active role in maintaining relationship with NCTE, affiliating University and other institutes of national repute.

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 ensure that responsibilities are defined and communicated.

   - A meeting of management, head of the institution and the staff is held every 6 months.
   - A meeting of head of the institution and the staff is held once a month.
   - The faculty members are required to fill in appraisal forms at the end of each academic session.
   - The performance of the faculty is reviewed and their responsibilities are communicated.
   - The minutes of meeting are circulated among the faculty members.

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 head of the institute ensures that students fill up feedback forms. Oral feedback is also taken from the students. On the basis of the feedback the Principal reviews the activities of the institute.

- MIS in defined format is prepared & circulated on monthly basis.

6. **How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**
   Continuous assessment and evaluation of working and institutional process as well as periodic analysis of results help us to identify the barriers.

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 seeks support and involvement of the staff for improvement of effectiveness and efficiency of the institutional process in all the aspects by involving all employees in decision making process. This is done by constituting committees under the leadership of faculty members.

8. **Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**
   The head of the institute has autonomy to organize and manage the institute. The Principal's leadership roles are as under:

   - Exercises general supervision and control over the day to day working of the institute.
   - Before the commencement of the session an academic calendar is prepared in consultation with the staff members.
   - Reviews the progress of the syllabus and guides teachers from time to time.
   - Ensures that class tests, house examinations are held timely and in a smooth manner.
   - Assigns duties to teachers with regard to co-curricular/extracurricular activities.
   - Organizes conference / seminars / extension / lectures / workshops / tours / outreach programmes/ Inter college fest for students as well as faculty members.
   - Motivates and encourages faculty members to attend orientation/refresher courses/ publications.
   - Looks into any grievances of students/ faculty members.
   - Acts as a link between the management and the staff of the institute.
   - Plans teaching schedule.

6.2 Organizational Arrangements

1. **List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**
   The different committees constituted by the institute for management of various institutional activities are:-

   - Discipline committee
   - Admission committee

- Grievance committee
- Women's cell
- Examination committee
- Cultural committee
- Library committee
- Seminar/Conference committee
- Skill in Teaching committee
- Scouts &Guides committee
- Tours & Excursion committee
- Maintenance committee
- Games & Sports committee
- Purchase committee

The list of office bearers are given in annexure.

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

   Organizational structures of academic & administrative bodies of the institution are given in the Annexure.

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

   The academic and administrative policies of the institute are decentralized. The financial matters are handled by the finance head where as academic and administrative matters are in the purview of the Principal. The Principal and the head of finance report to the Chairman directly.

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

   The institute collaborates with nearby institutes/colleges to improve and plan the quality of educational provisions by exchanging learning materials, participating in seminars workshops, organizing the same and inviting the faculty members from schools and colleges to attend. The faculties are also encouraged to visit various libraries and University education departments. This enables them to meet people and exchange views, ideas, and methods. It also gives an impetus to Action research which helps the school to sort out the problems of the classroom.

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

   Yes, the information obtained from the feedback is used in decision making and performance improvement. Allocation of subject to a particular teacher and number of periods allotted to a subject is often based on student's feedback.

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

The institute constantly endeavors in creating/providing environment conducive to knowledge sharing, co-operation and empowerment of the faculty by -

- Enhancing the knowledge of the teachers by conducting workshops/extension lectures/seminars.
- Motivating the faculty members to upgrade their professional qualification.
- Motivating the faculty members to use library facilities optimally.
- Providing academic leave/ motivating to study further.

6.3 Strategy Development and Deployment

1. **Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**
   Yes, the institute has an MIS to collect and analyze data. The academic information regarding admission, migration, examination, in house training of staff and faculty usage & status of infrastructure is gathered manually and electronically.

2. **How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**
   Need analysis is done by the principal and the members of concerned committees in their respective domains and forwarded to the management for approval. Human resource allocation is done by the principal on the basis of institutional requirement, the experience and interest of the faculty. In case of requirement of additional teaching and non teaching staff due approval of the management is sought.

3. **How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?**
   In order to fulfill the aims and objectives of the institute the need analysis of human resources at various areas of work is done through different stages as given under :-
   Area identification:-
   - Depending on the thrust areas in teaching and support services specific requirements are identified.
   - The workload in such emerging area is assessed through the process of job analysis.
   - Job descriptions and job specifications for each posts/position in the identified areas are formulated while doing this the need for contemporary knowledge and skills etc are kept in mind.
   - Through the process of job analysis the no. of required manpower is drawn.
   - The approval of the management is sought.
   - The post is then advertised in the daily national and local newspapers.

The allocation of financial resources is done by:

- The concerned committee and the Principal identify the need/required material.
- The proposal is forwarded to the management for approval.
- Once the approval is granted the finance head disburses the approved amount.

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

The academic plan is developed in accordance with the academic calendar of the University. The practice teaching schedule is developed as under:-

- The syllabus to be covered during practice teaching is procured from the concerned subject teachers of the schools
- A suitable date for practice teaching is finalized in consultation with the school administrators.
- Faculty members deliver their model lessons.
- Workshops are held to train pupil teachers in the use of ICT in teaching learning process.
- Student teachers are trained in improvisation of teaching aids.
- Writing of instructional objectives in behavioral terms and lesson planning is taught.
- Micro teaching skills are practiced.
- Pupil teachers are required to deliver lessons in simulated setting.
- The above process is planned with full involvement of faculty members and school teachers.

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

The objectives of the college are conveyed to the students and Teacher Educators in the beginning of the academic session. They are also displayed in the library and on the bulletin board. At each stage of execution of work, individual contribution is reviewed. Meetings are held at regular intervals and strategy/goals are conveyed to the faculty members.

ii. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Assessment of plans and their implementation is done at the beginning and end of the session. The vision and mission of the institute are monitored at regular intervals. Meetings are held before and after, any planned activity to implement, review and monitor academic, curricular and co curricular work.

iii. How does the institution plan and deploy the new technology?

The college being newly established is equipped with labs of new/latest technology. If need arises planning and deployment of new technology would be done in consultation with the management and experts in the following steps:

- Need analysis
- Survey of the market & visit to peer institutions.
- Invite quotations from a no. of suppliers.
- Forwarding of proposal.
- Sanction of proposal.
- Purchase.

- Installation

6.4 Human Resource Management

1. **How do you identify the faculty development needs and career progression of the staff?**
   Faculty development needs and career progression of the staff is identified by getting self appraisal forms filled up by the faculty members, written feedback is also taken from the students.

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?**
   Performance assessment of faculty and staff is done by:-
   - Self appraisal method.
   - Evaluation by students.
   - Appraisal by the head of the institute.

   Yes, the institute uses the evaluations based on the above feedback which is given to the faculty members to enable them to improve their teaching, research and service.

3. **What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**
   The welfare measures for the staff and faculty are:
   - Medical leave
   - Provident fund
   - Accident / medi-claim in case of any mishap when an employee is on duty
   - With pay study leave is given to faculty members
   - Loan facility for further education/ personal reason.
   - Maternity leave is given to the faculty members.
   - Academic leave to attend seminars and conferences.
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.**
   Yes, the institute regularly conducts programs for skill up gradation of both non-teaching staff and faculty members. For skill up gradation of non teaching staff, the institute has conducted programme on computer applications. The institute motivates faculty members to attend refresher/ orientation programmes sponsored by University Grant Commission.

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 college follows and adheres to the norms of recruitment, salary structure, service conditions specified by the affiliating university (Maharshi Dayanand University, Rohtak) and NCTE.

6. **What are the criteria for employing part-time/ Adhoc faculty? How are the part-time/ Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

   Yes, The College is also employing part-time/Adhoc faculty. Honorarium is paid according to lectures taken by him/her, workload is less than regular faculty and has specialized knowledge and qualification required for an ICT teacher.

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 faculty members are motivated and encouraged to attend Seminars / workshops refresher/ orientation programmes etc. The institute has the provision of paid study leave for conducting research / PhD work. Interest free loan is also given to faculty for higher studies.

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 infrastructure provided to the faculty members is par excellence. Faculty room is spacious which is equipped with air cooler, intercom and computer facility on each desk. Each faculty member is provided with required no. of cupboards. A refrigerator and a food warmer are also provided. One attendant is deputed for faculty room.

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

   The major mechanisms in place for faculty are that faculty members are free to approach administration, Principal and the management and any other stakeholders are free to approach faculty, administration and Principal to seek any information and/or make complaints. A complaint box is also made available so that stakeholders are able to lodge complaints in anonymity.

10. **Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

    The workload of each faculty member varies between 18-20 periods per week depending upon the duties assigned to them. This policy of work load distribution enables them to engage in research, mentoring and administrative activities.

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

Yes, the college has mechanism to reward and motivate staff members by verbal appreciation during staff meetings, appreciation letters, best teacher awards are given to motivate the faculty members.

6.5 Financial Management and Resource Mobilization

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**

   No, the College does not get any financial support from the government. The source of revenue and generated income is only the fee from the students.

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

   The college has not received any donation so far.

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

   Yes, the operational budget of the college is adequate for day to day expenses so far there has been no budgetary deficit.

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)**

   Budget/Resources are mentioned in the income expenditure statement as per annexure no.

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

   Yes, the accounts are audited every year. There were no major objections and the details are enclosed in Annexure No.

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

   Yes, the institute uses Excel & Tally. ERP software for finance management.

6. 6 Best practices in Governance and Leadership

1. **What are the significant best practices in Governance and Leadership carried out by the institution?**

   The significant best practices in governance and leadership are:-

- The Management and the Principal periodically review the implementation of the plans.
- Periodic meetings of various committees like discipline committee, library committee, purchase committee, maintenance committee etc are held. The feedback received is used to improve the services.
- The Chairman meets the students personally at regular interval to monitor the effectiveness of curricular and co-curricular aspects. He takes keen interest in ensuring quality and effectiveness of all the aspects of the institute.

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

1. **Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**
   Yes, the year of establishment of Internal Quality Assurance Cell (IQAC) is September 2011 in the college, Composition of IQAC is:

S.No.	Name	Designation
01	Mr. Rajeev Mohan Kukreja	Chairperson
02	Dr. Sujata Tripathi	Vice Chairperson
03	Dr. Raj Kumari Verma	Coordinator IQAC
04	Mrs. Sindhu G.	Faculty Member
05	Mrs. Anil Tanwar	Faculty Member

   Major Activities by IQAC:
   - Organized a conference.
   - Published half yearly refereed research journal.
   - Workshops were conducted.
   - New equipments for method labs were purchased.
   - Psychology lab. Equipments were purchased.
   - New text and reference books were purchased.
   - One faculty member was given loan facility for PhD.
   - Faculty members presented papers in national seminar.
   - Tree plantation was undertaken in the campus & nearby villages.
   - 55 students of class 5th & 6th of a neighboring school were imparted computer skill.
   - Awareness rally was taken out.

2. **Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**
   Evaluation of achievement of goals and objectives is done by:
   - Scrutinizing the results.
   - Keeping track of student's progression and placement.
   - Professional and academic upgradation of faculty.

   The mechanism used by the institution was as follow:
   - Evaluation of full year activities, feedbacks, complaints, results conferences etc.
   - Various committees decide whether it is in line with our goals and objectives.
   - The decisions are taken accordingly.

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

The institute ensures the quality of its academic programmes by:

- Conducting remedial classes after every house examination.
- Continuous assessment and evaluation of the students.
- Stress on computer application in all the courses.
- Stress on enhancement of communication skills.
- Setting up of educational technology lab. Psycho lab. as per NCTE norms.
- Ensuring optimum use of all the labs.
- Continuous upgradation of all the labs.
- Continuous upgradation of library facilities in terms of creating more space and books.

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

The institute ensures the quality of its administration and financial management process by:

- Ensuring proper documentation.
- Proper and timely information dissemination.
- Transparency in functioning.
- Availability of computer centre for the use of teachers, students and staff members.
- Streamlining various delivery mechanisms for better support services.
- Financial management is facilitated through FMS.
- Feedback mechanism for all the processes through MIS which summarize the process on monthly bases.

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

The institute shares its language lab, science lab with other departments. The faculty of education is delegated the work of coordinating cultural activities of various institutes in the campus. We also share our library, canteen, medical, sports, and transport facilities.

7. 2 Inclusive Practices

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

The institute sensitizes teachers to various issues of inclusion and focuses on national policies and school curriculum by following methods:

- The articles published in the newspapers are displayed in the library bulletin board and also announced during morning assembly.
- Any information on the internet regarding /regulatory bodies are shared with teachers & students on regular basis.
- The faculty members/students are encouraged to visit schools meant for special children.
- Workshops/seminar/conferences are held from time to time
- As most of the faculty members & students are females the institute endeavors to empower women by giving information regarding women's rights, citizen's rights & duties, right to information and any other related issue.

10. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

Inclusive Education is a compulsory subject for the pupil teachers. In order to teach the students about inclusion and exceptionalities a visit to an orphanage " Anchal Chaya" is planned which also houses 10 mentally challenged children. The faculty and students donate in cash and kind. Help is also rendered in the various activities of the orphanage e.g cooking, cleaning etc.

The college has an active women cell which tries to sensitize students towards gender differences so that they may develop a healthy attitude towards women related issues.

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

The activities envisioned in the curriculum to create environment that foster positive social interaction, active engagement in learning and self motivation are:-

- Participation of students in seminars and group discussions
- Taking pupil teachers for educational tours
- Participation of students in sports
- Annual day celebrations
- Celebration of national/religious festivals
- Participation of students in awareness rallies
- Cultural programmes.

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

The institute ensures that student teachers develop proficiency for working with children from diverse back grounds and exceptionalities by:-

- Sending pupil teachers for practice teaching in schools which are located in rural as well as semi urban/urban areas.
- Education of exceptional children and educational and vocational guidance are optional papers in B.Ed. course.
- The student teachers are taught to improvise teaching aids suitable for all types of students.
- The concept of diagnostic testing and remedial teaching is taught to the pupil teachers.
- Workshops on handling such children were conducted.

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

Although the institute is not wheel chair friendly, physically challenged students if any are helped and provided support in every possible manner.

14. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institute has a women cell which deals with gender sensitive issues. Debates and talks of reputed persons on gender issues are organized in the institute. Nukkad Natak depicting various women related issues are organized by the faculty and the students from time to time.

7.3 Stakeholder Relationships

1. **How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**
   - The result and all the relevant information is uploaded on the website from time to time.
   - The stakeholders are also given information during meetings/conferences/functions.
   - Notices are put up on the board.

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

   The Principal and the faculty analyze the data (results/feedback) from time to time and pass the information to the concerned committee for necessary action.

3. **What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**
   - Oral and written feedback is taken from students, Alumni, Teaching practice schools (teachers/Principal) Peer group etc. regarding curriculum, teaching practice, faculty etc. and analyzed in regular intervals.
   - Information is used for corrective actions.

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.

Signature of the Head of the institution
with seal:

Place:

Date:

ANNEXURE

ANNEXURE 1

TEACHER EDCATION SCENARIO

India's dream is to become global power house of knowledge hub. In order to create knowledge economy, India needs to overhaul its school educational system right from elementary to secondary level. The major objective of National Knowledge Commission is "Build excellence in the educational system to meet the knowledge challenges of 21st century and increase India's competitive advantage in fields of knowledge.

Kothari Commission (1964-66) the earliest policy formulation on education emphasized the need for teacher education to be "brought into mainstream academic life of the Universities on the one hand and of school." One of the major outcomes of NCF in 2005 was that Teacher Education emerged as the most challenging sector to bring about qualitative and quantitative reforms in Education. According to the report of NCERT (Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education), "The teaching profession is still the last choice for many because of its low salary, limited career advancement and professional development opportunities. Teachers and teacher educators working in inaccessible rural and tribal areas are not properly prepared and rewarded. The Teacher Education Programs do not develop sensitivity in teachers and teacher educators to emergent context specific requirements and techno-pedagogic skills."

In the state of Haryana there is dire need of trained teachers as shown by the figure in the table given below:

Year	Enrolment	No. of Teachers
2008-09	1060668	116239
2009-10	1115634	110134

* *DISE 2009-10: Flash Statistics*

The above table shows that the enrolment of students is increasing where as number of teachers correspondingly has not increased. The expansion in number of schools and infrastructural facilities at primary, upper primary, secondary levels has resulted in corresponding increase in the demand for teachers. This has posed great challenges to teacher education. The need for quality trained teachers has increased by leaps and bounds with the onset of SSA and Right to

Education which guarantees free and compulsory Education for children of 6-14 years of age. According to the report of NCERT over the recent years, the sector of teacher education has suffered from commercialization and other setbacks which have led to significant deterioration in the quality of teacher educators serving in institutes and colleges of teacher training.

The act mandates improvement in quantity as well as quality. Education for all is a global movement led by UNESCO aiming to meet the learning needs of children, youth and adults by 2015 aiming at "accelerating progress towards" quality universal primary education."

Haryana Board of School Education set up in 1969 has set long term goal of raising standard of Education. It is committed to enhance and inclusivity in quality education that nurtures and stimulates intellectual and academic excellence.

The growth in the numbers of Teacher Education Institutes in Education is itself a proof of the fact that state is committed towards educational development:

Session	No. of Education Colleges
2004-05	115
2007-08	256
2010-11	466

To make Haryana a leading state educationally has been the principal concern of the state government. The primary focus is to provide quality and need based education to all. The Haryana board envisions to effectively contributing to the quality, equity, relevance and access of School education. One constituent of such a support system will consist of carefully identified mentors or teachers who are already serving in schools and who can act as models for future teachers. Mentoring is now universally recognized as an essential factor of quality in teacher education. An innovative and flexible approach is this factor to be utilized fully. The report recommends that Close cooperation and continuous interaction are required between these mentors serving in the schools and the faculty of teacher training institutions in India. To enable people to develop in a flourfising human being, being a responsible citizen of one's community, nation and the world.

Teachers play a pivotal role in student learning. Excellent teaching depends not on a bag of tricks but rather on the ability to draw effectively from the complex interplay among theory, practice and the reality of one's teaching situation. It is only excellence in teacher education which can sustain this intellectual work in our class rooms.

ANNEXURE 2

2.1 Tentative academic Calender

Session 2010-11

Admissions: **24/09/2010 to 29/11/2010**

No. of working days:

Oct: 25 Nov: 21 Dec: 20 Jan: 22

Feb: 23 March: 24 April: 23 May: 24 June: 23

Total working days: 205
Teaching Days: 160

Induction/ Orientation:	**1/10/2010**
Commencement of regular Theory and practical Classes	1/10/2010

Activities of the session:

Diwali Celebration:	02/11/2010
Trade Fair:	20/11/2010
Sports Meet:	26/11/2010
Harmony: An inter college fest:	27/11/2010

Block Teaching Days:

1. Micro Teaching Schedule	03/01/2011 to 07/01/2011
2. Preparation of lesson Planning	10/01/2011 to 14/01/2011
3. Teaching Practice	17/01/2011 to 09/02/2011
Preparatory leave	15/12/2010
Ist term Exam	**16/12/2010 to 24/12/2010**
Winter Break	**29/12/2010 to 02/1/2011**
Re-opening of College	03/01/2011
Anveshan	12/02/2011
Surajkund Fair	14/02/2011
Cricket Match	15/03/2011
Scout & Guide Camp	22/03/2011 to 24/03/2011
National Conference	26/03/2011
Educational Trip to akshardham	29/03/2011
Community service on disaster Management	13/05/2011

Theory and Practical Classes:

Last Date of Theory classes	16/05/2011
Submission of Practical Work	06/05/2011
Mock Practice of Viva voce	09/05/2011 to10/05/2011
Preparatory leave	17/05/2011
IInd term Exam:	**18/05.2011 to 03/06/2011**
Declaration of Result & Award distribution	07/06/2011
Remedial Classes	08/06/2011 to 30/06/2011
Preparatory Leave for Final Exams	01/07/2011 to 11/07/2011
University Theory Exams	12/07/2011 to 03/08/2011
University Practical Exams	01/09/2011 to 03/09/2011

Incharge
Mrs Sindhu G.

Principal
Prof. (Dr.) Raj Kumar Nayak

2.2 Time-Table Sec – A (Session 2010-2011)

Days Periods	08:30am-08:45am	08:45am-09:30am (1)	09:30am-10:15am (2)	10:15am-11:00am (3)	11:00am-11:15am	11:15am-12:00am (4)	12:00am-12:45pm (5)	12:45p 1:15pm	01:15pm-2:00pm (6)	02:00pm-02:45pm (7)	02:45pm-03:30pm (8)
Monday	MORNING ASSEMBLY	Paper I EPSB Dr. R.K.Verma	Paper II LL&C Ms. Sindhu	Paper III A SEI Mr. R. C. Jain	TEA BREAK	Paper IV B IE Mrs.Anil	Paper V ICET Ms.Mainsha	LUNCH Break	Hindi/Phy.Sc/Comm./English Dr.R.K.Verma/ Mr. R C Jain/ Mrs.Manisha/Mrs.Anil	Skt/ Maths/Life Sc SS/Eco/.. Dr.R.K.Verma/Mr. R.C. Jain Mrs.Sindhu/Mrs. Manisha/	Library Mrs. Shobha
Tuesday		Paper I EPSB Dr.R.K.Verma	Paper II LL&C Ms. Sindhu	Paper III A SEI Mr. R. C. Jain		Paper IV B IE Mrs.Anil	Paper V ICET Ms Manisha		Hindi/Phy.Sc/Comm./English Dr.R.K.Verma/ Mr. R C Jain/ Mrs.Manisha/Mrs.Anil	Skt/SS/Eco/Maths/Life Sc./H. Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs.Manisha/Mrs.Anil/Mrs.Poonam	Library Mrs. Shobha
Wednesday		Paper I EPSB Dr. R.K.Verma	Paper II LL&C Ms. Sindhu	Paper III A SEI Mr. R. C. Jain		Paper IV B IE Mrs.Anil	Paper V ICET Ms.Mainsha		Hindi/Phy.Sc/Comm./English Dr.R.K.Verma/ Mr. R C Jain/ Mrs.Manisha/Mrs.Anil	Skt/SS/Eco/Maths/Life Sc./ H. Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs. Manisha/Mrs.Anil/ Mrs.Poonam	ICT Practical Mrs.Manish Ms. Anil
Thursday		Paper I EPSB Dr. R.K.Verma	Paper II LL&C Ms.Sindhu	Paper IV A CSM Mr. R. C. Jain		Paper III B EME//EVGC Dr. R.K.Nayak Ms. Sindhu	Paper V ICET Ms.Anil		Hindi/Phy.Sc/Comm./English Dr.R.K.Verma/ Mr. R C Jain/ Mrs.Manisha/Mrs.Anil	Skt/SS/Eco/Maths/Life Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs. Manisha/Mrs.Anil/ Mrs.Poonam	ICT Practical Mrs.Manish Ms. Anil
Friday		Paper I EPSB Dr. R.K.Verma	Paper II LL&C Ms.Sindhu	Paper IV A CSM Mr. R. C. Jain		Paper III B EME//EVGC Dr. R.K.Nayak Ms. Sindhu	Paper V ICET Ms Anil		Hindi/Phy.Sc/Comm./English Dr.R.K.Verma/ Mr. R C Jain/ Mrs.Manisha/Mrs.Anil	Skt/SS/Eco/Maths/Life Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs. Manisha/Mrs.Anil/ Mrs.Poonam	Games & Cultural Activities Mr. R.C.Jain
Saturday		Paper I EPSB Dr. R.K.Verma	Paper II Psyco Test Ms.Sindhu	Paper IV A CSM Mr. R. C. Jain		Paper III B EME//EVGC Dr. R.K.Nayak Ms. Sindhu	Paper V ICET Ms Anil		.SSA Practical Mrs.Anil	School Interior Dec.s Practical Ms. Manisha	Games & Cultural Activities Mrs. Sindhu

Incharge **Principal**

Mrs Sindhu G. **Dr. Raj Kumar Nayak**

2.3 Time-Table Sec – B (Session 2010-2011)

Days Periods	8:30am-8:45am	8:45am-9:30 am(1)	09:30am-10:15am (2)	10:15am-11:00am (3)	11:00am-11:15am	11:15am-12:00am (4)	12:00am-12:45pm(5)	12:45pm 1:15pm	01:15pm-2:00pm (6)	02:00pm-02:45pm (7)	02:45pm-03:30pm (8)
Monday	MORNING ASSEMBLY	Paper II LL&C Ms.Sindhu	Paper I EPSB Dr. R.K.Verma	Paper IV B IE Mrs.Anil	TEA BREAK	Paper III A SEI Mr. R. C. Jain	Paper V ICET Ms.Anil	LUNCH BREAK	Hindi/Commerce/English/ Physical Science Dr.R.K.Verma Mrs.Manisha Mrs.Anil/Mrs.Poonam	Skt/SS/Eco/Maths/Life Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs. Manisha/Mrs.Anil/ Mrs.Poonam	Ict Practical Ms.Manisha/ Ms.Anil
Tuesday		Paper II LL&C Ms.Sindhu	Paper I EPSB Dr.R.K.Verma	Paper IV B IE Mrs.Anil		Paper III A SEI Mr. R. C. Jain	Paper V ICET Ms Anil		Hindi/Commerce/English/ Physical Science Dr.R.K.Verma Mrs.Manisha Mrs.Anil/Mrs.Poonam	Skt/SS/Eco/Maths/Life Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs.Manisha/Mrs.Anil/Mrs.Poonam	Ict Practical Ms.Manisha/ Ms.Anil
Wednesday		Paper II LL&C Ms.Sindhu	Paper I EPSB Dr. R.K.Verma	Paper IV B IE Mrs.Anil		Paper III A SEI Mr. R. C. Jain	Paper V ICET Ms Anil		Hindi/Commerce/English/ Physical Science Dr.R.K.Verma, MrsManisha Ms.Anil/Ms.Poonam	Skt/SS/Eco/Maths/Life Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs. Manisha/Mrs.Anil/ Mrs.Poonam	Library Ms. Shobha
Thursday		Paper II LL&C Ms.Sindhu	Paper I EPSB Dr. R.K.Verma	Paper III B EME/EVGC Dr. R.K.Nayak Mrs. Sindhu		Paper IV A CSM Mr. R. C. Jain	Paper V ICET Ms Manisha		Hindi/Commerce/ English/Physical Sc. Dr.R.K.Verma Mrs.ManishaMrs.Anil/ Mrs.Poonam	Skt/SS/Eco/Maths/Life Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs. Manisha/Mrs.Anil/ Mrs.Poonam	Library Ms. Shobha
Friday		Paper II LL&C Ms.Sindhu	Paper I EPSB Dr. R.K.Verma	Paper III B EME/EVGC Dr. R.K.Nayak Mrs. Sindhu		Paper IV A CSM Mr. R. C. Jain	Paper V ICET Ms Manisha		Hindi/Commerce/English/ Physical Science Dr.R.K.Verma Mrs.Manisha Mrs.Anil/Mrs.Poonam	Skt/SS/Eco/Maths/Life Sc. Dr.R.K.Verma Mrs.Sindhu/Mrs. Manisha/Mrs.Anil/ Mrs.Poonam	Cultural Activities Ms. Sindhu
Saturday		Paper II Psyco Test Ms.Sindhu	Paper I EPSB Dr. R.K.Verma	Paper III B EME/EVGC Dr. R.K.Nayak Mrs. Sindhu		Paper IV A CSM Mr. R. C. Jain	Paper V ICET Ms Manisha		School Interior Dec Pract. Ms Manisha	SSA Practical MS. Anil	Games Mr. R.C.Jain

Incharge **Principal**

Mrs Sindhu G. **Dr. Raj Kumar Nayak**

ANNEXURE 3

SCHEME OF EXAMINATION AND SYLLABUS FOR B. ED. COURSE
PART I: THEORY (PAPERS I- VII)
(To be implemented from the session 2010-11)

PAPER	NOMENCLATURE	Max. Marks		Periods per Week (Exam Hours: Marks)
		Theory	Internal / Practicum / Sessionals	
I	Education: Philosophical & Sociological Bases.	100	--	6 (3 HRS: 100)
II	Learner, Learning, and Cognition	80	20 (External)	6 (3 HRS: 80)
III A	Secondary Education in India	50	--	3 (1.30 HRS: 50)
III B Any one of the following:				
Opt. i	Yoga Education	40	10	3 (1: 30 HRS: 40)
Opt. ii	Educational Vocational Guidance and Counselling	50	--	3 (1.30 HRS: 50)
Opt. iii	Health and Physical Education	50	--	3 (1.30 HRS: 50)
Opt. iv	Environmental Education	50	--	3 (1.30 HRS: 50)
Opt. v	Distance and Open Learning	50	--	3 (1.30 HRS: 50)
Opt. vi	Educational Measurement and Evaluation	50	--	3 (1.30 HRS: 50)
Opt. vii	Gender Sensitization and School	50	--	3 (1.30 HRS: 50)
Opt. viii	Human Rights Education	50	--	3 (1.30 HRS: 50)

IV A	Curriculum and School	50	--	3
IV B	Inclusive Education	50	--	3
V	Information Communication and	100	--	6 (3.00 HRS: 100)
VI & VII Teaching of School Subjects: Note: Candidate is required to opt two 'Teaching of School Subjects' selecting one from any group. However, the candidate who have passed Shastri examination can opt for two				

Group A				
Opt. i	Teaching of Hindi	1 0	- -	6 (3 HRS: 100)
Opt. ii	Teaching of English	1 0	- -	6 (3 HRS: 100)
Opt. iii	Teaching of Punjabi	1 0	- -	6 (3 HRS: 100)
Opt. iv	Teaching of Sanskrit	1 0	- -	6 (3 HRS:100)
Opt. v	**Teaching of Urdu**	**1** **0**	**-** **-**	**6** **(3 HRS:100)**
Group B				
Opt. i	Teaching of Mathematics	1 0	- -	6 (3 HRS: 100)
Opt. ii	Teaching of Home Science	8 0	2 0	6 (3 HRS: 80)
Opt. iii	Teaching of Commerce	1 0	- -	6 (3 HRS: 100)
Opt iv	Teaching of Arts	8 0	2 0	6 (3 HRS: 80)
Group C				
Opt. i	Teaching of Life Science	1 0	- -	6 (3 HRS: 100)
Opt ii	Teaching of Geography	1 0	- -	6 (3 HRS: 100)
Opt iii	Teaching of Economics	1 0	- -	6 (3 HRS: 100)
Opt iv	Teaching of Music	8 0	2 0	6 (3 HRS: 80)
Opt v	Teaching of Computer	1 0	- -	6 (3 HRS: 80)
		Group D		
Opt i	Teaching of Physical Science	1 0	- -	6 (3 HRS: 100)
Opt ii	Teaching of Civics	1 0	- -	6 (3 HRS: 80)
Opt iii	Teaching of History	1 0	- -	6 (3 HRS: 100)
Opt iv	Teaching of Social Studies	1 0	- -	6 (3 HRS: 100)

PART II-PRACTICALS (PAPERS VIII- XI)MaxMarks: 300

(Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners) **-PRACS TEAM** as appointed by the University for all Practicals from paper VIII A and VIII B, IX & X i.e School Experience Programme)

VIII A	ICT enabled Practical/Projects	50	--	4 (1.30 HRS:50)
VIII B	Community Based Projects and Work Experience **(Any two of the following)**	50	--	4 (1.30 HRS: 50)
	1) Out of School Children' Enrolment Drive (At least 5 children enrolment to Support teaching)			
	2) Recycling of the Waste Paper			
	3) School/Classroom ambience: Interior-decoration including drawing and painting			
	4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc)			
	5) Serva Shiksha Abhiyaan (SSA) Project			
	6) Alternate School Monitoring- Support teaching			
	7) Out Reach programme (Marginalized children i.e Special needs/Economically/SC/ST/ Girls)			
	8) Mid Day Meal-Preparation to Monitoring			
	9) Organizing Parent-Teacher Meeting			
IX	**School Experience Programme (SEP-)Teaching Practice: School Teaching Subject I** (This programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and three Members (Sub-examiners) -	80	20 CBW/Preparation of printed teaching/learning material(for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required	

	A. Following Five Micro-Teaching Skills with 1 lesson each skill. **Use of Chalk Board including Handwriting (Compulsory)** **Use of Teaching Aids (Compulsory)** 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with Examples Micro Lesson-5 Mega Lesson-5 Discussion Lesson-2 Real Teaching 20 Lessons Final Discussion-1 To be selected by the candidate		
X	**School Experience Programme (SEP-)Teaching Practice: School Teaching Subject II** (This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and three Members (Sub-examiners) -	80	20 CBW/Preparation of printed teaching/learning material(for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required
	A) Following Five Micro-Teaching Skills with 1 lesson each skill. **Use of Chalk Board including Handwriting (Compulsory)** **Use of Teaching Aids (Compulsory)** 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with examples		

	Micro Lesson-5 Mega Lesson-5 Discussion Lesson-2 Real Teaching 20 Lessons Final Discussion-1 To be selected by the candidate out of two teaching subjects.		

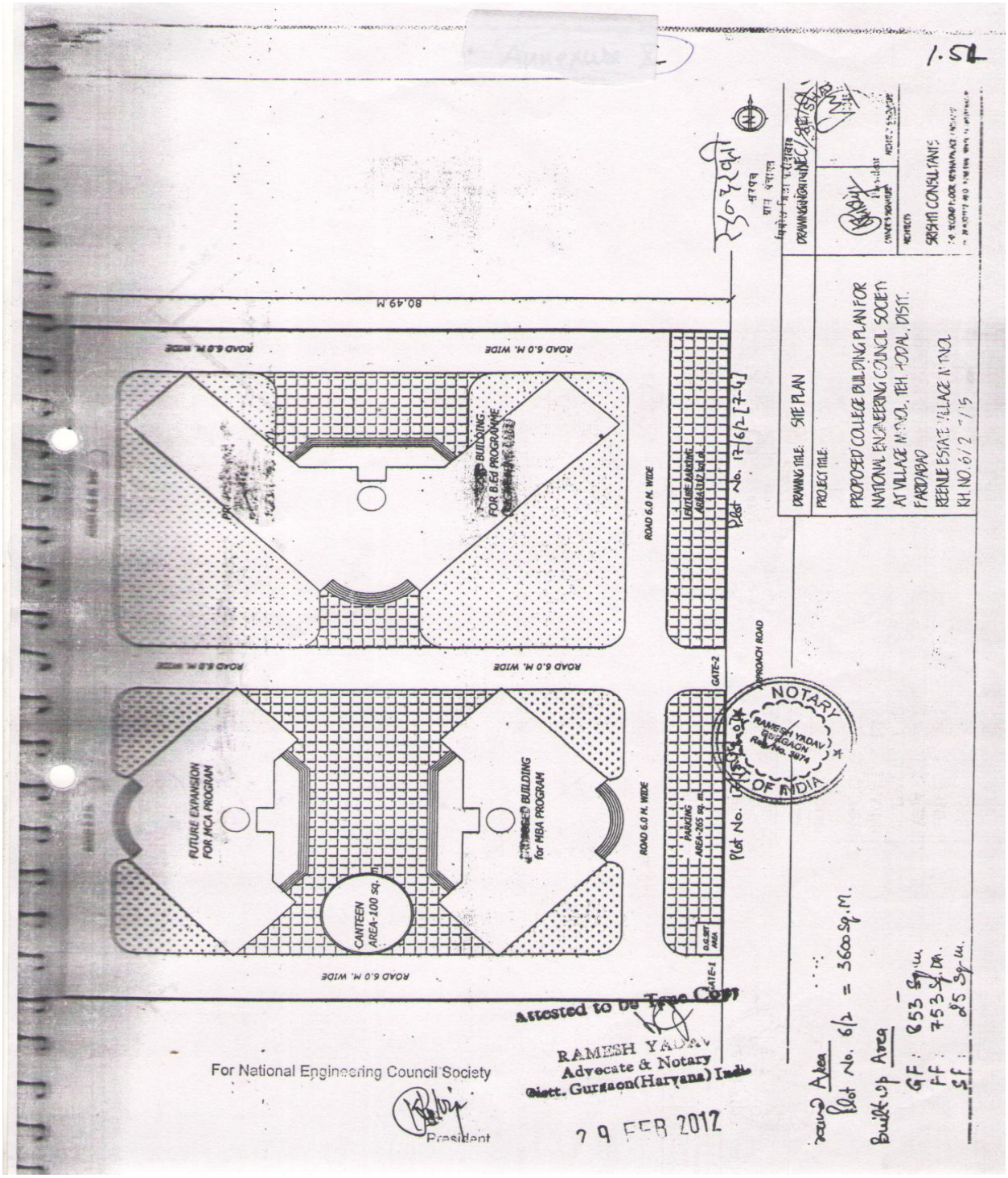
* Each student will attend supervised teaching for 45 days.

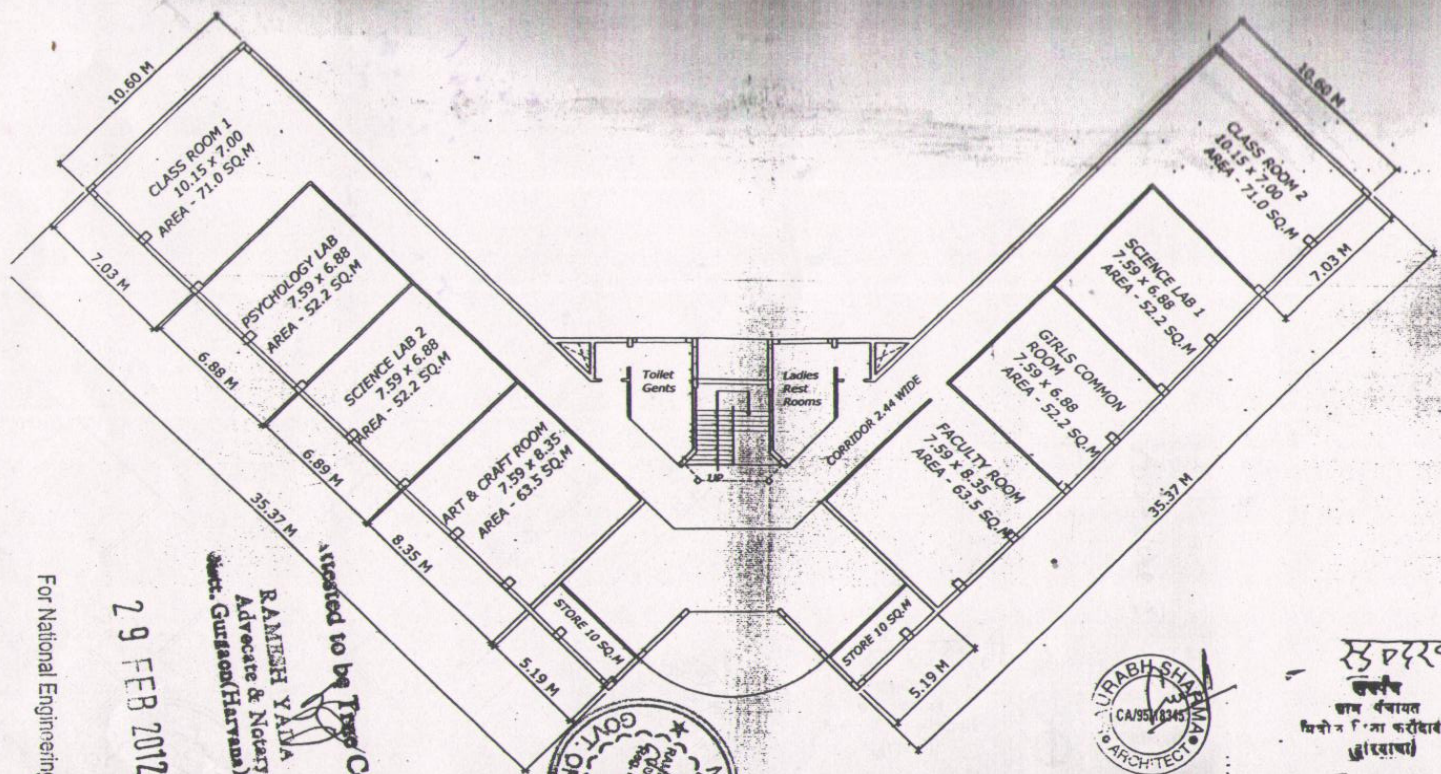
XI	Participation in Co-curricular School-based Activities (Select any two of the following)	Grades from O, A, B, C, and D would be awarded
	A. Communication skills and Functional use of Language Lab	Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.
	B. Bharat Scouts and Guides	
	C. Literary Activities	
	D. Cultural Activities	
	E. International and National Days Celebration	
	F. Sports Activities	

Grand Total =1000 marks

ANNEXURE 4

Master Plan





Attested to be True Copy
RAMESH YADAV
Advocate & Notary
Distt. Gurgaon(Haryana) Inc

29 FEB 2012

For National Engineering Council Society

NOTARY
RAMESH YADAV
GURGAON
Regd. No. 3674
GOVT. OF INDIA

SAURABH SHARMA
CA/95/18345
ARCHITECT

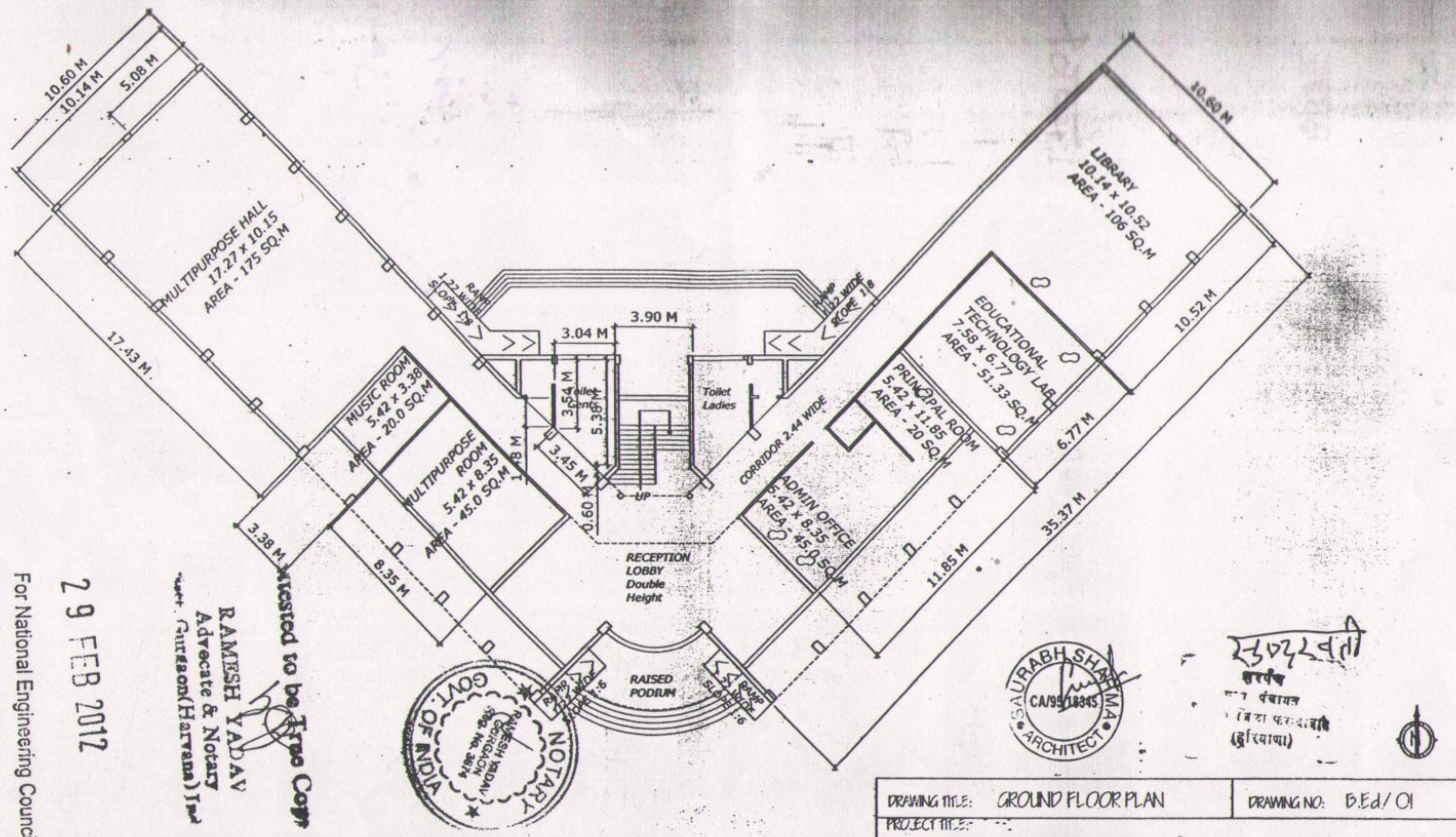
सुन्दरवती
सरपंच
ग्राम पंचायत
मिनोल जिला फरीदाबाद
(हरियाणा)

DRAWING TITLE: FIRST FLOOR PLAN	DRAWING NO: B.Ed/02

PROJECT TITLE:

PROPOSED COLLEGE BUILDING PLAN FOR NATIONAL ENGINEERING COUNCIL SOCIETY AT VILLAGE MITNOL, TEH. HODAL, DISTT. FARIDABAD
REVENUE ESTATE VILLAGE MITNOL
KH. NO. 6/2

1.52



Attested to be True Copy
RAMESH YADAV
Advocate & Notary
Distt. Gurgaon (Haryana) India

29 FEB 2012

For National Engineering Council Society

DRAWING TITLE: GROUND FLOOR PLAN	DRAWING NO: B.Ed/ 01

PROJECT TITLE:

PROPOSED COLLEGE BUILDING PLAN FOR NATIONAL ENGINEERING COUNCIL SOCIETY AT VILLAGE MITNOL, TEH. HODAL, DISTT. FARIDABAD
REVENUE ESTATE VILLAGE MITNOL
KH. NO. 6 / 2

ANNEXURE 5

5.1 Student Feedback form for currirulum and faculty

RAMANUJAN COLLEGE OF EDUCATION, MITROL, PALWAL

B.Ed. 20__ - 20__

STUDENT FEED BACK FORM

The objective of this form is to obtain feedback form students in order to assist the faculty to diagnose the shortfalls so as to make the process of Teaching- Learning more effective.

NOTE – Please do not disclose your identity anywhere on this form.

Your rank in the class. Among top 25% _____ Among top 50% _____ others _____

Against every item of response, a box is provided to fill the appropriate marks out of 5, where 5 stands for Excellent , 4 for Good, 3 for Satisfactory, 2 for Poor and 1 for Very Poor.

1. **General Attributes**

Subject	Paper I Edu.: Phi. & Sociological Bases.	Paper II Learner, Learning, and Cognition	Paper III-A Sec.Edu in India	Paper III- B Yoga Edu ✓	Paper III- B EVG	Paper IV-A Curriculum and School Management	Paper IV- B Inclu. Edu.	Paper V ICET	Paper Sub -I Eng	Paper Sub- II SSt
Faculty Name	Dr. Rajkumar	Singh	Poonam	Verma man		Poonam	Anil	Manisha	Anil	Singh
Teacher come to the class on time	5	5	5	5		5	3	4	4	5
Control of class	5	5	4	5		4	4	3	4	4
Command over language	5	5	5	5		4	3	3	3	4
Offers Assistance/ Motivation to learn	5	5	4	5		5	2	2	2	3
Encourages to ask questions	5	5	3	4		4	1	1	1	5

2. Teaching Attributes

Subject	Paper I	Paper II	Paper III- A	Paper III- B	Paper IV-A	Paper IV- B	Paper V	Paper Sub -I	Paper Sub- II
Knowledge of the subject	5	5	5	5	5	5	2	4	1
Way of teaching/ Method of Explanation	5	5	4	4	4	4	5	5	2
Answers Question raised by you as per Explanation	4	5	4	3	5	3	4	5	4
Completion of syllabus	4	4	1	3	4	2	5	4	3
Depth of coverage of subject	4	4	2	2	5	4	4	5	2
Experimental skill in lab class	3	5	4	2	5	5	3	4	5
Regularity in Evaluation of assignments, class tests	3	4	1	1	4	2	3	4	4
Innovative ideas & method to teach	2	2	2	1	2	1	2	4	3
Assessment of students	2	1	1	1	3	3	2	5	5

3. Others

1. Are you always eager to attend the class of the teachers? ~~Yes~~/ No
2. Should the same teacher continue to teach this subject to forthcoming batches? ~~Yes~~/ No
3. What is your overall rating of the Institute on a scale of 10? 7

5.2 RAMANUJAN COLLEGE OF EDUCATION

Students overall evaluation of the programme and teaching
(to be filled only after the course results are declared)

Department- course
Teacher year

Your responses will be seen only after your course results have been finalized and recorded.
The information will be used only for the improvement of the course and teaching in future.
You need not disclosure your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

   a) Adequate
   b) Challenging
   c) inadequate
   d) dull

2. Background for benefiting the course was

   a) More the adequate
   b) Inadequate
   c) adequate
   d) cannot say

3. Was the course easy or difficult to understand?

   a) Easy
   b) Difficult
   c) manageable
   d) very difficult

4. How much the syllabus was covered in the class?

   a) 85 to 100%
   b) 55 to 70%
   c) 70 to 80%
   d) less than 55%

5. What is your opinion about the library material and facilities for the course?

   a) More than adequate
   b) Inadequate
   c) adequate
   d) very poor

6. To what extent were you able to get material for the prescribed readings?

   a) Easily
   b) Not available at all
   c)with some difficulty
   d)with great difficulty

7. How well did the teacher prepare for the classes?

   a) Thoroughly
   c) satisfactory

b) Poorly d) indifferently

8. How for the teacher encourages student participation in class?

a) Mostly yes c) sometimes

b) No d) always

9. How well the teacher able to communicate?

a) Always effective c) sometime effective

b) Just satisfactory d)generally ineffective

10. If yes, which of the following methods were used?

a) Encouraged to raise questions c) get involved in discussion in the class

b) Encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

a) Very helpful c) sometime helpful

b) Not at all helpful d) did not advise

12. The teacher ‘s approach can best be described as

a) Always courteous c) sometimes rude

b) Always indifferent d) cannot say

13. Internal assessment was

a) Always fair c) sometime unfair

b) Unusually unfair d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

a) Helps to improve c) discouraging

b) no special effort d) some time effective

15. How often did the teacher provide feedback on your performance?

a) Regularly/ in time b) with helpful comment

c) often/late d) without any comment

16. Were your assignments discussed with you?

a) yes c) yes, partly

b) Not discussed at all d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

a) Yes b) no

18. If yes, was it helpful?

a) Yes b) no

If you have any other comments to offer on the course and suggestions for the teacher you way do so in the space given below or on a separate sheet.

ANNEXURE 6

Audited income-expenditure Statement

Ramanujan College Of Education
Income & Expenditure For The Year Ending 31.03.2011

Particulars	Amount	Particulars	Amount
	Rs.		Rs.
To Advertisement & Promotional Exp.	185,909.00	By College Fees	*4,227,100.00*
To Bank Charges	5,806.00	By Short & Excess	253.60
To Conference Expenses	49,550.00		
To Courier & Postage Expenses	12,048.00		
To Misc.Expenses	1,975.00		
To Depreciation	*429,408.00*		
To Electricity Expenses	34,339.00		
To ESI Expenses	35,565.00		
To Provident Fund Expenses	18,356.00		
To Generator Running & Maint. Exp.	40,420.00		
To Horticulture Expenses	47,775.00		
To Insurance Expenses	23,842.00		
To Interest Paid	86,185.00		
To Internet & Website Expenses	43,240.00		
To Journals & Periodicals	9,172.00		
To Local Conveyance Expenses	28,359.00		
To Printing & Stationery Expenses	31,550.00		
To Repair & Maintenance	360,729.00		
To Salary Account	2,485,125.00		
To Staff Walfare Expenses	57,915.00		
To TA/DA to Experts / Examiner	82,707.00		
To Telephone Expenses	23,288.66		
To Transport Expenses	149,138.00		
To Travelling Expenses	24,794.00		
To Vehicle Running & Maint. Exp.	15,741.00		
To Water Expenses	2,000.00		
Excess of Income over Expenditure:	(57,583.06)		
	4,227,353.60		**4,227,353.60**

even as per our separate report attached
for Amit Santosh & Associates
Chartered Accountants

AMIT SANTOSH & ASSOCIATES * CHARTERED ACCOUNTANTS * M. No. 90209

Amit Kumar
(Proprietor)

for Ramanujan College Of Education

President

Date : 27.09.2011
Place : Faridabad

Ramanujan College Of Education
Balance Sheet as on 31-03-2011

Liabilities	Amount	Assets	Amount
	Rs		Rs.
Capital Account		**Fixed Assets**	1,930,461.80
Corpus Fund		(As per Annexure Attached)	
Opening Balance	*296,449.80*		
Surplus During the Year	(57,583.06)	**Deposits& Current Assets**	
		FDR With BOI (NCTE)	500,000.00
Funds		FDR With Vijaya Bank(NCTE)	300,000.00
Amalgamated Fund	809.00		
		Other Current Assets	
Loans (Liability)		DD In Hand	57,000
Secured Loans	*582,332.00*	Fee Receivable	*314,900.00*
		Kurkshetra University	1,000,000
Current Liabilities & Provisions			
Securities	403,000.00	**Cash & Bank Balance**	
Advance Fees	993,900.00	Cash-in-hand	*23,104.00*
Sundry Creditors	*66,209.00*	Bank Accounts	*275,525.00*
Salary Payable	239,783.06		
Tds Payable	19,522.00		
Society Branches	*1,859,569.00*		
	4,400,990.80		**4,400,990.80**

even as per our separate report attached

for Amit Santosh & Associates
Chartered Accountants

M. No. 90209

Amit Kumar
(Proprietor)

for Ramanujan College Of Education

President

Date : 27.09.2011
Place : Faridabad

National Engineering Council
Balance Sheet as on 31-03-2011

Liabilities	Total	Assets	Total
Capital Account		**Fixed Assets**	32,121,538.22
Corpus Fund		(as per annexure attached)	
Opening Balance	7,456,236.42		
Surplus During the Year	3,319,057.66	**Deposits & Current Assets**	
		Deposits (Asset)	2,751,119.42
Funds		(as per annexure attached)	
(As per annexure attached)	8,995,562.00		
		Advance to staff	26,559.00
Loans (Liability)			
Secured Loans	7,548,878.00	**Other Current Assets**	
Unsecured Loans	8,640,206.00	Accrued Interest on FDR	549,816.67
		DD In Hand	197,000.00
Current Liabilities		TDS	438,891.00
Securities	507,921.00		
Advance Fees	2,200,424.00	Fee Receivable	2,092,499.00
Sundry Creditors	277,505.70		
		Cash & Bank Balance	
Expenses Payable		Cash-in-hand	90,626.00
(As per annexure attached)	636,622.55	Bank Accounts	1,314,364.02
	39,582,413.33		**39,582,413.33**

Given as per our separate report attached
for Amit Santosh & Associates
Chartered Accountants

Amit Kumar
Proprietor
M. No. 90209

Date : 27-09-2011
Place : Faridabad

for National Engineering Council

President

National Engineering Council

Income & Expenditure For The Year Ending 31.03.2011

Particulars	Total	Particulars	Total
Indirect Expenses		**Indirect Incomes**	
To Advertisement & Promotional Exp.	1,010,214.00	By College Fees	20,116,171.00
To Bank Charges	45,594.34	By Intt. Received	285,255.38
To Building Rent	652,686.00	By Membership Fees	8,000.00
To Conference Expenses	49,550.00	By Short & Excess	316.58
To Courier & Postage Expenses	61,774.00		
To Cultural Development Activities	31,270.00		
To Depreciation	2,750,292.00		
To Electricity Expenses	123,767.00		
To ESI Expenses	65,610.30		
To Provident Fund Expenses	77,082.00		
To Generator Running & Maint. Exp.	62,959.00		
To Guest Faculty Salary	182,270.00		
To Horticulture Expenses	52,775.00		
To Incentives	179,290.00		
To Insurance Expenses	68,150.00		
To Interest Paid	1,859,083.00		
To Internet & Website Expenses	101,283.00		
To Journals & Periodicals	19,587.00		
To Local Conveyance Expenses	114,903.00		
To Printing & Stationery Expenses	234,224.00		
To Legal & Professional Fees	68,490.00		
To Repair & Maintenance	616,500.00		
To Salary Account	6,816,705.00		
To Security & House Keeping Services	559,880.00		
To Staff Walfare Expenses	211,083.00		
To Study Material expenses	168,878.00		
To TA/DA to Experts / Examiner	105,421.00		
To Telephone Expenses	135,528.66		
To Transport Expenses	254,133.00		
To Travelling Expenses	120,777.00		
To University Affiliation &Approval Fees	205,554.00		
To Vehicle Running & Maint. Exp.	68,017.00		
To Water Expenses	17,355.00		
Excess of Income over Expenditure:	3,319,057.66		
	20,409,742.96		**20,409,742.96**

even as per our separate report attached
for Amit Santosh & Associates
Chartered Accountants

M. No. 90209

Amit Kumar
(Proprietor)

for National Engineering Council

President

Date : 27/09/2011
Place : Faridabad

NATIONAL ENGINEERING COUNCIL

DEPRECIATION CHART FOR THE YEAR ENDED 31.03.2011

PARTICULARS	DEP %	OPENING AS ON 01.04.2010	ADDITION BEFORE 03.10.2010	ADDITION AFTER 03.10.2010	SALE / TRF	TOTAL	DEPRECIATION	CLOSING BALANCE AS ON 31.03.2011
Building	10.00	16,811,893.18	63,722.13	-	-	16,875,615.31	1,687,561.00	15,188,054.31
Car	15.00	303,681.25	-	-	-	303,681.25	45,552.00	258,129.25
College Bus	15.00	1,396,408.30	-	-	-	1,396,408.30	209,462.00	1,186,946.30
Computers & Accessories	360.00	513,224.50	-	51,100.00	-	564,324.50	323,265.00	241,059.50
Library Books	60.00	348,606.10	-	16,562.00	-	365,168.10	214,133.00	151,035.10
Furniture & fitting including electric fitting and equipments	10.00	1,396,354.16	53,000.00	159,000.00	-	1,608,354.16	152,886.00	1,455,468.16
Office Equipments	10.00	213,305.30	2,200.00	-	-	215,505.30	21,551.00	193,954.30
Hostel Equipments	10.00	41,354.50	-	-	-	41,354.50	4,135.00	37,219.50
Lab Equipments	10.00	51,266.80	-	-	-	51,266.80	5,127.00	46,139.80
Security Equipments	10.00	52,689.20	-	-	-	52,689.20	5,269.00	47,420.20
Sports Material	10.00	45,513.75	5,023.00	-	-	50,536.75	5,054.00	45,482.75
Medical Room Materail	10.00	12,894.00	-	-	-	12,894.00	1,289.00	11,605.00
Partition & Falce ceiling	10.00	130,139.00	-	-	-	130,139.00	13,014.00	117,125.00
Generator	15.00	357,169.20	-	-	-	357,169.20	53,576.00	303,593.20
Internet Tower Installation	15.00	41,402.40	-	-	-	41,402.40	6,210.00	35,192.40
Inverter	15.00	14,722.45	-	-	-	14,722.45	2,208.00	12,514.45
Land	-	12,790,599.00	-	-	-	12,790,599.00	-	12,790,599.00
Grand Total		34,521,223.09	123,945.13	226,662.00	-	34,871,830.22	2,750,292.00	32,121,538.22

AMIT SANTOSH & ASSOCIATES
CHARTERED ACCOUNTANTS
M. No. 90209

For National Engineering Council Society

President

ANNEXURE 7

7.1 NCTE Approval Letter

गुरूर्गुरुतमो धाम
NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee
राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

F.NRC/NCTE/HR-444/2008/60847-853 Dated 4 SEP 2008

Order

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 **Ramanujan College of Education, Vill- Mitnoi, Tehsil- Hodal, District- Faridabad, Haryana,** has submitted an application (Code No **APN-03064**) to the **Northern** Regional Committee of NCTE for grant of recognition/permission for starting **B.ED** Course of **One** year duration with an annual intake of **100 (One Hundred only)** students on **31st Aug 2006.**

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the **Secondary** teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition/permission to **Ramanujan College of Education, Vill- Mitnoi, Tehsil- Hodal, District- Faridabad, Haryana,** for conducting **B.ED.** Course of **Secondary** level of **One** year duration with an annual intake of **100 (One Hundred only)** students from the academic session **2008-2009** under clause 7(11) of NCTE Regulation, 2007 notified on 10-12-2007 subject to fulfillment of the following:-

(i) **The admission of students shall be done only after affiliation by the examining body before the commencement of the academic year and the admission of students shall be completed well before the cut off date prescribed by the examining body for the academic year 2008-2009 failing which the recognition will be deemed to be for the next academic year i.e. 2009-10.**

(ii) **Formal orders for the Recognition/permission will operate for 2008-2009 only if the requirement of 180 teaching days in the session would be fulfilled as per calendar of the University/ Affiliating Body.**

(iii) The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the **Northern** Regional Committee.

(iv) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

(v) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE Regulations, 2007 notified on 10-12-2007.

Contd....2

कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तराखंड, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No. : 0141-2623501 (O), Telefax No. : 0141-2620116 (RD)

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction : U.P., Uttrakhand, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-in.org • Website : http://www.nrcncte.org, www.ncte-in.org

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed under relevant norms and standards of NCTE for other regulatory bodies like UGC, the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff. A copy of the format is enclosed with the order.

6. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or 1issued there under, the Regional Committee shall withdraw the recognition as stipulated provisions of Section 17(1) of the NCTE Act.

7. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

1. Copy of the Application Form
2. Land and Building Particulars
3. Staff Profile
4. Recognition letter
5. Information for having fulfilled the norms & standard and other required conditions.

(S.S. **Rana**)
Regional Director I/C
Tel. No. 0141 2623501

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

C. C.

1. The Principal **Ramanujan College of Education, Vill- Mitnol, Tehsil- Hodal, District- Faridabad, Haryana.**
2. The Secretary, Education, Govt. of Haryana, Secretariat, Chandigarh
3. The Registrar, M.D. University Rohtak, Rohtak, Haryana.
4. The Director, Directorate of Higher Education, I/c Teacher Education, Govt. of Haryana, Directorate, Haryana
5. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110 002.
7. Office Order file/ Institution file

Regional Director

NCTE • NRC • JAIPUR

A001969

7.2 M.D.U., Rohtak Approval Letter

MAHARSHI DAYANAND UNIVERSITY, ROHTAK

No. CB-IX//08/ 15317
Dated: 10-9-07

To

The Chairman,
National Engineering Council Society,
9, III Floor, Krishna Palace,
Sector-20B, Faridabad.

Sub: **Provisional Affiliation to new College of Education i.e. Ramanujan College of Education, Vill- Mitrol, Tehsil- Hodal, Distt. Faridabad, Haryana for B.Ed Course from the session 2008-2009.**

Dear Sir,

Kindly refer to your proposal regarding establishment of **Ramanujan College of Education, Vill- Mitrol, Tehsil- Hodal, Distt. Faridabad, Haryana a** on the above noted subject.

2. On the basis of the report of the Inspection Committee which inspected your proposed College to verify the various infrastructural facilities provided for running B.Ed Course, the Vice-Chancellor has been pleased to grant provisional affiliation to the said College of Education i.e. **Ramanujan College of Education, Vill- Mitrol, Tehsil- Hodal, Distt. Faridabad, Haryana** for starting B.Ed Course with an intake of 100 seats **(as per approval by the NCTE vide letter No. 60847-853 dated 4-9-2008)** from the session 2008-09 in anticipation of the approval of the Academic Council/Executive Council and the decision of the Academic Council/Executive Council of the University will be binding on the College.

3 This provisional affiliation has been granted with the stipulation that your college shall make full compliance of the observations/shortcomings pointed out in the inspection report (**copy enclosed**) including in position the teaching and non-teaching staff, in accordance with the prescribed qualifications, norms and procedure of appointment in terms of NCTE/University as well as full compliance of the observations pointed out in the recognition letter of the NCTE. The College should submit an affidavit on Non-Judicial Stamp Paper of Rs. 10 to the effect that 7 lecturers + 1 Principal (all eligible) are working in the College well before the commencement of the Academic Session alongwith actual joining of the teachers. Your College is required to get necessary approval from the University with regard to appointment of teaching faculty including Principal with in a period of one month. In case your College is found deficient of infrastructural facilities/teaching faculty, your College will be liable for penalties and other action under the rules. The Compliance of the shortcomings/deficiencies in this regard may be sent to the University for necessary verification within the stipulated period.

4. The above provisional affiliation is further subject to the following mandatory conditions:-

i) The College shall constitute Governing Body as per NCTE/University norms.

ii) The admissions will not exceed beyond the sanctioned intake.

iii) The teaching and other staff shall be appointed through properly constituted Selection Committees. CPF scheme must be introduced. Service Rules for teaching/non-teaching staff framed by the State Govt/University shall be followed strictly.

iv) The Faculty shall be appointed as per NCTE norms in the pay-scales prescribed by it from time to time.

v) The fee structure prescribed by the State Govt./University shall be strictly followed.

vi) All academic-physical and other infrastructural facilities shall be continued to be provided/upgraded by the College as prescribed by the NCTE/University from time to time.

vii) The College shall furnish requisite documents and reports as called for by the University from time to time in order to ensure proper maintenance of the infrastructural facilities and academic standards.

viii) The Information furnished in respect of the above course shall be factual and correct. In the event of any information found to be false, misleading or suppressed the provisional affiliation shall be withdrawn by the University without any notice.

ix) In the event of non-compliance of the University Act, Statutes, Ordinances, Rules & Regulations and any other instructions/guidelines issued from time to time, the University shall be free to withdraw the provisional affiliation and all liabilities arising out of such a withdrawal would solely lie on the concerned society/College.

x) The College shall follow the mode of selection of candidates for admission as approved by the State Govt./University.

xi) The College shall provide all academic and infrastructural facilities including class-rooms, hostels, library, laboratories, workshops, play-grounds and other amenities required for the smooth conduct of its affairs as per University norms.

xii) **Building**: The entire building of the college will be at the disposal of the Controller of Examinations for the purpose of conduct of examinations as and when, the Centre of Examination (for theory and practical both) is created it will be obligatory for the Principal to provide necessary infrastructure for smooth conduct of examination.

xiii) **Examination Centre**: Creation of an Examination Centre in the college will be at the discretion of the Controller of Examinations. The center of examinations for the students studying in the College can be shifted to any other college. In such a situation, it will be the responsibility of the Institution to make arrangements for transporting the students to the Centre of Examinations without any extra charges from the students. Similarly, the

ANNEXURE 8

University Result

Ramanujan College of Education

Miotrol,Palwal

Result

University Examination(B.Ed.)

Session 2010-11

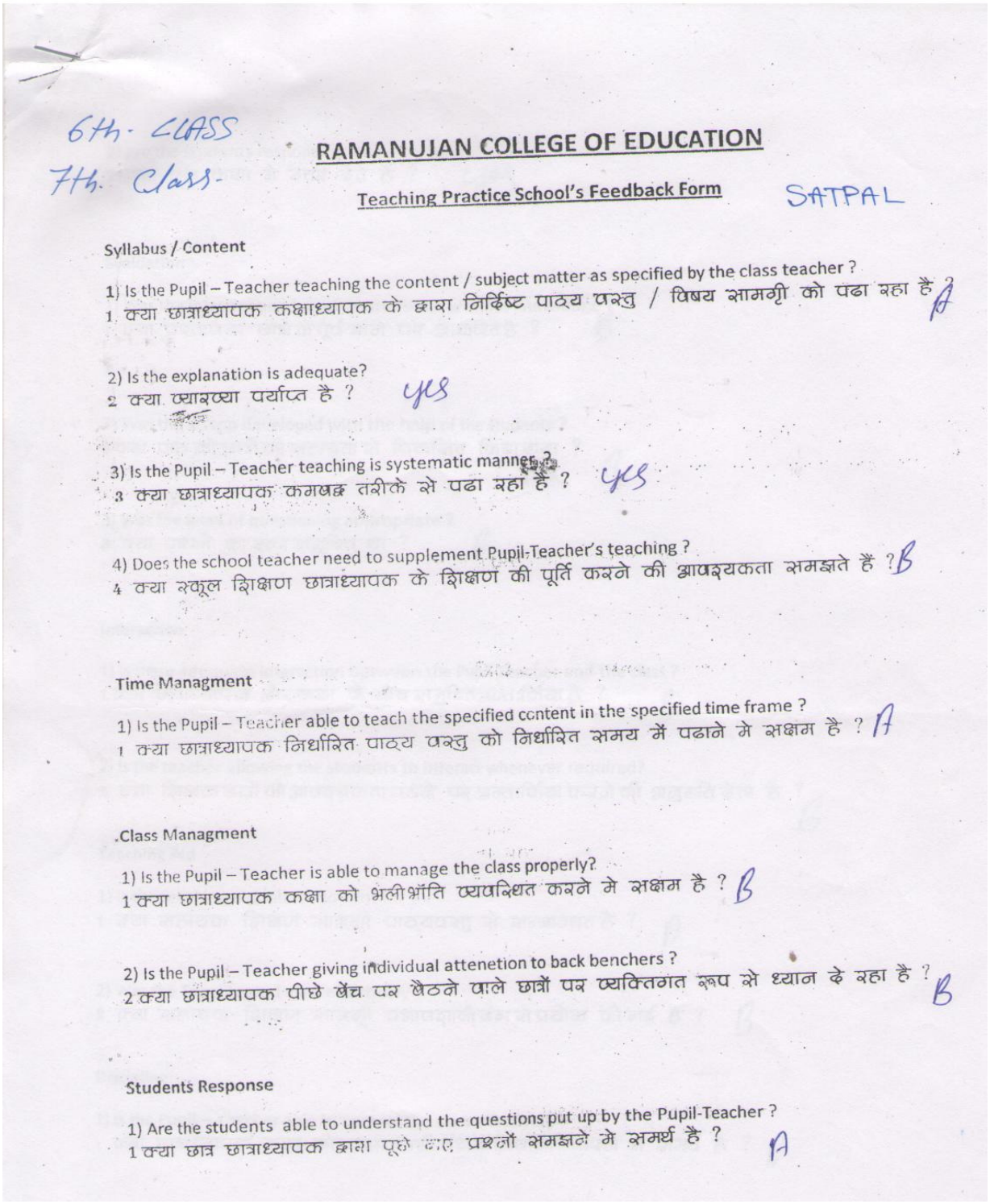
1	Anita Poswal	1040116743	pass	1000	619	61.9	First
2	Anita Rani	1040116744	pass	1000	633	63.3	First
3	Aruna	1040116746	pass	1000	660	66.0	First
4	Bhavna Sharma	1040116751	pass	1000	601	60.1	First
5	Geeta Aggrawal	1040116757	pass	1000	608	60.8	First
6	Jagat Singh Rawat	1040116763	pass	1000	616	61.6	first
7	Kavita Aggrawal	1040116767	pass	1000	633	63.3	First
8	Kirtilata	1040116769	pass	1000	646	64.6	First
9	Usha Yadav	1040116773	pass	1000	611	61.1	First
10	Mamta Maheshwari	1040116781	pass	1000	652	65.2	First
11	Mannu	1040116785	pass	1000	638	63.8	First
12	Meenaxi Sharma	1040116786	pass	1000	620	62.0	First
13	Pooja Sharma	1040116790	pass	1000	616	61.6	First
14	Poonam devi	1040116791	pass	1000	630	63.0	First
15	Prachi Jain	1040116792	pass	1000	657	65.7	First
16	Preeti Gola	1040116793	pass	1000	656	65.6	First
17	Preeti Poswal	1040116794	pass	1000	628	62.8	First
18	Ramji Pandey	1040116805	pass	1000	611	61.1	First
19	Ravendra Kumar	1040116807	pass	1000	609	60.9	First

20	Sandeep gupta	1040116812	pass	1000	626	62.6	First
21	Sandeep	1040116813	pass	1000	601	60.1	First
22	Saumya jain	1040116816	pass	1000	639	63.9	First
23	Savita Rani	1040116817	pass	1000	602	60.2	First
24	Shaifali Verma	1040116821	pass	1000	657	65.7	First
25	Suresh Kumar	1040116829	pass	1000	603	60.3	First
26	Upkar	1040116832	pass	1000	600	60.0	first
27	Anita	1040116745	pass	1000	609	60.9	First
28	Geetanjali Nayak	1040116758	pass	1000	633	63.3	First
29	Kumari Manisha Mishra	1040116770	pass	1000	600	60.0	First
30	Manju Sharma	1040116783	pass	1000	600	60.0	First
31	Mahendri	1040116779	pass	1000	648	64.8	First
32	Vandna Pandey	1040116883	pass	1000	647	64.7	First
33	Rameshwar	1040116806	pass	1000	573	57.3	Second
34	Alka Devi	1040116741	pass	1000	532	53.2	Second
35	Anil Bhardwaj	1040116742	pass	1000	567	56.7	Second
36	Bhupender Singh	1040116752	pass	1000	566	56.6	Second
37	Dinesh Kumar	1040116754	pass	1000	593	59.3	Second
38	Deepmala	1040116755	pass	1000	587	58.7	Second
39	Divya Arora	1040116756	pass	1000	595	59.5	Second
40	Hemlata	1040116760	pass	1000	577	57.7	Second
41	Himalaya	1040116761	pass	1000	567	56.7	Second
42	Hukum Singh	1040116762	pass	1000	572	57.2	Second
43	Jyoti Saraswat	1040116765	pass	1000	594	59.4	Second
44	Kavita	1040116768	pass	1000	562	56.2	Second
45	Km Sanju	1040116771	pass	1000	532	53.2	Second
46	Km. Jayalakshmi Tiwari	1040116774	pass	1000	599	59.9	Second
47	Krishna	1040116775	pass	1000	535	53.5	Second
48	Kumar Animesh	1040116776	pass	1000	588	58.8	Second
49	Lekhraj	1040116777	pass	1000	580	58.0	Second
50	Mamta Nagpal	1040116782	pass	1000	595	59.5	Second
51	Mukesh Kumar	1040116787	pass	1000	571	57.1	Second
52	Pooja Devi	1040116789	pass	1000	595	59.5	Second
53	Priti	1040116795	pass	1000	546	54.6	Second
54	Rajesh Kumar	1040116798	pass	1000	546	54.6	Second
55	Rajni Singh	1040116800	pass	1000	563	56.3	Second
56	Rakhi Malik	1040116803	pass	1000	554	55.4	Second
57	Reena Kumari	1040116808	pass	1000	599	59.9	Second
58	Renu Aggrawal	1040116809	pass	1000	581	58.1	Second
59	Reeta Rani	1040116810	pass	1000	592	59.2	Second

60	Sangeeta	1040116814	pass	1000	583	58.3	Second
61	Sangeeta	1040116815	pass	1000	571	57.1	Second
62	Sajid Khan	1040116818	pass	1000	591	59.1	Second
63	Seema Yadav	1040116820	pass	1000	583	58.3	Second
64	Suman Shukla	1040116826	pass	1000	593	59.3	Second
65	Sunder Singh	1040116827	pass	1000	593	59.3	Second
66	Swati Badhwa	1040116830	pass	1000	596	59.6	Second
67	Upender Kumar	1040116831	pass	1000	584	58.4	Second
68	Vikran Singh Rawat	1040116836	pass	1000	573	57.3	Second
69	Vindu Lata	1040116837	pass	1000	591	59.1	Second
70	Viresh Pratap	1040116838	pass	1000	591	59.1	Second
71	Ajit Singh	1040116740	pass	1000	521	52.1	Second
72	Bharat Bhushan Pandey	1040116749	pass	1000	550	55.0	Second
73	Bhavna Sharma	1040116750	pass	1000	568	56.8	Second
74	Daya Ram	1040116753	pass	1000	553	55.3	Second
75	Harish	1040116759	pass	1000	563	56.3	Second
76	Kamlesh	1040116766	pass	1000	569	56.9	Second
77	Lokesh Kumar	1040116778	pass	1000	548	54.8	Second
78	Mahesh	1040116780	pass	1000	597	59.7	Second
79	Manoj Kumar Bhardwaj	1040116784	pass	1000	555	55.5	Second
80	Priyanka Kumari	1040116796	pass	1000	585	58.5	Second
81	Rajni Kumari	1040116797	pass	1000	557	55.7	Second
82	Rajesh Mishra	1040116799	pass	1000	565	56.5	Second
83	Ran Dutt Gaur	1040116804	pass	1000	567	56.7	Second
84	Roopam Singh	1040116811	pass	1000	578	57.8	Second
85	Sheekha Chaudhary	1040116819	pass	1000	554	55.4	Second
86	Shilpa	1040116822	pass	1000	580	58.0	Second
87	Shiv Ram	1040116823	pass	1000	512	51.2	Second
88	Sonia Rani	1040116824	pass	1000	584	58.4	Second
89	Sunil Kumar	1040116828	pass	1000	585	58.5	Second
90	Vijay Pal	1040116835	pass	1000	566	56.6	Second
91	Yogita Raghav	1040116839	pass	1000	587	58.7	Second
92	Ashish Kumar Shukla	1040116747	RND				
93	Jyoti Rani	1040116764	RND				
94	Bhagat Singh	1040116748	RND				
95	Sarita Singh	1040116772	RND				
96	Sonia	1040116825	RND				
97	Vijay Kumar	1040116834	RND				

ANNEXURE 9

9.1 Student Feedback form for Teaching Practice



6th. CLASS
7th. Class-

RAMANUJAN COLLEGE OF EDUCATION

Teaching Practice School's Feedback Form SATPAL

Syllabus / Content

1) Is the Pupil – Teacher teaching the content / subject matter as specified by the class teacher ?
1. क्या छात्राध्यापक कक्षाध्यापक के द्वारा निर्दिष्ट पाठ्य वस्तु / विषय सामग्री को पढा रहा है ? A

2) Is the explanation is adequate?
2 क्या व्याख्या पर्याप्त है ? yes

3) Is the Pupil – Teacher teaching is systematic manner ?
3 क्या छात्राध्यापक क्रमबद्ध तरीके से पढा रहा है ? yes

4) Does the school teacher need to supplement Pupil-Teacher's teaching ?
4 क्या स्कूल शिक्षण छात्राध्यापक के शिक्षण की पूर्ति करने की आवश्यकता समझते हैं ? B

Time Managment

1) Is the Pupil – Teacher able to teach the specified content in the specified time frame ?
1 क्या छात्राध्यापक निर्धारित पाठ्य वस्तु को निर्धारित समय में पढाने मे सक्षम है ? A

.Class Managment

1) Is the Pupil – Teacher is able to manage the class properly?
1 क्या छात्राध्यापक कक्षा को भलीभाँति व्यवस्थित करने मे सक्षम है ? B

2) Is the Pupil – Teacher giving individual attenetion to back benchers ?
2 क्या छात्राध्यापक पीछे बेंच पर बैठने वाले छात्रों पर व्यक्तिगत रूप से ध्यान दे रहा है ? B

Students Response

1) Are the students able to understand the questions put up by the Pupil-Teacher ?
1 क्या छात्र छात्राध्यापक द्वारा पूछे गए प्रश्नों समझने मे समर्थ है ? A

2) Are the students responding in the class?
2 क्या छात्र कक्षा मे उत्तर देते है ? yes.

Evaluation

1) Was the introduction based on student's previous knowledge ?
1 क्या प्रस्तावना छात्रो के पूर्व ज्ञान पर आधारित है ? B

2) Was the lesson developed with the help of the students ?
2 क्या पाठ को छात्रो की सहायता से विकसित किया गया ? A

3) Was the level of questioning appropriate ?
3 क्या प्रश्नों का स्तर समुचित था ? B

Interaction

1) Is there adequate interaction between the Pupil-Teacher and the class ?
1 क्या छात्राध्यापक और कक्षा के बीच समुचित अन्तःक्रिया है ? B

2) Is the teacher allowing the students to interact whenever required?
2 क्या शिक्षक छात्रों को आवश्यकता पड़ने पर अन्तःक्रिया करने की अनुमति देता है ? B

Teaching Aid

1) Is the teaching aid related to content ?
1 क्या सहायक शिक्षण सामग्री पाठ्यवस्तु से सम्बन्धित है ? A

2) Was the Teaching aid used effectively ?
2 क्या सहायक शिक्षण सामग्री प्रभावशाली ढंग से प्रयोग की गई है ? B

Discipline

1) Is the Pupil – Teacher able to control the class effectively ?
1 क्या छात्राध्यापक कक्षा को प्रभावशाली ढंग से नियन्त्रित करने मे समर्थ है ? A

Communication

1) Is the Pupil Teaher able to communicate effectively ?
1 क्या छात्राध्यापक प्रभावशाली ढंग से संभाषण करने मे समर्थ है ? yes

2) Is the Pupil –Teacher 's voice audible ?
2 क्या छात्राध्यापक की आवाज सुनाई देने योग्य है ? yes

3) Are the gestures of the Pupil Teacher appropriate ?
3 क्या छात्राध्यापक के हावभाव समुचित है ? yes

Rating Of the Pupil Teacher

A Excellent | B Good | C Satisfactory | D Average | E Poor

Govt. Sr. Sec. School Bamnikhera

School

Class 7th Class

Name OF the Teacher

Section

Principal
Govt. Sr. Sec. School
Bamnikhera (Palwal)

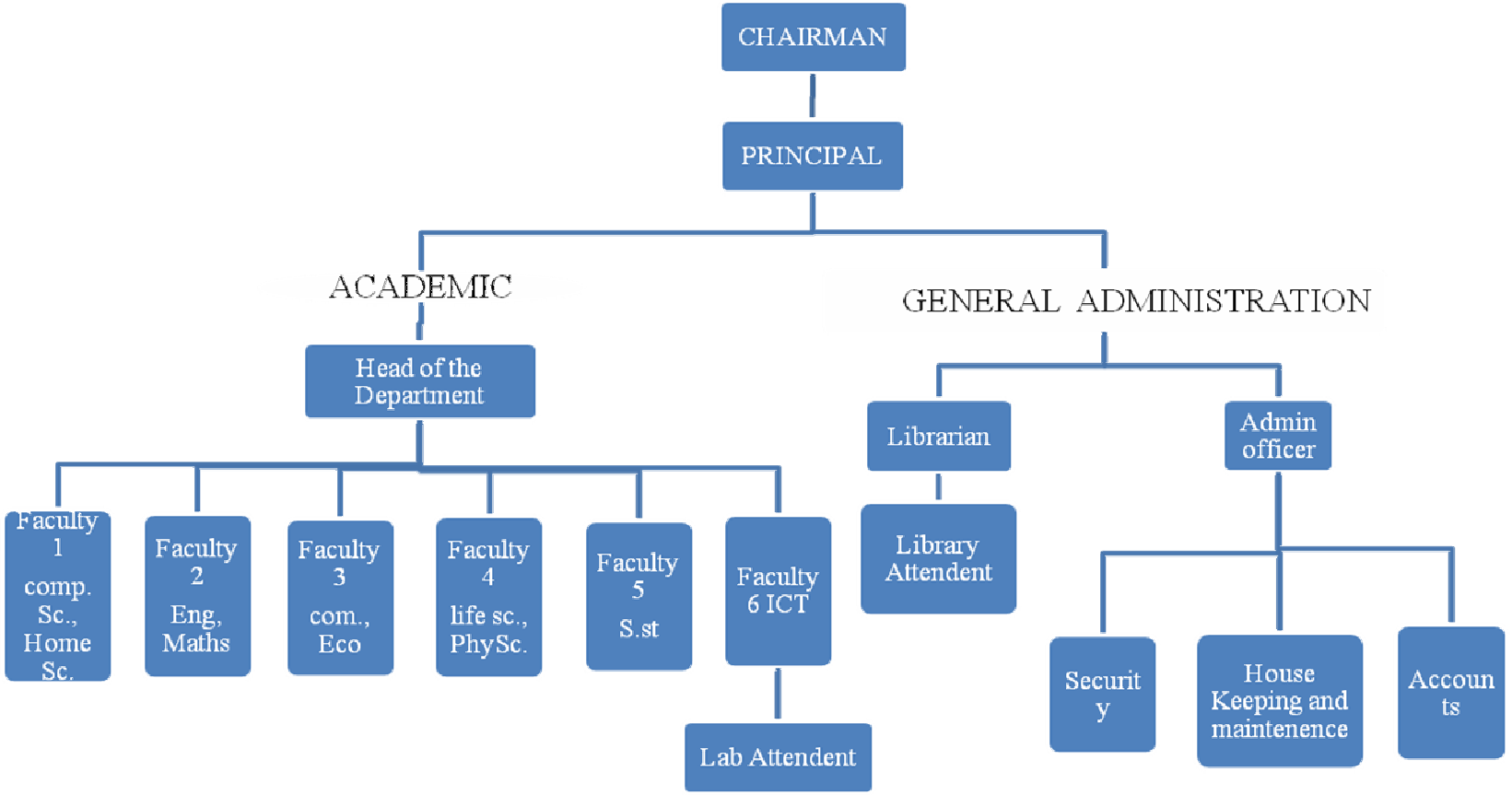
9.2 Peer Feedback form for Teaching Practice

OBSERVATION SCHEDULE

Points of Supervision/**पर्यवेक्षण के बिन्दु**		Evaluations/ **मूल्यांकन**					Comments/ **टिप्पणी**
		A	B	C	D	E	
Teacher/शिक्षक	Confidence/आत्मविश्वास						
	Happiness/प्रसन्नता						
	Dress/परिधान						
	Clarity/स्पष्टता						
	Expression/अभिव्यक्ति						
Class/कक्षा	Sitting Arrangement/ बैठने की व्यवस्था						
	Discipline /अनुशासन						
	Clarity /स्पष्टता						
	Interest/रुचि						
	Solution of Problems/समस्या का समाधान						
Lesson Plan/पाठ योजना	Objective in Beh. Terms/ व्यवहार गत उद्देश्य						
	Imp. of Student activity/छात्र अन्त:क्रिया का महत्त्व						
	Use of Teaching Material/ शिक्षण सामग्री का प्रयोग						
	Evaluation Question/मूल्यांकन प्रश्न						
Introduction/प्रस्तावना	Motivation/प्रेरणा						
	Based on Prev. Knowledge/पूर्व ज्ञान पर आधारित						
Presentation/प्रस्तुतीकरण	Systematic/क्रमबद्ध						
	Student Teacher interaction/छात्र शिक्षक अन्त:क्रिया						
	Level of Question/प्रश्नो का स्तर						
	Distribution of Question/प्रश्नो का विभाजन						
	Strategy of Questioning/प्रश्न कौशल						
	Level of Example/उदाहरण का स्तर						
	Teacher Statement/शिक्षक वक्तव्य						
	Use of Teaching Material/शिक्षण सामग्री का प्रयोग						
Black Board Work/श्यामपट्ट कार्य	Entries/प्रविष्टि						
	Clarity/स्पष्टता						
	Sequence/क्रमबद्धता						
	Use of Pointer/पॉइंटर का प्रयोग						

A-Excellent B-Good C-Satisfactory D-Normal E-Poor

Signature of Peer Supervisor **Signature of Supervi**

ANNEXURE 10

Organizational Structure