

BHARTIYAM COLLEGE OF EDUCATION

(Approved by NCTE, Jaipur and Affiliated to
Ch. Ranbir Singh University, Jind, Haryana)

Village Panhera Khurd, Mohna Road,
Ballabgarh, Faridabad 121004 (Haryana)



Self-Study Report Submitted to NAAC

Website : www.bhartiyamcoedu.com
E-mail : bhartiyamcollegeeducation@gmail.com
Phone : 0129-2000298, 9818260606
09891155700

PREFACE

Our college, ***Bhartiyam College of Education*** was established in 2007-08 and managed by Bhardwaj Educational and Welfare Society. It is situated at Panhera Khurd, Ballabgarh, Faridabad

It gives me immense pleasure to present here with a self-appraisal report for your kind perusal. We request you to evaluate and assess our report and guide us if any changes have to be made.

NAAC (National Assessment and Accreditation Council) has developed certain measures for continuous improvement of the quality of higher education. This report has been prepared in accordance with the specifications and guidelines laid down by NAAC. But like any good things have a tinge of imperfection we too while highlighting the working of our institution have included our strengths and weaknesses.

The preparation of SAR has provided us with an opportunity to introspect our working as compared to the emerging educational trends the world over. It is basically an exercise to inculcate quality consciousness across the working of our institution. All the staff members under the supervision and advice of our Hon'ble Principal Dr. (Mrs.) Sarita Bhardwaj have put in a lot of labour to consolidate this report. It is a precise and holistic description of our institute and is true to the best of our knowledge. Our college is totally committed to the core values of NAAC.

SELF- STUDY REPORT

CONTENTS

	PART -I Institutional Data	
S.No.	Particulars	
1.	Profile of the Institution	
2.	Criterion – wise Inputs	
	PART- II Evaluative Report	
1.	Executive Summary	
2.	Criterion wise analysis	
	Criterion I : Curricular Aspects	
	Criterion II : Teaching- Learning & Evaluation	
	Criterion III : Research, Consultancy & Extension	
	Criterion IV : Infrastructure & Learning Resources	
	Criterion V : Students Support & Progression	
	Criterion VI : Governance & Leadership	
	Criterion VII : Innovative practices	
3.	Mapping of Academic Activities of the Institution	

4.	Declaration By The Head of The Institution	
	ANNEXURE	
1.	Sample Questionnaires for Feedback from Students	
2.	Sample Format for Teacher Appraisal Report	
3.	A Copy of Syllabus	
4.	Academic Calendar & Time Table	
5.	Blue- Print of The Institution	
6.	Alumni Registration Form	
7.	Recognition Order of NCTE	
8.	University Affiliation Letter From MDU, Rohtak	
9.	University NOC for NAAC From CRSU, Jind & MDU, Rohtak	
10	Audited Income Expenditure Statement for The Previous Financial Year	
11	List Of Practice Teaching Schools	
12.	Best Practices	

PART-I

INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution:

Bhartiyam College of Education,
Panhera khurd, Ballabgarh
Haryana-121004

2. Website URL :www.bhartiyamcoedu.com

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Sarita Bhardwaj	9818260606	0129-2427587	bhartiyamcollegeofeducation@gmail.com
Self - appraisal Co-ordinator Ms. Madhu Hans	9899326468		bhartiyamcollegeofeducation@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.Sarita Bhardwaj	0129-4039858	9818260606
Self - appraisal Co-ordinator Ms. Madhu Hans	0129-2287097	9899326468

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

5 acres approx.

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2007

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

CRSU, JIND, Haryana

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

Month & Year

2f

MM	YYYY
NA	NA

Month & Year

12B

MM	YYYY
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. AutonomousCollege	
		iv. AffiliatedCollege	✓
		v. ConstituentCollege	
		vi. Dept. of Education of CompositeCollege	
		vii. CTE	
		viii. Any other (specify and indicate)	

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

Yes		No	✓
-----	--	----	---

If yes, has the institution applied for autonomy?

Yes		No	✓
-----	--	----	---

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

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

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify)	B.Ed	23180/2007 & 117008/2015	Provisional affiliation	100

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	✓		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?

1

b. Fee charged per programme

48090

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.

One

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

D.Ed.	-
B.Ed.	100 (2 Units)
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-
Any other (specify and indicate)	-

6. Are there Programmes offered in modular form

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

Number	1
--------	---

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

Yes	✓	No	
-----	---	----	--

Number	N.A
--------	-----

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

Number	N.A
--------	-----

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

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?

Immediate

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

Yes		No	✓
-----	--	----	---

Number	N.A
--------	-----

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

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 (specify and indicate)

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

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

- a) Date of start of the academic year
- b). Date of last admission
- c.)Date of closing of the academic year
- b) Total teaching days
- c) Total working days

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.	11	89	100	0	1	1	10	89	99
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

NIL

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

30833.44

b) Unit cost including salary component

50928.44

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

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

Programmes	Open	Reserved
------------	------	----------

	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.(2015-16)	95.29%	50%	60.333%	
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes	✓	No	
-----	---	----	--

8. Does the institution develop its academic calendar?

Yes	✓	No	
-----	---	----	--

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	60%	20%	20%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0
---	---

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

0	5
---	---

11. Practice Teaching at School : 2016-2017

a) Number of schools identified for practice teaching

0	5
---	---

b) Total number of practice teaching days

2	3
---	---

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

4	6
---	---

NOTE: Other days devoted to observation activities

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

No. of Lessons in simulation

No.1 + 1 = 2

No. of Lessons Pre-practice teaching

No. 05

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

Yes	✓	No	
-----	---	----	--

14. Does the institution provide for continuous evaluation?

Yes	✓	No	
-----	---	----	--

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

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

16. Examinations

a) Number of sessional tests held for each paper

0	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	01
--------	----

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

NOTE: Teaching of Computer Science is also being offered in B.Ed Program

Criterion III: Research, Consultancy and Extension

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

Total Number of Faculty

P.hd	3	20%
P.hd(Pursuing)	4	26.6%
NET	7	46.6%
M.Phil	1	6.66%

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
	N.A		

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	×
Adjustment in teaching schedule	✓
Providing secretarial support and other facilities	✓
Any other specify and indicate	×

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	✓		08
National journals - referred papers Non referred papers	✓		02
Academic articles in reputed magazines/news papers		x	
Books		x	
Any other (specify and indicate)		x	

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

Yes	✓	No	
-----	---	----	--

Number	3
--------	---

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

	Faculty	Students
National seminars	127	25
International seminars	08	-
Any other academic forum	-	-

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

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	×
Question bank	✓
Any other (specify and indicate)	✓

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

Yes	✓	No	
-----	---	----	--

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

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

05

16. Does the institution provide consultancy services?

Yes	✓	No	
-----	---	----	--

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

No Paid Consultancy

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.)

2906.97

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?

26

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

As per Requirement

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

1.06 Lakhs

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

-

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

Nil, Since it is a leased property for 40 years. The institution is giving lease rent amounting to Rs. 12, 50, 0000/- per annum

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

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

9. Total number of posts sanctioned
As per university norms

Open Reserved

M	F	M	F
2	13	-	-
6	3	0	1

Teaching
Non-teaching

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	1	-	-	-
Non-teaching	-	-	-	-

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

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

c. Number of teachers from Same state

Other states

-

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		6	3	0	1
	Temporary	-	-	-	-

b. Technical Assistants

		M	F	M	F
		Permanent	-	-	-
Temporary		M	F	M	F
		-	-	-	-

14. Ratio of Teaching - non-teaching staff

3:2

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

39.457%

16. Is there an advisory committee for the library?

Yes	✓	No	
-----	---	----	--

17. Working hours of the Library

On working days

6 Days

On holidays

-

During examinations

7 hrs

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	4604
- Textbooks	3551
- Reference books	1020
b. Magazines	8
e. Journals subscribed	9
- Indian journals	8
- Foreign journals	1
f. Peer reviewed journals	
g. Back volumes of journals	409
h. E-information resources	3
- Online journals/e-journals	25/20
- CDs/ DVDs	10
- Video Cassettes	
- Audio Cassettes	20

20. Mention the

Total carpet area of the Library (in sq. mts.)	185.87 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 | <input checked="" type="checkbox"/> | |
| Clipping | <input checked="" type="checkbox"/> | |
| Bibliographic compilation | <input checked="" type="checkbox"/> | |
| Reference | <input checked="" type="checkbox"/> | |
| Information display and notification | | <input checked="" type="checkbox"/> |
| Book Bank | <input checked="" type="checkbox"/> | |
| Photocopying | | <input checked="" type="checkbox"/> |
| Computer and Printer | <input checked="" type="checkbox"/> | |
| Internet | <input checked="" type="checkbox"/> | |
| Online access facility | | <input checked="" type="checkbox"/> |
| Inter-library borrowing | | <input checked="" type="checkbox"/> |
| Power back up | | <input checked="" type="checkbox"/> |
| User orientation /information literacy | | <input checked="" type="checkbox"/> |
| Any other (please specify and indicate) | | <input checked="" type="checkbox"/> |

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

20-25 nos.

Maximum number of days books are permitted to be retained

7 days

by students

by faculty

Whole session

Maximum number of books permitted for issue

for students

3

for faculty

On demand

Average number of users who visited/consulted per month

505

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

23:1

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

Rs. 49,980/-

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	
	Number 2013-14	Total cost (inRs.)	Number 2014 - 15	Total cost (inRs.)	Number 2015-16	Total cost (inRs.)
Text books	195	21,096	65	9250/-	200	49,980
Other books	14	1,000	15	2236/-	00	00
Journals/ Periodicals	7	2171	09	5670	9	2120
Any others specify and indicate	00	00	00	00	00	00

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

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.	00	00	00
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?

14

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)

	2012-13	2013-14	2014-15
Past percentage	100%	100%	100%
Number of First Class	93	88	97
Number of Distinctions	33	30	31

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

	2012-13	2013-14	2014-15
NET	02	03	02
SLET/SET	02	01	00
Any other (specify and indicate)	-	-	-

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

	2012-13	2013-14	2014-15
Financial Aid			
Merit Scholarship	0	0	0
Merit-cum-means scholarship	0	0	0
Fee concession	10	09	08
Loan facilities	0	0	0

Any other specify and indicate	0	0	0
--------------------------------	---	---	---

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes			No	✓
Non-teaching staff	Yes	✓		No	

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

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men

Women

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

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

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		-	-	✓		03
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

2016

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 2012-13	Year 2 2013-14	Year 3 2014-15
Higher studies	7.44%	8.79%	8%
Employment (Total)	80.85%	81.31. %	62%
Teaching	42.55%	53.8%	43%
Non-teaching	17.02%	27.47%	19%

23. Is there a placement cell in the institution?

Yes	✓		No	
-----	---	--	----	--

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

	2012-13	2013-14	2014-15
Nos. of students placed	76	74	62

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

	Yes	No
Academic guidance and Counseling	✓	
Personal Counseling	✓	
Career Counseling	✓	

Criterion VI: Governance and Leadership

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

Yes	✓		No	
-----	---	--	----	--

2. Frequency of meetings of Academic and Administrative Bodies: (last year)2015-2016

Governing Body/management	Twice in year
Staff council	Once in a month
IQAC/or any other similar body/committee	As and when required
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As and when required

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

2015-16	2015-14	2103-14
01	01	01

5. Furnish the following details for the past three years

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

12

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

	2013-14	2014-15	2015-16
National	01	04	05
International			

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

2013-14	2014-15	2015-16
04	03	04

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

2013-14	2014-15	2015-16
03	03	04

e. Research development programmes attended by the faculty

2013-14	2014-15	2015-16
03	12	44

f. Invited/endowment lectures at the institution

2013-14	2014-15	2015-16
03	02	03

Any other area (specify the programme and indicate)

2013-14	2014-15	2015-16
-	-	-

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

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

7. Are the faculty assigned additional administrative work?

Yes			No	✓
-----	--	--	----	---

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

-

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

Grant-in-aid	NIL
Fees	Rs. 48,41,287.00
Donation	NIL
Self-funded courses	NIL
Any other (specify and indicate)	NIL

9. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget	5568737.00	5112004.00
% spent on the salary of faculty	31.84	39.31%
% spent on the salary of non-teaching employees	11.90	8%
% spent on books and journals	0.00%	0.9%
% spent on developmental activities (expansion of building)	0.00%	0.03%
% spent on telephone, electricity and water	0.5%	0.02%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.00%	0.01%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.01%	0.02%
% spent on research and scholarship (seminars,	0.00%	0.00%

conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel	00.1%	0.25%
Any other (specify and indicate)	36.33	50.94%
i) Lease Rent on Building	24.79%	25.82%
ii.) Depreciation	2.16	3.65%
iii) Other Admin Expenses	13.17%	22.22%
Total expenditure incurred	4261088.40	5092843.78

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

Year	Surplus (in Rs.)	Deficit (in Rs.)
2013-14	861811.11	00
2014-15	1307648.60	00
2015-16	19160.22	00

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	✓	
Finance	✓	
Student Records	✓	
Aptitude Testing		✓
Examinations / evaluation/assessment	✓	
Any other (specify and indicate)		✓

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

Yes	✓		No	
-----	---	--	----	--

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

Yes	✓		No	
-----	---	--	----	--

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

Yes	✓		No	
-----	---	--	----	--

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

Yes	✓		No	
-----	---	--	----	--

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

For teachers	✓
For students	✓
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?
2015-16

	Category	Men	%	Women	%
a	SC	-	-	1	1%
b	ST	-	-	-	-
c	OBC	1	1%	2	2%
d	Physically challenged	-	-	-	-
e	General Category	11	11%	88	88%
f	Rural	3	3%	12	12%
g	Urban	8	8%	77	77%
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	-	-	1	10%
B	ST	-	-	-	-
C	OBC	-	-	-	-
D	Women	12	92.307	4	40%

E	Physically challenged	-	-	-	-
F	General Category	13	10%	9	90%
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	
	2013-14	2014-15	2013-14	2015
SC	0	1	0	1
ST	0	0	0	0
OBC	0	02	0	02
Physically challenged	01	0	01	0
General Category	100	98	100	98
Rural	22	28	22	28
Urban	78	72	78	72
Any other (specify)	-	-	-	-

PART-II

EVALUATIVE REPORT

EXECUTIVE SUMMARY

Education is a powerful tool of social change. India is a fast paced developing country and lays stress on education. In tandem with this our institute is also playing its part. It is striving hard to train the would-be teachers who in turn will train and teach the school students who in turn will shape the destiny of our nation. Quality of education has undergone a complete metamorphosis. From the Gurukul it has reached to the modern technology oriented education.

NAAC has taken an important responsibility of accrediting teacher training institutes so that the best and appropriate education is imparted to the future teachers. We shall be thankful to the visiting team of NAAC to assess the quality of our institute and guiding us wherever the changes are required, as per the norms of NAAC, we have tried to present a true, comprehensive and introspective report for evaluation.

Bhartiyam College of Education is a premier institute in District Faridabad [Ballabgarh] and runs bachelor of education [B.Ed.]. It was established by Bhardwaj Educational and Welfare Society in 2007, with a view to create confident and competent teachers. It was initially affiliated to Maharishi Dayanand University [MDU] Rohtak. Presently it is affiliated to CRSU, Jind and also recognized by NCTE. It was set up and managed under the expert guidance of CA [Mr.] Gian Bhardwaj- President and Dr. [Mrs.] Sarita Bhardwaj- Principal of the college.

It has a campus of approx. 5 acres. It boasts of well qualified staff which includes Ph.D,NET and M.Phil. Along with studies it focuses on all round development of students by providing them personality programmes, sports and rigorous teaching practices. Since beginning, our college has produced almost 100% result and our students get employment as soon as they pass out.

Our institute follows all the norms as given by regulatory bodies i.e. NCTE and CRSU, Jind for the required physical infrastructure, recruitment of the staff, admissions, fees and curriculum, In a span of about 10 years ,it has established itself as an institution of repute with the following objectives, vision and mission:

OBJECTIVES

- To provide quality education to students.
- To help the student teachers to achieve their goals by providing them high quality, skill oriented and technology centered teacher education.
- To foster clear thinking and effective expression among students.
- To introduce and nurture innovative teaching techniques among student teachers in real class room situations.
- To encourage the prospective teachers to develop their personality, communication and computer skills along with maintaining universal values and a holistic approach to teaching and learning.
- To involve new methodologies for teacher training which will help student teachers to develop organizational skills through team work, collaboration, and cooperation.
- To develop an understanding of the modern principles of pedagogy and its application to curriculum transaction and evaluation.
- To help the student teachers to develop into global citizens through the training of co-operation and peaceful co-living.
- To ensure that students who belong to disadvantaged group are included and have equal access to be effective teachers in future.
- To reduce the gap between the affluent and disadvantaged group.

MISSION

Since initiation, our college has been endeavouring to prepare the students for the global environment. The logo itself sets the pace of our mission & stresses that “Gyan” is the route to attain immortality. This gives a direction and momentum to our mission and in turn helps us to work for the betterment of the society.

- To impart quality education to meet the needs and challenges of Global environment.
- To inculcate ethical and moral values among students.
- To provide students-centred academic and personal enrichment opportunities to enhance life-long learning.
- Provide infrastructure and facilities to support teaching and learning of highest standards.
- To inspire the learners to acquire knowledge and skill so that they can make themselves enable to apply those tools to the benefit of the society at large.

VISION

- To develop our college as a center of excellence and substances of quality and standard of education.
- To prepare competent, committed, creative and compassionate teachers for future generation.

INFRASTRUCTURE

The college has sufficient space so that the teaching can be carried out for 100 students. There is a well- equipped library, language Lab., psychology Lab., computer lab. with internet facility, separate boys and girls toilets, first aid room, seminar hall, canteen, separate boys and girls common room ,staff room , administration office, Principal's room , sports room and art and craft room etc.

PROGRAMMES FOR QUALITY ENHANCEMENT

- A National level Seminar on “Quality Control in Education- towards a Better Future” sponsored by CRSU, Jind was conducted.
- A Personality Development workshop was conducted by Ms. Kamlesh Jain.
- Art and Craft workshop was organized in our college, conducted by Ms. Heena Handa.

- To inculcate the value of health, A Yoga workshop was conducted by Dr. Sanjeev Pathak.
- Protection officer – Hema Kaushik held a workshop on domestic violence for our students.
- A workshop on ‘Child Abuse’ was conducted by Ms. Tarini- Protection Officer.
- Guest lecturers were organized for the benefit of students.
- Through mock interviews the students were taught how to face the interview board.

AWARDS

Best teachers’ award was given to our honorable principal Dr. Sarita Bhardwaj.

STRENGTH, WEAKNESSES, OPPORTUNITIES AND CHALLENGES

[SWOC] ANALYSIS

STRENGTHS

- Bhartiyaam College of Education has been set up in an eco-friendly and lush green environment having beautiful flora and fauna. The classrooms are well ventilated and have ample light. Students have sufficient space to sit on high quality furniture. Smart classrooms, spacious administrative office, multipurpose hall, modern well equipped library and laboratories, huge playgrounds and sports facilities are provided.
- Highly qualified and experienced staff.
- Seminar, guest lectures and workshops are held from time to time.
- Management encourages the staff and provides all kinds of help to motivate them for higher education.
- Besides the regular syllabus the students are provided with the latest developments in the field of education so as to improve their standards and awareness.

- Our Principal takes the views of all the faculty members while taking any important decisions.
- Placement cell informs about the vacancy in both government and private schools.
- Cab and bus is provided to students and staff for transport on regular basis.
- Institute has the optimum infrastructure, manpower and expertise to conduct workshops, seminars, sports, cultural and other activities.
- Students with diverse backgrounds are given equal opportunity.
- Amenities like canteen, separate toilets for boys and girls, separate common rooms for girls and boys, first aid room, staff room are there.
- Remedial teaching is given to weaker students.
- Guidance and counseling is given to the students from time to time e.g. through mock interviews.
- Feedback about the working of the institute is collected from parents, students and alumni.
- Governing body is made according to the norms of the university. Various committees to look after different problems have been constituted.
- IQAC keeps giving new and innovative ideas to improve the working of the institute.
- Field trips, celebration of important days and festivals, teaching practices are an inbuilt feature.

WEAKNESSES

- The college is located in a rural area .The supply of electricity is erratic and there are frequent fluctuations in the voltage.As a result the working of the institute gets affected.

OPPORTUNITIES

- Faculty members are encouraged to go in for higher education and training programmes.
- Participated with NGO's and local community for the upliftment of the rural people specially girls.
- Students and staff are encouraged to take part in various competitions organized by other institutes.

CHALLENGES

- Retention of good faculty and staff members.
- Students from rural background are unable to converse in English fluently.
- Competition from other B.Ed. institutes.
- Providing on job experience and various activities in accordance with B.Ed. programme.
- Developing positive attitude towards the profession of teaching.
- Generating of finances.
- Maintaining harmony among faculty members.

CRITERION-I

**CURRICULAR
ASPECTS**

CRITERION 1: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self-development, Community and National development, Global trends and demands etc.)

Bhartiyam College of Education was started by the Bhardwaj Educational and Welfare Society in the year 2007. It is located in district Faridabad (Ballabgarh), and is affiliated to Chaudhary Ranbir Singh University (CRSU), Jind. It was set up under the expert guidance of CA Mr. Gian Bhardwaj – President, and Dr. (Mrs.) Sarita Bhardwaj – Principal of the College. Since its inception, Bhartiyam College of Education is working endlessly to impart quality education to its students keeping in mind the changing needs of the society. The college currently runs Bachelor of Education (B.Ed.) program under the aegis of CRSU, Jind.

The college has fostered a right balance between ethos and traditions on one hand and modern outlook on the other. It links moral ethics with professionalism. Today the institution is known for its excellent results and placements. The vision and mission of Bhartiyam College of Education (BCE) is in tandem with the paradigm of excellence and sublime spiritual existence which go hand in hand. Although the college is located in rural area, yet it has strong links with local community and the society as a whole. The college has a clear, distinct and community oriented objectives as follows:

- To provide quality education to students.
- To help the student teachers to achieve their goals by providing them high quality, skill oriented and technology centered teacher education.
- To foster clear thinking and effective expression among students.
- To introduce and nurture innovative teaching techniques among student teachers in real class room situations.
- To encourage the prospective teachers to develop their personality, communication and computer skills along with maintaining universal values and a holistic approach to teaching and learning.

- To involve new methodologies for teacher training which will help student teachers to develop organizational skills through team work, collaboration, and cooperation.
- To develop an understanding of the modern principles of pedagogy and its application to curriculum transaction and evaluation.
- To help the student teachers to develop into global citizens through the training of co-operation and peaceful co-living.
- To ensure that students who belong to disadvantaged group are included and have equal access to be effective teachers in future.
- To reduce the gap between the affluent and disadvantaged group.
- To make the college environment ecologically congenial.
- To use various motivational strategies for improving the attendance of the students through the use of email, telephonic contact and direct meeting.
- To ensure a two- way communication between the co-operating schools and the college for quality practice teaching.

ACADEMIC CONSIDERATIONS

1. In the beginning of the session the syllabus is discussed by the Principal and faculty and all activities like assignments, field trips, practice teaching etc. are planned.
2. Difficult topics are redone till they are clear to the students.
3. Regular class test and two internal exams are held.
4. Classes are held according to the time table and if any teacher is absent then alternative arrangements are made.
5. Attendance of each student is maintained and in case of shortage both students and parents are informed.
6. Students are encouraged to use the library.
7. Reading, writing, speaking and thinking capabilities of the students is enhanced through quiz, debates and other activities.

TRAINING:

Training programs are organized both for the faculty and students for example: Personality development, enhancing communication skills, resume writing, facing the interview board etc. are held.

Glimpse of lecture given by Ms. Kamlesh Jain on personality development





EQUITY

Most of the students are girls who sometimes have to face problems like marriage, pregnancy etc. Best efforts are made so that they have no problems in studying and can complete the course effectively. But no compromise is made on quality of training. Boys are encouraged to perform well in various fields.

SELF-DEVELOPMENT

The lecture taught by the faculty members, time taken, topic covered, assignments given etc. are discussed with the Principal from time to time. The Principal also cross checks with the students. Students and teachers are also involved in activities like analysis of the syllabus, peer evaluation, conceptualization of theme based cultural programs etc. Special lectures and seminars are also held from time to time. Positive environment is given to the students for self-development. Therefore many students clear HTET and CTET every year. Seminars are also organized in the college premises in order to motivate the student teachers as well as faculty members for their self-development. Faculties also participate in conferences, seminars, present papers and publish articles. In order to provide opportunities for self-development activities like chess, badminton, kho-kho, memory games, best out of waste, Sudoku, yoga etc. are held.

Highlights of the National Seminar held in college premises attended by Honourable Vice Chancellor Major General (Rtd) Dr.Ranjeet Singh, CRSU, Jind as a chief guest.







Paper presentation by faculty members in International Education Conference



COMMUNITY AND NATIONAL DEVELOPMENT

Bhartiyam College of Education is making full efforts to educate and train the rural people. This is done in consultancy with the local leaders keeping in mind their needs and problems for example: tree plantation, Swachh Bharat Abhiyan, Beti Bachao Beti Padhao, Training for Stitching, computer education etc.

Tree plantation drive at Government Senior Secondary School, Panhera Khurd, Ballabgarh





Swachh Bharat Abhiyan drive



Beti bachao beti padhao drive



Training for stitching



Computer education to students



ISSUES OF ECOLOGY AND ENVIRONMENT:

Bhartiyam College of Education is built up in a beautiful green area. Beautification of the campus is given utmost importance. Various trees and plants are there in abundance which provides a natural habitat for various birds and animals. Huge green lawns and playground provide an ideal setting for learning. Students are encouraged to look after them so as to make them understand the importance of environment protection.

Bhartiyam College of Education in lush green environment





Playground



Cleanliness is also given due importance. Students are made to understand the need for staying in a clean environment. Class rooms, laboratories, hall, library, toilets are sparklingly clean. Significance of personal hygiene is also stressed.

The college premises and library are maintained noise free so that the students can concentrate better on their studies.

Environment sanitization programs like save water, waste management, say no to polythene bags, no use of crackers etc. are often discussed.

Organization of thematic assemblies to learn different ways of environmental protection are also held for example: importance of earth day, sustainable and healthy environmental development, depletion of ozone layer, global warming etc.

Principal's room



Library



Computer Lab



Curriculum Lab



SeminarHall



ClassRoom



Language Lab



Science Lab



VALUE ORIENTATION:

The college is an epitome of values. Students are told that all religions are equal and they must pay respect to them. Principal Dr. (Mrs.) Sarita Bhardwaj exudes values in her thoughts, speech and action on every possible occasion. Both students and faculty members benefit from it.

Values are also taught through inspirational stories, poems, and anecdotes. Students have to adhere to punctuality. “Thought for the day” and numerous sayings are written on various boards for all to see and understand.

Principal and faculty members try to be role models for the students. They are very polite to each other and if any differences arises, they are amicably solved. The institute has certain norms of behavior which have to be followed by all for example: both students and staff have to reach college before 9am as the class starts after that. Classes are held on time and they get over also

on time. Besides maintaining ethical relationship, cordial conversations present value role models to students.

EMPLOYMENT:

The motto of our college is not only to impart academic excellence but also to motivate and empower the students for lifelong learning, to be self-confident and be prepared for an ever changing society. To achieve these objectives the issue of employment is imperative. Our college believes in strong content, latest technologies and soft skills and team work. As soon as the course is completed most of our students get jobs in reputed schools whether government or private schools.

Education at Bhartiyam College of Education is all employment oriented. It stresses the importance of strong content, inter personal relationship, personality, leadership, communication skills, team work and stress management. Students are also trained on how to write professional resumes and face job interviews. Vacancies in different schools is also informed to them. Mock interviews are held to give practice to the students.

Students who have completed the course are kept in touch through whatsApp or phone to inform them about jobs in schools.



GLOBAL TRENDS IN DEMAND:

Faculty members keep the students abreast with the global trends through activities like discussion of issues under comparative education, experiences of other countries and demands in different fields of education and specialization.

B.Ed. syllabus includes topics of International concern. These are discussed in detail by the concerned teachers. International journals, books etc also help in the same.

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

NEED ASSESSMENT AND FEEDBACK INFORMATION:

Curriculum for B.Ed. is designed by CRSU keeping in mind feedback received from teachers, students, external examiners, experts, alumni etc. Principal Dr. (Mrs.) Sarita Bhardwaj who is also a member of Board of Studies (BOS), CRSU, Jind discusses the curriculum with the faculty members and students and gives her suggestions to the committee of BOS from time to time. These suggestions are recorded systematically and are incorporated in the syllabus. The curriculum is up graded and modified according to the needs and trends of the society. Difficult and important topics are given special attention and if need arises the teachers take extra classes or guide the students in the library or provide them the information. The photocopy of the same is given to them.

At the end of every academic year feedback is also taken from students about the teaching learning process, college atmosphere, campus experiences or any other which they wish to tell.

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

- (a) The curriculum is designed by CRSU keeping in mind the emerging needs of the society. Exposure is given to the global trends. Activities are organized both inside and outside the college to give them idea on global issues like environment awareness, health education, women empowerment, communication skills or any other topic of importance. Debates and discussions are also held for the same. The curriculum includes aspects relating to environmental education, moral and ethical values, basic pedagogy, creative records, computer education etc.
- (b) Global trends in teacher education are followed through newspaper articles, NCERT, NCTE, AIU and international journals and then incorporated in the curriculum. Views of eminent educationists are taken into consideration.
- (c) Debates are held on topics like use of ICT, Peace education etc.
- (d) All important international days are celebrated in the college.
- (e) Education system of different countries is discussed with the students.
- (f) The syllabus includes topics like globalization, human rights etc which are discussed in detail.

Tree plantation drive on account of environment awareness



Students practicing yoga on account of health awareness



Special Lecture by college staff in govt. school , Panhera on women empowerment





International yoga day celebrated in college premises



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

Value education is imparted to the students by practicing yoga, meditation, lectures on ethics and self -development programs. Environmental education and human rights education is also in built part of the curriculum. All important days like Independence Day, Republic Day, Human Rights Day, Women’s Day and World Environment Day etc. are celebrated with great enthusiasm. Students have an access to the internet. Training in contemporary social responsibilities and values and community services is also given to them.

Students practicing yoga



Celebrated Republic Day



Women's Day Celebrated



The college motivates the students to-

- 1) Inculcate ethical values through lectures on our Indian culture.
- 2) Creating awareness about global issues like global warming, pollution, disaster management etc.
- 3) Students take part in co-curricular activities and work in computer and language laboratory.
- 4) Inculcating social, cultural, religious and regional values through celebrating all National festivals.
- 5) Training is also given to them in contemporary social responsibilities through values and community service.
- 6) Students are made aware about their environment by planting trees, gardening, campus cleaning and ban on use of plastics, community service, health and public awareness programs.
- 7) Students are urged to practice integrity, morality and honesty. They have to be punctual in all their works.
- 8) Physical education classes are held to develop personality and good health of the students.
- 9) Measures are taken to blend education with modern technology through techniques like net browsing, power point presentations etc.
- 10) Motivational quotes are displayed on bulletin board.
- 11) Talks on National issues like Beti Bachao Beti Padhao, Save Water, Domestic Violence, Yoga etc. are held.
- 12) Faculty and students keep in touch through whatsApp groups.
- 13) At times the faculty members teach through power point presentations.

Students planting saplings



Distribution of stationary on the occasion of Basant Panchami (community service)



Health awareness program (community service)



Republic day celebration (community service)



Beti bachao beti padhao drive



Use of language laboratory



Use of library



Annual sports day





Lohri celebration



Christmas celebration





Holi celebration



Workshop organized on domestic violence by protection officer Ms. Hema Kaushik and Tarini (Assistant protection officer)



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

Yes, the institution make use of ICT for curricular planning. Faculty plan their lessons and deliver lectures, and students prepare and give their discussion lessons through power point presentations with the help of LCD Projector, OHP.

1.2 ACADEMIC FLEXIBILITY

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

Micro teaching lessons are held for the prospective teachers by the faculty teachers to make them aware about the problems of actual teaching so that when the student teachers go for practice teaching they are fully confident. Guidance and feedback are provided by the teachers. Through these micro teaching lessons the students get practice in the use of teaching aids to make their teaching effective. In order to make teaching a reflective one group discussions, debates, peer teaching, field trips and educational tours are held.

Practice teaching by students in schools



When the students go in for actual classroom teaching in the schools they are given feedback after every lesson both by supervisors and peers.



Post-practice teaching lessons are also held wherein the students give their reactions, difficulties faced and strategies adopted to solve them. The faculty members help them in all possible ways. Thus the whole session becomes quite interactive.



Opportunities are also given to the students to think, reflect and act through innovative teaching learning strategies, peer presentations, WhatsApp groups etc. Step by step monitoring gives the students an opportunity to be reflective practitioners.

Internal assessment throw light on the progress of students. The students have to prepare and present Power Point Presentations. This helps them to reflect upon the use of technology and to make their teaching more effective. In order to enhance the creativity of students, competitions are held in preparations of teaching Aids.

Internal assessment in progress



Teaching aids prepared by students



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

In order to impart learning experiences to the students, the following is performed:

1. Prepare projects, teaching aids, power- point presentations and prepare assignments by collecting information from internet web and library.
2. Develop their creativity and intelligence. Students are encouraged to write articles etc make paintings ,play Sudoku and chess.
3. Students along with the teachers are encouraged to plan seminars and other social activities. In these programs anchoring is done by the students. All efforts are made by the students.
4. Festivals of all religion are celebrated and students take part in them with enthusiasm.
5. Games and sports are part of activities.
6. Students are taken for field trips for example Crafts Mela at Surajkund so that they can understand our own culture and of different states and countries.
7. Students take part in activities like pot decoration, gardening, paper cutting etc.
8. On teachers day, they are allowed to role play like a teacher and teach the class for a day.

9. While teaching, students make working models to make their teaching interesting.
10. Students are made in charge of decorating the display boards. They write slogans, thought for the day and put motivational pictures. Theme based display of the boards is done on certain important days for example Teachers Day, Republic Day, Independence Day or some National festival.
11. In order to teach the importance of GROW MORE TREES once a year students are asked to plant saplings and also to look after them.
12. Flag hosting is done by them on Republic Day and Independence Day.
13. Students make rangoli using variety of materials to decorate lobby, verandah, and other places.
14. To understand the concept of BEST OUT OF WASTE students make beautiful things which are displayed in the Principal's room, staff room etc.

Sports day organized





Field trip to Surajkund Crafts Mela





Indoor games





Student participation in anchoring in national seminar



Rangoli making



Pot decoration



Teacher's day celebrated



Hindi Divas celebrated



GROW MORE TREES: a tree plantation drive



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

In order to develop various skills the college organizes Computer classes, yoga classes, art and craft course, personality development course, First Aid, Personal Hygiene etc.

ICT SKILLS

Students know that information is unending. In order to be a good teacher in future not only they should have mastery over their subject but also they should be able to gather new information from the internet. So they take keen interest to learn internet and improve their ICT skills. This is done by preparing power-point presentations.

COMMUNITY ORIENTATION AND SOCIAL RESPONSIBILITY

Bhartiyam College of Education has a strong bond with the rural people around them. A tree plantation drive is undertaken by the students to understand how to conserve the natural resources. Swachh Bharat Abhiyan, Best out of Waste, Save Water, etc. helps the students how to protect the environment. Social responsibility is also taken into consideration through Beti Bachao, Beti Padhao movement.

In service training is imparted to the teachers where in new methodologies of teaching, challenges in education, audio-visual aids are explained.

Blood Donation camps are held where the blood collected is given to the hospitals for the use of needy patients. We collaborated with Haryana State Blood Transfusion Council (HSBTC) in organizing blood donation camp.



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

- **Interdisciplinary /Multidisciplinary**
- **Inclusive Education**
- **Multi skill Development**
- **Practice Teaching**
- **School Experience/Internship**
- **Work experience / SUPW**
- **Any other (specify and give details)**

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

1. Interdisciplinary / Multidisciplinary

Teaching is done in an interdisciplinary way. The method papers share certain common points. Subjects are inter related to each other. Team teaching is done to help the students to acquire multidimensional skills. Topics like computer education, environmental pollution need multi-

disciplinary treatment. At times the Principal herself having a multi- disciplinary perspective takes up such topics.

2. Multi-skill development

All the programs in our college are organized with the help of the students. They actively take part in it whether seminars, workshops, social activities or any other programs. Their enthusiasm can be seen in all the activities. This helps to develop their leadership and management qualities and also enhance their creativity. Students are encouraged to use computer to make their assignments so that they become computer savvy. Along with learning the ways of teaching they learn the use of library, facing interview board etc. are some of the diverse activities in which the students take part. They are also encouraged to present their views in front of class fellows and faculty so that they learn the skill of presenting their views in an organized way.

Communication skills is developed through speeches in the morning assembly, debates, quizzes etc. Self-discipline is taught through punctuality in all the areas. When the children go for practice teaching in local schools they learn important lessons in life skills. Students are motivated to take part in community out-reach and other awareness programs to learn social and moral skills.

Thus a teacher is a combination of being an expert in the subject of teaching along with being a good communicator, a manager, counsellor, motivator and a link between the institution and the community.

3. Inclusive Education

So far we do not have any differently abled student. But if need arises all the facilities will be provided to them. Our faculty Dr. Ritu Arora Dewan has been specially assigned for it.

4. Practice Teaching

Practice Teaching is conducted in selected neighboring schools according to the syllabus. In this period certain aspects like classroom management, recording attendance, setting exam papers, evaluation, maintaining school records, organizing sports and other activities are taught. Every day the students have to write and plan their lesson plan which are checked by the faculty while

they are teaching in the class. Teachers write their views and suggestions on the lesson plan. Students try to improve their teaching skills accordingly.

Before going for actual practice teaching, the students are given enough practice in the pre-practice sessions in the college. They also have two discussion lesson at the end of practice training.

Practice teaching by student



5. School Experience / Internship

Practice teaching is an essential component of B.Ed. program. It is conducted in three stages viz; Pre- practice teaching, Actual teaching and Post practice teaching. When our trainees go to various schools, along with their regular school works they expand their experience through various activities like:

1. Conducting morning assemblies
2. Participating in the celebration of National Festivals
3. Participating and organizing co-curricular activities
4. Organizing sports and games
5. Helping students in art and craft activities
6. Conducting debates, quiz etc.
7. Observing classes conducted by regular teachers

During their stay in the school the student teachers gain learning experience and also develop interpersonal relations with the school teachers and pupils of the school.

Morning assembly



6. Work Experience /SUPW

The college provides a variety of work experiences /SUPW activities to the students, such as:

- 1) Candle making
- 2) Interior decoration
- 3) Best out of waste
- 4) Gardening
- 5) Rangoli making
- 6) Preparing teaching aids
- 7) Painting
- 8) Clay modeling
- 9) Paper cutting

Any other (specify and give details)

The students are encouraged to use the internet in the college and create their own e-mail accounts or gather some other useful information. They also take part in cultural activities for example celebrating all important religious and other days, sports competitions, decorating bulletin boards, helping the teachers to conduct seminars, tree plantation etc.

News Headlines of Bhartiyaam College of Education



अंतरराष्ट्रीय महिला दिवस पर सम्मान समारोह आयोजित किए गए, साहसिक और अनूठे कामों के लिए महिलाएं सम्मानित
साहस और समर्पण के लिए नारी शक्ति को सलाम



फरीदाबाद | वीक सफटाटा

अंतरराष्ट्रीय महिला दिवस के उपलक्ष्य में फरीदाबाद को शहर के अलग-अलग इलाकों में समान सामाजिक आयोजन किए गए। भारतीयों ने कार्यक्रमों में महिलाओं के साहस और समर्पण को सराहा और उन्हें सम्मानित किया। कुछ महिलाओं ने महिला दिवस को अपने-अपने तरीके से मरती थीं 'मॉडिस्ट में भंगवा। पूरे दिन सांस्कृतिक कार्यक्रमों का आयोजन रहा।

उपरोक्त कार्यक्रमों में, वे गांधी भवन में आयोजित कार्यक्रम के आयोजन में शामिल हुईं। यह कार्यक्रम 20 विभिन्न-विभिन्न स्तरों से शुरू किया गया। उपरोक्त महिलाओं को प्रोत्साहित करने के लिए फरीदाबाद में आयोजित कार्यक्रमों में महिला दिवस पर कार्यक्रम आयोजित कराया। नौकरा विभागों के जेब में महिला कैडेटों से मिलने महिला विभाग के प्र की उपलक्ष्य में आयोजित किया गया है।



फरीदाबाद सेक्टर-29 में बेंटी बच्चों अधिगान के तहत युवाओं को समान सेवी महिलाओं को सम्मानित किया। • विद्वान



फरीदाबाद सेक्टर-10 में मानव सेवा समिति महिला विंग की ओर से आयोजित किए गए कार्यक्रम में उन्हें ने सांस्कृतिक कार्यक्रम प्रस्तुत किया। • विद्वान

बीकॉम-बीए की छात्राओं ने महिलाओं के अधिकार बताए

फरीदाबाद। बल्लभगढ़ विद्यालय महाविद्यालय में हुए कार्यक्रम को अंतरराष्ट्रीय महिला दिवस के मौके पर महिलाओं के अधिकार विषय पर परिचय का आयोजन हुआ। इस मौके पर बीकॉम और बीए की छात्राओं ने विचार रखे। वही सेक्टर-14 की हुजा मर्कट स्थित 7 रोड्स बाय पूर्व दिशा पुलिस स्टेशन में आयोजित महिला दिवस पर सेक्टर की संस्थापक व ब्यूटी सैलूनियर प्रीति ने कार्यरत महिलाओं को सम्मानित करने के लिए कार्यक्रम का आयोजन किया।

महिला वीज उतपीड़न, हिंसा की घटनाएं बढ़ रही हैं : लांबा

स्कूल-कॉलेजों में रही घूम

फरीदाबाद। प्रत्येक वर्ष विद्यार्थियों में अंतरराष्ट्रीय महिला दिवस पर कैरिब्रिग मोर्ची, सांस्कृतिक कार्यक्रमों में बस्ती में का आयोजन रहा। संस्थान की युवा संस्थाका प्रयास भ्रम ने कहा कि अंतरराष्ट्रीय महिला दिवस नारीशक्ति को सलाम करने के आयोजित किया जात है। बल्लभगढ़ उच्च नौ महिला व्यावसायिक संस्थान और कार्यरतों के आयोजित किया गया है।



रविवार, 04 फरवरी 2017

देन गाल

के की मांग में पड़े

स्थल के हुआ है। आए हुए जाएगा। ए कहा है भी 33 ल्यल हुए उपलब्ध ने नौकरी

न्यूज कॉर्नर

लोक अदालत 11 फरवरी को लगेगी

फरीदाबाद। जिला विधिक सेवाएं प्राधिकरण के दिशा-निर्देशन में 11 फरवरी को सेक्टर-12 स्थित अदालत परिसर में राष्ट्रीय लोक अदालत आयोजित की जाएगी। इसमें अधिक से अधिक मामले लगाकर उनके निपटान पर न्यायिक अधिकारी जोर दे रहे हैं। प्राधिकरण के चेयरमैन व जिला एवं सत्र न्यायाधीश इंद्रजीत सिंह मेहता ने बताया कि लोक अदालत में पूर्व निर्धारित पीठासीन अधिकारी व सदस्यों के समक्ष पारिवारिक विवाद, बैंक वसूली, आपराधिक मामले, एमएसीटी, बैंक बाउंस, पर्यावरण संबंधी मामले आपसी सहमती व तालमेल से निपटाए जाएं।

छात्रों को योग क्रियाओं की जानकारी दी

फरीदाबाद। भारतीयम कॉलेज ऑफ एज्युकेशन में शुक्रवार को एक दिवसीय योग शिविर लगाया गया। इसमें छात्रों को योग क्रियाओं की जानकारी दी। यह जानकारी कॉलेज की प्रचार्या डॉ. सरिता भारद्वाज ने दी। शिविर का संचालन चैतन्य योग फाउंडेशन के डॉ. संजीव पाठक ने किया।

कार लोन के नाम पर चार लाख की धोखाधड़ी गुरुग्राम।

सर्व हरियाणा ग्रामीण बैंक से जाली कागजात के सहारे कार लोन के नाम पर साढ़े चार लाख रुपये की धोखाधड़ी करने का मामला सामने आया है। आर्थिक अपराध शाखा की जांच पर सिटी पुलिस ने केस दर्ज कर लिया

सेक्टर-15 में कार का शीशा तोड़कर चोरी

फरीदाबाद। सेक्टर-15 में बदमाशों ने कार का शीशा तोड़कर आइपैड और अन्य सामान चोरी कर लिया। सेक्टर-29 निवासी लक्ष्य ने बताया कि ऑफिस से छुड़ी के बाद वह कार से सेक्टर-15 स्थित जिम गए थे। वापस आने पर खड़ी कार से बैग गायब था, जिसमें उनके जरूरी कागजात थे।

गैंगरेप मामले में पुलिस से सहयोग मांगा

गुरुग्राम। मंदपुर गांव में डकैती और दो महिलाओं से हुए गैंगरेप मामले की जांच में एसआईटी और अपराध शाखा की टीमों कर रही हैं। इस मामले में गुरुग्राम पुलिस ने पुलिस ने पड़ोसी राज्यों की पुलिस से सहयोग मांगा है। इसी को लेकर

जागरण सिटी



आप भी

जेद सिंह

॥

दैनिक जागरण

नई दिल्ली, 4 फरवरी 2017

8527706391

नगद पैसे पायें

• लोहा • चाँदी
• हीरे • सिक्के और
• दागी के नग
• जड़ी (गोटा)

हम छहर में सब से ज्यादा मूल्य देते हैं..... बर्तमान कीजिए

लोन भी मिलता है गहनों पे

Roshan Bhai Jewellers

C-159, Central Market, Lajpat Nagar-II, N. Delhi-24
(Near Bikaner Sweets) 10 AM to 8 PM ALL DAYS OPEN

कॉलेज में लगी योग कार्यशाला

जासं, फरीदाबाद : भारतीय कॉलेज ऑफ एजुकेशन में एक दिवसीय योग कार्यशाला का आयोजन किया गया। कार्यशाला का संचालन चैतन्य योग फाउंडेशन के डॉ. सजीव पाठक ने किया। उन्होंने विद्यार्थियों को योग का महत्त्व बताया। कहा कि हर रोजाना को दैनिक जीवन में योग को अपनाना चाहिए।

इस दौरान शिक्षकों और छात्रों ने अलग-अलग आसन किया। कॉलेज की प्राचार्य डॉ. सरिता ने कहा कि योग करने से पूरा शरीर निरोग रहता है। शैकारत्मक सोच विकसित होती है। रोजाना एक घंटे तक योग आसन करने से दिल-दिमाग तरोताजा रहता है।

सुधार को मात हा गइ। पुलिस न चालक के खिलाफ मामला दर्ज कर अंच शुरू कर दी है। शव बादशाह खान अस्पताल में पोस्टमार्टम करने के बाद परिजनों को सौंप दिया है। गांव पन्हैड़ा कला निवासी भदल (उम्र-39 वर्ष) फरीदाबाद एक कंपनी में नोकरी करते थे। दोपहर मोटरसाइकिल से ड्यूटी पर जा रहे थे। मोटरसाइकिल जैसे ही अंबेडकर चौक से आगे दशहरा मैदान के सामने पहुंची, सामने से तेज गति में आ रहे एक ट्रक ने मोटरसाइकिल में टक्कर मार दी। टक्कर लगने से भदल मोटरसाइकिल से नीचे गिर गए और ट्रक के पहिले गुरदर उठे

जासं, तिगांव: तिगांव में एक व्यक्ति का पता नई पुलिस ने मामला दर्ज करा कर दी है। तिगांव पदम सिंह 23 जनवरी किसी को बलाए कहीं पर परिजनों के तलाश कर उनका कभी कुछ पता न पुलिस ने शमशुदागी का कर लिया है।

रुकल दिया। जिससे उल्लेखित हो गइ। यह देख की डकक भाने शान।

नई दिल्ली, 20 अक्टूबर 2016

दैनिक जागरण

पौधरोपण करके दिया हरियाली का संदेश



राजकीय वरिष्ठ माध्यमिक विद्यालय पन्हैड़ा खुर्द में पौधरोपण करती भारतीयम कॉलेज ऑफ एजुकेशन की प्राचार्य सुनीता भारद्वाज।

जागरण

जासं, फरीदाबाद : भारतीय कॉलेज ऑफ एजुकेशन की ओर से पन्हैड़ा खुर्द के राजकीय वरिष्ठ माध्यमिक विद्यालय में पौधरोपण करके हरियाली का संदेश दिया गया। कार्यक्रम का आयोजन कॉलेज की प्राचार्या सुनीता भारद्वाज की अध्यक्षता में किया गया।

पौधरोपण के दौरान उपस्थित छात्रों को सुनीता भारद्वाज ने पर्यावरण को लेकर विस्तार से समझाया। उन्होंने कहा कि बिना पर्यावरण

सुरक्षित रहे हम भी सुरक्षित नहीं रह सकते है। उन्होंने कहा कि प्रत्येक दिन एक पौधा लगाकर हमें पर्यावरण को सुरक्षित करना चाहिए, जिससे हमारे आसपास हरियाली फैल सके।

इस दौरान मेहदी प्रतियोगिता भी कराई गई। मेहदी प्रतियोगिता में ममता शर्मा ने प्रथम और उषिया ने दूसरा स्थान, तीसरा स्थान रत्ना कुमारी ने हासिल किया।

ग्रामीण क्षेत्र के स्कूलों में शिक्षित बेटियों ने फहराया तिरंगा

जागरण संवाददाता, बल्लभगढ़ : ग्रामीण क्षेत्र में देश की आजादी की 70वीं वर्षगांठ धूमधाम से मनाई गई। सभी सरकारी स्कूलों में गांव की पढ़ी-लिखी बेटियों ने ध्वजारोहण किया। इस मौके पर गांवों के सरपंच और स्कूलों के प्रधानाचार्य, मुख्याध्यापक भी मौजूद थे।

राजकीय वरिष्ठ माध्यमिक विद्यालय पन्हैड़ा खुर्द में गांव की पढ़ी-लिखी बेटों चंचल ने ध्वजारोहण किया। इस मौके पर स्कूल व ग्रामीण युवा विकास समिति पन्हैड़ा खुर्द ने 10वीं, 12वीं, बीए, एमए व उच्च शिक्षा प्राप्त करने वाली बेटियों को सम्मानित किया।

कार्यक्रम में मुख्य अतिथि सुखवीर मलेरना, गोपाल शास्त्री, सरिता भारद्वाज, मनोज धनगप्त, प्रधानाचार्य, पूनम मेहता, नानक चंद, बलबीर गौड़, इंद्रराज मास्टर, पुष्पेंद्र कात्यान प्रवम सिंह

देश की आजादी की 70वीं वर्षगांठ धूमधाम से मनाई गई

,हरीश, शीशराम, सरपंच पति मनोज, डी के शर्मा, चेताराम, कृष्ण गोपाल, रघुनाथ शास्त्री, बिजेंदर, नरेश, के.डी शर्मा, दयाचन्द, भिक्कनलाल मौजूद थे।

कौराली के राजकीय पशु चिकित्सालय में गांव की सबसे ज्यादा शिक्षित बेटों शीतल सरदना ने ध्वजारोहण किया। इस मौके पर पशु चिकित्सालय के इंचार्ज राजवेल देशवाल, छुट्टन लाल सरदना, महाशय ब्रजपाल आदि मौजूद थे।

गांव सिकरोना के राजकीय उच्च विद्यालय में गांव की सबसे ज्यादा शिक्षित बेटों पूजा शर्मा ने ध्वजारोहण किया। इस मौके पर गांव के सरपंच

शीलता, पंचायत समिति के पूर्व सदस्य गुरुदत्त शर्मा, स्कूल के मुख्याध्यापक व शिक्षक मौजूद थे। पन्हैड़ा कला के राजकीय उच्च विद्यालय में गांव की पढ़ी-लिखी बेटों निर्मल देवी ने ध्वजारोहण किया। इस मौके पर स्कूल के मुख्याध्यापक, शिक्षक, ग्रामीण मौजूद थे।

इंडस्ट्रीयल मॉडल टाउन (आइएमटी) स्थित हरियाणा राज्य औद्योगिक संरचना विकास निगम (एचएसआइआइडीसी) के कार्यालय पर विभाग के संपदा अधिकारी विकास चौधरी ने स्वतंत्रता दिवस के मौके पर ध्वजारोहण किया।

इस मौके पर बल्लभगढ़ पुलिस उपायुक्त भूपेंद्र सिंह, गांव चंदावली की सरपंच अंजू रानी, मच्छार के सरपंच नरेश धनकड़ और आइएमटी इंडस्ट्रीज एसोसिएशन के पदाधिकारी व सदस्य मौजूद थे।



लगाकर मनाई होली

टी स्थित खजानो वृमन ल इस्टीट्यूट में होली ध्वं से मनाया गया। इस अवसर में एक दूसरे को खूब खूब मल लगाकर होली की बर्बादों के पर अत्राओं ने होली के खूब डंस किया। इस अवसर क संजय चौधरी प्रकाश क

का धुना पर थिरक युवा

जागरण संवाददाता, फरीदाबाद : शहर में कई जगह आयोजित होली मिलन समारोह में सांस्कृतिक कार्यक्रमों की धूम रही। कहीं ब्रज के कलाकारों ने होली गीतों व

नृत्य से रंग जमाया तो कहीं संस्थाओं ने फूलों की होली खेली। पर्यावरण संरक्षण का संदेश देते हुए कई संस्थाओं ने होली मिलन समारोह के आयोजन की तैयारी की है।

रोटरी क्लब ऑफ फरीदाबाद संस्कार के अध्यक्ष संदीप सिंघल ने कहा कि 11 मार्च को मिलन वाटिका में चंदन की टीका लगाकर होली खेली जाएगी।

होली मिलन

जिला टैक्स बार एसोसिएशन की ओर से होटल डिलाइट में होली मिलन समारोह मनाया गया। म्यूजिकल ग्रुप के कलाकारों ने होली पर आधारित गीतों से माहौल को होलीमय कर दिया। सदस्यों ने झूमते हुए एक दूसरे को गुलाल लगाकर होली की शुभकामनाएं दीं। एसोसिएशन के प्रधान महेश शर्मा, वरिष्ठ प्रधान डीआर चौधरी, उपप्रधान राजेंद्र शर्मा, कोषाध्यक्ष सत्यवान नरकार, पूर्व प्रधान एमएम त्यागी, बलवीर सिंह, केके मिश्रा, महासचिव संजय डिंडे, राजेश चौधरी, डीके मल्होत्रा, राजेश अग्रवाल कार्यक्रम में उपस्थित रहे।



भारतीयम कॉलेज ऑफ एजुकेशन पन्हैड़ा खुर्द की ओर से नेशनल एसोसिएशन फॉर ब्लाईंड (एनएबी) के प्रांगण में होली महोत्सव धूमधाम के साथ मनाया गया। इस मौके पर कॉलेज की प्राचार्या डॉ. सरिता भारद्वाज के साथ छात्र-छात्राओं ने दिव्यांग छात्रों के साथ संगीतमय वातावरण में होली का आनंद लिया। एनएबी के अध्यक्ष पटवा तथा उपाध्यक्ष हेम सिंह यादव ने सहयोग दिया। प्राचार्या डॉ. भारद्वाज ने एनएबी के सभी छात्रों तथा सहयोगियों को होली की शुभकामनाओं के साथ आभार प्रकट किया। बच्चों व बड़ों के फूलों की होली खेली।

1.3 FEED BACK ON CURRICULUM

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

Our college has a constant endeavor to upgrade and improve the working of our college. The best way is to get feedback from various sources. This feedback is taken on both curricular and co-curricular activities and is sought both formally and informally.

At the end of each year feedback is taken from the students regarding their stay and general campus experiences. This is very useful in taking academic decisions and to take remedial measures if need arises.

Feedback from alumni:

Bhumika (B.Ed)-

The environment of the institution is conducive to the student teachers. All the faculty members are motivated and devoted for the welfare of the student teacher. Library of the Bhartiyaam College of education is quite rich with latest editions of books, journals, reports, newspapers and magazines. We spend much time in the library to complete the assignments and prepare the class topics. Education without work is theoretical and work without education is nothing. The college provides best training for teaching that put us on a pedestal of a role model.

Kirti Gandhi (B.Ed)-

Bhartiyam College of education situated in a rural setting and surrounded by villages has developed strong bonding with the local community and the society. The college is built over a land of 5 acres which provides pollution free and lush green environment. They fulfill its commitment towards the community through a variety of community awareness and development activities. Principal and all the faculty members are highly educated, co-operative and very much concerned about the quality of the teacher training program.

Feedback from the alumni helps in the improved functioning of the institution. Their valuable suggestions given through feedback are taken into account for introducing new features in the curriculum if any.

The college does a follow up of the alumni and collect their success stories.

Feedback from Employers, community, academic peers

Feedback is taken from the employers and incorporated accordingly. The feedback from the community is got through interaction with the community heads and the heads of the practice teaching schools. The feedback is also taken from the employers and academic peers working in nearby colleges.

Parents of the children who have passed out also provide useful feedback. Members of the advisory board also keep a check on the working of the college. Their views are seriously taken into consideration and actions initiated.

Suggestion box has been placed in the college so that parents, outsiders, students and any other person who visits the college can give their views and feedback. We consider their suggestions and take necessary actions accordingly.

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

The feedback collected is analyzed and discussed with the teachers and principal of the college to decide how to rectify the areas of improvement. Principal Dr. Sarita Bhardwaj is also a member of BOS in CRSU, Jind. She also discusses from time to time with the university and gives her suggestions. Suggestions are also sent to the University for Consideration for inclusion of the changes. All the aspects are discussed with a positive attitude and analyzed with a rational outlook. Every year the feedback received are taken as guidelines and decisions taken accordingly. Some areas where improvement was suggested includes;

1. Holding more quiz, debates etc.
2. Increasing the sports facilities
3. Teaching with the support of technology

4. Using some different methods of teaching and learning
5. Upgrading the canteen

1.3.3 What are the contributions of the institution to curriculum development?

The curriculum is decided by CRSU, Jind so the college follows the prescribed curriculum. However the feedback received from various sources is communicated to the University for Appropriate Action.

1.4 CURRICULUM UPDATE

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?

The entire syllabus of B.Ed. has undergone a change in such a manner that the inclusion of new concepts will enhance the student's knowledge. Our college itself has no power to revise or update the curriculum by itself. But we keep sending suggestions to the university according to the feedback received from various sources.

Keeping in mind the new curriculum, the teaching learning process had to be completely revamped in terms of methodology updated, preparing new instructional material in both print and electronic media, upgrading the library according to the new curriculum etc.

Besides the regular study students are involved in several intra and inter-college school activities for example planning the morning assembly under the guidance of the teachers, preparing assignments with the use of ICT etc. Attendance of the students is closely monitored and if there is any shortage the students and the parents are informed. Two internal exams are conducted on the basis of university exams. Internal marks are given keeping in mind the marks scored in the exams. The students participate in curricular and co-curricular activities such as debates, quiz, workshops, art and craft and sports activities.

Students participating in art and craft workshop by Ms. Heena Handa



Students' participation in annual sports day





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

Criteria for the award of 20% Internal Assessment in theory papers will be as per the distribution below:

S. No.	Criteria for award of Internal assessment	Percentage
(i)	One Task and Assignment in every theory paper	10% marks
(ii)	One Test in every theory paper	5% marks
(iii)	Attendance	5% marks
	Up to 75%	0% marks
	up to 80%	2%marks
	up to 85%	3%marks
	up to 90%	4%marks
	Above 90%	5%marks

If a candidate is awarded internal assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the college as the case may be.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

Bhartiyam College of Education is one of the top institute of Haryana imparting education and training to the future teachers. While stressing value education it also plans, organizes and implements both scholastic and co-scholastic programs.

Quality Systems and Quality Enhancement Measures

Our college along with giving importance to quality education also stresses the importance of moral and ethical values. In keeping with its vision and mission the college has undertaken several measures for quality enhancement and quality sustenance.

- (i) Computer assisted instruction – Computer is used by the both teachers and the students to make their learning interesting and to gather more information.
- (ii) Well-equipped library and laboratories-Our library has a huge collection of books, journals, literature from IGNOU, NCERT, NCTE, Encyclopedias, dictionaries, value based books etc.
- (iii) Cultural activities, social activities seminars etc. are planned in harmony with both the teachers and students.
- (iv) Enough scope is given to the students to develop their creativity and personality.
- (v) Remedial teaching classes are held.
- (vi) Holding National Seminars and workshops-The faculty members are encouraged to attend seminars, orientation programs, workshops etc. to sustain the quality enhancement.

Glimpse of National Seminar Sponsored By CRS University, JIND, Haryana



Seminars are held wherein both the faculty and the student teachers take part. This is a good opportunity to the students to develop their creativity and communication skills.

- Community outreach programs.
- Yoga and meditation classes are held to learn the importance of discipline and patience.
- Continuous student evaluation is an inbuilt part of our curriculum.
- Feedback received from the students, parents etc. is carefully analyzed and sent to the university and changes have to be done accordingly.

Students participating in yoga and meditation class



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

- (a) Morning assemblies provide an opportunity to speak and express themselves
- (b) Seminars are conducted.
- (c) All important national and other days are celebrated.
- (d) Use of ICT in teaching and learning.
- (e) Creativity enhancement programs, community awareness programs, cultural activities are organized.
- (f) More stress is given on team work and team learning.
- (g) Constructivism and activity based learning is adopted.

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

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

N.A

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

N.A

CRITERION-II

Teaching-Learning And Evaluation

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

2.1.1 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?

Bhartiyam College of education is recognized and approved by the NCTE. It is affiliated to Chaudhary Ranbir Singh University, Jind. It follows the rules and regulations for admission as given by the university. Students are admitted through online counseling. Presently the college is offering a two year Bachelor's degree in Education (B.Ed.).

Eligibility conditions for Admission to B.Ed. Two Year Regular Course

Candidates with at least 50% marks either in the Bachelor Degree and or in the Master's Degree or any other qualification recognized as equivalent thereto are eligible for admission to the program.

NOTE:

1. There shall be no rounding off percentage of marks of the qualifying examination from 0.5% and above to next higher number for determining the eligibility i.e.49.5% and above to next higher number for determining the eligibility i.e.49% and above will not be rounded off to 50%
2. 47.5% marks for SC/ST candidates of Haryana state only. As per letter dated: 16-07-2014.47.5% marks for Blind/persons with Disabilities and visually/Hearing impaired candidates.
3. In case a candidate has passed the Master's Degree Examination also after Bachelor Degree, the higher percentage of marks obtained in either of the two will be taken into consideration while preparing the merit.
4. Compartmental candidates will not be allowed admission in B.Ed. (regular Course) in any case.
5. Cutoff date for eligibility will be the last date/time of online choice filling.
6. One year PG diploma in any subject will not be considered equivalent to Master's Degree.

PREPARATION OF MERIT LIST FOR ADMISSION

Merit for admission to B.Ed. course shall be determined on the basis of marks obtained in the qualifying examination. In case a candidate has passed the Master's Degree Examination also along with Bachelor's Degree, the higher percentage of marks obtained either in Under Graduate and Post Graduate degree will be taken into consideration while determining the merit. However, if two or more candidates have obtained equal marks, following procedure will be used for the preparation of merit.

- 1) Candidates senior in age will be given first preference
- 2) If tie still persists, the marks obtained in 12th will be considered
- 3) If tie still persists, then marks in 10th will be considered to break the tie

AVAILABILITY OF PROSPECTUS

Prospectus containing eligibility conditions, list of participating institutions with number of sanctioned seats, code no. of Colleges/Institutes and reservation policy can be seen/downloaded from University website www.crsu.ac.in and <http://www.hrybed.net>, <http://www.hrybed.in>

DIVISION OF SEATS

50% of the total seats in each college shall be reserved for Group-I i.e. Science and Arts with Mathematics group candidates.

NOTE:

- a. The seats which remain vacant in Group-I i.e. Science and Arts with Mathematics group can be converted in Group-II i.e. Arts and Commerce Group and vice-versa. Such vacant seats of one group will be converted into same category (General or Reserved) of the

other and if still these seats remain vacant only then these will be converted into General Category. The vacant seats of SC categories in Gov. / Govt. aided/Maintained Colleges of Education will not be converted into General Category.

- b. In case of Tau Devi Lal Memorial Colleges of Education, Manana (Panipat) out of total seats shall be filled up with the consent of the Gram Panchayat(Reference letter by the Financial Commissioner and Secretary to Government Haryana, Development and Panchayat Department Endst No G-I-2001/24132 136 dated 5.6.2001.

DISTRIBUTION AND RESERVATION OF SEATS

(A) Distribution of seats

The seats shall be distributed as under:

(1)All India category: 15%

(2)Bonafide Residents of Haryana =85%

(B)Reservation of seats for Bonafide residents of Haryana

S.no. Category	Quantum of reservation
1. Scheduled castes	20%
2. Backward castes (A)	16%
3. Backward classes (B)	11%
4. Special backward classes	10%
5. Economically backward persons in the general category	10%
6. Persons with disability	3%

In the event of quota reserved for persons with disabilities remain unutilized due to non-availability for suitable category of handicapped candidates, it may be offered to the Ex-serviceman and their wards (1%) and the dependents of Freedom Fighters (1%).

Further,3% Horizontal reservation is also provided to Ex-serviceman/Freedom Fighters and their dependents by providing reservation within reservation of 1% of general category, 1% out of Schedule Castes and 1% from Backward Classes category for admissions to the various educational institutions of the Government and Government aided/institutes located in Haryana. As far as block allocation in block A and block B of Backward classes Impairment/Persons suffering from Loco motor Disability or Cerebral Palsy should be indicated clearly. For example, if block A of Backward Classes are given seats in the academic year 2014, the next Block i.e. B Block of category backward classes will be given seats in the next academic year i.e. 2015 and so on. The Head of the Department concerned shall maintain the record for the purpose.

NOTE: A roaster for reservation of Ex-serviceman/Freedom Fighter be maintained and carry forward all fractions till one seat is accumulated through different fractions over the years. As and when the total comes one, a seat will be provided in the prospectus. (Chief Secretary to Government Haryana letter no. 23/27/2004-2 GSIII dated 5.12.2008 annexure-III)

Criteria for providing the benefit of Reservation to special backward classes and Economically Backward persons in the General Caste Category notified by the welfare of Scheduled Castes and Backward Class Department, Haryana Government.

Composition of admission committee

S.no.	Name of the office bearer	Designation
1.	Dr. Sarita Bhardwaj	Principal/Chairperson
2.	Mrs. Madhu Hans	Secretary
3.	Mr. Naresh Khatri	Member
4.	Mr. Anuj Sinha	Member

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

Applications are invited for the program offered by the college through advertisements i.e. in the website of the college, leaflets and notice board of the college and other sources like social media. The prospectus and college website also provides useful information about the college like eligibility criteria, process of admission, duration of course, reservation of seats, fee structure details of faculty members, optimal subjects offered, hostel facility if any, transport details, co-curricular activities, resource rooms, sports facility, library and laboratory facilities.

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

The documents of all the eligible candidates are carefully verified according to the rules laid down by the university. There is also an admission committee to look into the matter. There is complete transparency in the admission process.

Composition of Admission Committee

S.no.	Name of the office bearer	Designation
1.	Dr. Sarita Bhardwaj	Principal/chairperson
2.	Mrs. Madhu Hans	Secretary
3.	Mr. Naresh Khatri	Member
4.	Mr. Anuj Sinha	Member

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

College ensures that the students admitted here are happy and if they have any problem it is immediately rectified so that they do not leave the institution. To satisfy the need of the students, the college employs certain measures like:

- Bi-lingual classroom teaching (English and Hindi) as well as for practice teaching, observing religious festivals, celebrating special days or declaring holidays on such days.
- Providing opportunities to take part in different cultural programs.
- A healthy and friendly environment is maintained in the college.

- At the onset of new session the students are told to be punctual, regular, maintain discipline and follow all the rules of the college.
- Students pay their fees in installments.
- Extra classes are held for students who need some extra help.
- Good spacious, airy, comfortable classrooms are there. Students are encouraged to make use of ICT, OHP etc.
- Well-equipped library.
- Students have to submit assignments and also take up two internal exams.
- Opportunities are given to the students to attend seminars, workshops in the college.
- Efforts are made to enhance their personality.
- Judicious use of language lab is also being taken into consideration.

The institution is secular in all its activities. Festivals of all cultures and religion are celebrated with equal fervor. All the students are treated equally and with respect. In order to accommodate student from different backgrounds and diverse cultures, the college orients the students at the beginning of each new session. All the students are encouraged to set their goals, have confidence in themselves and persist forwards to achieve their goals. Teachers also keep changing their methodology to accommodate students of diverse cultures.

Well equipped library



Use of language lab



CELEBRATING FESTIVALS

Lohri celebration



Christmas celebration



Holi celebration



Students' participation in Cultural Event



Internal Assessment being conducted



2.2 CATERING TO DIVERSE NEEDS

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

1. The course begins with an orientation program wherein the details of the course are explained to the students.
2. The college has a healthy physical and academic infrastructure to ensure good learning experience and environment to the students.
3. Calm, dust free and green surroundings create an excellent teaching-learning environment in the college premises.
4. Interactive sessions between teachers and student-teachers helps build questioning, logical reasoning and expression among student-teachers.
5. Yoga classes are held for the all-round development of the students.
6. The college library is well-equipped and students are encouraged to use the same.
7. The college has well-maintained laboratories, ICT lab, separate rest rooms for boys and girls, spacious play grounds, well lit and ventilated class rooms.
8. Periodic class tests and internal exams are part of continuous evaluation.
9. Students are encouraged to take part in classroom interactions.
10. Organizing various curricular activities.
11. Giving orientation on preparing power-point presentation.
12. Women grievance cell, anti- ragging committee etc. make the environment safe and secure.
13. Stress on the importance of co-operation, punctuality, cleanliness etc.
14. Celebrating national days and festivals where the teachers and students take responsibilities in organizing the celebration.
15. Seminar, presentations, organizing quizzes, debates, discussions etc. makes teaching-learning a pupil oriented process.
16. Various college and intercollege activities are held to bring out leadership qualities and other hidden talent of the students.
17. Remedial classes are held for the students.
18. Personality is developed through personality development programs.

19. Activities like prayer, thought for the day, news of the day, honoring the national flag etc. helps in developing citizenship qualities.
20. Environment conservation programs are held to make the students understand the importance of environment.
21. Workshops are held on preparation of lesson plan, teaching aids etc. this helps the teacher-trainees to work together and so understand the importance of co-operation and team work.
22. Internal assessment is done under areas like attendance, spoken English, reading habit, punctuality, notice board contributions, SUPW activity etc.

Clean Green Environment



Morning Assembly Being Conducted



Interactive Session with the Students



Students' Participation in Inter-college Competitions

Solo song



Rangoli Making



Poster Making



Poem Recitation



Use of Library by Students



Diversity and Equity

- Importance of education to empower the weaker sections of the society.
- Co-relation between education and caste especially in the rural areas.
- Importance of inclusive education.
- Tackling issues like child labour, gender disparity etc.
- Ways to reduce dropout rate.
- Importance of ICT to the students.

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

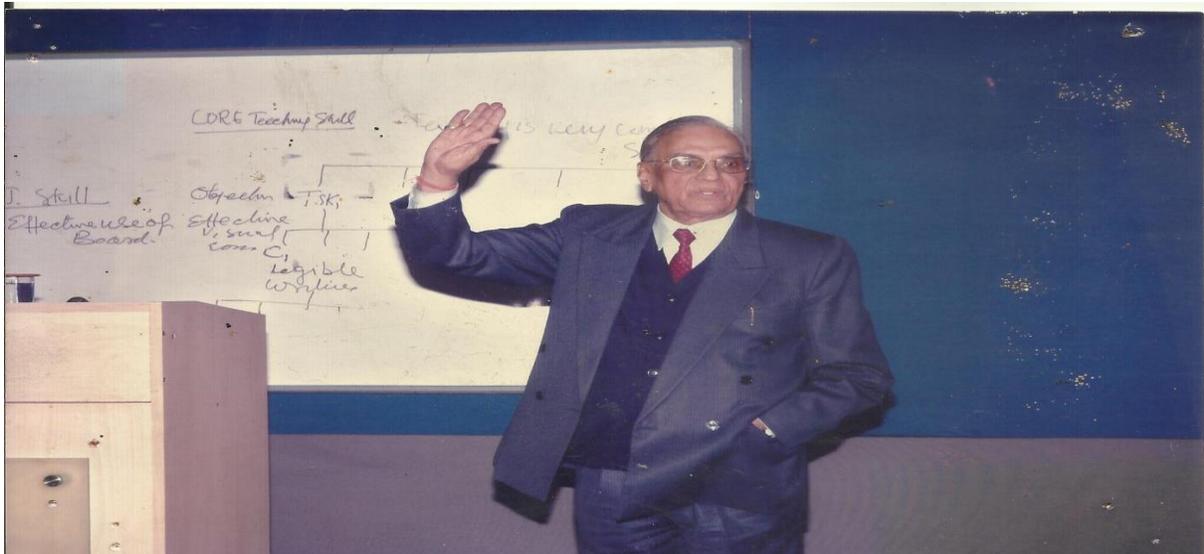
1. Environment of the institute is pleasant and stress free.
2. Students are informed about the new teaching methods and techniques.
3. Students are encouraged to think beyond the specified curriculum.
4. High achievers are encouraged to become mentors in the group.
5. Lectures are conducted in Bi-lingual manner.
6. Remedial teaching is done for slow learners and weak students.
7. Students are encouraged to gather information through computer.
8. Creative skills of students are show cased through various exhibitions.
9. Books are issued to the student teachers.
10. Assignment and projects are given to the students.
11. Tutorial classes are held to solve the problems of students
12. Information about examination and evaluation system is given to the students.
13. Model lesson in different skills and teaching practices is given.
14. English classes, extension lectures, seminars etc. are held.
15. Special attention is also given to advanced learners.

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

- a) Ample scope is given to the student teachers for theory, practice teaching, work experience and action research.
- b) Special talks and lectures are held on educational and awareness programs.

- c) Small group discussions are held.
- d) Seminars and workshops are held from time to time.
- e) Project work is given to the students according to their interests.
- f) Students are taken for field trips.
- g) Students are encouraged to take part in college and inter college competitions.
- h) Constant touch with parents is kept so as to get feedback from them.
- i) Days of National Importance are observed.

Guest lecture by Prof. L.C.Singh



Special Talk by Mr.M.P.Singh



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

Our institution has students from various socio-economic, cultural, racial, linguistic and family backgrounds. Therefore it is of utmost importance that teacher educators are both knowledgeable and sensitive to the diverse needs of the students. For this the institution ensures that:

1. Well motivated, fully qualified and knowledgeable teacher educators are selected.
2. Both curricular and co-curricular activities are held for them to make them understand the needs of student-teachers.
3. Selected teachers are trained under the guidance of able and expert teacher educators.
4. Problems and needs of student teachers are discussed and efforts are made to tackle these problems.
5. Teachers keep asking the students and students are also in constant touch with the teachers for any kind of problem.
6. Teacher educators often go to attend workshops, seminars etc.
7. Principal is also in constant touch with the student-teachers.
8. Treat all the students equally and with dignity.
9. Ensure that all kind of victimization and harassment is not there.

Field Trips/ Excursions





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

- Thematic assemblies are held where topics of social, economic and other issues are discussed.
- Lectures, seminars, paper presentation, demonstration classes, micro-teaching classes, field trips, lab and project works are conducted.
- Visit to special schools.
- Celebrating days of national and international importance.
- Lectures and seminars on inclusive education, learning disabilities, behavioral characteristics etc. are held.
- Thought for the day and other motivational talks are displayed on the display board.
- Audio visual aids and latest equipment are used.
- Student teachers are given different responsibilities while organizing seminars, competitions etc.
- Students are given responsibilities to look after the plantations and gardens of the institute.

- Guidance is given to the student teachers whenever needed.
- Spoken English is given importance.
- Students are encouraged to use the library and internet.
- Students are encouraged to make their teaching interesting by using charts, flash cards, PPT slides, models etc.
- Large no. of students in the college is girls. In order to encourage them, all kind of help is given to them so that a balance can be maintained between needs of the family & requirements of the education.

2.3 TEACHING LEARNING PROCESS

2.3.1 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.)

Use of library

In order to encourage the students to use the library a special period has been allotted for it. The library is well equipped with the text books, reference books, magazines, periodicals, journals and back volumes.

Students specially refer to these books when they have to make their assignments, lesson plans or there is a debate etc. the library is open till 3.30 p.m. so that students can make full use of it. Teachers also encourage the students to use the library to enrich and update their knowledge on some topic.

Surfing net and use of computer

Students are encouraged to use the net for making assignments and also to enhance their learning. They are given training to use the computers and how to make power point presentation.

Projects

Group and individual projects are given to the students in their subjects of methodology.

Group discussions

Students are divided into groups. In each group a leader is selected who looks after all the activities of the group. Group leader also encourages his members to speak in English. Group discussions are an integral part. This helps the students to remove hesitation and gain confidence.

Discussion on observation of lessons

When the students go to the schools for practice teaching they observe the regular teachers to understand the methodology used while teaching. Hence they involve themselves in active learning. This they discuss in their peer groups.

Micro teaching

Before the students go in for actual teaching they are given enough practice through micro teaching so that they can understand the objectives and steps involved in lesson planning and teaching.

Peer teaching

Student educators teach in peer groups. This helps them to improve their teaching as their peers point out their mistakes and also encourage them as their good points.

Role play

Thematic assemblies are held from time to time on important topics like problems prevalent in the Indian society, environmental issues etc. Student teachers take part in it and by playing different roles they learn easily.

Games and field trips

Through educational games, quiz, field trips etc. students learn in an interesting and innovative manner.

Practice teaching

Practice teaching is an important and an integral part of the curriculum. When the student teachers go for it then they are supervised by the school teacher and the college teacher who guide them to improve their teaching.

Practicum

Ample scope is given to the students to conduct experiments in the college in the subject of science or work in the language labs to improve their vocabulary and phonetics or enhance their computer skills while working in the computer lab.

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

To make learning student centered various techniques are used:

1. They are encouraged to present papers in seminars.
2. Encouraged to use the library and other educational gadgets.
3. Involved in project work.
4. Field trips help them to understand various cultures, groups and communities.
5. Internet surfing and use of ICT.
6. By taking part in cultural programs students learn the importance of team and organizational skills.
7. Activities are conducted to develop many skills for example by conducting morning assemblies, debates, quiz etc. or through personality development programs.
8. When the learners go for practice teaching they are encouraged to manage their things on their own so that they learn self-management skills.
9. Through the use of language laboratory, computer laboratory, science laboratory etc the prospective teacher's self-confidence and skill development increases.
10. Institutional learning outcomes are directed through following:
 - Students will be able to communicate in English
 - Be able to solve problems through critical and reflective thinking.

- Students will understand that in order to live peacefully, it is important to appreciate different cultures.
- With the use of modern technology, they become global citizens.
- They will understand that progress will only be there when everybody accepts his responsibility and encourages each other.

2.3.3 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.

In order to make learning effective various approaches and methods are used like:

- a. Cost effective materials are used.
- b. Instructional methodology is enhanced through the use of computers, over-head projectors and transparencies.
- c. Internet also helps to make learning effective.
- d. Language skills is developed through the language laboratory.
- e. Methods like lecture-cum-demonstration, discussion method, project method, micro teaching and remedial teaching helps in learning.

Innovative practices followed:

- A learning environment is provided where the students can blend their past learning with new learning. Teachers work on student's strengths and reduce their weaknesses. They make all efforts to make learning interesting and also present the matter in such a way that students can follow them in real life situation. Therefore a student centered lesson plan is followed.
- Teaching learning process is aided by social interaction with peers and teachers via real world experiences.
- Students are exposed to new concepts where they develop and gather new experiences and thought processes.

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

The institution provides training in the models of teaching. The subject teachers first prepare lessons on them for example: Behavioral Modification Model, Inquiry Model, Concept Attainment Model etc. The different methods include:

1. In every teaching subject pedagogical analysis of a topic is done.
2. Student teachers prepare lesson plans on the model taught. The important points to be kept in mind while planning a lesson are told in detail for example stating objectives in behavioral terms, division of content matter, using the correct methodology, use of A.V. aids presentation of matter, maintaining discipline etc.
3. Enough practice is given in delivering model lesson before actually going for practice teaching. Through micro teaching students are taught the concepts, needs and different teaching skills. Demonstration lesson is delivered by the subject teachers. After which the student teachers present eight micro lessons and two discussion lessons. Students are also encouraged to teach through e-learning.

2.3.5 Does the student teachers 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 student teachers use various micro teaching techniques for developing teaching skills. They are given enough practice in it. First the teacher educators give orientation on theoretical aspects of micro teaching followed by skill demonstration so that the student teachers understand it. After which student teachers practice it. Feedback is given to them and if need arises re-teaching of the skill is done. Skills which are practiced include:

- Skill of probing question
- Skill of introduction
- Skill of explaining
- Skill of questioning
- Skill of illustration with examples
- Skill of stimulus variation

- Skill of using blackboard
- Skill of closure

Students prepare a 6-7 minutes lesson plan focusing on one or more of the skill and present it before their peers. Lessons are given to each student per skill after learning the skill. They deliver five mega lessons in simulation for about forty minutes. After delivery they are given feedback by their peers and teachers. They incorporate these suggestions and rectify their plans accordingly. One discussion lesson is also delivered by them which is of forty minutes duration. Every effort is made to make the lesson a model lesson. After the mega lessons are done then the student teachers are sent to the schools to face the real life situations. They deliver twelve lessons in each teaching subject. They also observe lessons of their peers and give their comments.

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

1. Selection of the school.

The practice schools are selected keeping in mind:

- a. Their proximity of the college
 - b. Recognition /affiliation of the school
 - c. Medium of instruction
2. Getting consent from the authorities so that students can be sent to their schools for practice teaching.
 3. 20students teachers and one teacher educator as supervisor is sent to each selected school.
 4. Student teachers are required to do a teaching practice for 4 months along with the relevant A.V. aids.
 5. During their stay the student teacher conduct tests to find out the performance of their school students. Slow learners are identified and extra classes are given to them.
 6. Trainees are evaluated by their guides and school teachers.
 7. Feedback is also taken from the student teachers about their experiences in school.

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

The students are divided into groups and attached with different schools for their training. The internship program of the B.Ed. students is in two parts. In first year it is of four weeks and in second year it is of sixteen weeks.

During their program they work under the able guidance of the school teachers who guide them and make them aware about all the activities of the school. Such as:

- a. They learn how to organize and conduct morning assembly.
- b. To prepare and maintain all types of records for example; attendance record etc.
- c. To participate in co-curricular and extra-curricular activities for example; sports, cultural, organizing competitions etc.
- d. To observe the school teachers while they are teaching.
- e. To get an experience of teaching in schools.

Internship is conducted in phases like:

- 1) **Preparatory Phase**- In this phase the college informs its internship program to various schools.
- 2) **Actual Internship Phase**-All faculty members are assigned a group of students for the program and they are given duties for monitoring each student during internship in their schools. Faculty members supervises the students during internship program and takes necessary action if need arises.
- 3) **Evaluation Phase**-After the completion of the program, the students submit their detailed reports of the program. Students share their experiences about their internship program with faculty members like teaching experience, difficulties they faced etc.

OBSERVATION SCHEDULE:

Activities to be performed everyday:

- i. Conduct and supervise Morning Assembly.
- ii. Maintain attendance registers of students.
- iii. Update and Maintenance of display boards.
- iv. Conduct and Participation in co-curricular and extra-curricular activities.

- v. Observation of lessons delivered by students (pedagogy subjects I & II)
- vi. Organizing parent teachers meeting (PTM).
- vii. Observation of school library, computer lab, sports activity, smart classroom activity, art and craft activity etc.

Week one	Day 1	Teaching Style of teachers (pedagogy subject I & II) Daily Supervision Observe practical in Science/Math/Language laboratory
	Day 2	Observe Computer lab
	Day 3	Observe Library
	Day 4	Observe Art & Craft activities
	Day 5	Observe Smart Classroom Activities
	Day 6	Sports and games Activity
Week two	Day 1	Text Book Review (class 9 th & 10 th) Case Study of School
	Day 2	Text Book Review (class 9 th & 10 th) Case Study of Normal Child
	Day 3	Text Book Review (class 9 th & 10 th) Case Study of Special Child
	Day 4	Text Book Review (class 9 th & 10 th) Organize Quiz/Debate/Writing/Drawing and painting Competition
	Day 5	Psychological test-1 Tree plantation
	Day 6	Psychological test-2

		Campus beautification
--	--	-----------------------

2.3.8 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 sessions/plans are developed by keeping a close contact with the school staff and mentor teachers (subject teacher). This is done so that both the college and the school benefit academically and socially. Besides the student, teachers also understand the working of the school. This is essential as prior knowledge about a school helps them to adjust better when they actually join it.

Practice teaching done by students





The incharge of practice teaching in our college and the selected practice teaching school are in touch with each other to discuss the time table, holidays coming during practice teaching, units to be taught, classes allotted etc. A tentative plan is formed. It is the duty of the practice teaching incharge of our college to hold meetings with the school Principal and the college Principal before and after the practice lessons. This keeps to bridge the gap between what is taught theoretically and what is done practically. Thus this partnership is done in a three way process:

- i. Mentor teachers check the lesson plans made by the student teacher.
- ii. Mentor teacher observes the student teacher and gives necessary guidance to them.
- iii. The teaching schedule according to the syllabus is discussed and lesson to be taught are informed beforehand. This ensures the coverage of the syllabus in an organized manner.

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

Before the commencement of the actual practice teaching the student teachers are taught:

1. Different methods and techniques of teaching.
2. Identify the diverse needs of the students by simple observation, case study, discussion and informal talks with the students.
3. Learn to deal with psychology of students.
4. Motivate the students by asking questions.
5. Make learning interesting through active learning.

6. Use of audio-visual aids.
7. Deal with exceptional children using special methods.
8. Give special attention to the needs of slow learners by giving them extra time.

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

- a) During practice teaching the students are taught the use of computers, LCD projector and OHP so that they can use them during their teaching in school.
- b) Effective use of blackboard is also taught.
- c) Training is given to them to download material related to their work.
- d) Guidance is given for preparing power point presentations.
- e) They are taught how to save material in pen drives.
- f) Tips are given to them in the use of modern technological aids so as to make their teaching interesting.
- g) Student teachers are helped in selecting topics and content matter where they can use technological equipment and make their lesson effective one.
- h) Student teachers are made to understand how ICT helps in self-directed learning.
- i) They are also told that use of ICT stimulates, motivates and make teaching learning interesting and more effective.

2.4 TEACHING QUALITY

2.4.1 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 by taking the help of the school staff and mentor teachers.

A 4 months internship training is mandatory for the B.Ed. students. School teachers are consulted for the distribution of classes, units to be covered, maintaining discipline etc. student teachers have to plan their lesson plans accordingly. If any problem arises either for the school or the student teachers then the mentor teacher helps to solve it. The mentor teacher can also

take help from the regular staff of the school. Student teachers are encouraged to work in conducive, disciplined, co-operative and an amicable environment. When the student teachers teach they are observed by their mentor teachers, regular school teachers and their peers who later on give their comments. Student teachers try to understand their comments and improve their work. They prepare their lesson plans and decide behavioural outcomes, do pedagogical analysis, prepare and use audio-visual aids and decide an evaluation techniques by taking the help of the school teachers and their mentor teacher. After the student teacher has taught feedback is given to them. Remarks are also written in the lesson plan notebook.

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

Ratio which maintained is 20:1 that is approximately 20 students are sent to each school. As the total number of students is 100 therefore about 5 schools are identified for practice teaching. This gives ample scope to the students viz-a-viz the board of school, academic standards, teaching methodology etc.

List of schools

1. Govt. Senior Secondary School, Panhera Khurd, (Ballabgarh)
2. Govt. Middle School, Mujeri, (Ballabgarh)
3. Govt. Middle School, Nawada(Ballabgarh)
4. Govt. Senior Secondary School, Saran, Faridabad
5. Govt. Senior Secondary School, Tigaon, (Ballabgarh)

Students are divided into groups on the basis of availability of schools, their preference regarding subjects, medium of instruction and their place of residence. Till date wherever we have sent our students, the school management is happy and this has resulted in good rapport with the school.

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

In any practice teaching it is essential to get feedback for the betterment of the work. This is done by:

1. After the delivery of the lesson by the student teacher, the observers whether regular school teachers or mentors or peers give their remarks pointing out the high and low of the lesson plan.
2. The feedback is reviewed and discussed with the student teachers for further improvement.
3. The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude.
4. The internship schedule is prepared in such a manner that the student teachers get feedback on their lesson taught and also get their lesson plans checked for the next day. As a result the pupil teachers understand their mistakes and also make efforts to improve their work.

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

Keeping in pace with the ever changing technology it is of utmost importance that the curriculum is also updated and informed to the teachers. They should know how to interact with students, fellow teachers and the parents of the students so that they are able to create confident future teachers. It is essential that the student teachers are made aware of the developments in their subjects. This can be done by:

- i. Inviting experts to talk on their subjects.
- ii. Encouraging them to collect information from the websites.
- iii. Conducting action research on effective methods of teaching.

The faculty gets information about the latest development in their school subjects through:

1. Meeting school teachers and principals of various schools.

2. Inviting qualified and experienced educationists to give a talk on the latest development and changing needs of the school.
3. By conducting workshops and seminars.
4. Faculty is encouraged to use the internet for the latest books and journals.
5. Principal /teacher-in-charge is in touch with the district inspector of schools. They update the governing body about the latest developments.

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

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

- i. By reading journals, academic magazines and internet.
- ii. By keeping in touch with the school personals to know about the needs of the schools.
- iii. By keeping abreast with the latest developments and methodologies through attending/ conducting seminars and workshops.
- iv. Checking the newsletter /websites of different organization like NCERT, NCTE, the university itself etc.
- v. Special talks are arranged to help the pupil teachers informed about the latest developments.

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

The institution encourages the staff personal and professional development through:

- 1) Allowing them to attend seminars, workshops and conferences. Official duty leave is given to them.
- 2) Permits them to carry out research leading to M.Phil.and Ph.D. Leave is provided to carry out coursework for M.Phil. and Ph.D.
- 3) The college encourages them for the publication of articles.

For attending National Seminars and International Conferences official duty leave is given to the faculty members.

Conferences, seminars, training, duties attended by faculty

	Year- 2005	
DATE	NAME	PLACE
	DR. Sarita Bhardwaj	To attend international seminar in Delhi
	Year-2006	
05-06-2006	Dr. Sarita Bhardwaj	As an expert for the selection of teaching staff in Aravali College of Advance Studies in Education, Pali, Sohna Road, Faridabad
	Year – 2007	
25-02-2007	Dr. Sarita Bhardwaj	As a member of selection committee of M.Ed course in Aravali College of Advanced Studies in Education, Faridabad
	Year – 2008	
April 2008	Dr. Sarita Bhardwaj	As a member in NCTE inspection committee at Jaipur
	Year- 2009	
25-07-2009	Dr. Ritu Arora Dewan	Present a paper in International seminar at Institute of Engineers Utrakhand, State, Dehradun
23-24 December 2009	Dr. Ritu Arora Dewan	Participated in workshop on Application of Technology for Student with Disabilities at MJP Rohilkhand Univ., Bareilly. (U.P)
	Year – 2010	
5-02-2010 to 07-02-2010	Dr. Ritu Arora Dewan, Mrs. Madhu Hans & Mrs. Seema Gulati	Participated in workshop on ‘TLM’ at Sai Mohan College of Education Ballabgarh

16-02-2010	DR. Sarita Bhardwaj	As an Expert for the selection of professor, Readers & lectures in Aravali College Of Advanced Studies of Education in Pali, Faridabad
May 2010	Dr. Ruchika	As a B.EdPractical Examiner
09-11-2010	Dr. Sarita Bhardwaj	To deliver a special lecture at Aravali College of Advanced Studies in Education, Pali, Faridabad
6-03-2010	Mrs. PoojaGarg	Presented a paper at National Conference on “Educate the Educator” organized by ManavRachnaCollege of Education, Faridabad
December 2010	Mrs. Seema Gulati	As a chief guest in Annual Function at Taksh-ShilaSchool, Faridabad
26-04-2010	Mrs. AnishaRana	Presented paper in two day National Seminar organized by D.A.V. College, Kharkhuada Meerut.
	Year- 2011	
March 2011	Mrs. Madhu Hans	Presented a paper in National seminar at DAV (PG) College , Karnal
26-04-2011	Mrs. Madhu Hans	As a panel member in selection teacher at TGT level in Sant. Nirankari Public School Faridabad
April 2011	Ms. Kavita	Attended the National Conference at Lingayas University , Faridabad
22-09-2011	Mrs. PoojaGarg	As a center superintendent in examination in Advanced Institute of Pharmacy, Palwal
29-03-2011	Mrs. PoojaGarg	Participated in National Workshop on “Use of Multimedia Software & ICT & its Integration in Education” organized by C. R. College of Education, Rohtak.
11-07-2011 to 4-08-2011	Mrs. Seema Gulati	As a deputy superintendent in examination at ManavRachna College of Engineering, Faridabad.
	Year- 2012	

03-12-2012	Mrs. Madhu Hans	As a panel member in selection committee for school teacher of Sant. Nirankari Public School, Faridabad
07-12-2012	Mrs. SushmaJaisawal	Paper presented in National Seminar at Ramanujan College of Education, Faridabad
08-12-2012	Dr. Sarita Bhardwaj	To attend National Seminar in Advanced Institute of Education,Palwal
	Year- 2013	
February 2013	Mrs. Kavita	Attended a National Conference at Balaji College of Education, Palwal
25-03-2013	Dr. Sarita Bhardwaj	As a panel member in selection teacher at TGT level in Sant. Nirankari Public School Faridabad
25-03-2013	Dr. Ruchika	As a panel member in selection teacher at TGT level in Sant. Nirankari Public School Faridabad
July 2013	Dr. Ritu Arora Dewan	As a practical examiner in Special College of Education, Rohtak&Bhiwani.
August 2013	Mrs. Kavita	Attended a National Workshop in Advanced Institute Of Education, Palwal
	Year- 2014	
02-04-2014	Dr. Ritu Arora Dewan	Presented National Seminar at Gold Field College of Education, Ballabgarh
28-11-2014	Dr. Sarita Bhardwaj	To attend the National Seminar in Institute of Vocational Studies ,Delhi
28-11-2014	Mrs. Madhu Hans	Presented a paper in National Seminar at Institute of Vocational Studies, Delhi
20-12-2014	Mrs. Madhu Hans	As a judge in the inter school competition in

		SantNirankari Public School , Faridabad
	Year- 2015	
31-1-2015 - to- 04-02- 2015	Dr.Ritu Arora Dewan	Delivered a Special lecture on “Individual Family Support Program” in DAV College of Education, Rohtak
13-04-2015 to 14-04-2015	Dr. Ritu Arora Dewan & Mrs. Madhu Hans	Presented paper in NAAC sponsored seminar in Aggarwal College of Education, Ballabgarh Faridabad
20-03-2015	Mr. Naresh Khatri	Participated in NAAC sponsored workshop on Quality Assurance and Accreditation organized by Internal Quality Assurance Cell, MDU, Rohtak.
31-01-2015 to 4-02-2015	Dr.Ritu Arora Dewan	Delivered a lecture as a resource person in continuing rehabilitation education program sponsored by RCI, New Delhi
25-3-2015to 27-3-2015	Dr.Ritu Arora Dewan	Delivered a lecture as a resource person in continuing rehabilitation education program sponsored by RCI, New Delhi
16-05-2015	Mrs. SushmaJaisawal	Paper Presented in National Conference in B. S. Anangpuria Institute, Faridabad
December 2015	Mrs. Kavita	Paper presented in ICSSR sponsored seminar by BhagwanMahavir College Of Education
	Year- 2016	
05-02-2016	Dr. RituArora Dewan	Paper presented in NAAC sponsored seminar at Rao Abhay Singh PG College of Education, Rewari
Feb. 2016	Ms, Kavita	Presented a paper NAAC sponsored seminar at KIIT , Gurgoan
Feb. 2016	Dr. Sarita Bhardwaj	To attend the seminar at KIIT College of Education, Faridabad

03-04-2016	Mr. Naresh Khatri	Presented paper in NAAC sponsored National Seminar organized by Rao Abhay Singh P.G. college of Education, Rewari.
07-05-2016	Dr. Ritu Arora Dewan	Presented a paper on national seminar at Sai Mohan College of Education
July 2016	Dr.Sarita Bhardwaj	Special guest in two day symposium at JawaharLal Nehru Univ. Delhi
06-09-2016	Dr. Sarita Bhardwaj	As an expert for the selection of lectures in D.Ed course for Advanced Institute Education , Palwal
12-09-2016	Dr. Sarita Bhardwaj	As an expert for the selection of lecturer in B.Ed College in Smt. Bhagwani Memorial Institute of Higher Education, Ballabgarh
October- 2016	Dr. Sarita Bhardwaj	To attend the meeting of UG Board of Studies in Education, CRSU, Jind
October 2016	Dr. Sarita Bhardwaj	To attend the seminar at Ramanujam College of Education
7-8 December 2016	Mrs. Anita Sharma	Presented a paper in International conference at JammiaMilliaIslamia University, New Delhi.
04-12-2016	Dr. Sarita Bhardwaj	As a subject expert for the selection of teaching staff in B.Ed course Institute of Teacher Education, Faridabad
December - 2016	Dr. Sarita Bhardwaj	Key note speaker in Seminar "Quality Control in Teacher Education CRSU Jind sponsored at Bhartiyam College of Education.
	Year- 2017	
17-01-2017	Mrs. SushmaJaisawal	Paper presentation in International conference at council for Teacher Education.
20-01-2017	Dr. Ritu Arora Dewan	To attend the National Seminar at Aggarwal College of Ballabgarh

30-01-2017	Mrs. Madhu Hans	Presented a paper on National Seminar at I.G.N. Colleg
07-02-2017	Dr. Sarita Bhardwaj	Key note speaker in Aravali College of Advanced Studies in Education in NAAC sponsored seminar.
07-02-2017	Mrs. Madhu Hans	Paper presented in NAAC sponsored seminar at Aravali College of Education Pali , Faridabad
7-02-2017	Mrs. Anita Sharma	Presented a paper in NAAC sponsored two days National Seminar on “Quality Assurance, Enhancement and Sustainability in Teacher Education” organized by Aravali college of Advanced Studies in Education village Pali, Ballabgarh
28-02-2017	Mrs. Sakshi	Presented a paper in National Seminar at VaishCollege of Education , Rohtak
21-01-2017	Mrs. Seema Gulati	Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on “Academic and Administrative Audit” organized by IQAC,Aggarwal College ,Ballabgarh.

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

Yes, the institution has transparent policies on faculty incentives and rewards. The institution thrives for excellence in teacher education which keeps motivating and rewarding the staff members for their endless efforts and appreciable performances in this direction. These rewards and incentives helps in improving the quality of teaching and gives immense job satisfaction to the staff members. Rewards can be given through following ways:

- a) By giving Increments and incentives for good results in annual university examinations in their respective subjects.
- b) By providing certificates of merit to the teachers for their academic and co-curricular activities.
- c) By involving faculty members in giving suggestions and ideas in teaching learning process and other activities.
- d) By providing personal computer to the staff members for personal uses and official uses for their teaching, training and research work.

- e) By providing free transport facility to the staff members for their convenient and comfort travel.

Best teacher award is given to the faculty;

2011- 12	Ms Madhu Hans
2012- 13	Dr. Ruchika
2013- 14	Mr. Naresh Khatri
2014- 15	Dr. Ritu Arora Dewan
2015- 16	Ms. Sushma Jaiswal

2.5 EVALUATION PROCESS

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

The barriers to student learning are being identified by providing conducive environment to the students. They are given freedom to express their views and difficulties in the learning process. The college provides state-of-art infrastructure for providing teacher education in an innovativeway, active and participative manner along with an easy access to technology. Our college strives hard for perfection which is evident from our excellent result in the past so many years.

The barriers to student learning are identified through formal and informal evaluation. During the tutorial periods remedial instruction is given to the students by their mentors. Students express their difficulties in learning. The problems they face in any subject area is conveyed to the concerned subject teacher. Low achievers are provided guidance and counselling to improve their performance. This helped the institution to create more access to the library and computer laboratory.

The barriers in learning are identified through examination, results, discussion with students, suggestion box, performance at practice teaching and informal tasks. These problems are solved through tutorial teaching, providing lectures and notes and guest lectures.

Example of barrier removal

Students these days are using abbreviated and slang language on WhatsApp. This affects their writing, spelling and vocabulary skills. Efforts are made to check the problem and students are encouraged to use proper language. English spoken by some of the students is incorrect. To overcome this problem they are asked to speak in English while talking with their friends and teachers.

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

Assessment/evaluation is done for the academic growth of the students. They are evaluated on core, optional and method subjects through internal and external evaluation. The internal evaluation is a continuous process and carries 20% marks. The final examination conducted by the university carries 80% marks. The internal examination is based on class tests, assignments, seminars, and practice teaching, practical and verbal tests. In addition the college conducts two internal examinations. The internal assessment is a continuous and ongoing process. Subject teachers also conduct class tests to check whether the students have understood the topic or not. Remedial classes are also provided to the students who missed their class due to illness.

The process of continuous assessment has helped the students to make themselves confident and mature and enhanced their personality. The Teacher-taught relationship has greatly improved. Students discuss their educational and personal problems with their teachers.

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

The student's performance in tests, assignments, examinations etc. is told to them and feedback is provided. Remedial measures, if any are taken. Their test scores is told to them both verbally

and is also displayed on the notice board. They are allowed to go through examination papers and doubts if any are explained.

2.5.4 How ICT is used in assessment and evaluation processes?

ICT or computers is used to:

- a. Prepare question papers
- b. Preparation of examination schedule
- c. Internal assessment marks, pass percentage, ranking and grading are calculated using the computers
- d. Maintaining details of co-curricular activities.

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

The institution conducts orientation program for student teachers to update their knowledge in teaching-learning. Following measures are taken:

1. They are assigned projects and are encouraged to take part in group discussions.
2. Problem solving method is used.
3. Continuous evaluation by self, peers and teacher educators.
4. Role play and dramatization skills are used.
5. A.V. aids are used to enhance learning.
6. Use of ICT for developing teaching learning strategies.
7. Remedial classes are conducted for weak students.
8. Assignments, seminars and workshops are an integral part of teaching-learning as they build confidence and improve communicative skills.
9. Students are encouraged to take part in various competitions.
10. Learning through field trips.

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

After understanding the best teaching practices, teaching aids and use of technology, it is expected that the student teachers will evaluate themselves. But for this the faculty will first have to adopt them and only then the pupil teachers will follow them.

Reflecting on teaching

1. By Self-evaluating-- After each session teachers ask themselves whether they have achieved their goal. But sometimes self-monitoring gets colored by their own likes and dislikes.
2. Feedback is taken from the students and analyzed carefully.
3. Efforts are made to keep in touch with the parents to ensure high quality in education.
4. Teaching with LCD projector and using the intra-net.
5. Power point presentations.
6. Faculty members are trained to teach ICT.

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

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

N.A

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

N.A

CRITERION-III

**Research,
Consultancy
&
Extension**

CRITERION III-RESEARCH, CONSULTANCY & EXTENSION

3.1. PROMOTION OF RESEARCH

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

The institution tries to motivate the teachers to take up research in education and related areas of the current knowledge and development in the field of teacher education. Our institution gives much importance to research and innovation. It has been organizing and participating in National and International seminars & workshops etc. The faculty members are encouraged to participate in seminars, conferences etc. and to present papers on different issues in teacher education.

Organization of seminars / workshops

Seminar proceedings -

Bhartiyam college of Education organized a one day National Seminar on '**Quality Control in Teacher Education – Towards a Better Future**' on **18th December, 2016**.

In inaugural session President CA Mr. Gian Bhardwaj, in his address, highlighted the need for up-gradation of quality of teacher education.

Vice-Chancellor Major General (Dr.) Ranjit Singh, CRSU, Jind was the esteemed chief guest of the seminar. The program commenced with the lighting of the ceremonial lamp by Honorable chief guest escorted by President CA Mr. Gian Bhardwaj and Principal Dr. Sarita Bhardwaj. Prof. S.K.Sinha, Registrar, CRSU, Jind and Prof. S.K.Panda, IGNOU& former chairperson of NCTE, were the Guest of Honour. This was followed by Saraswati Vandana performed by Moushami, first year student of B.Ed of our college.

The inaugural session was followed by invited talks by Prof. Rajinder Singh Yadav, Prof.Sangeeta from KUK, Prof. Sandeep Berwal from CRSU,Jind& Dr. Pramod Kumar from CU, Jammu. They gave their expert remarks at the end of each session. A large number of participants registered for the seminar from different states and union territories such as Delhi, Haryana, Rajasthan, Uttar Pradesh etc.. Papers were presented on different subthemes by research scholars, teacher educators, M.Ed. students & Head of Teacher Education Institutions in the seminar. The technical session was chaired by Prof. Sandeep Berwal,CRSU, Jind, Dr. Alka Bhatnagar, Principal, IOTE, Dr. Pramod Kumar,

CU,Jammu, Dr. Anshu Radha Aggarwal, Principal, Aravali College of Education. Closing remarks were given by Principal Dr. Sarita Bhardwaj in which she thanked the chief guest and all other distinguished guests. The delegates from different states were satisfied with the enriched inputs received from a galaxy of eminent educationists.

Workshops proceedings-

An excellent and engrossing workshop was held on personality development on 19th November, 2016 by an eminent counselor Mrs. Kamlesh Jain. Valuable tips were given to the would be teachers on how to conduct themselves in their class and also, in general, in life. She tried to inculcate that as the teacher is considered an epitome of knowledge and the students generally turn to them for all their problems so it is essential to have both knowledge of the subject along with having requisite expertise in winning the confidence of their students. Pupil teachers got an opportunity to interact with her on one to one basis. Printed material was given to the students about the techniques they can use to enhance their teaching. Games were also held to emphasis the importance of some points. Students found the workshop very motivating and learnt new things through it.

The institution also encourages teaching staff for research work by adjusting their work load in the schedule. Teachers are given study leave for pursuing their research degrees. Providing secretarial support and other facilities to those who have registered for Ph.D program. Teachers without Ph.D degree have been encouraged to register for Ph.D program. Teachers are provided with facilities to conduct research studies. Academically leaves are granted for undertaking research activities.

The following research facilities have been developed on the college campus;-

1. The library is equipped with variety of books and surveys. Various national and international journals are also subscribed for the library. Usage of library is encouraged.
2. Internet connectivity & Wi-Fi is available to the teachers & they are freely allowed to use internet at any time.
3. Data analysis software's like SPSS, Excel etc. are loaded on computers.
4. Adjustment in teaching schedule for their research activities.
5. Teachers without Ph.D degrees have been encouraged to register for Ph.D program.

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

Bhartiyam college of Education runs only one program i.e. B.Ed. The following themes and priority areas has identified by the institution for undertaking research study by the faculty.

- i. Cash less society
- ii. New pattern of Education for secondary and senior secondary level
- iii. e-learning and m- learning
- iv. Digitalization in education
- v. Language skills & learning
- vi. Reflective practices
- vii. Life skills
- viii. Curriculum Analysis
- ix. Two year B.Ed. program
- x. Quality Education
- xi. Right to Education
- xii. Value Education
- xiii. Inclusive Education
- xiv. Action Research
- xv. Cyber awareness
- xvi. Peace Education
- xvii. Constructivist Pedagogy
- xviii. Social Networking

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

Yes, the institution encourages all the teacher educator to take up action research in relation teaching learning problems that they come across in their teaching. The teacher educators make use of their findings in their improving their quality of teaching. Action research is compulsory provision in the syllabus of the B.ED course. Action research is mainly focused on immediate classroom problems, needs and its solutions. Students are motivated to take up simple action research during their teaching practice in schools. The students with the help of teacher educators

have conducted research on a wide range of problems and solutions. Some of the problems of the action research projects are given below:

- School dropouts
- Lack of interest
- Indiscipline
- Incomplete homework
- Excessive number of learners in the classroom
- Lack of motivation in participating in co-curricular activities
- Problems related to school atmosphere
- Effect on family influence on students.
- Lack of attendance/ non- attending students of B.Ed.

Students prepare necessary tools and techniques for collecting data from the sample schools students collect data from different sources through observation, interview and psychological tests.

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

Conference / seminar / workshop attended/ participated

**Dr. Sarita Bhardwaj, Ph.D. (Education), M.Phil, M.Ed,M.A (Hindi),
Principal BCEd.**

1. Presented paper in DGHE sponsored National Seminar on “Quality Improvement in Teacher Education in The Present Era: Issues and Concerns” organized by Vaish College of Education, **Rohtak** on February 28, 2017,paper entitled “**Inculcating values through education**”.
2. Chaired the Technical Session – I at NAAC sponsored two days National Seminar on “**Quality Assurance, Enhancement and Sustainability in Teacher Education**” organized by Aravali College of Advanced Studies in Education, Vill. Pali, Ballabgarh, on 7th – 8th February, 2017.

3. Presented a paper at NAAC sponsored two days National Seminar on “**Quality Assurance, Enhancement and Sustainability in Teacher Education**” organized by Aravali College of Advanced Studies in Education, Village Pali, Ballabgarh, on 7th February, 2017, entitled ‘Inclusive Education – Educating All’.
4. Presented a paper at NAAC sponsored (IQAC) two days National Seminar on “**Academic and Administrative Audit (NSAAA - 2017)**” organized by Agarwal College, Ballabgarh, on 20th – 21st January, 2017, entitled ‘Academic & Administrative Audit in Higher education Institutions’.
5. Chaired the Technical Session at NAAC sponsored (IQAC) two days National Seminar on “**Academic and Administrative Audit (NSAAA - 2017)**” organized by Agarwal College, Ballabgarh, on 20th – 21st January, 2017.
6. Presented a paper at CRSU sponsored National Seminar on “**Quality Control in Teacher Education – Towards Better Future**” organized by Bhartiyaam College of Education, Vill. Panhera Khurd, Ballabgarh, on 18th December, 2016, entitled ‘Shiksha ke gunatamak vikas ke liye shikshan ko sashakt banana’.
7. Presented a paper at NAAC sponsored two days National Seminar on “**Quality Enhancement in Teacher Education through Academic and Administrative Audit**” organized by Ramanujan College of Education, Palwal, on 22nd – 23rd October, 2016, entitled ‘Present Scenario of Academic and Administrative Audit in Teacher Education Institutes in India’.
8. Participated in two days International Symposium on “**Peace, People & Possibilities in Kashmir**” organized by Vishwagram in association with ICPR on 29th – 30th July, 2016.
9. Presented a paper at NAAC sponsored two days National Seminar on “**Innovation and Quality Enhancement of Teacher Education for Nation Building**” organized by Rao Abhay Singh P.G. College of Education, Saharanwas, Rewari, on 2nd – 3rd April, 2016, entitled ‘Teacher Education: Need and Significance in the Changing Scenario of Education’.
10. Chaired the Technical Session at NAAC sponsored two days National Seminar on “**Innovation and Quality Enhancement of Teacher Education for Nation Building**” organized by Rao Abhay Singh P.G. College of Education, Saharanwas, Rewari, on 2nd – 3rd April, 2016.

11. Presented a paper at NAAC sponsored two days National Seminar on **“Quality Teacher-Education for Quality Teaching-Preparing Teachers for 21st Century”** organized by KIIT College of Education, Gurgaon, on 16th – 17th February, 2016, entitled ‘Certain Social and Emotional Aspects in Teacher Education for Quality Control’.
12. Presented a paper at NAAC sponsored two days National Seminar on **“Teacher Education in a Volatile, Uncertain, Complex and Ambiguous World : Critical Issues Concerning Teacher Education in 2014 and Beyond”** organized by Rao Abhay Singh P.G. College of Education, Saharanwas, Rewari, on 5th – 6th February, 2016, entitled ‘Excellence in Teaching and Learning through Quality Awareness’.
13. Presented a paper at GGSIPU sponsored two days National Seminar on **“Developing Technologically Competent Teachers”** organized by Institute of Vocational Studies, GGSIPU & SCERT, Delhi, on 28th – 29th November, 2014, entitled ‘Use of ICT as innovative Practices in Present Classroom Scenario’.
14. Participated in National Seminar on **“Construction: from Theory to Practice”** organized by Advanced institute of Education, Palwal, on 11th August, 2012.
15. Participated in National Seminar on **“Innovative in Pedagogic Approaches in Education”** organized by Shiv College of Education, Tigaon, on 21st May, 2011.
16. Participated in ICDE 2005 Pre-Conference Workshop organized by IGNOU – ICDE International Conference 2005 on 18th November, 2005
17. Participated in Conference organized by IGNOU – ICDE International Conference 2005 from 19th – 23rd November, 2005.
18. Participated in Workshop on **“Yoga”** organized by Bhartiyaam College of Education, Ballabgarh, on 29th January, 2017.
19. Participated in the workshop on Art and Craft in Bhartiyaam College of Education, Ballabgarh on 28th January 2017.
20. Participated in Workshop on **“Personality Development”** organized by Bhartiyaam College of Education, Ballabgarh, on 19th November, 2016.

**Mrs. Madhu Hans, M.Phil (Education), UGC-NET(Education) ,M.A (English), M.Ed,
Vice-Principal**

1. Presented a paper in NAAC sponsored two days National Seminar on **“Quality Assurance, Enhancement and Sustainability in Teacher Education”** organized by Aravali college of Advanced Studies in Education village Palli, Ballabgarh, Faridabad on 7th and 8th February, 2017, entitled ‘Developing Positive Teacher learner bond for quality assurance.’
2. Presented paper in one day National Seminar sponsored by Department of Higher Education, Haryana on **“Beti Bachao Beti Padhao : Need of the Hour”** organized by woman cell at I.G.N College, Ladwa, Kurukshetra on 30th January 2017; paper entitled ‘Domestic Voilence in India.’
3. Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on **“Academic and Administrative Audit”** organized by IQAC, Aggarwal College , Ballabgarh on 20-21st January 2017, paper entitled ‘Academic and Administrative Audit: need and process.’
4. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiyaam College of Education, Ballabgarh on 18th December 2016, paper entitled ‘Present Practices in Education: Need of Paradigm Shift.’
5. Presented paper in NAAC sponsored two days National Seminar titled **“Quality Enhancement in Teacher Education through Academic and Administrative Audit”** organized by Ramanujan College of Education on 22nd -23rd October, 2016; paper entitled ‘Present Scenario of Academic and Administrative Audit in Teacher Education Institutes in India.’
6. Presented paper in NAAC sponsored National Seminar on **“Innovative and Quality Enhancement of Teacher Education for Nation Building”** organized by Rao Abhay Singh P.G. college of Education, Rewari on 2nd -3rd April, 2016 paper entitled, ‘Present Scenario of Teacher Education in India.’
7. Presented paper in two days ICSSR sponsored National Seminar on **“Teacher Education in a Volatile, Uncertain, Complex and Ambiguous World: Critical Issues**

Concerning Teacher Education in 2014 and beyond,” organized by Rao Abhay Singh P. G. College of Education, Rewari on 5-6th February 2016, paper entitled ‘Digital Literacy of Teachers: A Key to Transform Education.’

8. Presented paper in NAAC sponsored National Seminar on **“Teaching, Learning and Evaluation”** organized by IQAC, Aggarwal College, Ballabgarh, on 13-14th March 2015, paper entitled, ‘Developing Inclusive Teaching Practices.’
9. Presented paper in two days GGSIPU sponsored National Seminar on **“Developing Technologically Competent Teachers”** organized by Institute of Vocational Studies, Delhi on 28th-29th November, 2014 paper entitled ‘Digital Competent Teacher.’
10. Presented a paper in National Seminar sponsored by H.E.C, Haryana on **“World English literature vis-à-vis Gender Discrimination”** organized by Department of English DAV(PG) college, Karnal on 12th March,2011 paper entitled ‘Feminism vis-à-vis India Women Writers in English Literature.’
11. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
12. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
13. Participated in the workshop on “Personality Development” at Bhartiya College of Education, Ballabgarh on 19th November, 2016.
14. Participated in the workshop on “Development and use of Low Cost Teaching Learning Material (TLM)” at Sai Mohan College of Education, Faridabad on 5th-7th February 2010.

Dr.Ritu Arora Dewan, Ph.d(Education),M.Phil, M.Sc, M.Ed

Assistant Professor

1. Presented a paper in UGC sponsored two days National Seminar on **“Emerging the Gandhian Philosophy: Exploring the Horizons”** organized by C.R. College of Education, Rohtak. On 5th-6th March, 2017, paper entitled ‘Gandhi- A Perennial Source of Inspiration.’
2. Presented a paper in NAAC sponsored two days National Seminar on **“Quality Assurance, Enhancement and Sustainability in Teacher Education”** organized by

Aravali college of Advanced Studies in Education, village Pali, Ballabgarh, Faridabad on 7th and 8th February, 2017, paper entitled ‘Quality Concern Issues In Teacher Education.’

3. Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on **“Academic and Administrative Audit”** organized by IQAC, Aggarwal College , Ballabgarh on 20-21st January, 2017, paper entitled ‘Academic and Administrative Audit in Teacher Education Institutes.’
4. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiyaam College of Education, Ballabgarh on 18th December, 2016, paper entitled ‘Inclusive Education: Need of the Hour.’
5. Presented paper in NAAC sponsored two days National Seminar titled **“Quality Enhancement in Teacher Education through Academic and Administrative Audit”** organized by Ramanujan College of Education on 22nd -23rd October, 2016; paper entitled ‘Improving Quality in Higher Education through AAA.’
6. Presented paper on National Seminar on **“Education and Women Empowerment”** organized by Sai Mohan College of Education, Tigaon on 7th May, 2016 paper entitled ‘Role of Education in Women Empowerment.’
7. Presented paper in two days ICSSR sponsored National Seminar on **“Teacher Education in a Volatile, Uncertain, Complex and Ambiguous World: Critical Issues Concerning Teacher Education in 2014 and beyond,”** organized by Rao Abhay Singh P. G. College of Education, Rewari on 5-6th February 2016, paper entitled ‘Inclusive Education: A Key Role of Teachers.’
8. Presented paper in NAAC sponsored National Seminar on **“Teaching, Learning and Evaluation”** organized by IQAC, Aggarwal College, Ballabgarh, on 13-14th March 2015, paper entitled, ‘Developing Inclusive Teaching Practices.’
9. Presented paper in National Conference on **“Re-engineering Teacher Education – Towards a Better Tomorrow”** organized by B.S. Anangpuria Institute of Education, Ballabgarh on 16th May, 2015 paper entitled ‘Inclusive Education in India: Roles, Responsibilities and Competences of Regular School Teachers.’

10. Participated in the National Seminar on **“Quality Assurance in Teacher Based Education: Initiatives and Challenges Ahead”** on 2nd April 2011 in Gold Field College of Education, Faridabad paper entitled ‘Mobile Learning’
11. Presented paper in National Seminar on **“Restructuring Education to meet the Emerging needs of New India”** organized by Khandelwal College of Management Science and Technology on 12th December, 2009 paper entitled ‘Inclusion of Children with Special Needs and International Scenario’
12. Presented paper in International Seminar on **“Quality of Professional Education in the Present Era”** organized by the Institution Of Engineers (India), Utrakhand State Center, Dehradun and Indian Association of Teacher Education on 25th – 26th July, 2009 paper entitled ‘Quality in Professional Education: Role of Teachers.’
13. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
14. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
15. Participated in the workshop on “Personality Development” at Bhartiya College of Education, Ballabgarh on 19th November, 2016.
16. Participated in the workshop on “Development and use of Low Cost Teaching Learning Material (TLM)” at Sai Mohan College of Education, Faridabad on 5th-7th February, 2010.
17. Participated in workshop on “Application of Technology for Students with Disability on (UGC DRS SAP-III)”, organized by Department of Education, M.J.P Rohilkhand University, Bareilly (U.P) on 23rd – 24th December, 2009.

Mrs. Kavita Ahlawat, UGC-NET (Education), M.A (Economics), M.Ed

Assistant Professor

- 1) Presented paper in DGHE sponsored National Seminar on **“Quality Improvement in Teacher Education in The Present Era: Issues and Concerns”** organized by Vaish College of Education, Rohtak on February, 28,

2017, paper entitled 'Reforming Evaluation System in Teacher Education- a Need.'

- 2) Presented a paper in NAAC sponsored two days National Seminar on **“Quality Assurance, Enhancement and Sustainability in Teacher Education”** organized by Aravali college of Advanced Studies in Education village Palli, Ballabgarh, Faridabad on 7th and 8th February, 2017, entitled 'ICT Information and Idea Sharing Through Technology’
- 3) Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on **“Academic and Administrative Audit”** organized by IQAC, Aggarwal College , Ballabgarh on 20-21st January,2017 paper entitled 'Academic and Administrative Audit in- A Necessity.’
- 4) Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiyaam College of Education, Ballabgarh on 18th December, 2016, paper entitled 'Possibilities in Teacher Education.’
- 5) Presented a paper at NAAC sponsored 2 days National Seminar on **“Quality Teacher-Education for Quality Teaching-Preparing Teachers for 21st Century”** organized by KIIT College of Education, Gurgaon, on 16th – 17th February, 2016, entitled 'Teacher Education: Challenges and Possibilities.’
- 6) Presented paper in two days International Conference in Association with The Learning Community on **‘Empowering E- Generation: Vision 2020’** on 11th - 12th March, 2016.
- 7) Presented paper in NAAC sponsored National Seminar on **“Innovations and Quality Enhancement of Teacher Education for Nation Building”** organized by Rao Abhay Singh P.G. college of Education, Rewari on 2nd -3rd April, 2016 paper entitled, 'Peace Education- care of Education System.’
- 8) Paper presented in National Seminar sponsored by ICSSR on **“Formulating New Education Policy for the Emerging India: Intervention, Expectation and Challenges”** organized by Bhagwan Mahavir college of Education, Sonipat on December, 2015, paper entitled 'Peace Education and New Education Policy’.

- 9) Presented paper in NAAC sponsored National Seminar on **“Teaching, Learning and Evaluation”** organized by IQAC, Aggarwal College, Ballabgarh, on 13-14th March, 2015, paper entitled, ‘Optimal utilization of School Curriculum.’
- 10) Attended a national conference on **“Indian Education System: Past, Present and Future”** organized by Balaji College of Education Palwal in February 2013.
- 11) Presented a paper on “CCE-An Innovation In Teaching Learning Process” during a national seminar sponsored by National Testing Service India, on **“Continuous, Comprehensive Evaluation and Grading System”** organized by Dayalbagh Educational Institute in December, 2012.
- 12) Attended a National Conference “EDUVISION-2011” organized by Lingayas University, Faridabad in April, 2011.
- 13) Attended a National Conference on “Peace Education and Human Rights” organized by Ramanujan College of Education, Palwal in March, 2011.
- 14) Participated in Workshop on “Yoga” organized by Bhartiyaam College of Education, Ballabgarh, on 29th January, 2017.
- 15) Participated in the workshop on Art and Craft in Bhartiyaam College of Education, Ballabgarh on 28th January, 2017.
- 16) Participated in Workshop on “Personality Development” organized by Bhartiyaam College of Education, Ballabgarh, on 19th November, 2016.
- 17) Attended a national workshop on “Quantitative methods of Educational Research” organized by Advanced Institute of Education, Palwal in August, 2013.

**Mrs. Sushma Jaiswal, M.Phil(Education)M.A (Hindi), M.A. (Education),
Assistant Professor**

1. Presented a paper in NAAC sponsored two days National Seminar on **“Quality Assurance, Enhancement and Sustainability in Teacher Education”** organized by Aravali college of Advanced Studies in Education village Palli, Ballabgarh, Faridabad on 7th and 8th February, 2017, entitled ‘Quality Assurance in Teacher Education’.
2. Presented paper in International Conference on **“Business and Economic Policy: Challenges and Opportunities.”** Organized by Globus Education and Research

- Association in Joint Auspices of Council for Teacher Education, January, 2017 India paper entitled ‘A Study Mediating Anxiety and Perceived Ease of Use of Online Education.’
3. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiyaam College of Education, Ballabgarh on 18th December 2016, paper entitled ‘Vartman Shiksha Main Natic Mulyon Ka Smavesh’.
 4. Presented paper in NAAC sponsored two days National Seminar titled **“Quality Enhancement in Teacher Education through Academic and Administrative Audit”** organized by Ramanujan College of Education on 22nd -23rd October, 2016; paper entitled ‘Improving Quality in Higher Education through AAA.’
 5. Presented paper in NAAC sponsored National Seminar on **“Innovative and Quality Enhancement of Teacher Education for Nation Building”** organized by Rao Abhay Singh P.G. college of Education, Rewari on 2nd -3rd April, 2016 paper entitled, ‘Effectiveness of Education Technology in Improving the Quality of Teacher Education.’
 6. Presented paper in two days ICSSR sponsored National Seminar on **“Teacher Education in a Volatile, Uncertain, Complex and Ambiguous World: Critical Issues Concerning Teacher Education in 2014 and beyond,”** organized by Rao Abhay Singh P. G. College of Education, Rewari on 5-6th February 2016, paper entitled ‘Constructivism in Teacher Education’.
 7. Participated in National Conference on **“Re-engineering Teacher Education – Towards a Better Tomorrow”** organized by B.S. Anangpuria Institute of Education, Ballabgarh on 16th May, 2015.
 8. Participated in National Conference on “Education For Peace and National Integration(Need , Challenges and National Integration)” organized by Ramanujan College Of Education, Palwal, on 3rd April 2010.
 9. Presented paper in National Seminar on “Constructivism in Teacher Education” organized by Maa Omvati College Of Education, Palwal, on 3rd April paper entitled ‘Constructivism in Teacher Education’.
 10. Participated in Workshop on “Yoga” organized by Bhartiyaam College of Education, Ballabgarh, on 29th January, 2017.

11. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
12. Participated in Workshop on “Personality Development” organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.

Mrs. Seema Gulati, M.A (English), M.A (Hindi), M.Ed

Assistant Professor

1. Presented a paper in NAAC sponsored two days National Seminar on “**Quality Assurance, Enhancement and Sustainability in Teacher Education**” organized by Aravali college of Advanced Studies in Education village Palli, Ballabgarh, Faridabad on 7th and 8th February, 2017, entitled ‘Teaching Inclusive, Diversity and Special Needs.’
2. Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on “**Academic and Administrative Audit**” organized by IQAC, Aggarwal College, Ballabgarh on 20-21st January, 2017 paper entitled ‘Academic and Administrative Audit for Improving the Quality of Education.’
3. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on “**Quality Control in Teacher Education- Towards a Better Future**” organized by Bhartiya College of Education, Ballabgarh on 18th December 2016, paper entitled ‘Value Based Environment Education.’
4. Presented paper in one day seminar on ‘**Right to Education 2009**’ at Govt. Sr. Secondary School, Guhla (Kaithal) on 18th November, 2015.
5. Presented paper in three days seminar on ‘**SMC and RTE**’ at Govt. Sr. School, Khambi, Palwal from 10th – 12th March, 2014.
6. Presented paper in three days seminar on ‘**Swachta Abhiyan and Beti Bachao Beti Padhao**’ from 24th- 26th February, at Govt. Sr. Secondary School, Saran, NIT, Faridabad.
7. Presented paper in three days seminar on School Management Committee on 13th- 15th February, 2014 at Govt. Boys Sr. Secondary School, Old Faridabad.
8. Presented paper in one day seminar at Govt. Girls. Sr. Secondary School, Palwal on Right to Education on 30th January, 2013.

9. Participated in the National Seminar on “Quality Assurance in Teacher Based Education: Initiatives and Challenges Ahead” held on 2nd April, 2011 in Gold Field College of Education, Faridabad paper entitled ‘**Quality Enhancement Activities in Teacher Training College.**’
10. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
11. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
12. Participated in Workshop on “Personality Development” organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.
13. Participated in the workshop on “Development and use of Low Cost Teaching Learning Material (TLM)” at Sai Mohan College of Education, Faridabad on 5th-7th February, 2010.

Mr. Naresh Khatri, UGC-NET (Education) M.A (History), M.A (Pol.Science), M.Ed Assitt. Professor

- 1) Presented paper in DGHE sponsored National Seminar on “**Quality Improvement in Teacher Education in The Present Era: Issues and Concerns**” organized by Vaish College of Education, Rohtak on February 28, 2017.
- 2) Presented paper in National Seminar on “**Urbanization And Environmental Change in India: Problems and Challenges**” sponsored by Director General Higher Education, Haryana, organized by Department of Geography, Hindu Girls College, Sonapat on 23rd February, 2017 paper entitled ‘Government Role for Presentation of Environmental Change Due to Urbanization’.
- 3) Presented paper in NAAC sponsored National Seminar on “**Innovations and Quality Enhancement of Teacher Education for Nation Building**” organized by Rao Abhay Singh P.G. college of Education, Rewari on 2nd-3rd April, 2016 paper entitled, ‘Educating the Educators: Challenges Facing Teacher Education.’
- 4) Presented paper in National Seminar on “**Contemporary Social Issues and Teacher Education**” sponsored by D.G.H.E, Haryana and organized by Tika

Ram College of Education, Sonipat on March, 28th 2014, and paper entitled ‘Use of ICT in Education; Benefits and Limitations.’

- 5) Presented paper in NAAC sponsored National Seminar on **“Quality Assurance in Higher Education”** on 2nd March, 2013 organized by Geeta (P.G) College of Education, Panipat paper entitled ‘Impact of Globalization in Higher Education.’
- 6) Participated in Workshop on **“Yoga”** organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
- 7) Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
- 8) Participated in Workshop on “Personality Development” organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.
- 9) Participated in two days NAAC Sponsored Workshop on Quality Assurance and Accreditation organized by Internal Quality Assurance Cell, MDU, Rohtak on 19-20 March, 2015.

Mrs. Anita Sharma, M.A (English), M.A (Political Science), M.Ed, UGC-NET

Assistant Professor

1. Presented a paper in NAAC sponsored two days National Seminar on **“Quality Assurance, Enhancement and Sustainability in Teacher Education”** organized by Aravali college of Advanced Studies in Education village Palli, Ballabgarh, Faridabad on 7th and 8th February, 2017, entitled ‘ICT Information and Idea Sharing Through Technology’
2. Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on **“Academic and Administrative Audit”** organized by IQAC, Aggarwal College , Ballabgarh on 20-21st January, 2017 paper entitled ‘Academic and Administrative Audit in- A Necessity.’
3. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind in Teacher Education **“Quality Conon- Towards a Better Future”** organized by Bhartiya College of Education, Ballabgarh on 18th December, 2016, paper entitled ‘Possibilities in Teacher Education.’

4. Presented paper in International Education Conference on **“Teacher Education: Challenges, Opportunities and Strategies”** organized by Jamia Millia Islamia University, Department of Education, New Delhi on 7th -8th December, 2016 paper entitled ‘NGO Initiatives in Promoting Equity and Quality in Education- Some Select Cases From India’.
5. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
6. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
7. Participated in Workshop on “Personality Development” organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.

Mrs. Pooja Garg, UGC-NET, M.Phil (Education), M.Ed, M.sc

Assistant Professor

1. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiya College of Education, Ballabgarh on 18th December, 2016, paper entitled ‘Role of Stakeholders in Quality Sustaining’.
2. Presented a paper at National Conference on **“Peace Education & Human Rights”** organized by Ramanujan College of Education, Palwal, on 26th March, 2011, paper entitled ‘An Introduction to Right to Education & Buddhism and relating these with Peace Education’.
3. Presented a paper at National Conference on **“Educate the Educator”** organized by Manav Rachna College of Education, Faridabad, on 6th March, 2010, paper entitled ‘Learning in ICT – Teacher Training (Virtual Learning)’.
4. Participated in National Conference on **“Law Education and Teachers”** organized by Balaji College of Education, Ballabgarh, on 27th February, 2010.
5. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
6. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.

7. Participated in Workshop on **“Personality Development”** organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.
8. Participated in Workshop on **“Research Methodology & SPSS”** Chaired by Prof. D. N. Sansanwal organized by Advanced Institute of Education, Palwal, from 21st – 25th August, 2013.
9. Participated in National Workshop on **“Use of Multimedia Software & ICT & its Integration in Education”** organized by C. R. College of Education, Rohtak, from 28th – 29th March, 2011.
10. Participated in National Workshop on **“Research Methodology & SPSS”** Chaired by Prof. D. N. Sansanwal organized by C. R. College of Education, Rohtak, from 21st – 25th September, 2006.

Dr. Ruchika, Ph.d(Education), M.A (English), M.Ed

Assistant Professor

1. Presented paper entitled “Role of Bonding and Understanding in a Teacher-Student Relationship” in NAAC sponsored National Seminar on **‘Quality Assurance, Enhancement and Sustainability in Teacher Education’** organized by Aravali College of Advanced Studies in Education, on 7th-8th February, 2017.
2. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiya College of Education, Ballabgarh on 18th December 2016, paper entitled ‘Quality Assessment and Enrichment Of Teacher Education’.
3. Participated in the National Seminar on **“Quality Assurance in Teacher Based Education: Initiatives and Challenges Ahead”** held on 2nd April, 2011 in Gold Field College of Education, Faridabad.
4. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
5. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
6. Participated in Workshop on “Personality Development” organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.

Mrs. Sakshi Bhardwaj, Assistant Professor

M.A (Maths), M.Ed

1. Presented paper in DGHE sponsored National Seminar on **“Quality Improvement in Teacher Education in The Present Era: Issues and Concerns”** organized by Vaish College of Education, Rohtak on February, 28, 2017.
2. Presented a paper in NAAC sponsored two days National Seminar on **“Quality Assurance, Enhancement and Sustainability in Teacher Education”** organized by Aravali college of Advanced Studies in Education village Palli, Ballabgarh, Faridabad on 7th and 8th February, 2017, entitled ‘Trending Shift in Educational System.’
3. Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on **“Academic and Administrative Audit”** organized by IQAC, Aggarwal College , Ballabgarh on 20-21st January,2017 paper entitled ‘Academic and Administrative Audit for Improving the Quality of Education.’
4. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiya College of Education, Ballabgarh on 18th December, 2016, paper entitled ‘Inclusive Education- A Long Way Ahead.’
5. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
6. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
7. Participated in Workshop on “Personality Development” organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.
8. Participated in Two Day International Symposium on Peace, People and Possibilities in Kashmir organized by Vishwagram in Association with ICPR on 29th -30th July.

Mrs Anisha Rana, UGC-Net M.A (English), M.Ed.,

Assistant Professor

1. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiyaam College of Education, Ballabgarh on 18th December, 2016, paper entitled
2. Presented paper in two day National Seminar on **“Value Oriented Education and its Philosophy in the light of Indian Culture”** organized by D.A.V. College, Kharkhuada Meerut on 26th- 27th April, 2010 paper entitled ‘Need of Values In Modern India.’
3. Participated in Workshop on “Yoga” organized by Bhartiyaam College of Education, Ballabgarh, on 29th January, 2017.
4. Participated in the workshop on Art and Craft in Bhartiyaam College of Education, Ballabgarh on 28th January, 2017.
5. Participated in Workshop on “Personality Development” organized by Bhartiyaam College of Education, Ballabgarh, on 19th November, 2016.
6. Participated in Workshop on ICT and “Modern Innovative methods of Teaching” organized by Modern College of Professional Studies, Ghaziabad on 21st- 22nd December, 2010.

Mrs. Mamta Joshi, M.com, M.A (Education)

1. Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on **“Academic and Administrative Audit”** organized by IQAC, Aggarwal College , Ballabgarh on 20-21st January, 2017 paper entitled ‘Academic and Administrative Audit for Improving the Quality of Education.’
2. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiyaam College of Education, Ballabgarh on 18th December ,2016, paper entitled ‘Environmental Education.’

3. Participated in Workshop on “Yoga” organized by Bhartiya College of Education, Ballabgarh, on 29th January, 2017.
4. Participated in the workshop on Art and Craft in Bhartiya College of Education, Ballabgarh on 28th January, 2017.
5. Participated in Workshop on “Personality Development” organized by Bhartiya College of Education, Ballabgarh, on 19th November, 2016.

Programs organized by the institution

Workshops has been organized by faculty members in institution on Personality Development, Yoga Education and Art and Craft Activities in the year 2016- 2017.

3.2 RESEARCH AND PUBLICATION OUTPUT

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

Our institution provides all facilities and encourages faculty members as well as the student teachers to develop instructional material for enhancing quality of teaching. They also prepared self-instructional materials, print materials and non- print materials for the instructional purpose. Details of instruction materials are :-

- **Preparation of Power Point Presentations**

The institution gives maximum attention to quality teaching learning process. A blended learning approach is being followed where in lectures, discussions, panel presentations, internet surfing etc. is done regularly by faculty members in their day to day teaching learning process. Sample presentations and instructional materials are available as records.

- **Teaching Aids**

The faculty members with the active participation of students have developed a teaching aid resource room where teaching aids have been displayed and collected. These teaching aids are used by the faculty members and are particularly useful for the student teachers who can

freely carry these to practice teaching schools as per their requirements. Every year student teachers also make their new teaching aids for teaching practice.

Evaluation of textbook

A comprehensive format has been developed for evaluation of text books. This format has been used by the B.Ed students in evaluating text books.

Most of the faculty members have developed their own teaching material for teaching curricular transaction in their respective subjects.

OHP transparencies and PowerPoint presentations, concept maps on different topics, audios, video films are used for day to day classroom teaching to overcome the monotony of classroom teaching.

Some teaching materials are prepared by our faculty members for the use of high school teachers. Mainly our student teachers prepare technology based lessons using the instructional material, like PowerPoint presentations, pictures, charts, models, maps, audio-video, films, conducting experiments to make the lessons very interesting, effective, and meaningful . They are also required to develop and use their own teaching learning materials in the micro lessons, bridge lessons, practice lessons and terminal lessons in schools during practice teaching lessons in their respective subjects. The use of such learning material ascertains and enhances the effectiveness of the learning process.

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

The following facilities made available and programs organized to our faculty members and student teachers for developing instructional materials in our institution:

1. Institution has well equipped ICT enabled laboratory (computer, projectors, LCD, OHP, slides, video camera, audio recording, scanner, storage devices (CD, DVD, Pen drives etc.), transparencies, VCD, Television, and Tape-recorder).
2. The institution has a well-equipped language lab having educational CD's, head phones for language learning by the students. Linguaphone, study material, VCD, TV, CDs etc are available in lab. Students use these facilities for teaching learning of languages. Charts & models are also displayed to learn the language skills.

3. The experienced, resourceful and technical persons from different fields are invited to orient student teachers and faculty members to develop useful, interesting and attractive instructional material and teaching aids.
4. Workshops are being conducted for the student teachers on “preparation of instructional materials” before sending them to the participating schools.
5. Sufficient library books, bibliography of internet sites for academic work, computer based software etc.
6. Educational visits to resource centers like NCERT, Central Library, and SCERT etc.
7. A workshop space has been especially created where students meet once a week and prepare models, materials and low cost teaching aids using waste material.
8. The language lab helps the student teachers in developing their language and communication skills as they listen to different programs.
9. Photocopying facility is available.

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

The institution provides computers and internet facilities to all the faculty members. The computer lab is well established with internet facilities. The faculty members have developed certain instructional materials. They are given below:

1. PowerPoint presentations and video clippings are the main technology related instructional material developed by the faculty and students are extensively used in classrooms.
2. OHP transparencies for orientation to micro teaching.
3. Computer based software & bibliography of internet sites for academic work.
4. Videos like 21st century skills, Innovation and creativity, learning outcomes, critical thinking and many motivational videos were downloaded and screened during enrichment programs.

3.2.4 Give details on various training programs and /or workshop on material development (both instructional and other materials)

a. Organized by the institution

b. Attended by the staff

a. Organized by the institution

Orientation for developing micro lesson plans and pedagogy lessons given before practice teaching.

The faculty members are regularly being informed about the seminars and workshops organized by other institutions and university & concerned subject teachers are deputed by the institution.

b. Attended by the staff –

Ms Madhu Hans (Assistant Professor) has attended workshop on “Development & use of low cost Teaching Learning Material (TLM)” at Sai Mohan College of Education, Faridabad.

Dr.Ritu Arora Dewan (Assistant Professor) has attended workshop on “Development & use of low cost Teaching Learning Material (TLM)” at Sai Mohan College of Education, Faridabad.

Ms Seema Gulati (Assistant Professor) has attended workshop on “Development & use of low cost Teaching Learning Material (TLM)” at Sai Mohan College of Education, Faridabad.

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

Dr. Sarita Bhardwaj (Principal)

Published a paper on ‘**Role of Stakeholders in Quality Sustaining**’ in *Multi-disciplinary International Journal, Remarking An Analisation*, ISSN No. (E) 2455-0817, ISSN No. (P) 2394-0344 March 2017.

Published a paper on ‘**Effect of Emotional Competence on Leadership Effectiveness on Students of Physical Education**’ in *Journal- Innovation: The research concept*, ISSN: 2456-5474

Published a paper on '**Awareness of Right to Education Act among the Primary School Teachers**' in *Researcher's Voice, volume: 1, Issue:2* ISSN No. 2231-6310 in the month of October 2011.

Ms. Madhu Hans

Published a paper on **Present Practices in Education: Need for Paradigm Shift** in *KAAV International Journal of Arts, Humanities and Social Sciences,ISSN No.2348-4349* with an ID of KIJAHs/Oct-Dec 2016/ Volume:4/ISS-4.

Published a report in the Survey booklet on Haryana Government Survey titled '**Impact of State Policy of Free Education to Girls in Haryana**' in 1998 (sponsored by DHE).

Dr. Ritu Arora Dewan, Assistant Professor

Published a paper on '**Two Year Curriculum- Expectations and Challenges**' in *KAAV International Journal of Arts, Humanities and Social Sciences, ISSN: 2348-4349* with an ID of KIJAHs/Oct-Dec 2016/ Volume-4/ISS-4.

Dr. Ruchika, Assistant Professor

Published a paper on '**Quality Assessment and Enhancement of Teacher Education**' in *KAAV International Journal of Arts, Humanities and Social Sciences, ISSN: 2348-4349* with an ID of KIJAHs/JAN-MAR 2017/ Volume-4/ISS-1

Published a paper in *Journal of Recent Researches in Education and Psychology, volume: 2, NOS I-II* in the year 1997.

Ms. Anita Sharma, Assistant Professor

Published a paper on '**A comparative Study of Personality of Students Studying in Private and Government Schools in Faridabad.**' in *International Academic Journal of Research (Blind Peer Reviewed Referred, Bi-annual, Bi-Lingual Journal) volume: 1, Issue: 1, ISSN NO. 2348-7070* in the month of April 2014.

Ms. Kavita Ahlawat, Assistant Professor

Published a paper on **Empowering E- Generation: Vision 2020** in *International Journal of Research volume; 1, ISSN NO.2319-4766* in the month of March 2016.

Ms. Pooja Garg, Assistant Professor

Published a paper on **‘Role of ICT in Enhancement of Learning Ability and Basic Concepts of Science among Secondary School Students’** in *Journal of Education and Pedagogy Volume 1, ISSN NO.0975-0797* in the month of June 2009.

Published a paper on **‘Role of Stakeholders in Quality Sustaining’** in *Multi-disciplinary International Journal, Remarking An Analisation, ISSN No. (E) 2455-0817, ISSN No. (P) 2394-0344* March 2017.

3.2.6 Give details of the Awards, Honors and patents received by the faculty members in the last 5 years.

Dr. Sarita Bhardwaj honored with the best teacher Award **“Dr.S.Radhakrishnan Shikshak Ratan Samman”** on teacher’s day by **Bhawana Kala Mandir (Registered), New Delhi.**

Principal Dr. Sarita Bhardwaj was the guest of honor at the function held in **Aravali College of Education in 2016.**

Faculty commended with **“Excellence Award”** annually for academic and co-curricular contributions.

2011-2012	Ms Madhu Hans
2012-2013	Mr. Naresh Khatri
2013-2014	Dr. Ruchika
2014- 2015	Dr.Ritu Arora Dewan
2015- 2016	Ms.Madhu Hans

As a guest of honour Aravali College of Education



3.2.7 Give detail of the Minor/ Major research projects completed by staff members of the institution in the last 5 years.

The institution is resolved to take up research projects in the coming years.

3.3 CONSULTANCY

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

Yes, the institution provides consultancy services. Faculties of our college provide free consultancy services to the practice teaching schools to improve teaching learning process. The consultancy services are provided almost in all the areas related to the field of education.

Consultancy services to the schools

The institution have experienced and qualified faculty members to provide consultancy services to the in-service teachers, student teachers, teacher educators and other educational organization. In-service teachers are given guidance on CCE, Methods of teaching, preparation of balanced question papers, preparation of instructional materials etc. The faculty members are invited by the private educational institution for the teacher selection recruitment on need basis.

Consultancy services to Alumni

The institution provides library facilities to alumni to prepare for competitive examinations like TET, CTET, and HTET etc. Our faculty also guide alumni regarding such competitive exams.

3.3.2 Are the 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 experts.

Yes, the faculty members of our institution are competent to undertake consultancy. The area of competency of staff members are:

1. Dr. Sarita Bhardwaj (Principal)

Value Based Education, Educational Psychology, Guidance and Counselling, Philosophical foundations of education.

2. Ms. Madhu Hans (Assistant Professor)

Educational Technology, Physical and Health Education, Yoga, Micro-Teaching Planning, Action research.

3. Dr. Ruchika (Assistant Professor)

Personality Development, Educational Psychology, Guidance & Counselling, Teaching of English, Spoken English Language, Nutrition and Home Science.

4. Dr. Ritu Arora Dewan (Assistant Professor)

Special Education, Inclusive Education, Methods of Teaching Biology, Text Book writing.

5. Mr. Naresh Khatri (Assistant Professor)

Pedagogy of subjects, ICT, Lesson-Planning, Educational Philosophy.

6. Ms. Kavita Ahlawat (Assistant Professor)

Modern Trends in Education, Teaching of Economics, Teaching of S.St, Innovative Practices.

7. Ms. Anita Sharma (Assistant Professor)

Preparation of Evaluation Tools, Educational Psychology, Teaching of S.St, Co-curricular Activities.

8. Ms. Pooja Garg(Assistant Professor)

Web-Designing, Research Methodology, Teaching of Life-Science, Teaching of Physical Science, Computer Application, ICET.

9. Ms. Anisha Rana(Assistant Professor)

Methods of Teaching, Audio-Visual Aids

10. Ms. Sushma Jaiswal(Assistant Professor)

Values Education, Teaching of Hindi, Co- Curricular Activities

11. Ms. Seema (Assistant Professor)

Universalization of Education, Sarva Shiksha Abhiyaan (SSA), Right to Information (RTI), Placement and Counselling.

12. Ms. Sakshi (Assistant Professor)

Computer and Information technology, Reasoning and Career Advancement

13. Ms. Mamta Joshi (Assistant Professor)

Unit Plan, Unit Test, Statistics in Research

14. Ms. Pratibha (Librarian)

Library sciences

15. Mr. Ankush (Part time Lecturer)

Arts and Drama

16. Ms. Hemangi Sharma (Part time Lecturer)

Specialization in Classical Dance

3.3.3 How much revenue has been generated through consultancy in the last 5 years? How is the revenue generated, shared among the concerned staff member & the Institution?

Mostly we provide free service to the community in our revenue.

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

No such revenue is collected.

3.4 EXTENSION ACTIVITIES

3.4.1 How has the local community benefited from the institution?

Contribution of the institution through various extension activities, outreach programs, partnering with NGO's & GO's.

The institution has conducted numerous programs for the benefits of local community with NGO's and government organizations. Community service helps people to gain an understanding about each other. Various programs of the institutions are given below:-

1. In-service training to local school teachers
2. Awareness program on 'Beti Bachao Beti Padhao'
3. Computer Literacy Program is carried out in Nehru Convent School, Chhainsa.
4. Visit to blind school. Students visit blind school to acquaint themselves with special education facilities and challenges faced by the visually impaired, donated food, sweets & clothes.
5. Cleanliness program 'Swachhta Abhiyaan' in neighbouring village. Villagers appreciated this initiative.
6. Institution provided blankets to poor people, clothes and books to slum and disadvantaged children.
7. Distribution of stationary in Govt. school.
8. Environmental Awareness program
9. Collaboration with NGO's named Jan Kalyan Yuva Mandal (Registered), Chhainsa Gramin Vikas Yuva Samiti (Registered) , Panhera Khurd and Nehru Kalyan Shiksha Samiti (Registered), Chhainsa. Create awareness about importance of the education, health & hygiene, small family concepts, girl child.
10. Sports day celebration in government school Panhera Khurd.
11. Institution gave 'Training for stitching' to girls with collaboration of NGO's.

Visit to blind school



Celebrating Independence Day in Govt. School Panhera Khurd



3.4.2 How has institution benefitted from the community (community participation in institutional development, institution community networking, institution school networking etc.)?

1. Visit to various places like NGO's, blind institutions gave an opportunity to faculty and students to know ground reality and helped to deciding goals of life e.g. few of our students are working with NGO's which they have visited during their degree program.
2. Schools are extending help in materializing practice teaching program and also help in conducting university examination of the same by making their students available. They also provide inputs, which is helpful in improving teaching learning process. School students participate in programs organized by the institution and helps in developing organization skill among education students. Time to time they are invited to attend college functionsalso.
3. The institution have cordial relationship and a good rapport with the NGOs and community. Through these NGOs and community centers at large, our institution is getting awareness.
4. Various beneficiary programs are conducted by inviting resource persons of various fields like lawyers, professors, experts, talented persons to deliver talks and organizing programs.
5. Community participation is seen in talent search programs/ competitions, festival celebrations, alumni etc. During such occasions, interaction with community members yield valuable suggestive measures to make the institution more progressive in terms of efficiency and quality.
6. The first hand experiences during these activities and the interaction with less privileged sections of the society helped the students in bringing awareness and sensitization thereby inculcating human values in them.

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

The institution's future plan and the major areas of the projects are to be taken for providing community orientation to the student teacher are as follows:-

- Environment awareness
- Help the weaker sections of the society to learn
- Planting trees and conserving environment
- Beti Bachao & Beti Padhao
- Swachhta Abhiyaan
- Value oriented co-curricular activities in schools.
- Health awareness program
- Personality development classes.
- Student teachers provide tutorial classes to the students of neighboring school.
- Cashless society programs
- Digital India
- Computer literacy programs
- Preparation of competitive exams.
- Awareness of Inclusive Education
- Blood donation and health check-up camps.

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

There is no such project initiated or completed by the institution.

3.4.5 How does the institution develop social and citizenship value and skills among its students?

The institution adopts various methods to develop social and citizenship values and skill among its students:

1. Students and faculty are taken to various social organizations to interact and have an idea of the real situation in blind institutions, , NGO's, nearby villages, local schools etc.
2. Curricular and co-curricular activities provide scope for co-operative learning which help the student teachers develop social and citizenship values and skills like tolerance care for one another, helping each other etc.
3. Extempore speech and debate are organized where students present their opinions on social issues, prevalent issues etc.
4. Special guest lectures on various topics like values and teaching profession, awareness regarding cybercrimes, moral values, Hindi Diwas etc.
5. Yoga and meditation sessions are regularly organized for the faculty and students to develop interpersonal values.
6. Birth and death anniversaries of inspiring leader are held on the campus on a regular basis in which students participated by delivering speeches, reciting poems and listening to inspiring talks on national solidarity.
7. Institution conducts awareness programs which develop social prosperity among the students.
8. Various competitions like collage making, fresh flower arrangement, rangoli, mehndi, Diya making etc. are being organized for students regularly to train them in respective aesthetic sensibilities under expert guidance.
9. They are also given to know how to be an entrepreneur.
10. Organizing sports and cultural programs at institutional level.
11. Celebrating national festivals viz. Teachers day, Independence Day, Gandhi Jayanti, Republic day etc. in a meaningful and benefitting manner.

3.5 COLLABORATIONS

3.5.1 Name National level organizations if any with which the institution has established linkage in last 5 years. Detail the benefits resulted out of such linkages.

The institution has established linkage with the following National level organizations: IGNOU, NCERT, and NOS etc. These linkages helps institution in enhancing the quality of teaching and exposing student – teacher for variety of instructional activities.

- a) Professor S.K.Panda from IGNOU frequently visits the institution to guide the faculty in their teaching learning activities. He was one of the expert keynote speaker in National Seminar of Bhartiyam College.
- b) Professor L.C. Singh (NCERT) provides guidance to the faculty for the development of college. He was one of the invited interviewer from NCTE for the appointment of lecturers in our college.
- c) Mr. Satpal Bhatti is running National Open School, Chhainsa. Our faculty members actively assists him.

Some benefit resulted out of such linkage are:

- It motivates creativity among the teachers.
- It helps teachers to go in for intensive and further study.
- It helps to extend the knowledge in a diverse aspects and develops a later prospect towards teaching learning process.

3.5.2 Name International level organizations, if any with which the institution has established linkage in last 5 years. Detail the benefits resulted out of such linkage.

We have connected with Australian Council for Educational Research (ACER), established in 1930, is an independent educational research organization based in Camber well , Victoria. We also subscribe their magazine “TEACHER”—a good magazine for the professional development of teachers. Teachers and students can also give their articles for publishing .It will keep updated about the latest scenario in the field of education.

3.5.3 How did the linkage if any contribute to the following? Curriculum development, teaching, training, practice, research, consultancy, extension, publication, student placement?

a) Curriculum development

- Principal Dr. Sarita Bhardwaj is the member of UG BOS (Board of Studies) in Education, CRSU, JIND.
- Curriculum has been designed by the university and the college has to follow the curriculum designed by the university.
- Innovative practices of curriculum transaction improved the quality of delivery.

b) Teaching

Collaborating with NCERT, IGNOU, SCERT, and NIOS, a specialized research based and development organizations, helped us in teaching theory of related paper in a more realistic and up to date manner. Lectures delivered by the expert faculty from NCERT, IGNOU and NCTE further improved the quality of teaching of the faculty members.

c) Training

- The institution organized a student teacher training program for students in local private schools which was quite appreciated and gave the schools an idea of our expertise and resources.
- The college has planned yet another teaching training program for local schools in the current session.

d) Practice teaching

The institute has close collaboration with nearby local schools for practice teaching, which have resulted a good rapport with the schools that is very helpful for student teachers in getting good opportunities in schools after the completion of course.

e) Research

Action research has been carried out by the B.Ed. students.

f) Consultancy

The faculty members provides consultancy to the student teachers in various fields. The institution has experienced and qualified faculty members to provide consultancy services to the in-service teachers, student teachers, teacher educators and other educational organization.

g) Extension

The institution provides opportunities to faculty members for delivering extension lecture in other institutions. Similarly experts from other institutions also visits our college for their extension activities.

h) Publication

Though our institution does not have any publication house yet local publishers utilize the expertise of our experienced faculty members for review of its books. Our faculty also gives their research projects for the publication in the journals.

i) Student Placement

A separate placement cell is formed for the records of student's placement in schools which is maintained and looked after by placement cell faculty in charge.

3.5.4 Are the faculty actively engaged in schools and with teachers and school personnel to design; evaluate and deliver practice teaching? If yes give details.

Yes, our faculty members are totally involved with school staff during practice teaching. Prior to the actual practice teaching discussions are held with the school teachers and the head of the school regarding time slots distribution of sections and classes, syllabus to be covered, maintaining discipline during practice teaching etc. Before the commencement of practice teaching, student teachers are given practice through micro and macro teaching. They are asked to plan their lessons as per the requirements and syllabi given by the school. Suitable methodologies to be adapted are also discussed. They are taught how to achieve rapport with the school to understand their problems. At the time of practice teaching are faculties are deputed on rotation to guide, observe, supervise and check the interaction of our student teachers. With school students and school teachers arrangements are done by the faculty to make practice teaching comfortable eg: setting new time table, provision for sitting and to see that our student teachers are able to present their lessons properly. Our facilities help the student teachers by giving them suggestions about their lessons, teaching aids, classroom management etc. This practice is continued throughout the practice teaching. Feedback is also given by regular school teachers and students and principal. Student teachers are also engaged in curricular, co-curricular activities of the school and in the

evaluation process. Faculties also help the student teachers in their various tasks e.g.: by giving them extra time and support.

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

1. Computer literacy Programs have been organized and sometime special classes are arranges in schools by the student teachers under the guidance of faculty.
2. The institution has linkages with the faculty of other colleges, university and department of Education. The institution multifaceted faculty members are invited as resource persons and experts by other colleges of education to share their expertise in teaching, methodology, curriculum planning, seminars, workshops and symposia.
3. Other college students participated in various co-curricular activities such as pot decoration, rangoli, teaching aids, best out of waste, collage making etc.
4. College provides infrastructure and faculty support to organize major activities by the community for e.g.: sports day, Hindi diwas, Yoga day celebration etc.
5. University faculty frequently visit the college on various occasions. The college faculty has close liaison with the Education and Youth faculty of the University. Our faculty too visits the university to attend seminars and meetings.
6. The institution seeks guidance from the Department of Education and Extension, regarding research and new trends in Education. The principal and faculty members are also invited for the curriculum development, paper setting, moderation and evaluation of papers.

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

1. Our students go to nearby schools for practice teaching.
2. Institution has good and healthy linkages with other school and community members.
3. Institution is being invited by schools in various activities like sports day celebration, Independence Day etc.
4. College conducted Computer literacy Program for in-service school teachers.

5. Principal of schools have been especially invited by the college to share their experiences with the faculty and students.
6. Our student teachers undertake remedial teaching for students who are weak in studies and teaching aids are also provided in those schools where we done practice teaching.
7. The faculty members visit all the schools regularly for observing the lessons of the student teachers during practice teaching. The faculty members are also invited as subject experts, guests, judges, speakers, resource persons etc. there by creating linkages and establishing Institute – School –Community Networking.

3.6 BEST PRACTICE IN RESEARCH, CONSULTANCY AND EXTENSION.

3.6.1 What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities in last five years?

1. The institution invites resource persons from various universities and colleges to share their research ideas with both the faculty and student teachers.
2. The college encourages all the staff members to undertake action research and mini project to improve quality of teaching.
3. Our staff members are permitted to attend research programs in the colleges and universities.
4. Formulation of IQAC
5. Developed a research section in the library by enriching with research literature.
6. Promotion of action research.
7. Provided opportunity for consultancy.
8. Provision for computer systems with internet facilities for academic / research purposes.

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

1. Organized university sponsored National seminars.
2. Development of guidance and counseling cell.

3. Conduct of free consultancy by faculty.
4. Addition of new psychological test in Psychology Lab.
5. Action researches undertaken for improving Quality in Education.
6. Quarterly students Wall Magazine.
7. Special privilege is sanctioned to staff for carrying out research in the time of data collection and submission of thesis.
8. Sometime registration fee, travelling allowance is borne by the college faculty members attending research, seminars, symposium and workshops in college and universities.
9. Several talent search and competitions are conducted for the school children.
10. Regular extension activities have been conducted in nearby schools for their academic achievement and personality development.
11. Extensive use of ICT and co-operative learning for pursuit.

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

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

N.A

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

N.A

CRITERION-IV

INFRASTRUCTURE
AND
LEARNING
RESOURCES

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Yes, the institution has the physical infrastructure as per NCTE norms to run B.Ed. program. The details are as follows:

The college campus area is approx. 5 acres. It has a spacious building that accommodates the academic and the administrative part of the college.

- Principal's room
- Administrative office
- Visitor's room
- Classrooms
- Seminar hall
- Library and reading room with internet facilities
- Multipurpose hall
- ICT resource center
- Curriculum lab
- Language laboratory for communication skill development
- Art and craft resource center
- Staff room
- Differentially abled students room
- Girl's common room
- Boy's common room
- Store room
- Canteen
- Parking
- Toilets for boys
- Toilet for girls
- Assembly space and playground
- Electricity power backup like inverter and generator
- Drinking water facility through RO
- The safe guard against fire hazard has been provided in all parts of the building.
- Transport facility

Information regarding the available infrastructure:

S.no.	Description	Whether Available Yes/No	carpet area in square meter
1	Class Rooms	Yes	440.68
2.	Multipurpose Hall	Yes	194.18
3.	Library	Yes	185.87
4.	Principal Room	Yes	45.88
5	Administrative Office	Yes	45.88
6	Store Room	Yes	45.88
7	Sports Store Room	Yes	45.88
8	Girls Common Room	Yes	45.88
9	Art And Crafts room	Yes	45.88
10	Music Room	Yes	45.88
	Socially Useful Product		
11	Work room	Yes	45.88
12	Curriculum lab	Yes	45.88
13	Psychology lab	Yes	45.88
14	Educational Technology Lab(ICT Lab)	Yes	45.88
15	Work Shop	Yes	45.88
16	Language lab	Yes	45.88
17	Work Shop	Yes	45.88
18	Any other facilities	Yes	42.95
19	Any other facilities	Yes	265.65
20	Any other facilities	Yes	541.22
21	Any other facilities	Yes	110.17
22	Toilets (Male)	Yes	18.36
23	Toilets (Female)	Yes	18.36

NOTE: The whole of land and building is on long term lease basis for forty years.

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

Maintenance and augmentation of infrastructure is an ongoing activity as and when need arises due to revision of syllabus or implementation of innovative ideas. College is enhancing the new technologies and facilities as per the requirements of the academic developments. All the activities of B.Ed. course are increasing day by day. The institution is also gradually developing. Additional infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall, canteen etc are furnished with adequate furniture and equipment to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. It tries to best to make available the infrastructure needed for pursuit of high academic growth. The college authority would expand the infrastructure in case of need and starting of additional intake and additional course for expansion.

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

The infrastructure facilities available for co-curricular activities including games and sports are as follows-

- Well furnished, spacious and ventilated multipurpose hall, with a seating capacity of 250 persons. It has been equipped with appropriate lightening system and communication tools like public addressing system.
- The institution has playground for outdoor sports like badminton, basketball, football etc are there.
- Well organized rooms for indoor games like chess, carom, yoga etc.
- Well-equipped curriculum lab.

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

There is no such infrastructure that we share with any other institution.

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

1. The college building is well furnished and properly maintained.
2. Our college has modern wash rooms separately for boys and girls which are hygienically maintained.
3. Attached toilet facilities are there in principal's room and faculty room.
4. To ensure purity of drinking water facility, periodic cleaning and maintenance of water tanks are carried out.

5. College provide the medical room which has bed facility for students having any type of health issue.
6. College is surrounded by trees and plants.
7. Canteen is located within the college campus that provides refreshment to the students and teaching staff and the cleanliness of the canteen is regularly monitored by the institution.
8. First aid kit and general medicines are provided in the college.
9. The entire premises is kept clean by sweeping and mopping regularly.
10. Campus is green, clean and pollution free.
11. Waste and water management is done properly.

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

Till now all the students are day scholars and do not need hostel facility. But if need arises the institution has enough infrastructure to accommodate the students for hostel.

4.2 MAINTENANCE OF INFRASTRUCTURE

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

<u>Maintenance of Infrastructure</u>						
Particulars	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Building	0.00	0.00	0.00	0.00	0.00	0.00
Library	58096.00	20736.00	22096.00	0.00	49980.00	150908.00
Computers	0.00	0.00	0.00	0.00	106000.00	106000.00
Transport/Vehicle	1451966.00	0.00	0.00	0.00	0.00	1451966.00
Furniture & Fixture	0.00	15750.00	0.00	0.00	31109.00	46859.00
Office Equipments	0.00	0.00	12000.00	0.00	0.00	12000.00
Car	0.00	0.00	591474.00	0.00	0.00	591474.00
Total	1510062	36486	625570	0	187089	2359207.00

Note: The whole of land and building is on long term lease basis for forty years, therefore, augmentation/ additions to the land and building shall be made available by the lessor of the building.

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

Our institution projects various plans to avail the infrastructure maximally. The special needs of the students known from several close personal contacts and also from feedback are discussed in the meeting regularly.

The institution prepares a planner in the beginning of the session indicating different curricular, co-curricular and creative activities. In order to optimally utilize the available infrastructure facilities several measures are taken. Some of those are listed below:

- i. The building is used for administration, teaching and accommodating students.
- ii. The well maintained library is used for enrichment of knowledge by students (the present deputed teachers and the fresh prospective teacher), research scholars and staff members.
- iii. The playground is used by the sports loving students for their physical fitness.
- iv. The audio-visual materials are utilized for training the students in developing teaching and thinking skills and fully used in the preparation of lesson plan and other practical work.
- v. The computer laboratory is used by students as well as the faculty to prepare word document and power point presentations, to browse the internet and to do other ICT related project works etc.
- vi. Language laboratory is used for enhancing the language proficiency of the students.
- vii. Curriculum laboratory in each subject is used for developing experimental skills, demonstration skills, problem solving skills, construction skills and improvisation skills among the students.
- viii. Research scholars from outside and particularly from alumni, use research literature and psychology lab facility for their researches i.e. NET/Ph.D.
- ix. Multipurpose hall is used for presentation, conducting seminars and to organize cultural events.
- x. Art and craft room is utilized for preparing various items and competitions e.g. painting and pot making etc.
- xi. Classrooms and tutorials are engaged for regular classes as per the time table.

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

Environmental issues associated with the infrastructure are taken care of very effectively. For example the institution to be neat, clean and pollution free. Following measures are taken:

- i. The college has lush green lawns clean and well ventilated classrooms, proper sanitation, and fire protection, a strong and structurally stable building.
- ii. The institution is following a regular plantation program (shady trees, variety of flowers, medicinal plants, rare species etc.)in its effort to keep the campus green and pollution free. The students and staff make their sincere efforts to maintain this beauty.
- iii. The faculty members and students observe self-discipline to maintain the cleanliness and the beauty of institution. Dustbins are placed at different points for use. The college building and its premises are kept absolutely clean and hygienic.
- iv. The college campus has been plastic free. Polythene bags and cups are not allowed and only paper bags and cups are used within the campus.
- v. Pest control and mosquito control are taken up on regular basis in all the rooms including the library.
- vi. Each resource room along with other specialized rooms have periodically cleaned to keep them dust and insect free.
- vii. The multimedia lab, research resource room and library have proper ventilation and light..
- viii. In Art and Craft room after every activity, college rearrange materials and tools and students also clean up the activity area.
- ix. Provision of making best out of waste is done in the institution. Where waste material is used to make useful things which can be used in daily life.
- x. Mostly LED bulbs and tube lights are used and no traditional bulb is used to save electricity.
- xi. The local panchayat has admired the institution in respect of sanitation and environmental fitness of the college.

4.3 LIBRARY AS A LEARNING RESOURCE

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

Yes, the college has a qualified librarian and adequate technical staff to support the library. Our library is enriched with various books of diverse range like books on education and various related topics, with journals, periodicals, weeklies and diaries, books of great educators, text books, etc.

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

Our library is a spacious with a seating capacity of 50 students. The well maintained library includes text books, reference materials, journals and magazines, newspaper etc. the collection of books is organized and arranged on shelves. The details of the collection are mentioned below:

No. of books – 4604

No. of Titles – 1020

No. of reference books like encyclopedias, dictionaries, documents and reports – 702

Journals -National -08

International -01

Magazines –08

Newspapers –02

Photocopy service – Available

Software – Koha

Computer systems- 01

No. of books added during the previous academic session -200

No. of books added during the current academic session-200

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

Yes, the institution has in place a mechanism to systematically review the various library resources for adequate access, relevance etc and to make acquisition decisions. The library committee comprises of four members from the college.

Library advisory committee-

The institution library has an advisory committee comprising members from different disciplines. The organization of the committee is as follows;

1. Dr. Sarita Bhardwaj (Principal)

2. Mr. Anuj (Member)

3. Ms. Pratibha (Librarian)

4. Ms. Meenu Arora (Library Attendant)

The committee also meets if there is a specific requirement for any decision to be taken regarding library affairs. Any suggestions or complaints that are put in by the student teachers are addressed by the library committee in such meetings. The committee decides upon the dates of issue and return of the books, time of reading hours and also plans management selection/procurement of new books, journals, periodicals, magazines library training and budgetary requirement of library. Obsolete books removing loss of books caused due to the theft and evaluating the requirement of books to cater to the needs of changed syllabus.

The committee plans developmental activities of the library including library expansion, purchase of new books, subscribing journals, periodicals, magazines and other library reforms.

For acquisition of books, faculty members give requisitions as per their requirements. After checking their availability in the library or otherwise orders are placed and books are duly procured. Latest catalogues are referred to for availability and procurement of books, journals and encyclopedias. The committee also looks into problems related to library that the student teachers are facing. Stock verification is done every year.

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

Yes, the library of the institution is computerized. The library is fully automated with the help of modern integrated library management software i.e.KOHA. It helps in searching required documents. The computer of the library is used for activities like cataloguing, circulation and acquisition etc. Issuing and returning of the books are done with help of the library software. The computer is used for searching references by the students. There is also availability of internet connectivity and photocopier facility.

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

Yes, the institution library has computer and internet facility. The library is equipped with a computer having internet connection and library software. The students and staff can avail the library services occasionally with the permission of the librarian.

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

Yes, the institution is making use of DELNET facility in the library. This service provides the access to different databases like expert database and books database etc.

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

All the working days mentioned in the college academic calendar are working days for the library. The library is open throughout the year except the Sundays. The college library is open from 9 a.m. to 4 p.m. on all working days.

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

The staff and students come to know of the new arrivals from the database maintained by the librarian in the computer in the following manner:

1. The new arrival resources are kept in the separate racks. The Books, journals and magazines etc. are displayed in their respective sections.
2. Faculty members are personally informed by the librarian about the latest additions relating to their projects and thrust area of research.
3. The faculty informs the students verbally about the new arrivals in their respective classes.
4. The library is in the process of digitalization, once it happens the students and staff will be able to instantly know about new arrivals.
5. The new arrivals are simultaneously displayed on the notice boards as well as through circular.

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

Yes, the institution's library has a Book Bank facility. The books are issued for the whole year to the students who cannot afford to purchase them. The students have to return the books after the final examination. Through the book bank facility is available, yet our library is rich enough with the collection of textbooks, reference books, journals, and other materials.

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

As from the start no such students have taken admission. But in future if need arises than there are proper facility for them.Eg.library is on the ground floor for the easy access to the visually and physically challenged persons.

4.4 ICT AS LEARNING RESOURCES

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

The institution has a well and fully equipped computer laboratory. There are 20 computers and all are connected through internet and UPS. This facility is also provided in the office room, staff room, library. The college has the distinction of being maximum thrust upon ICT for the teaching learning process to provide a good exposure to our student teachers for the emerging global trends in teacher education. In addition, there is an ICT lab with all required ICT tools and resources.

In the computer lab the following software are available:-

- Ms Office with tools
- Ms Word
- Ms Excel
- Ms Power Point
- Ms Front Page
- Ms Access
- Adobe Reader
- Internet Explorer

Software based language lab has CDs, color monitor and head phones having two way communication facility.

Other software /material available are-

- i. Lesson plan CDs
- ii. Educational CDs on variety of topics
- iii. Audio cassettes for improving listening skills
- iv. Video cassettes on various school subjects
- v. Slides, transparencies, charts etc.
- vi. Power point presentations.

Teaching aids like OHP, LCD projector, public address system, television set, CD player and cassette player are available in ICT lab of the institution for enhancing /improving teaching learning efficiency of the students.

Hardware facilities are available like headphone, OHP, printer, speaker, amplifier, cordless microphone, tape recorder, scanner, CD ROMs, camera, photocopier, slide projector etc. in the ICT lab.

The student teachers and faculty can access the internet at any time during working hours whenever required. These resources are made accessible free of charge.

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

Yes, there is a provision in the curriculum for imparting computer skills. The curriculum includes ‘**Critical Understanding of ICT**’ under practicum as per new curriculum implemented by the university. Computer skills are being offered as core mandatory subject to all student teachers. Keeping in mind the global necessity of having a command on computer skills, it is for all the students to opt for the subjects of computer skills. Proper consideration is given for the use of ICT in curriculum. Students teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process. Teacher provides necessary instructions to the students regarding the use of these equipments.

The course content includes the following major computer skills-

- i. MS window and basic component of WINDOW
- ii. Introduction to MS WORD, MS EXCEL and MS POWER POINT etc.
- iii. Making small presentations on power point on their teaching subject.
- iv. Slide show presentation and slide manipulation.
- v. Student teachers and faculty are trained in handling of the following equipments like slide projector, overhead projector, LED projectors, computers, camera tape recorder, scanner, printer etc.
- vi. MS EXCEL preparation of spread sheets, work sheets and work books.
- vii. Use of internet to construct knowledge and use of free down loadable materials available.
- viii. System operating skill and net browsing
- ix. E-mails, file exchange, live conferencing (chat), drawing, knowledge navigation, searching information, downloading text and images, data manipulation, chatting etc.
- x. Operations of smart class.

Sessional work-

1. Making a resume in MS WORD
2. Making a lesson plan in MS WORD
3. Making progress report card
4. Making results in MS EXCEL
5. Salary statements
6. Making project using internet and smart class room
7. Making small presentations on power point related to teaching subjects
8. Keeping attendance in excel

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

The institution incorporates and make use of the new technologies/ICT in curriculum transactional processes in following ways:

- i. Faculty members make use of ICT tools to deliver their lectures.
- ii. Many of the lessons are delivered through ICT.
- iii. The faculty uses blended learning strategy for curriculum transactions accordingly.
- iv. LCD projectors is very helpful for our faculty and teacher educators as well as the student teachers during seminar presentations, lectures, workshops etc.
- v. Faculty members also teach students in their respective teaching subjects like teaching of S.ST, Science, Hindi, English and Environmental Education by using CDs, transparencies, power point slides through computers and overhead projectors.
- vi. ICT/computers are widely used in office. Accounts, teaching and learning, staff training and quality improvement.
- vii. Students send their projects through emails which are then discussed and corrected.
- viii. Students prepare their PPTs for seminars, preparing lesson plans and those to be shown during curriculum enrichment programs.
- ix. Students and teachers are notified through message alert also.
- x. Videography of teaching in final practical is also done.

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

The student teachers are motivated, encouraged and trained for making use of modern technology for practice teaching. They are encouraged for use of computer, LCD projector, OHP (as available in schools) at least in certain number of lessons.

For developing lesson plan

Student teachers get free access to computers/laptops for developing their lessons and try them out through projection prior to going to their schools for teaching practice. They use different website, browsers to make their information on the topic more compact and effective. They prepare one or two lesson plans in their respective teaching methodology subjects on power point. Student teacher also prepare other related academic material and keeping attendance in schools.

For classroom transaction

Class room transaction of teaching learning process using resources available in schools. Student teachers prepare power point presentation of their lessons at the ICT lab to be delivered during teaching.

For preparing teaching aids

Student teachers use technology to download pictures, information, charts to make their respective teaching aids. Teaching aids in form of pictures, graphs, bar diagrams, pie charts etc are prepared by the students using computer systems in the computer lab. Student teachers prepare slides related to the curriculum which is to be transacted in the classroom. They take help of multimedia in making different kinds of teaching aids. The student teacher prepares models and other materials in the teaching aid workshop to be used during practice teaching.

4.5 OTHER FACILITIES

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

The instructional infrastructure is open for the students and faculty during working hours and extended hours whenever required.

1. Curriculum lab, library, ICT lab, language lab, yoga and sports facilities are kept open except Sundays and university given holidays for all registered users.
2. Multipurpose hall is used for holding seminar, workshops, get together, conferences, guest lectures, events, quiz and examination of the institution.
3. Art and craft room is used for various activities like rangoli making, candle making, paper cutting, model making, pot making etc.
4. Games and sports room is used for indoor sports activity like chess, carom board, ludo etc. in college hours for interested students.
5. Language lab is used by the faculty as well as pupil teachers for improving their pronunciation, accent and listening skills. Special course is planned and conducted for students to enhance their communication skills.
6. Playground is used for morning assembly, Yoga day celebration and other outdoor activities.

The institution does not share its facilities with other institutions.

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

The institution has a rich and varied collection of CDs, audio and video cassettes. The student teachers are encouraged to use them to the maximum for the teaching learning process. The faculty members also use the available audio visual materials. During practice teaching students are explained about advantages of using A-V aids/material in the classroom. The skill of using audio-visual aids has been integrated with other teaching skills during micro teaching. Our student teachers basically use charts, maps, models, laptops, CDs, pen-drive etc. They use these accessories for their utmost utilization during simulated and practice lessons.

Following audio-visual facilities are available with the college to provide varied learning and practical training to the students:

S.No.	Item	Quantity
1	OHP	1
2	Slide projector	1
3	LCD projector	1
4	Tape Recorder	1
5	Audio Cassettes	20

6	Video Cassettes	10
7	Digital Camera	1
8	Computers	20
9	TV	1
10	DVD	1
11	Charts	5
12	Speakers	2
13	Mike	2
14	Printer	1
15	Scanner	1
16	CD Player	1
17	CDs	25

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

The various general and methods laboratories available with the institution are mentioned below:

- a) Psychological Laboratory
- b) Curriculum Lab
- c) ICT Lab
- d) Art and Craft Resource Centre
- e) Language Laboratory
- f) Multipurpose room
- g) Differently abled students room

The institution enhances the facilities and ensures maintenance of the equipment and other facilities in the following ways:

1. All faculty members are allocated the above labs according to their expertise they are responsible for the maintenance and up keeping of these labs.
2. Annual stock taking is done
3. Damaged equipments and other items are discarded and new orders are placed

4. Students are encouraged to make charts and models (working and non-working). Charts related to their teaching subjects are then placed in the respective labs.
5. Regular check-ups of the equipments is done
6. Each resource room along with other specialized labs are cleaned everyday to keep them dust and insect free.
7. The laboratory equipments are maintained by the technical staff.

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

Multipurpose Hall

There is a big multipurpose hall which is used for conducting seminars, conferences, workshops, cultural programs, festival celebrations, literary, academic, aesthetic and other activities. The hall has capacity of 250 persons. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.

Art and Craft Center

The art and craft center is equipped with moulds for candle making, pot decoration, Rangoli, paper cutting and cardboard modeling, toy making, gardening material, preparing best out of waste and material for chart and model preparation (working and non-working both). Workshops on candle making, paper cutting, teaching aids etc. are organized for the students from time to time during the session.

Sports & Music

Playground for outdoor sports like badminton, basketball, athletics, volley ball, football, kho-kho, spoon race etc. are there. Adequate facilities for indoor games like chess, carom board, table tennis etc. are also available with the college. The institution arranges instruments of music and experts whenever it is required. The music is also taught as a teaching subject.

Transport

The college provides transport facility from the city of Faridabad and the adjoining areas of the college for both the teachers and students. The institution has adequate transportation facility. Transport is free for the faculty members.

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

Yes, the classrooms are equipped for the use of latest technologies for teaching. Details are as following-

- I. The institution has a futuristic plan to modernize the classrooms for the use of latest technologies.
- II. There is provision of white board and screens.
- III. There is proper sitting arrangements as well as lighting arrangements.
- IV. Seminar room fully equipped with latest technologies like LCD projector, computer with internet.
- V. Adequate space is available in the classrooms for placing the electronics equipment such as television, DVD player, OHP etc.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES.

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

The faculty seeks to model and reflect the best practice in the diversity of instruction, including the use of technology in the following ways:

1. Prepare and deliver lectures by using power point presentations keeping in view the level and diverse needs of the students.
2. Provide the subject related latest information/ knowledge to the students.
3. Audio-video transparencies and power point presentations on advanced topics beyond curriculum.
4. Make use of emails for handling the queries, correcting assignments and projects.
5. Internet facility is extensively used by the staff and students to get information on related issues.
6. The faculty employs different methods of instruction like, discussion, synthesis and analysis, problem solving, inductive-deductive, project, role-playing, demonstration, experiment etc.

Faculty members are encouraged and inclined to use innovative methods to enhance the teaching learning process. Classroom environment is made congenial through the use of teaching aids and activity based learning. Teachers lay emphasis on the overall development of the students. The main emphasis is on transfer of learning from theoretical to practical aspects. The work supposed to be done by the learners is first demonstrated by the teachers. The approach adopted by the teacher is flexible and not rigid. Teachers also create such situations for providing conducive environment for the students for appropriate learning.

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

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

- a) Integrating ICT in assignments / seminars/ projects
- b) Using internet to enhance the quality of the curricular contents
- c) Power point presentations of lectures by the faculty
- d) Student teachers use PPT in their classroom demonstration etc.
- e) Every student teacher prepares and submits transparencies related to the project / assignments given
- f) Extensive use of internet by students

4.6.3 What innovations / best practices in infrastructure and learning resources are in vogue or adopted by the institution?

The following innovations / best practices in infrastructure and learning resources are adopted by the institution:

1. The institution provides furnished classrooms and well equipped laboratories for teaching learning process.
2. In classroom transaction, while delivering the lecture the faculty uses power point presentations wherever required.
3. Suggestion box is also placed in the college premises for students' feedback, suggestions and their needs and requirements which are attended on priority.
4. The college publishes a magazine 'Giansarita' which gives the opportunities to the students to exhibit and express their talent.
5. College library is partially computerized and every year new text books/ Reference books & Journals are added to the stock of the library.
6. College provides indoor and outdoor games facilities to the students.

Apart from this, the main focus is laid on the proper planning and management of infrastructure and learning resources and institution ensures the optimal utilization of resources to provide higher quality of education.

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

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

N.A.

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

N.A.

CRITERION-IV

STUDENT SUPPORT AND PROGRESSION

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENTS PROGRESSION

5.1.1 How does the institution access the student's preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme?

The assessment of student's preparedness for the programme starts from the very beginning when the students visit the college to enquire for their admission. They are informed about admission and online registration processes for B.Ed. Course. Counselling process is also explained to them. Faculty members also help them in filling up online forms because there are some students who come from rural areas and do not have access to internet.

In the beginning of the academic session, an orientation program is organized for the students where in faculty members welcome and interact with the students. Orientation program provides the information about the syllabus, assessment test and examination. They are also informed about the college infrastructure, facilities, rules regulations and co-curricular activities etc. Students are encouraged to ask questions about the course/ college. General instructions are also given by the teachers.

The student teachers preparedness for the program is assessed through the following ways:

1. Various curricular and co-curricular activities are organized from time to time, in order to assess and enhance the professional competency of the student teachers. These include blackboard writing, preparation of teaching aids, chart making, best out of waste, pot decoration etc.
2. They are also prepared and motivated to participate in the inter-college and university level competitions.
3. Micro-teaching and simulated teaching is organized for developing teaching skills.
4. Regular feedback sessions are conducted to help them to refine and enhance their teaching skills and abilities.
5. Assignments and class tests are given to student teachers to assess their performance.
6. Two sessional exams are also conducted to prepare them for university examinations.

7. A talent search programme is organized to recognize talent among the students.

In order to ensure that the student teachers receive appropriate academic and professional advice through the commencement of their professional education programme up to its completion, the college provides qualified and experienced faculty that remains in personal touch with the students.

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

The campus strives to provide inspiring and conducive environment for students. The campus environment is geared to promote motivation, development and ensure satisfactory performance and improvement of student teachers.

1. The campus provides student friendly environment, appropriate for the effective learning.
2. Our college is situated in green and pollution-free surrounding. That creates a conducive and peaceful environment.
3. Students are encouraged and motivated to participate in various activities and competitions.
4. Spacious playground.
5. Well-equipped classrooms.
6. Fully equipped library which helps the students to refer to the required content whenever they need it.
7. Computer lab is provided with internet facility. Basic skills are taught to students so that they become computer literate.
8. Availability of experienced and learned faculty for the proper guidance and improvement of the students.
9. Remedial classes are often conducted for the benefit of the academically needy students.
10. Two sessional examinations, tutorials, mentoring and remedial classes are held especially with the objective of performance improvement.
11. College provides feedback on regular basis to make them aware of their performance improvement and development.

Activities undertaken for promoting motivation and performance level:

- Team teaching programme
- Co-operative learning
- Peer tutoring
- Personality development programme
- Celebrating festivals and cultural events
- Organizing different club community based activities

5.1.3 Give gender wise drop-out rate after admission in the last 5 years and list possible reasons for the drop-out. Describe (if any) mechanism adopted by the institution for controlling the drop-out?

There is no case of drop-out in our institute till now.

5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last 2 years?

Additional services are provided to the students for enabling them to compete for jobs and to enter in higher education by:

- Arranging special motivational classes to help students appearing for TET (Teacher Eligibility Test), HTET, SLET, UGC-NET etc.
- Providing necessary guidance for enabling students to progress in higher education.
- Providing enriched and effective library services.
- Providing necessary guidance for students to face interviews, preparing curriculum vitae and practice as how to write competitive examinations.
- Students are also motivated and directed by the faculty to join higher education courses like M.ED and other P.G. courses.

Sr. no.	Competitive Exam	2014-15	2013-14
1)	SLET/CTET/HTET	HTET-06 CTET-03	HTET-06 CTET-02
2)	UGC-NET	NET-01	NET-01
3)	Any Other	NIL	NIL

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

The following table shows the percentage of students who have selected teaching as a career:

Year	Teaching career
2014-15	53%
2013-14	53.8 %
2012-13	52.55%

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

Yes, the college provides facilities to the old students after getting prior permission from the Principal.

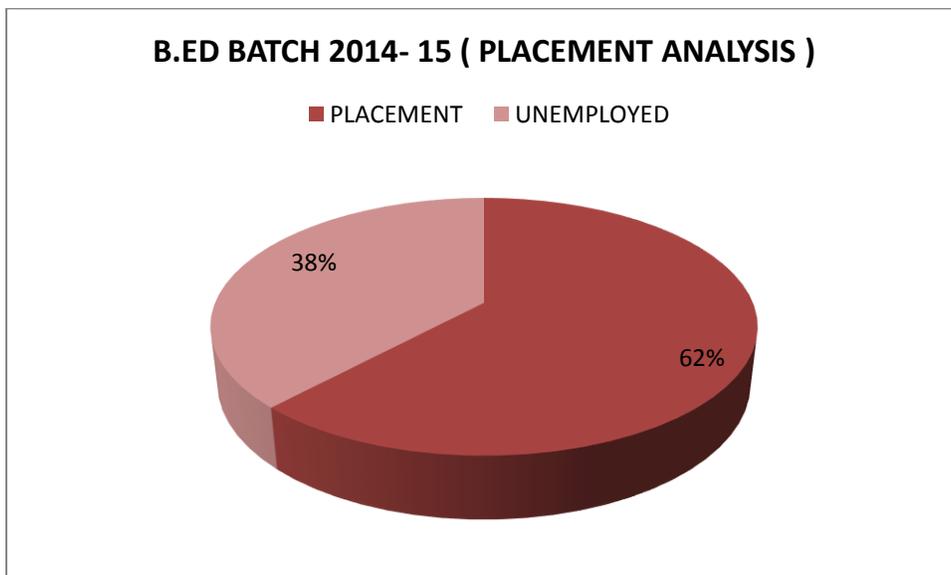
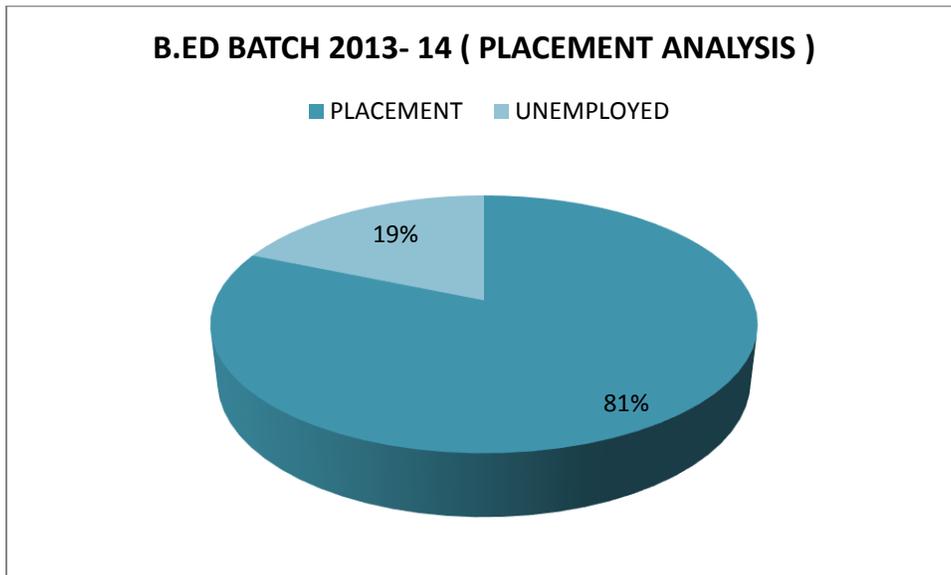
They visit the college seeking academic guidance for higher studies and job information from our faculty members. They can easily access the library resources for competitive examination like HTET, NET etc. They can also issue books from the library.

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

Yes, we provide placement services. We have arrangements with the practice teaching schools for placement of the student teachers. However, we suggest institutions where they can apply for selection. They are told about the available job opportunities from time to time. Faculty members guide the students and also inform them about all the competitive exams related to jobs.

Number of students benefited by placement cell

Session	Number of students were benefitted
2014-2015	62
2013-2014	74



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

Difficulties faced by placement cell includes:

- Occasional difficulties in accessing students after completion of the course.
- Girl students generally seeks job in nearby areas.
- When students change their address or contact number we are unable to contact such students.

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

Yes, the institution has arrangements with the practice teaching schools for placement of the student teachers.

Our practice teaching schools approach us for getting good teachers. Heads of the concerned schools observe the student teachers during teaching practice, and jobs are offered on the basis of their performance. We also inform them about the vacancies in those schools through the notice boards, whatsapp etc.

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

The institution has already formed a placement cell and the same is being managed by the faculty members of the institution.

5.2 STUDENT SUPPORT

5.2.1 How are the curricular (teaching learning processes), co-curricular and extra-curricular programs 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 prepared with the help of faculty members, for planning all activities of the entire year.

The academic activities, co-curricular and extra-curricular activities are planned at the beginning of the session within the suggested calendar of the University. The subject papers and co-curricular activities are judiciously distributed among the teachers. Micro teaching and practice teaching sessions are planned after taking into account the availability of the concerned schools.

Completion of syllabus through lectures, seminars etc are planned and evaluated regularly. House exams, viva-voce for internal evaluations are also planned. The prepared plan in the form of academic calendar is displayed on the Notice Board for students and copies are made available to faculty members for smooth implementation.

Various co-curricular activities including guest lectures, orientation, community participation, celebration of important days, yoga and meditation sessions etc. are well planned.

General meeting with the staff members are held regularly to discuss and ensure that the activities are carried out properly. Communication across the institution is fast and effective. It is through phone, emails, mobile, whatsapp, and direct contact. This helps in reviewing and identifying difficulties, if any, which enables to find solution well in time. This helps in achieving the objectives and implementing the curriculum effectively.

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

During the period under review, the college did not have any physically challenged student on its rolls. However, the college has all the needed sensitization and the necessary physically challenged friendly resources eg. Ramp to enter the college.

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

Yes, the institution has a well-established mentoring system in place. All the students of the college are divided into various mentoring groups. Wherein each group of student has a faculty mentor for discussing and solving academic, personal, and social problems. The students are

provided guidance, and counseling by the mentors on a regular basis. Each mentor group is also supervised by the Principal and extended support and cooperation by all other faculty members of the institute. Thus the mentoring system in the institute is both a formal and informal process one.

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

1. The college has a devoted, well qualified and experienced faculty.
2. The teachers keep themselves updated with latest developments to enhance their knowledge, skills and effectiveness in teaching.
3. Teachers are also encouraged to attend and participate in various national and international workshops, seminars, and conferences for enhancing their knowledge and teaching skills.
4. The Head of the Institution (Principal) encourages and provides support to teachers in enhancing their effectiveness in teaching and mentoring students.
5. The Head of the Institution regularly discusses with teachers and students matters concerning them; identifying problems, if any faced by them and providing solutions to them.
6. All the teachers, non-teaching staff, and the Principal, maintain proper coordination and cooperation among themselves.
7. Teachers are encouraged to keep positive caring and visionary approach towards students.
8. Teachers have access to computers, internet, library books and other facilities for updating their professional knowledge.
9. The institution strives to fulfill academic and other needs of its faculty members.

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

Yes, the college has its own website –www.bhartiyamcoedu.com

The following information about the college is posted on the website:

1. Information about the college

2. Mission
3. Vision
4. President's message
5. Vice- President's message
6. Principal's message
7. Physical resources in detail
8. Information about faculty
9. Gallery
10. Notices/circulars
11. Mandatory Disclosure
12. Syllabus
13. Contact details

The website is updated from time to time as and when the need for its updating arises.

5.2.6 Does the institution has a remedial program for academically low achievers? If yes, give details.

Yes, the college has a put in place a remedial program for academically low achievers. Such students are identified on the basis of their test performance and internal exams. In addition the faculty mentors also keep a check on the performance of students in their respective mentor groups. The following measures are adopted to improve the performance of academically low achievers:

1. Extra classes are conducted by subject teachers if there are any difficulties in understanding the contents of that subject.
2. Low achievers are placed with high achievers in various mentoring groups by faculty mentors. This promotes an environment of co-learning and peer-learning among students in the college.
3. Teachers take special care of weak students as per specific needs of each student.
4. Emphasis is laid on practicing by writing answers by weak students.

5.2.7 What specific teaching strategies are adopted for teaching, (a) advance learners, (b) slow learners?

(a) Advance learners:

- For advance learners the college encourages them to use library and internet resources for self-study.
- They are given opportunity to teach their peer in class.
- The content is taught using discussion method and through class room debates.
- Brainstorming technique is adopted to enrich their learning style.
- For advance learners the college provides guidance for competitive exam, like SLET, NET, HTET etc.
- They are also motivated to help the slow learners.
- They are given assignments, and model lessons.
- The knowledge and energy of advance learners is utilized by encouraging them to participate in extra-curricular and co-curricular activities.

(b) Slow learners:

- These learners are motivated from time to time for their improvement and their progress is monitored by the teachers.
- Extra care and individual attention is paid to them.
- The mentor teacher helps them to overcome their problems by providing suitable solutions to them.
- Teaching strategies are developed according to their needs and pace.
- Extra time is provided to them to complete their assignments and work.
- Remedial teaching is provided by the respective subject teachers to them.
- Slow learners are often grouped with advance learners to give them support and cooperation in their studies.
- Demonstration and illustrative activities are carried out.
- Simple and easy methods are adopted for teaching.
- They are provided with work and material of previous batches for their reference.

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

1. Guidance and counselling is provided to the students about making right choice of subject combination filling of various forms etc. at the beginning of the academic year.
2. Guidance and Counselling is provided for practice lessons, teaching practices, co-curricular and extra-curricular activities, practical and various skills of micro-teaching etc.
3. The mentors also guide the students from time to time.
4. Educational and career guidance is given to students periodically.
5. Guidance is also provided to prepare for CTET, HTET and other exams.
6. Personal counselling is also provided by the faculty members.
7. Diagnostic Testing and Remedial teaching is also provided to needy students.

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

The students are free to come and meet the Principal or the faculty members at any time for any kind of grievances that they have. Their problems are solved amicably and immediately. The grievances are being redressed to the satisfaction of the student- teachers. The institute normally does not come across any major grievances because of better and conducive educational environment.

Grievances redressed in the last two years are:

- Student's complaint about insufficient pure water supply- the college has provided RO water purifier in the college campus in 2014.
- More time duration for issued books- the time duration for the issue of library books was increased from four days to one week.
- Complaint against Wi-Fi connection- Wi-Fi connection is provided to the students by the management for the easy access of internet facility.

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

1. Candidates are continuously monitored throughout the year at different stages and appropriate advice is given to them.
2. Regular attendance of students is taken by their teachers and absentee reports are submitted to the Principal for further action.
3. Students are properly assessed during classroom teaching learning process.
4. The problems faced by the students are solved with the help of faculty members.
5. The Progress of the students is monitored through class tests, assignments, seminars, group work and internal exams.
6. Micro-lesson, simulated teaching and teaching is monitoring through their participation in different activities and competitions at college level and university level.
7. After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is given to them for improvement.

5.2.11 How are 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 teaching practice teaching in schools?

1. Students will be given both theoretical and practical knowledge thoroughly before sending them to practice teaching.
2. Orientation and demonstration on micro-teaching is given by faculty members and then students practice these skills in their peer group.
3. Each student has to attain mastery in at least five skill, through practice and simulations.
4. Students are familiarized with concepts, purpose and ways of developing lesson plans. They are taught how to prepare workable and effective lesson plan for effective and efficient teaching.

5. Training and practice in use of audio visual aids is also given to students.
6. Teachers suggest suitable modifications in the lesson plans of students. They may be asked to rewrite the lesson-plan.
7. A format of lesson plan is also given to students.
8. Every lesson is fully observed by the teachers and personal feedback and suggestions are given to them for improving their teaching skills.
9. Pupil teachers have to observe the lessons taught by their peers and have to record the observations.
10. Feedback is also given in next practice lessons for further improvement.

5.3 STUDENT ACTIVITIES

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

- I. List the current office bearer**
- II. Give the year of the last election**
- III. List Alumni Association activities of last two years**
- IV. Give details of last ten alumni occupying prominent position**
- V. Give details on the contribution of alumni to the growth and development of the institution**

Alumni of Bhartiyam College of Education

1. List of the Current Office Bearers:-

Mrs. Sarita Bhardwaj	President
Mrs. Sakshi Bhardwaj	Secretary
Mrs. Bhumika Vats	Treasurer
Miss. Shivani Gandhi	Executive Member
Miss. Kirti Gandhi	Executive Member

2. We had received the certificate of Incorporation/Registration of the Alumni of Bhartiyam College of Education on dated 07/11/2016 only. Therefore, it has not yet completed even

12 months from the date of incorporation. Therefore, next election would be held only after 16/11/2017.

3. List of Members of the Association.

Sr. No.	Name	Father's /Husband Name	D.O.B	Address	Occupation	Designation	Position
1.	SARITA BHARDW AJ	D/o R.K Sharma	01/03/1961	1007, Sector- 16, Faridabad	Teaching	President	Principal Bhartiyam College of Education
2.	SAKSHI BHARDW AJ	D/o Gian Chand Bhardwaj	27/06/1986	S-447, Greater Kailash 2 South Delhi	Teaching	Secretary	Assistant Professor in B.ed College
3.	BHUMIKA WATTS	D/o Lalit Kumar Wats	10/08/1992	204,Nilgiri Appartemt Kalka Ji New Delhi	Service	Treasurer	Private Job with Sapient
4.	SHIVANI GANDHI	D/o Surinder Kumar Goel	13/07/1982	460A, Sector-15, Faridabad	Service	Executive Member	Director in Box and Cartons
5.	KASAK BHARDW AJ	D/o Dinesh Chand Sharma	07/08/1992	C-65, Rishi Nagar Chawla Colony	Student	Executive Member	Working in TCS Gurgaon

				Ballabgarh, Faridabad			
6.	KIRTI GANDHI	D/o Yash Pal Gandhi	11/04/1989	2636, Sector- 16, Kheri Kalan (113), Faridabad	Student	Executive Member	As TGT in Manav Rachna International School
7	SRISHTI KHUNGER	D/o Sandeep Khunger	09/11/1990	74, Block-E, Sector-11, Faridabad	Student	Executive Member	Working with Google, Gurgaon
8.	KRITIKA SAPRA	D/o Mahinder Kumar sapra	09/08/1992	1628, Sector- 8, Faridabad, Ballabgarh,	Student	Executive Member	As TGT in Vidya Sanskar International School
9.	NATASHA	D/o Balram Kaushal	29/02/1983	Sector-16 Faridabad	Service	Executive Member	Working as TGT in St. Albans School
10.	Parul	D/o Ramesh Kumar	15/04/1992	480, Nera Z Park Vita Booth, Sector-16, Faridabad	Student	Executive Member	Working as TGT in Mahadev Desai Public School, Faridabad
11.	ISHU JAIN	D/o Ankush Kumar Jain	06/12/1984	H, No.441, Sector-17, Kheri Kalan (113),	Student	Executive Member	Self- employed

				Faridabad			
12.	UDITA MAKHIJA	D/O Harish Makhija	18/07/1990	H.no.479,Sec tor- 16,Faridabad	Student	Executive Member	Teaching in private school

4. Since it was the 1st year of the Association of the Alumni. We have conducted the following activities during the year:

(1) All the students of this Alumni were asked to arrange a get-together to discuss the various cultural programmes like meeting on Republic day dated i.e. 26/01/2017.

(2). Second Program i.e. Holi Festival i.e. the Festival of Colours was celebrated with great fervor.

5. The Alumni of Bhartiyaam College of Education discussed in the meeting to organize the activity which is of civic or charitable nature such as holding of Tree Plantation, Swachh Bharat Abhiyan Drive, Beti Bacho Beti Padhao Drive, Health Checkup Camps etc and any other works by the students and members of the association.

5.3.2 How does the institution encourage students to participate in extracurricular activities including sports and games?

The institution encourages the students to participate in the college and inter college level competitions, Edu-fest, Sports Meet etc. Students are also encouraged to take part in different activities like planting trees, clean and green campus etc. Our students take part in different activities and win prizes.

Our students won various prizes in the events. Few of them are below:

1. Sharanjeet Kaur participated in 'My Dream Teaching Aid' in the 1st University Edufest 'Shiksha' held at University Campus on 30th April 2011 and won second prize.
2. Ishu Jain participated in Elocution in the 1st University Edufest held MDU, Rohtak on 30th April 2011 and won third prize.

3. Bhawna Arora participated in 'Shikshanjali-2016' in 'Preparing Teaching Aids From Waste Material' in Aggarwal College of Education and won first prize.
4. Asha Bareja participated in 'Shikshanjali-2016' in 'Lesson Planning' in Aggarwal College of Education and won second prize.
5. Kirti Gandhi participated in 'Shikshanjali-2016' in 'Extempore Speech' in Aggarwal College of Education and won second prize.
6. Anwasha participated in KIIT college of Education, Gurgaon, in 'Teaching Aids Preparation' competition and won 1st prize
7. Parul participated in 'Shikshanjali-2016' in 'collage making' in Aggarwal College of Education and won third prize.
8. Tanu Sharma participated in 'Rangoli' Awakening Fest 2017 on 10th February in Satyug Darshan Institute of Education and Research village Bhopani, Faridabad.
9. Nidhi Sharma participated in 'Rangoli' Awakening Fest 2017 on 10th February in Satyug Darshan Institute of Education and Research village Bhopani, Faridabad.
10. Ankush Arora participated in 'Poem Recitation' Awakening Fest 2017 on 10th February in Satyug Darshan Institute of Education and Research village Bhopani, Faridabad.
11. Mamta Sharma participated in 'Poster Making' Awakening Fest 2017 on 10th February in Satyug Darshan Institute of Education and Research village Bhopani, Faridabad
12. Parul Jaitily participated in 'Poster Making' Awakening Fest 2017 on 10th February in Satyug Darshan Institute of Education and Research village Bhopani, Faridabad
13. Mamta Sharma B.Ed 1st year student won 2nd prize in pot decoration held at Bala Ji College Of Education, Ballabgarh on 28-03-2017.



5.3.3 How does the institution involve and encourage students to publish materials, like catalogues, wall magazines, college magazine and other material? List the major publications/materials brought out by the students during the previous academic Session?

The institution provides various opportunities to involve students in various activities. Students can express their creativity through poems, articles etc and share their views through display boards, posters, college magazine and wall magazine etc. Collage on the different themes and subjects are prepared and displayed. Their activities have been included in the college magazine “Giansarita”

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

Yes, the institution has a student council.

Class representatives are selected for each section they take part in activities like attending meetings, organizing co-curricular activities etc. They are also involved in planning and executing educational excursions ,blood donation camps and community work . The college provides the necessary financial support, as and when they require.

5.3.5 Give details of the various bodies and their activities (academic and administrative), which have student representative in it.

There are student representative in the following committees-

- Women cell
- Grievances redressal committee
- Placement cell
- Alumni
- Student council

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

Yes, the college has mechanism to seek feedback for the growth, development and quality enhancement. Feedback collected from the graduates and the employers are used for the modification and improvement of the system. Principal, Director and faculty members regularly obtain feedback on the curricular and co-curricular activities of the college from the alumni, students, parents, employers and heads of the practice teaching schools.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The college has the following best practices towards student support and progression;

- Value inculcation in students and taking care of their overall development.
- Students are encouraged to take part in different curricular and co-curricular activities.
- Use of student-centered teaching learning approaches like group discussions and other activities.
- Feedback from students is given due consideration.
- Remedial classes are arranged for slow learners or weak students.
- College has well equipped library.
- Class tests and internal exams are taken to know the progress of the students.
- ICT lab and internet facilities are provided to students.

The relationship of the faculty members and the students is very friendly. They work together as a team to achieve the best possible results.

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

- 1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?**

N.A.

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

N.A.

CRITERION-VI

**GOVERNANCE
AND
LEADERSHIP**

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 What are the Institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Bhartiyam College of education has been established in 2007-2008 by the Bhardwaj education and welfare society. It is situated in rural settings and has developed strong bonds with the local community over the years. BCE provides them a platform for intellectual and cultural growth. Students are trained professionally and academically par excellence. It strives towards the enrichment and development of students and faculty.

Stated purpose

BCE is striving hard to prepare such a teacher education program which is modern as well as traditional, global as well as local, theoretical as well as practical and morally imbued as well as academically sound. The vision is to transform the college into one of the best self- financed institution in the state of Haryana. Well qualified and highly experienced Principal Dr. Sarita Bhardwaj and regular faculty is striving hard to enrich the teacher education program by ensuring maximum utilization of library by the students and faculty, use of ICT in the classrooms, contact with students capabilities to the maximum. BCE also ensure maximum attendance of faculty and students and making all the efforts to achieve 100% result in university examinations.

The students use the excellent facilities available in the college. The college has spacious classrooms, fully furnished laboratories and resource rooms etc. It also has well- furnished library. The college is making all efforts to provide quality teacher education on modern times.

VISION

- To develop our college as a center of excellence and sustenance of quality and standard of education.
- To prepare competent, committed, creative and compassionate teachers for future generations.

MISSION

- To impart quality education to meet the needs and challenges of global environment.
- To instill ethical and moral values among students.
- To provide student centered academic and personal enrichment opportunities to enhance lifelong learning.
- To provide infrastructural facilities to support teaching and learning of highest standards.

- To inspire the learners to acquire knowledge and skill so that they can make themselves capable to apply those tools to the benefit of the society at large.

VALUES

Besides developing professionally committed teachers, we intend to inculcate in the students the moral, social, cultural, aesthetic and spiritual values.

- To develop positive attitude towards teaching profession and national development.
- To aspire to deliver quality and excellence in all we do.
- To inculcate the values of respect by working in a co-operative manner while removing our differences if any.
- We are always concerned and strive to balance the social and human needs of our students and faculty members of our employees and society at large.

Our vision, mission and values are to be made known to our various stakeholders through;

- Our students who reflect the said values through their activities, performances and functioning in their professional lives.
- By maintaining websites etc.
- Through notice boards, magazines, calendar etc.
- Through lectures and community programs.
- These are emphasized and explained in every induction program which are organized by the college at the beginning of every academic session.
- Through the Alumni of the college.

The principal and entire staff strives towards achieving these values.

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

Certainly the mission includes goals and objectives as integrated, inseparable practices of our institution. All the above values are intended to develop a committed and a dedicated teacher, keeping in mind its contributions towards social and national development, realizing the roles as a committed teacher, developing leadership qualities in young teachers, so that they can manage any type of challenges in their professional fields. For improvement, educational environment is provided in which faculty, administrators and staff work together to educate our students to excel and to make significant contributions to their profession and society.

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

Our college is managed by Bhardwaj Educational and Welfare Society. The Society has been formed with an executive committee as governing body of the college.

Governing Body

Name Designation

Mr.. Gian Bhardwaj	President
Mr.. Raj kumar Sharma	Vice-President
Dr.. Sarita Bhardwaj	Secretary
Mr.. Rakesh Trikha	Treasurer
Ms.. Madhu Hans	Member
Dr.. Ritu Arora Dewan	Member
Mr.. Anuj Sinha	Member

FUNCTIONS

This body looks after overall performance of the institution. The top commitments of the management/governing body are:

- To create and provide the environment congenial and conducive to the attainment of institutional goals focusing on a clear vision and mission.
- To impart quality teacher education.
- To inculcate the spirit of service to the society among student teachers and teacher educators.
- Infrastructural requirements and improvements are discussed based on previous year experiences.
- Planning and the way of execution are decided by the body.
- To elicit the co-operation of all stake holders.
- To develop this college as a center of excellence in the field of teacher education.
- To advertise the teaching and nonteaching posts and make appointments according to university rules.
- To prepare the overall budget and its implementation.
- To mobilize adequate financial resources for effective operation of the college.

- The principal is always taken into confidence before taking any decision about any action to be taken by the institution.

Academic body /staff/teacher council

Name	Designation
Dr. Sarita Bhardwaj	Principal
Ms. Madhu Hans	Assistant Professor
Dr. Ruchika	Assistant Professor
Mr. Naresh Khatri	Assistant Professor
Dr. Ritu Arora Dewan	Assistant Professor
Ms. Pooja Garg	Assistant Professor
Ms. Kavita Ahlawat	Assistant Professor
Ms. Anisha Rana	Assistant Professor
Ms. Anita Sharma	Assistant Professor
Ms. Sushma Jaiswal	Assistant Professor
Ms. Sakshi Bhardwaj	Assistant Professor
Ms. Seema	Assistant Professor
Ms. Mamta Joshi	Assistant Professor
Mr. Ankush Sharma	Part Time Lecturer
Ms. Hemangi Sharma	Part Time Lecturer

- It comprises principal and senior faculty members, who suggests and monitors the academic programs regarding quality performance.
- At the beginning of the academic year, staff council meeting is being held under the chairmanship of the principal to decide the effective and efficient transaction of teaching-learning process.

I.Q.A.C

It comprises Principal and the faculty members.

Principal	Dr. Sarita Bhardwaj
Co-Ordinator	Mrs. Madhu Hans
Member	Dr. Ruchika
Member	Ms. Kavita

The issues and requirements of the institution are discussed in IQAC meeting and submit the report to the management for further action to overcome all the barriers to move forwards the growth and development of the institution and also for the sustenance of quality education.

Recommendations and suggestions of the committees are seriously considered by the governing body and are implemented as soon as possible.

Sometimes the governing body arranges special programs, seminars etc. for the betterment of the teachers, staff and students.

Sufficient funds are granted every year for necessary up-gradation and maintenance of infrastructure, audio-visual equipments in the classrooms, laboratories and library etc.

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

The management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution through:

1. Governing body meetings and staff meetings
2. Head of the institution, at the beginning of the academic year distributes the work and responsibilities to all the staff in a cordial way.
3. The allocated responsibilities are communicated to the staff through staff meetings and circulars.
4. Management collects overall functioning report of the institute from the principal.
5. The circulars are sent on proper time for implementation, follow up and evaluation.
6. Principal also discusses various aspects of the academic programs of the college and matters related to the students.
7. The President, Principal, Management and the faculty are always in contact through e-mail, whatsApp etc.

8. All the staff members also communicate the responsibilities and monitor them.

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

1. The principal/teachers get feedback through direct interaction with student teachers.
2. Feedback form is also filled by the student teachers.
3. Feedback form is also taken from the Alumni, parents, faculty and visitors from outside.
4. First it is discussed at faculty level meetings and the same is brought to the notice of the management.
5. Entire feedback is meticulously scrutinized by the President, Principal, and the Management to take immediate remedial steps to improve the situation.
6. Time to time review meetings are being held about the work completed and to be completed.
7. Every major activity is reviewed in faculty meetings, responsibilities are allocated and progress monitored on a regular basis.
8. Principal also gets feedback of the faculty members through students and same is communicated to the governing body and the matter is discussed in the meetings.

6.1.6 How does the institution identify and addresses the barrier (if any) in achieving the vision and goals?

The management always remains vigilant on day today activities of the college and identify the barriers.

- Through evaluation process
- Interacting with student teachers
- Through Parents and public opinions
- Alumni experiences
- Feedback Performa

Principal convey and discuss the same with the management for decision making. The management acts swiftly in alleviating these barriers. These are addressed on priority basis and taking into consideration the suggestions provided by the faculty members.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process?

The management encourages and supports the staff for improvement of effectiveness and efficiency of the institutional processes by:

1. Providing all the facilities required for quality sustenance of the institute.

2. Organizing seminar, conferences and workshops.
3. Granting permission to faculty members to attend refresher courses, orientation courses, workshops and seminars etc.
4. Through encouragement, incentives and increments given to the faculty members.
5. By encouraging teachers to register for Ph.D.
6. By providing free transport to its teaching and non-teaching staff as a welfare measure.
7. Organizing guest lectures and personality development programs.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Principal of the college, Dr. Sarita Bhardwaj, leads all the activities with democratic attitude. She leads the institution in all aspects i.e. curricular, co-curricular and administrative work by encouraging and motivating faculty members by ensuring the effective transaction of the curriculum through regular feedback from faculty as well as from students. At the beginning of the academic year, she distributes both curricular and co-curricular work to all the faculty members. With the involvement of senior faculty members, she prepares the calendar of the events. All activities are well planned and implemented; evaluation of each program is done periodically. She ensures the effective and maximum use of resources available through annual planning of academic activities. She regularly conducts the meetings related to curriculum planning and its completion well in time. She always facilitate and motivate the work and work culture. She guides and helps the faculty to eliminate any deficiencies in their work and responsibilities. In this regard, faculty meetings are held for exchange of their experience and views. Principal regularly monitors the progress of the institution. She conducts the meetings related to problems of students and staff of the college. The principal acts as a bridge between the governing body and the employees in maintaining the growth, harmony and smooth sailing of the institution.

6.2 ORGANIZATIONAL ARRANGEMENTS

6.2.1 List the different committees constituted by the institution for management of the different institutional activities? Give details of the meeting held and the decisions made regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examination during the last year.

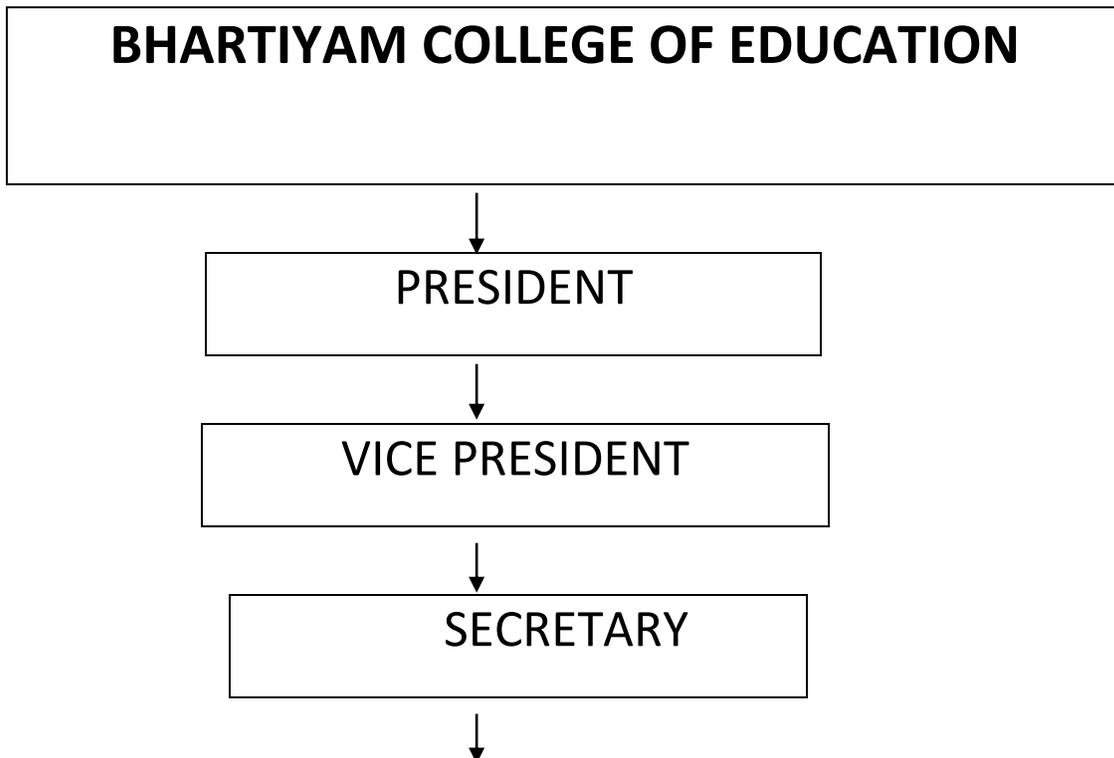
For the smooth functioning of the college various committees are formed:

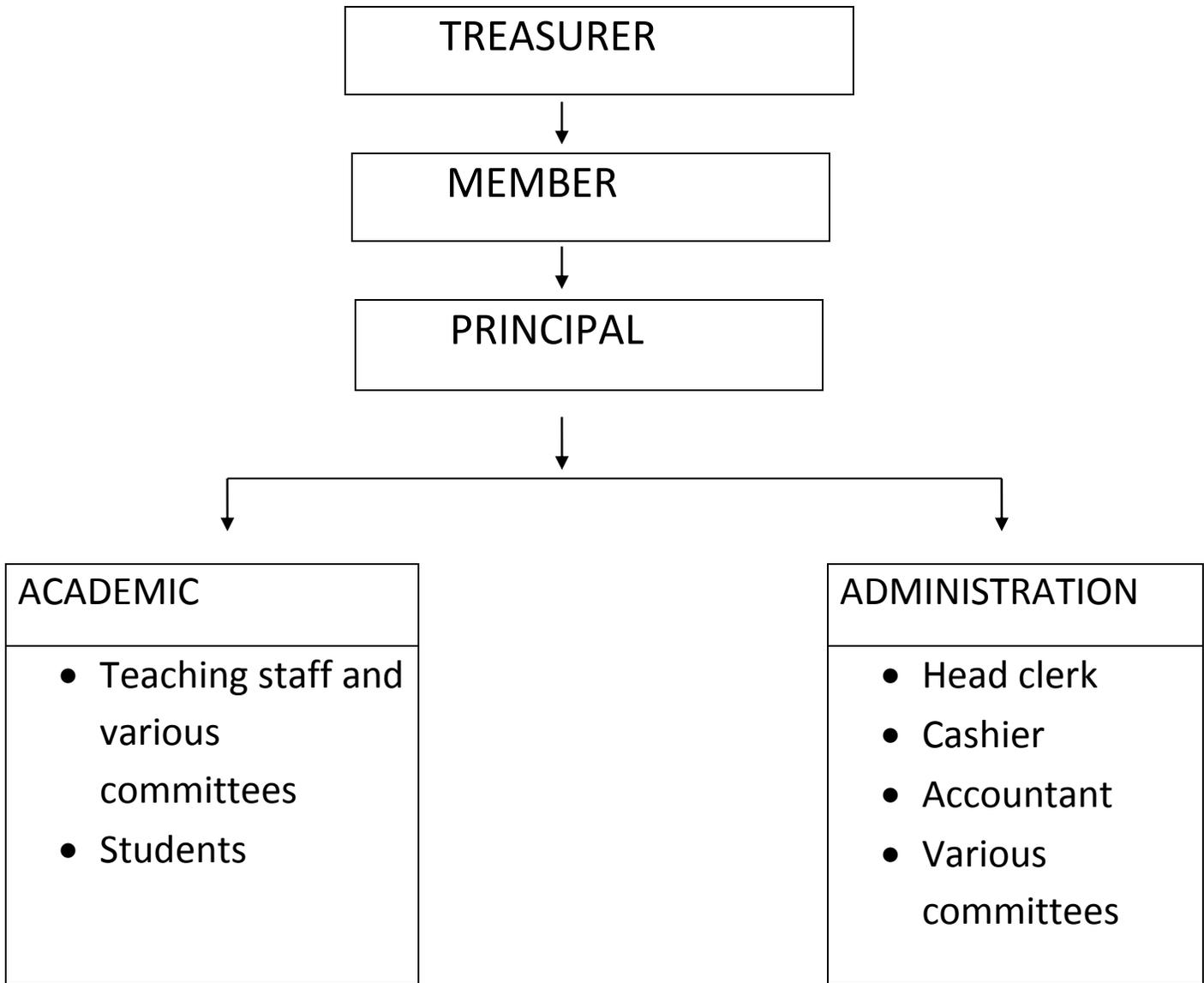
- Governing body
- Academic body
- IQAC

- Grievance and Redressal committee
- Alumni association
- Admission committee
- Teaching practice committee
- Library advisory committee
- Attendance committee
- Co-curricular activities committee
- Educational excursion committee
- Time table committee
- Examination committee
- Games and sports committee
- Women cell
- Guidance and counseling cell

Time to time meetings are held by different committees and decisions are made regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examination. To assist the principal in her work, these committees plan, execute and co-ordinate the activities in their respective area of the college.

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



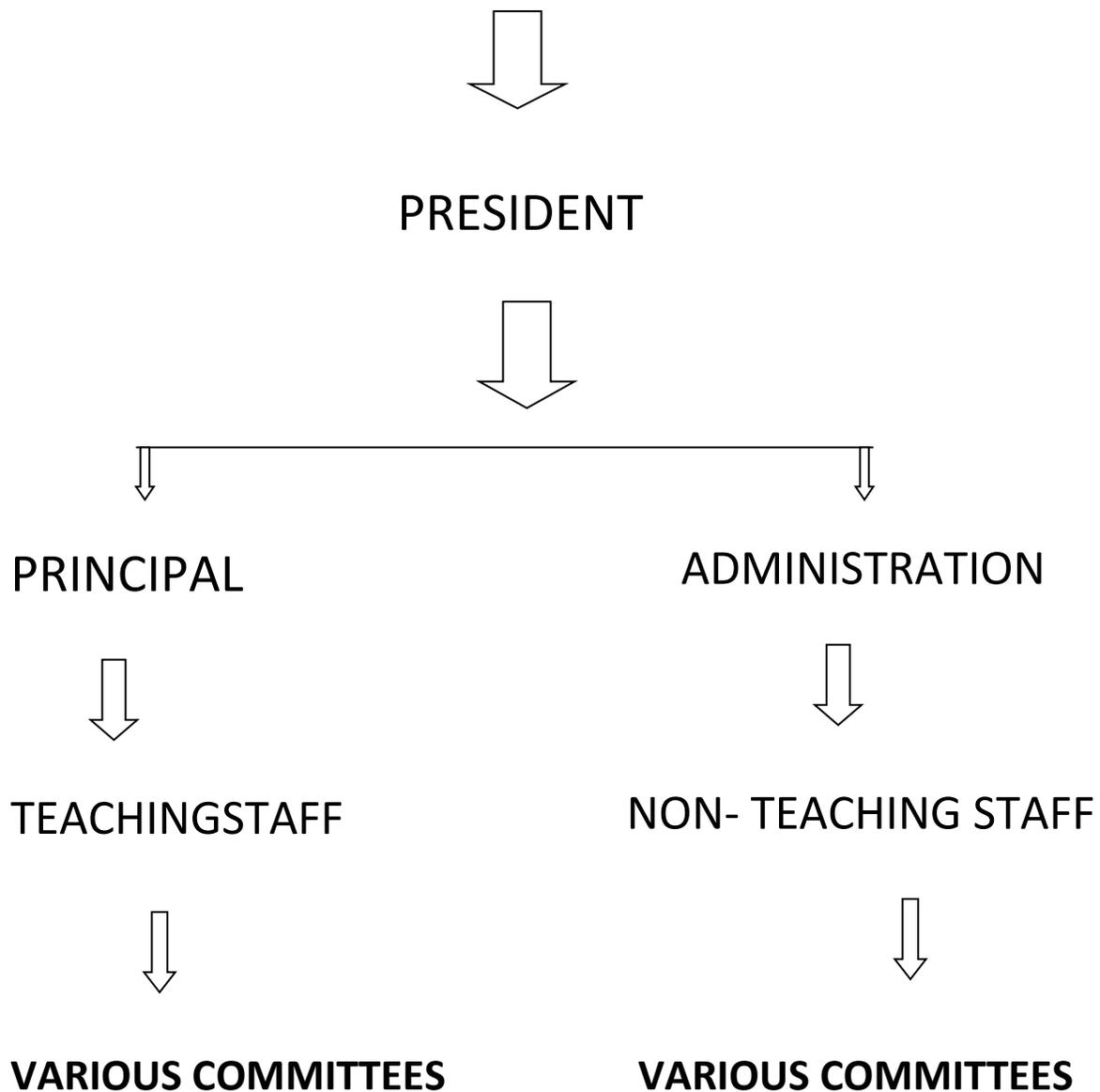


President and Principal of the college are the main functionaries. They provide leadership in both academic and administration. They are in touch with the help of senior members and take decisions with the help of senior staff members. All decisions are taken in meetings held from time to time and carried out through in-charges and committees. Any suggestion from faculty and students is taken seriously, discussed and implemented accordingly.

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

The Administration is de-centralized in the following manner:

BHARDWAJ EDUCATIONAL AND WELFARE SOCIETY



All these committees work in co-ordination with each other. Principal distributes the work to each committee and monitors their work. Feedback during the session and at the end of the session is taken from these committees. Important matters are discussed in the meetings and necessary changes are incorporated in the working of the institution for qualitative improvement.

Management does not intervene in the administrative and academic activities of the college. It just supports, guides and facilitates the quality aspect of the work.

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

Our institute collaborates with other institutes and school personnel to improve and plan the quality of educational provisions. Some of the activities are given below-

- The Principals of the co-operating schools are invited for special lectures and to tell all major functions in the college.
- Schools also invite the Principal in their activities/functions. Recently, she is invited on Independence Day by the Government school of Panhera, Khurd.
- Computer literacy program is carried out in Nehru Convent School, Chhainsa.
- Sewing machine training is also given to girl students of NGOs.
- Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education.
- Feedback about teaching practice is taken from school personnels and mentor teachers and are considered for further improvement.
- The audio-visual aids like charts and models are distributed to the schools.
- Student-teachers also participate in activities of the school like cleanliness of school, plantation, blood donation camp, and literacy mission.
- The college also conducts orientation program for teachers of the neighbouring schools.
- Experts from different fields are invited to deliver special lectures on various social and educational issues.

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

Yes, the institute uses the data and information obtained from the feedback in decision making and performance improvement. Following measures are taken:

1. Suggestion box for teacher trainee's feedback.
2. At the end of the academic year, the institute takes the written feedback from the teacher trainee. The problems are discussed and the solutions are drawn out for smooth and better

academic work. It is also used for the appointment of the faculty on different committees and bodies constituted in the institution.

3. Feedback is also taken from the parents, which is used for improving the teaching-learning process and the other facilities provided by the institution.
4. Feedback is also taken from the members of community and experts, who visit our institution from time to time. Their suggestions are noted, discussed and are tried to implement as far as possible.
5. The institute conducts meeting with the head and the teachers of the concerned schools for smooth implementation and execution thereby enhancing the quality of special training programs. Through these meetings an idea about the expectations of the school is obtained. The institute tries to fulfill these to the maximum in the best possible way.

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

Here are some initiatives taken by the institution:

1. For promoting co-operation among the faculty members various committees are constituted for executing the institutional work and teaching learning activities. All the members co-operatively work as a team for the work they have been assigned.
2. Faculty development program is done regularly in our institution. A variety of modes are employed to keep the faculty abreast of the latest trends and developments.
3. Knowledge sharing is also done regularly among faculty, students and non-teaching staff.
4. Institution also works for the empowerment of faculty. They provide conducive environment for working.
5. The faculty teachers are also motivated and sponsored to participate in seminars and workshops organized by other institutions.
6. The faculty members are encouraged to share the knowledge with their colleagues. They can make their presentations on topics of common interest. They can raise their doubts, offer their comments or ask questions to the presenting faculty. All the faculty members get benefitted by it.
7. In addition to this, special lectures are also arranged by the experts for the benefit of faculty.
8. The faculty members are encouraged to handle classes through innovative techniques such as co-operative learning, discussion and team teaching.
9. Enrichment program for up-to-date training of the students and enriching the budding teachers are organized from time to time.
10. The faculty members are provided with the platform to upgrade their skills for using ICT in teaching.
11. Faculty and students collectively participate in community campaigns and services.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

Yes, the institution has an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution.

1. All students and faculty related data are computerized.
2. All records of academic, administrative and account related matters are kept both in hard copy and as soft copy.
3. All the information about the college, management, teaching and non-teaching staff, details about the courses offered, details of students etc. are displayed on the website of the college.
4. This information is updated from time to time so that the stakeholders and the students can access to it.
5. So far no difficulty has been experienced in collection and retrieval of information for day to day requirements.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The management, governing body and academic advisory board gives due consideration for all the financial and infrastructural needs of the institution and provide the necessary resources to perform all the activities. The human resources are allocated as per the norms of the University/ NCTE. Human resources are best use by sharing all the academic and administrative responsibilities among the staff. If there are some changes in the action plan of the institution, the human and financial resources are provided accordingly as per the requirement and need felt.

6.4 Human Resource Management

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

1. The faculty development needs are identified by the principal of the institution by evaluating self-appraisal reports of the faculty members. In order to make the faculty development effective encouragement schemes are drawn at the institutional level.
2. The needs of the revised syllabus of B.Ed. was analyzed and needs of the faculty assessed through consultation. From time to time, the principal motivates the faculty members to proceed

further and appreciates their contribution.

3. The Principal always guides the faculty for career progression, particularly if any faculty gets better opportunity especially in the government sector.
4. Faculty is also encouraged, helped and supported in obtaining higher qualifications for their academic development like doing Ph.D.
5. In order to upgrade their competencies the teaching staff attends and participates in workshops/seminars/conferences frequently.
6. The faculty is given leave for official work when they are attending seminars/workshops etc.
7. Invited talks are also organized from time to time for faculty development.
8. Our institution develops the skill of teaching and non-teaching staff in ICT for effective discharge of academic and administrative work.

6.4.2 What are the mechanism 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?

1. The institution uses self - appraisal report for teachers' feedback. Faculty is provided with a performa through which the information is collected about the overall performance, results, academic and curricular activities etc.
2. The institution also uses feedback from students, feedback from experts, from the alumni, parents etc. Entire feedback report is evaluated by the Principal. Accordingly, the teaching activities are restructured and rescheduled to improve the teaching and service of the faculty and other staff.
3. The efficiency of the non - teaching staff is also monitored by the Principal.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation).

The different welfare measures which the institution provided to the staff and faculty are:

1. Free transport facility for faculty and staff.
2. Annual increments of the faculty members.
3. TA is given for attending workshops, seminars and conferences.
4. Medical assistance is given to the staff members.
5. Financial assistance is given to the staff members.
6. Maternity leave is given to the lady teachers.
7. Conducive and cordial environment.

8. Due credit is given to the views and suggestions of the faculty members related to development of the institution.
9. All the staff members are facilitated with Internet access.
10. Programs are organized for the faculty to motivate them.
11. RO facility is available for drinking water.

6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, our institution conducts staff development programmes for up gradation of the skill and training of the teaching and non-teaching staff through the following ways;-

1. Basic computer training is given to both teaching and non - teaching staff.
2. Induction-cum-interaction program for teaching and non-teaching staff in the beginning of every session.
3. Personality development programs
4. Different experts are called from time to time to take sessions on Life Skills, Yoga, meditation, stress management, increasing concentration span etc.
5. National seminars, conferences and workshops.

The Principal individually takes care of any problem faced by the staff members. Problems are discussed and best possible solutions are given under her expert guidance.

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain in 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 requirement of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

1. Rules and regulations established by NCTE and University for recruitment policy, service conditions are followed by the institution.
2. The vacant posts are advertised in two leading newspapers.
3. Applications are invited and then interview is conducted in the presence of duly constituted committee from University.
4. Management recruits the faculty members on the basis of required qualifications and experiences.
5. Since it is self-financed institution, the salary is given to the staff on consolidated basis.
6. From either side there is a provision of three months' notice for leaving the job.

7. The cooperative environment, academic freedom and timely increment by the institution to retain diverse faculty members with qualifications, knowledge and skills.
8. Best faculty and staff is always encouraged by giving them other incentives.
9. Part time staff is recruited in areas like art and craft/fine arts/music as per the need of the syllabus.

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

Part-time/Adhoc faculties of the institution appointed in the areas like arts and craft/ fine arts/music by the institution as per the need. They differ from the regular staff only on the salary structure and no. of days of attendance.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff developments, 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).

1. The institution supports and ensures the professional development of the faculty.
2. Faculty members are continuously motivated and encouraged for their professional development.
3. Registration fees is paid by the institution for attending seminars, conferences and workshops organized by the other institutions. Leave is also granted on duty.
4. Institution also invites outside experts, organize seminars, workshops etc. for the professional development of the faculty.
5. Non- teaching staff is entitled for compensatory leave.
6. The faculty is encouraged to do Ph.D. for which required facilities are provided.

6.4.8 What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

The institution has the physical infrastructure as per NCTE norms. Spacious administrative building with all facilities are provided to carry out their work effectively All the faculty members have been provided with adequate sitting space. There is well furnished staff room and instructional

space to carry out their work effectively. The Principal has a well-furnished room with all the facilities. Faculty is also provided with stationary and access to necessary amenities. There are separate washrooms for gents and ladies staff. These are kept clean and are equipped with modern fittings. All the resource rooms, well equipped labs and well stocked library are provided to facilitate the faculty members for imparting their duties. Computer and Internet facilities are available for the staff. Facilities such as photocopying, scanning, browsing, downloading etc. are available for the staff.

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

1. Faculty members get information from the Principal through circulars
2. The college website is being updated from time to time to give latest information.
3. College has provision of suggestion box where stakeholders from time to time can give their suggestions.
4. Every activity in the college is displayed in the college noticeboard.
5. Programs conducted in the college are published in the newspapers.
6. The faculty can seek information about academic planning from the coordinator.
7. The faculty can procure information about administration from the office superintendent.
8. Information is also communicated through email and phone to each faculty member.
9. Written complaints are accepted by the Principal.
10. For counselling and solving the academic, personal, vocational and other problems, there is the provision of the counsellor.
11. Grievance cell acts positively to solve the problems

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

1. The workload norms as prescribed by the university are followed strictly.
2. Workload of the faculty are planned in the beginning in order to distribute the workload equally and well within the limits prescribed by the university.
3. They are encouraged to share the workload and complete the tasks collectively.
4. Each faculty member is a member of constituted committees and cells for undertaking and administrative activities including teaching and research, assessment, mentoring, working with schools and community engagement.

5. Alumni association and placement cell helps the faculty members to have liaison with the alumni.
6. Our faculty members are involved in action research guidance.
7. Community extension services and working with schools help them to have aptitude towards research activities, social adjustment and civic sense.

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

Yes, the institution has the mechanism to reward and motivate the staff members.

1. Efficient staff members are recognized and appreciated in the staff meetings by the Principal.
2. Staff members are encouraged to pursue the higher studies and attend advanced programs. This helps in the up gradation of their teaching skills.
3. Increments are given on completion of Ph.D. Or NET.
4. Management appreciates the staff members who participated in maximum number of seminars.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

Bhartiyam College of Education is a self - financed institute and established by Bhardwaj educational and welfare society. The institution does not get any financial support from the government.

Its revenue is generated from the institution by way of fees from the students. If deficit, the same is being met by the management from its own sources.

6.5.2 What is the quantum of resources Mobilized through donations? Give information for the last three years?

The college does not receive any Donations or Capitation Fee.

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

Yes, there is an operational budget of the institution to cover the day-to-day expenses. Fees is collected from the students according to the permitted schedule of fee fixed by the university. Revenue as well as required capital expenditures are met through the resources generated. If at all there is a deficit the same is met by the management through their own resources.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit.)

The main budgetary resource is the course fee to fulfill the missions and offer the quality programme. Our management will make suitable arrangements in its budget of income and expenditure

Budget allocations for the past 5 years

Following documents are attached:

- 1 Income expenditure statement
- 2 Future plan for five years: future revenue generation and future expenditure
- 3 Resources allocated for current year
- 4 excess/deficit

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

The accounts of the institution are audited and maintained regularly

The institutions keeps the records of all the receipts and payments. At the end of the financial year, all the financial such as income and expenditure, receipts and payments, balance sheet are prepared and audited.

ATTACHED DOCUMENTS: ALL AUDITED FINANCIAL STATEMENTS ARE ATTACHED

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

Yes, the institution computerized its finance management system

- All the financial budget allocations are made with the help of computers.
- All details of income and expenditure are stored with the help of software.
- The financial statements are prepared using computers.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

Following are the best practices in Governance and Leadership carried out by the institution-

1. Our institution practices 'Decentralized Administration' for democratic governance. It is the key point of good governance.
2. All the teachers are well qualified and assigned duties and responsibilities for achieving academic excellence as well as effective and smooth functioning.
3. Democratic function of the Governing body.
4. Leadership among the faculty members and students is encouraged by giving them freedom. They manage the activities and events utilizing their own initiatives and as per college calendar.
5. Equal distribution of work.
6. Transparency in administration. Team work, freedom, faith and equal distribution are the key points that guide the administration.
7. Mechanism based on effective feedback.
8. Cordial interaction among stakeholders and administrative members.
9. Organizing seminars, debates etc. for quality developments.
10. Welfare measures introduced to keep the staff motivated.
11. Grievance/redressal mechanism adopted.

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

- 1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?**

N.A

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

N.A

CRITERION-VII

INNOVATIVE PRACTICES

CRITERION VII: INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

For the betterment and welfare of the college an Internal Quality Assurance Cell (IQAC) was formed.

The main objective of IQAC is to plan and implement quality initiatives. Its plan and steps for implementation is circulated. Workshops, awareness programs and special lectures on quality innovations are conducted. As per the UGC norms its composition includes;

A. Principal : Dr(Mrs.) Sarita Bhardwaj

B. Senior teachers as members :

1. Mrs. Madhu Hans
2. Dr. Ruchika
3. Mrs. Kavita

C. Senior administrative officer:

Mr. Anuj Kumar Sinha

D. External administrative/experts-

1. Prof. S.K.Panda (IGNOU, New Delhi)
2. Prof. Rajender Yadav (K.U.K, Haryana)
3. Prof. Sandeep Berwal (CRSU, JIND, Haryana)

The nominated members are selected for a period of two years after which new experts are brought in. At present the cell has been enlarged and students have also been included.

E. Student representatives:

1. Parul Jaitly
2. Naina
3. Pradeep
4. Vijay
5. Nisha

As provide by us in our mission statement the college believes in maintaining high quality of academic standards and inculcate moral and ethical values among students. Thus, the institution believes in organizing and planning of various activities and frequent checks on the efficiency of the institute is an inbuilt feature. The major activities being undertaken includes:

1. Organizing workshops and seminars.
2. ICT facility is given while teaching.
3. For internal assessment and accreditation self-appraisal reports have been done.
4. Provision of latest information and development to both the teachers and students through special lectures.
5. Formation of women cell.
6. Strengthening of library, computer lab, language lab, training of teacher educators.
7. Monitoring of data base.
8. Evaluation of feedback.
9. Conducting activities like sports meet, field trips, cultural competitions etc.
10. Conducting of community oriented activities.
11. Monitoring the college website.
12. Development of college infrastructure.
13. Celebrating all important festivals and days.
14. Organizing inter school competitions.
15. Analyzing the results.
16. Holding tutorial and remedial classes.
17. Organizing yoga for the health benefits.
18. Sponsoring the education of the underprivileged children.
19. A group has been specially formulated by the faculty members to prepare the students for HTET and CTET. This has proved very beneficial for the aspiring candidates.
20. Students are encouraged to organize morning assembly. This gives them lot of confidence. Faculty members are the fore runners. This makes the whole process lively, educative and motivating.
21. Punctuality is maintained at all costs.
22. In order to give them a platform to express their creativity a students wall magazine is there. A number of students contribute to it by sending articles in both Hindi and English for example poems, short stories, drawings, quotations etc.
23. In-service teacher training is given to the teachers from time to time wherein they are told about the latest developments in their field and in teaching methods etc.
24. Cash award for the best male and female students is given according to their performance in all the activities throughout the year.
25. An Excellence Teacher Award is given to the best teacher every year.

26. When the students go to the schools for practice teaching they are constantly monitored by the faculty who act in a two way process of both giving guidance and keeping a liaison with the school authorities. Thus the quality of teaching is assured.
27. Curriculum enrichment programs are held for the students for example on methodology of teaching, trends in teacher education, effective communication, class management etc.
28. The college organizes a 'Placement Week' every year with the idea to train the student teachers. This includes: 1.Resume writing 2.Frequent questions asked in the interview 3.Facing the interview board 4. Personality development.
29. Students under the guidance of a teacher are made editors of the college souvenir..
30. The multimedia lab along with computers and LCD is frequently used in teaching.
31. Language lab helps to improve the spoken English of the students.
32. Innovative practices – Making Tray garden by the Faculty & Students



7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

All efforts are made to evaluate and monitor the achievement of goals and objectives. This is done by executing and sharing the responsibilities among all the faculty members. Each teacher has to look after a special task. Principal also provides all kind of help. The result obtained is carefully analyzed and documented. This report has to be presented in front of the college Governing Board and the Academic Advisory board from time to time.

In the faculty meeting discussions are held on various aspects for example analysis of examination results, corrective measures for short falls, grievance cell report and improvement, student teacher feedback etc.

7.1.3 How does the institution ensure the quality of its academic programs?

The quality of academic program of our institute is ensured through:

- 1) By revision and updating the teaching methodology.
- 2) Use of multi-media in teaching and learning.
- 3) Encouraging the talent of the students through various competitions, students wall magazine etc.
- 4) Inviting experts on different areas.
- 5) Simulation.
- 6) Discussions in groups.
- 7) Use of library.
- 8) Close contact with the mentor teacher.
- 9) Holding Internal exams.
- 10) Internal and External audit.
- 11) Observing the President or ThePrincipal.
- 12) Performance of the student teachers in micro teaching and actual practice teaching.
- 13) Performance of our students in the competitive examinations and those working in schools.
- 14) Stake holders and parents reports and debates.

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

The quality of administration and financial management is done through:

- Punctuality in every area.
- Agenda based meetings.
- Transparency in all activities.
- Allotment of funds to meet the expenditure of various activities.
- Fulfilling the vision and mission of the institute.

- Governing body and principal keeps a check on the quality of administration and financial management.
- Internal and external audit.
- Merit is considered as the most important criteria while recruiting the faculty.
- Documentation of all the activities.
- Constituting of various committees.

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

1. Self-appraisal by the faculty members themselves.
2. Feedback from the students.
3. Discussions in the IQAC meetings.
4. Suggestions of the governing body.
5. Discussions in faculty meetings.
6. Publishing in the souvenir.
7. Management suggests way to improve the college.
8. Discussions in academic advisory board meetings.
9. The Principal informing about the college achievements during functions.
10. Informing through newsletter and souvenir.

7.2 INCLUSIVE PRACTICES

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

As per the policy of the state government there are reservations for the differently abled, SC, ST, and OBC students. As such no students in the last five years has taken the admission in our institution. But nevertheless whenever we come across any such students we have to make them understand that each and every individual has a role to play in the society and that everyone is equal. The students and the teachers are encouraged to feel the problems faced by the challenged students. They shall be told about the national policies regarding inclusive education. In fact including students from all walks of life is an in-built feature of our institute. In our institute the teachers are sensitized in many ways:

1. Understanding the problems of the challenged.
2. Classroom discussions are held on issues of inclusion.
3. Orientation on different disabilities.
4. Giving examples of people who have achieved a lot in spite of their disabilities.
5. Visit to special school to understand the problem faced by these children.
6. Talking to parents of such children.
7. Allotting practice schools near their residence.

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

- 1) Moral value education is imparted.
- 2) Guest lectures are invited to talk on this topic.
- 3) In the beginning of the session marginalized students are identified and special attention is given to them.
- 4) Importance is given to the report given by grievance cell.
- 5) Average students are given remedial classes.
- 6) Compulsory paper is there in the syllabus to make the students aware of this problem and how to deal with it.
- 7) Students are encouraged to collect information about the problems faced by the differently faced by the differently abled children in their locality.

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

To foster social interaction among the student teachers institution envisage the following activities:

- i. Engaging the students in both curricular and co-curricular activities for example field trips, educational tours, celebrating important days and festivals, taking part in competitions, yoga, personality development, using library etc.
- ii. Holding group discussions and debates.
- iii. Encouraging the students to express their views freely and confidently.
- iv. Democratic environment helps the students to interact easily.
- v. Peer teaching approach is also adopted.
- vi. Students can approach their teachers for any kind of help.
- vii. Students are encouraged to take part in the seminars and in work shops
- viii. Cultural events are organized as per the calendar.
- ix. Micro and macro teaching is done and this creates a positive atmosphere between the students and the teachers.
- x. Students are encouraged to take part in sports activities.
- xi. When there are inter college competitions or some other event where guests come from outside then some of the students receive the guest, welcome them and escort them inside. They also anchor the programs.
- xii. Blood donation camps are held.
- xiii. Tree plantation is done both inside the college and in the village.
- xiv. Students and faculty are sent to villages for community service.
- xv. In order to make their teaching interesting and meaningful students prepare charts, projects, models, power point presentation etc.
- xvi. Practice new innovations in teaching.

- xvii. They are given enough practice on computers.
- xviii. Creativity is enhanced through writing for wall magazine.
- xix. There is a provision of holding two internal exams which prepares them for the final examination. Class tests are also frequently held.
- xx. Students attend communication classes to improve their vocabulary skills.

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

1. Subjects like psychology, inclusive education, special education, and guidance and counseling is a part of the syllabus. This helps the pupil teachers to understand how to work with children from diverse backgrounds.
2. They are given direct and practical experiences to develop work culture and proficiency.
3. Visit to schools for exceptional children to understand their needs and problems.
4. Training is given on various multi-sensory teaching aids and use of appropriate teaching methods.
5. Examples of famous persons with disability is given to the students to make them understand issues of disability, giftedness and the right to education for all.
6. Classes are held for improving the spoken English of the students.
7. Personality development workshops are held where in experts are called from outside.
8. When the student teachers go in for practice teaching they are taught to encourage children from diverse background so that they feel they are at par with other children of their class.

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

Till date there are no students with special needs. But if need arises the special needs of the physically challenged and differently abled students will be looked after in the following ways:

1. Classrooms and examination halls will be arranged according to their needs.
2. They will be encouraged to take part in all college activities.
3. For practices teaching they will be sent to these schools which are convenient to them in terms of comfort and easiness.
4. All efforts will be made by the faculty to make them self-reliant.
5. Provision of ramps, wheel chairs will be there.

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

- i. Till date no untoward incident has happened with any female student. Yet, the women cell keeps a check on all the activities.
- ii. Each year women day is celebrated with great fervor. Important women related topics are discussed. Competitions are also held on it.
- iii. There is a provision of separate wash rooms and common rooms for girls and boys.
- iv. From the beginning of the session students are told about gender equality in all spheres of life.
- v. Eve-teasing and ragging is totally banned.
- vi. While organizing college functions only the merit is given importance and not gender.

7.3 STAKE HOLDER RELATIONSHIPS

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

The college ensures the access to the information on organizational performance to the stakeholders by:

1. Advertisements are published in the local newspapers about the course structure and fees.
2. Achievements and results of the institution are published, given on the college website are discussed in IQAC meetings etc.
3. Providing information in college calendar and college brochure.
4. Meetings are held with the stakeholders. Governing body keeps a check on the activities of the college and all the information is also placed before the academic advisory board meetings.
5. Opinions of the stakeholders is taken while deciding issues related to the college.
6. Feedback from students, parents and schools help to improve the future programs.
7. Attendance of the students is monitored and shared with the parents.
8. All kinds of information about the college activities is displayed on the Bulletin Board.
9. Activity photos, banners etc. are also posted through whatsApp.

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

- i. Our institute has a good rapport with the stakeholders, students and practice teaching schools. All of them keep giving feedback which in turn helps to eliminate the short comings of the college. Positive and negative points are discussed openly. Dissatisfaction is immediately informed to the authorities either directly or through e-

mails. Any changes required are incorporated as and when some feedback is got from the students or from the stakeholders.

- ii. Whenever an issue is brought to the authorities it is resolved as soon as possible for example few students felt that teaching was mostly done in English and as they were from rural background so they were finding it difficult to understand. Immediately this problem was rectified and all the teachers were asked to teach in the bi-lingual language.
- iii. Students keep giving feedback about their learning experiences from the faculty Problems if any are removed instantly.
- iv. Students often come up to their mentor for their personal problems. The mentor tries to rectify them by giving them guidance and counseling.
- v. Remedial classes are given to the students who are slow learners or are unable to understand some topic.
- vi. Required changes will be made if any problem related to infrastructure is there. But at present there is no such problem.

7.3.3 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?

Following feedback mechanism is used to collect the information:

1. By directly talking to the students.
2. Feedback forms are to be filled by both the students and by the faculty.
3. Suggestion boxes are there which are opened frequently for getting the proper feedback.
4. Faculty also keeps informing about the syllabus they have covered, assignments are given and progress of the students is monitored. Problem if any is discussed and is solved.
5. Discussions during faculty meetings.
6. Feedback got from schools where students go for practice teaching.
7. Feedback from college Governing Body and Academic Advisory Board members.
8. Feedback from people who visit our college.
9. Discussions and suggestions when faculty members talk to each other.
10. After every seminar, workshop, talks etc a feedback form is got filled which helps to know the good and bad points of the program and this in turn helps for future improvement.
11. A Feedback Form is also got filled from the Principal and the teachers of the school where practice teaching took place. All suggestions are carefully scrutinized and corrective measures are implemented.

STUDENTS SAMPLE FEEDBACK ANALYSIS FORM IS ATTACHED

FEEDBACK FROM ALUMNI:

Ishu Jain, B.Ed Student

My experience as a teacher in Mahadev Desai Public School was good. It was only a teaching process for me but also a learning process. The environment of the school was very positive. The students were cooperative and determined to learn more. The assignments were beneficial helpful to me to prepare my teaching lessons beforehand. The remarks of the teaching lesson equally helped me by providing more scope for environment. Overall my teaching experience helped me bring out the best in me as a teacher.

FEEDBACK FROM PARENTS:

The college remains in constant touch with the parents. The parents are formally invited to the institute on different occasions like Annual function, parent teacher meet, cultural events etc. Parent's feedback is taken into consideration for the development and betterment of institution.

Additional information to be provided by institution opting for re-accreditation.

1. How are the core values of NAAC reflected in the various functions of the institution?

N.A

**Mapping
of
Academic
Activities
of
the Institution**

MAPPING OF ACADEMIC ACTIVITIES

BHARTIYAM COLLEGE OF EDUCATION, PANHERA KHURD, BALLABGARH																																				
MAPPING OF ACADEMIC ACTIVITIES OF THE COLLEGE (2016-17) START OF SESSION 21-08-2016																																				
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission & orientation																																				
THEORY																																				
Tutorials / Seminars																																				
Sessional/Work																																				
Test & Assignments																																				
Practical Work																																				
Preparation of Internship; Deminstration/ observation of lesson																																				
Practice Teaching / Internship																																				
co-curricular activities																																				
working with community /project work																																				
End Term Examination																																				

Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh



Bhartiyam College of Education

Recognised by NCTE Jaipur & Affiliated to M.D. University, Rohtak

BCED Campus : Vill. Panhera Khurd, Mohna Road, Ballabgarh -121004, Faridabad

Ph. : 0129-2000298, M. : 9818260606

E-mail : bhartiyaamcollegeofeducation@gmail.com, giansarita@yahoo.com

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self – Study Report (SSR) are true to the best of my knowledge.

This SSR 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 SSR during the peer team visit.

Place:-

Date:-

Signature of the Head of the institution

With Seal:

Principal

BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

ANNEXURE

Sample Questionnaires for Feedback from Students
 Affiliated/ Constituent Colleges

Questionnaire No. 1
 College XYZ

Programme:

Department:

Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 - point scale shown. The format given is for one course. Do the same for other courses on separate page.

A	B	C	D
↓	↓	↓	↓
Very Good	Good	Satisfactory	Unsatisfactory

Course-I

Parameters	A	B	C	D
	Very Good	Good	Satisfactory	Unsatisfactory
1. Depth of the course content including project work if any	✓			
2. Extent of coverage of course		✓		
3. Applicability/relevance to real life situations			✓	
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	✓			
5. Clarity and relevance of textual reading material		✓		
6. Relevance of additional source material (Library)	✓			
7. Extent of effort required by students	✓			
8. Overall rating	✓			


 Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

for Quality and Excellence in Higher Education




Questionnaire No. 2

College XYZ

Student Feedback on Teachers

Department :

Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown

A	B	C	D
↓	↓	↓	↓
Very Good	Good	Satisfactory	Unsatisfactory

Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity / Commitment of the teacher	✓		✓	
4. Interest generated by the teacher			✓	
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course			✓	
9. Provision of sufficient time for feedback	✓			
10. Overall rating				



Principal

BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

for Quality and Excellence in Higher Education 111



Questionnaire No. 3

(To be filled only after the course results are declared)

Department : B. Ed

Course : B. Ed

Teacher :

Year :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

1. The syllabus of each course was

- a) adequate b) inadequate
 c) challenging d) dull

2. Background for benefiting from the course was

- a) more than adequate b) adequate
 c) inadequate d) cannot say

3. Was the course easy or difficult to understand?

- a) easy b) manageable
 c) difficult d) very difficult

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

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

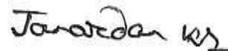
5. What is your opinion about the library material and facilities for the course?

- a) more than adequate b) adequate
 c) inadequate d) very poor



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

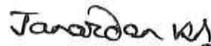
for Quality and Excellence in Higher Education 112



6. To what extent were you able to get material for the prescribed readings?
a) Easily b) with some difficulty
c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
a) thoroughly b) satisfactorily
c) poorly d) indifferently
8. How well was the teacher able to communicate?
 a) Always effective b) sometimes effective
c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
 a) mostly yes b) sometimes
c) not at all d) always
10. If yes, which of the following methods were used?
 a) Encouraged to raise questions b) get involved in discussion in class
c) encourage discussion outside class d) did not encourage
11. How helpful was the teacher in advising?
 a) Very helpful b) sometimes helpful
c) not at all helpful d) did not advise
12. The teacher's approach can best be described as
 a) Always courteous b) sometimes rude
c) always indifferent d) cannot say
13. Internal assessment was
 a) Always fair b) sometimes unfair
c) Usually unfair d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
 a) Helps to improve b) discouraging
c) no special effect d) sometimes effective


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

for Quality and Excellence in Higher Education 113



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 comments

16. Were your assignments discussed with you?

- a) Yes, fully b) yes, partly
 c) not discussed at all d) sometimes discussed

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

- a) Yes b) no

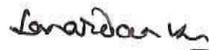
If yes, was it helpful?

- a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh



Name = Sameer
Roll = 6027577

Manual for Self-appraisal of Teacher Education Institutions

Sample Questionnaires for Feedback from Students
Affiliated / Constituent Colleges

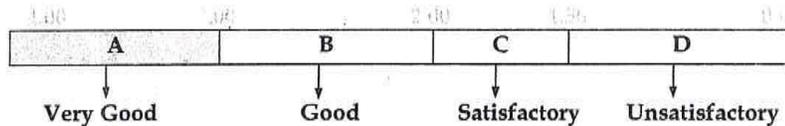
Questionnaire No. 1
College XYZ

Programme:

Department:

Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 - point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	✓			
2. Extent of coverage of course		✓		
3. Applicability/relevance to real life situations	✓			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material	✓			
6. Relevance of additional source material (Library)		✓		
7. Extent of effort required by students	✓			
8. Overall rating	✓			

for Quality and Excellence in Higher Education 110

[Handwritten Signature]

Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

6027377
Sameer

Questionnaire No. 2

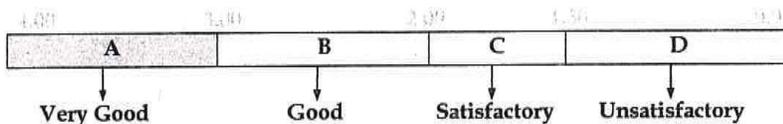
College XYZ

Student Feedback on Teachers

Department :

Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher		✓		
4. Interest generated by the teacher	✓			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh


for Quality and Excellence in Higher Education 111

Questionnaire No. 3

(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 finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

1. The syllabus of each course was
 - a) adequate
 - b) inadequate
 - c) challenging
 - d) dull
2. Background for benefiting from the course was
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) cannot say
3. Was the course easy or difficult to understand?
 - a) easy
 - b) manageable
 - c) difficult
 - d) very difficult
4. How much of the syllabus was covered in the class?
 - a) 85 to 100%
 - b) 70 to 85%
 - c) 55 to 70%
 - d) less than 55%
5. What is your opinion about the library material and facilities for the course?
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) very poor



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh



for Quality and Excellence in Higher Education 112

Samir
6027577

6. To what extent were you able to get material for the prescribed readings?
 - a) Easily
 - b) with some difficulty
 - c) not available at all
 - d) with great difficulty

7. How well did the teacher prepare for the classes?
 - a) thoroughly
 - b) satisfactorily
 - c) poorly
 - d) indifferently

8. How well was the teacher able to communicate?
 - a) Always effective
 - b) sometimes effective
 - c) Just satisfactorily
 - d) generally ineffective

9. How far the teacher encourages student participation in class?
 - a) mostly yes
 - b) sometimes
 - c) not at all
 - d) always

10. If yes, which of the following methods were used?
 - a) Encouraged to raise questions
 - b) get involved in discussion in class
 - c) encourage discussion outside class
 - d) did not encourage

11. How helpful was the teacher in advising?
 - a) Very helpful
 - b) sometimes helpful
 - c) not at all helpful
 - d) did not advise

12. The teacher's approach can best be described as
 - a) Always courteous
 - b) sometimes rude
 - c) always indifferent
 - d) cannot say

13. Internal assessment was
 - a) Always fair
 - b) sometimes unfair
 - c) Usually unfair
 - d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
 - a) Helps to improve
 - b) discouraging
 - c) no special effect
 - d) sometimes effective

Semester
6027577

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 comments

16. Were your assignments discussed with you?

- a) Yes, fully b) yes, partly
 c) not discussed at all d) sometimes discussed

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

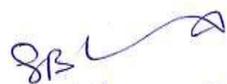
- a) Yes b) no

If yes, was it helpful?

- a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh



Appendix- 2: Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1



PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) General Information

- a) Name : DR. RITU ARORA DEWAN
- b) Address (Residential) : 3E-25, N.I.T. FARIDABAD Ph. No. : 09899122062
- c) Designation : Assistant Professor
- d) Department : EDUCATION
- e) Date of Birth : 05-07-1982
- f) Area of Specialization : SPECIAL EDUCATION, INCLUSIVE EDUCATION, HEARING IMPAIRMENT

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	U.P. Board	Hindi, Eng, Sci, Math, SST, Bio.	1996	I st (63%)
Higher Secondary or Pre-degree	U.P. Board	Hindi, Eng, Physics, Chemistry, Biology	1998	I st (60%)
Bachelor's Degree (s) B.Sc	M.J.P. Roh. Univ. Bareilly	Zoology, Botany, Chemistry	2001	I st (62%)
Master's Degree (s) M.Sc (Zoology)	M.J.P. Rohilk. Univ. Bareilly	Zoology	2005	I st (64%)
Research Degree (s) B.ED	M.J.P. Rohilk. Univ. Bareilly	Special Educat (HI)	2003	I st (64%)
Other Diploma / Certificates etc. M.ED	M.J.P. Rohilk. Univ. Bareilly	Special ed. (HI)	2004	I st (75%)
* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.				
M. Phil	VINAYAKA Univ.	Education	2007	I st (72%)
Ph.D (Education)	M.J.P. Rohilkhand. Univ. Bareilly	2009 - Submission "A study on the effect of self-esteem adaptive behav. & interpersonal Relation." 2011 - Awarded an Ache. of EWSN in Inclusive & sp. Schools for Quality and Excellence in Higher Education 115		

RCI. Registration CRR. No. A08517 as a Special Educator in HI

Principal

BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	A study of the General factors responsible for dropouts of the school going children	Vinayaka Missions Univ., Tamil Nadu,
Ph.D.	A study on the effect of self esteem on adaptive behaviour and interpersonal relationship on achievement of children with special needs in inclusive & special schools	M. J. P. Rohilkhand University, Bareilly.
Post-Doctoral	—	—
Publications (give a list separately)	Two year Curriculum-Expectations & Challenges KITAHS/nci-ndt.2016/vol.4/ISS-4	KAAV International Journal of Arts, Humanities & Social Sciences, ISSN: 2348-4349.
Research Guidance (give names of students guided successfully)	Ms. Madhu Bala Ms. Asha Mr. Gopal Krishan Mr. Raju Chaudh. Mr. Arjun Singh Mr. Narendra Kumar Sauri	M.Ed Dissertation (2010-12) Research as a Guide M.Ed (SEDE) of IGNDU
Training (please specify)	—	—

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
—	—	—	—

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/Conference/Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
LIST ATTACHED		

Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. <u>B.Ed</u> (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Bhartiyam College of Ed, Ballabgarh. M.J.P. Rohilkhand Univ. Bareilly.	01/sep/2007 to till date 01/Aug/2005-30/May/2006
v) P.G. (M.A./ M.Sc., etc.) <u>BA</u>	S.R.S Girls College Bl	16/08/05 - 22/02/06
vi) M.Phil	(as a Guest Lecturer)	
vii) Any other	EROS Nursery Teachers Training Inst.	1 st Apr 2006 - 31 st Aug 2007

Total Teaching Experience :

11 years 6 mths. 25 days.

a) Under-graduate (Pass) :

B.Ed.

b) Under-graduate (Hons):

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

a) Design of Curriculum —

b) Teaching methods Using integrated methods in Class/Teaching.

c) Laboratory experiments YES.

d) Evaluation methods YES.

e) Preparation of resource material
Including books, reading materials, YES, Reading materials were
Laboratory manuals etc. prepared.

f) Remedial Teaching / Student Counseling (academic) YES.

g) Any Other Delivered a lectures as a Resource Persons
in Continuing Rehabilitation Edu.(CRE) Programmes.

for Quality and Excellence in Higher Education 117


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

ix) **Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work - *Contribution to Awareness programmes, Beti Bachao, Beti Padao, Small family, Blood Donation Camp, Health check-up camps.*
such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission —

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution *11.6 years Teaching Experience at College level.*

b) Co-curricular Activities - *Participated in Seminars, Workshops, Conference, Educational Trips, Health camps, Swachta Abhiyan, Tree Plantation, Beti Bacho Beti Padao, Rally, etc*

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

Participated actively in all activities in College Campus.

d) Students Welfare and Discipline
- *Computer literacy Programme*
- *Training for stitching for girls*
- *Remedial classes.*

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

As a member in Governing Body of
Bhavdhwaji Educational & Welfare Society (Regd.)
Faridabad.

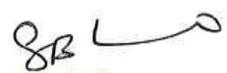
(b) Editorship of Journals

As a member in
Editorial Board in KAAV PUBLICATIONS INTERNATIONAL
JOURNALS.

F. Any other information


(Signature of the Teacher)

DR. RITU ARORA DEWAN
ASSISTANT PROFESSOR
BHARTIYAM COLLEGE OF
EDUCATION,
FARIDABAD


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

Format- 2

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS**

A. General Information

- a) Name **DR. RITU ARORA DEWAN**
- b) Date of Birth **05-07-1982**
- c) Address (Residential) **3E-25, N.I.T FARIDABAD** Ph.No. **09899122062**
- d) Designation **ASSISTANT PROFESSOR**
- e) Department **EDUCATION**
- f) Area of Specialization **SPECIAL EDUCATION, INCLUSIVE EDUCATION HEARING IMPAIRMENT**
- g) Date of Appointment
- (i) in the institution **01/08/05**
- (ii) in the present post **01/09/07**
- h) Honors Conferred

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)

i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.)			
iii) M.Phil			
iv) Any other			

*(To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality **YES**

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students **YES**

d) Details of participation in the following:

(i) University Education

(ii) Internal Evaluation **YES**

(iii) Paper Setting **YES**

(iv) Assessment of Home assignments **YES**

(v) Conduct of Examinations **YES**

(vi) Evaluation of Dissertation etc. **YES**


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

C. Details of Innovations / Contribution in Teaching, during the year :

a) Design of curriculum

b) Teaching methods *Using Integrated methods in teaching*

c) Laboratory experiments *YES*

d) Evaluation methods *YES*

e) Preparation of resource material including books, reading materials, laboratory manuals etc.

Yes, reading material prepared.

f) Remedial Teaching / Student Counseling (academic)

Yes

g) Any other *Delivered a lectures as a Resource Persons in continuing Rehabilitation Education (CRE) Program.*

D. Improvement of Professional Competence:

(a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

LIST ATTACHED

SBL
Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil M.Ed	Total 6 students M.Ed/SEDE	2010	2012
Ph.D.	—	—	—

b) No. of research papers published (please enclose list) - one paper titled "Two Year Curriculum - Expectations & Challenges" in KAAV International Journal of Arts, Humanities & Social Sciences ISSN-2348-4349 with an ID of KIJAH/S/Oct-Dec 2016/vol-4/ISS-4

c) Research Projects:

Title of the Project	Name of the funding agency	Duration
—	—	—

d) Details of Seminars, Conferences, Symposia organized

Organized a National Seminar as a Co-ordinator/Convener in Bhartiyaam College of Education on "Quality Control in Teacher Education - Towards a Better Future".

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

As a member in Editorial Board in KAAV PUBLICATIONS INTERNATIONAL JOURNALS.
for Quality and Excellence in Higher Education

Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Pannera shah), Ballabgarh

F. Extension Work/Community Service

a) Please give a short account of your contribution to:

- i) Contribution to Awareness program - Beti Bachao, Beti Padhao, Cashless society, secularism, democracy, socialism, humanism, peace, Small family, scientific temper, flood or drought relief, small family norms etc. Blood Donation Camp, Health checks, Swachta Abhiyan, etc.
- ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution
11.6 years teaching Experience at college level.
- b) Co-curricular activities Participated in Seminars, Workshops, Conference, Educational Trips, Health Checkup camps, Tree Plantation, Beti Bacho, Beti Padhao, Cashless society, Swachta Abhiyan.
- c) Enrichment of campus life
(hostels, sports, games, cultural activities)
Actively Participated in all activities in College Campus.
- d) Students welfare and Discipline
• Computer Literacy Programme for Poor students.
• Training for stitching to girls. • Remedial classes
- e) Membership/Participation in Bodies/Committees on
Education and National Development
As a member in Governing Body of Bhodwaj educational & welfare Society (Kendriya), Faridabad.
- f) Professional Organizations of Teachers

H. Assessment

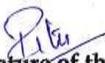
a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

J. * Verification of factual data

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/ community service
- G. Participation in Corporate Life


(Signature of the Teacher)
DR. RITU ARORA DEWAN
ASSISTANT PROFESSOR
BHARTIYAM COLLEGE OF EDU.
FARIDABAD.


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

List of Seminar, Workshop, Conference, Publications, CRE Programme

Dr.Ritu Arora Dewan, Ph.d(Education),M.Phil, M.Sc, M.Ed(Special Education)

Assistant Professor, Bhartiyaam College Of Education, Faridabad

1. Presented a paper in UGC sponsored two days National Seminar on **“Emerging the Gandhian Philosophy: Exploring the Horizons”** organized by C.R. College of Education, Rohtak. On 5th-6th March, 2017, paper entitled ‘Gandhi- A Perennial Source of Inspiration.’
2. Presented a paper in NAAC sponsored two days National Seminar on **“Quality Assurance, Enhancement and Sustainability in Teacher Education”** organized by Aravali college of Advanced Studies in Education, village Pali, Ballabgarh, Faridabad on 7th and 8th February, 2017, paper entitled ‘Quality Concern Issues In Teacher Education.’
3. Presented a paper in NAAC and DHE, Haryana sponsored National Seminar on **“Academic and Administrative Audit”** organized by IQAC, Aggarwal College , Ballabgarh on 20-21st January, 2017, paper entitled ‘Academic and Administrative Audit in Teacher Education Institutes.’
4. Presented paper in one day National Seminar sponsored by Ch. Ranbir Singh University, Jind on **“Quality Control in Teacher Education- Towards a Better Future”** organized by Bhartiyaam College of Education, Ballabgarh on 18th December, 2016, paper entitled ‘Inclusive Education: Need of the Hour.’
5. Presented paper in NAAC sponsored two days National Seminar titled **“Quality Enhancement in Teacher Education through Academic and Administrative Audit”** organized by Ramanujan College of Education on 22nd -23rd October, 2016; paper entitled ‘Improving Quality in Higher Education through AAA.’
6. Presented paper on National Seminar on **“Education and Women Empowerment”** organized by Sai Mohan College of Education, Tigaon on 7th May, 2016 paper entitled ‘Role of Education in Women Empowerment.’
7. Presented paper in two days ICSSR sponsored National Seminar on **“Teacher Education in a Volatile, Uncertain, Complex and Ambiguous World: Critical Issues Concerning Teacher Education in 2014 and beyond,”** organized by Rao

- Abhay Singh P. G. College of Education, Rewari on 5-6th February 2016, paper entitled 'Inclusive Education: A Key Role of Teachers.'
8. Presented paper in NAAC sponsored National Seminar on **“Teaching, Learning and Evaluation”** organized by IQAC, Aggarwal College, Ballabgarh, on 13-14th March 2015, paper entitled, 'Developing Inclusive Teaching Practices.'
 9. Presented paper in National Conference on **“Re-engineering Teacher Education – Towards a Better Tomorrow”** organized by B.S. Anangpuria Institute of Education, Ballabgarh on 16th May, 2015 paper entitled 'Inclusive Education in India: Roles, Responsibilities and Competences of Regular School Teachers.'
 10. Participated in the National Seminar on **“Quality Assurance in Teacher Based Education: Initiatives and Challenges Ahead”** on 2nd April 2011 in Gold Field College of Education, Faridabad paper entitled 'Mobile Learning'
 11. Presented paper in National Seminar on **“Restructuring Education to meet the Emerging needs of New India”** organized by Khandelwal College of Management Science and Technology on 12th December, 2009 paper entitled 'Inclusion of Children with Special Needs and International Scenario'
 12. Presented paper in International Seminar on **“Quality of Professional Education in the Present Era”** organized by the Institution Of Engineers (India), Utrakhand State Center, Dehradun and Indian Association of Teacher Education on 25th – 26th July, 2009 paper entitled 'Quality in Professional Education: Role of Teachers.'
 13. Participated in Workshop on “Yoga” organized by Bhartiyaam College of Education, Ballabgarh, on 29th January, 2017.
 14. Participated in the workshop on Art and Craft in Bhartiyaam College of Education, Ballabgarh on 28th January, 2017.
 15. Participated in the workshop on “Personality Development” at Bhartiyaam College of Education, Ballabgarh on 19th November, 2016.
 16. Participated in the workshop on “Development and use of Low Cost Teaching Learning Material (TLM)” at Sai Mohan College of Education, Faridabad on 5th-7th February, 2010.
 17. Participated in workshop on “Application of Technology for Students with Disability on (UGC DRS SAP-III)”, organized by Department of Education, M.J.P Rohilkhand University, Bareilly (U.P) on 23rd - 24th December, 2009.

Publication

Published a paper on ‘**Two Year Curriculum- Expectations and Challenges**’ in *KAAV International Journal of Arts, Humanities and Social Sciences*, ISSN: 2348-4349 with an ID of KIJAHS/Oct-Dec 2016/ Volume-4/ISS-4.

CRE Programme

Delivered a lecture as a Resource person in Continuing Rehabilitation Education(CRE) Programme sponsored by RCI ,New Delhi on “Individualized Family Support Program” on 31st Jan to 4th Feb,2015 organised by MR DAV College of Education, Rohtak . Lecture on “Introduction to I.F.S.P”.

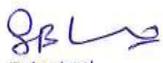
Delivered a lecture as a Resource person in Continuing Rehabilitation Education(CRE) Programme sponsored by RCI ,New Delhi on “Transition Skill And Preparation” on 25th March to 27th March,2015 organised by MR DAV College of Education, Rohtak . Lecture on “Vocational Assesment And Programming System”.

SCHEME OF EXAMINATION FOR B. ED. TWO YEAR PROGRAMME
(To be implemented from the Session 2015-16)
(As recommended by the UG Board of Studies in Education)

YEAR I

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Total	Theory	Internals		
I	Childhood and Growing up	100	80	20	4 Credits	4 (3 HRS: 80)
II	Contemporary India and Education	100	80	20	4 Credits	4 (3 HRS: 80)
III	Learning and Teaching	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject I*	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject II*	100	80	20	4 Credits	4 (3 HRS: 80)
Enhancing Professional Capacities (EPC) Practicum						
VI (A)	Reading and Reflecting on Texts	50			2 Credits	
VI (B)	Drama and Art in Education	50			2 Credits	
VII (A)	Critical Understanding of ICT	50			2 Credits	
VII (B)	Understanding the Self	50			2 Credits	
	Total Marks	700		Total Credits	28 Credits	

NOTE: Engagement with the Field in the School for two weeks: Tasks and Assignments for all the theory papers**


 Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

YEAR II

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours:)
		Total	Theory	Internal		
I	Knowledge and Curriculum	100	80	20	4 Credits	4 (3.00 HRS: 80)
II	Assessment for Learning	100	80	20	4 Credits	4 (3.00 HRS: 80)
III	Creating an Inclusive School	100	80	20	4 Credits	4 (3.00 HRS: 80)
IV (A)	Language Across the Curriculum	50	40	10	2 Credits	2 (1.30HRS: 40)
IV (B)	Understanding Disciplines and Subjects	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (A)	Gender, School & Society	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (B)	Option Course Any one of the following: 1. Work Education 2. Health, Physical and Yoga Education 3. Peace Education 4. Guidance and Counselling	50	40	10	2 Credits	2 (1.30 HRS: 40)
VI	Skill in Teaching (Pedagogic Subject I)	100			4 Credits	
VII	Skill in Teaching (Pedagogic Subject II)	100			4 Credits	
VIII	School Based Activities: 1. Development of CCE 2. Development of Learning Material 3. Reporting (Record) about School Internship	50			2 Credits	
	Total Marks	750		Total Credits	30 Credits	

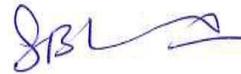
NOTE: Engagement with the Field in Schools for two weeks: Tasks and Assignments for all the theory papers along with Teaching Practice for Pedagogy of School Subject I & II**



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

* Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups out of which one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastri Examination can opt for two subjects from Group-A.

Paper	NOMENCLATURE	Max. Marks		No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment		
Group A					
Opt. i	Pedagogy of Hindi	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of English	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Sanskrit	80	20	4 Credits	4 (3 HRS: 80)
Opt. iv	Pedagogy of Urdu	80	20	4 Credits	4 (3 HRS: 80)
Group B					
Opt. i	Pedagogy of Mathematics	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Home Science	80	20	4 Credits	4 (3 HRS: 80)
Group C					
Opt. i	Pedagogy of Biological Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Economics	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Computer Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Music	80	20	4 Credits	4 (3 HRS: 80)
Group D					
Opt. i	Pedagogy of Physical Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Social Sciences	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Commerce	80	20	4 Credits	4 (3 HRS: 80)



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

****Under the broad curricular area, Engagement with the Field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, Teaching Practice and school internship.**

Distribution of Four Weeks

- During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.
- Two weeks of First Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school.
- Two weeks of Second Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school along with the teaching practice for Pedagogy of School Subject I & II.

Distribution of Sixteen Weeks (School Internship)

- During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.
- Initially, the student-teachers will observe the school and its classrooms with regular teachers for one week.
- For each student-teacher, internship should be conducted preferably in one school within the District of concerned College of Education for the entire another **15 weeks**. However, this period can be divided into two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.
- Student-teachers should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from Principal/faculty of the school and concerned College of Education giving preference to practice schools and limiting to concerned District only. After completing School Internship from the school, the Principal of the concerned College of Education will countersign the Certificate signed by Teacher Educator of concerned College and Principal of the School.

NOTE: Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

Note:

- 1) Each student will attend supervised teaching for two weeks in 2nd Year.
- 2) Practical Exam for Course VI (A), VI (B), VII (A) & VII (B) will be conducted by the external examiners at the end of 1st Year.
- 3) Examination of Skill in Teaching and School Based Activities will be conducted by an External Team consisting of one Coordinator (Head Examiner should be of the parent



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

University) and two Members (Sub-Examiners duly approved by the Board of Studies) at the end of 4th Semester. While constituting the team, teaching subject of the Coordinator will be taken into consideration and it will not overlap with the Teaching subjects of other two examiners. Thus, a team will cover all the three streams i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences.

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

i)	One Task & Assignment in every theory paper	10% marks
ii)	One test in every theory paper	5%marks
iii)	Attendance	5%marks
	Upto 75%	0 mark
	Upto 80%	2%marks
	Upto 85%	3%marks
	Upto 90%	4%marks
	Above 90%	5%marks

NOTE

If a candidate is awarded Internal Assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

Grand Total =1450 marks

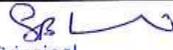
Total Credits: 58



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

BHARTIYAM COLLEGE OF EDUCATION
ACADEMIC CALENDAR (2016-17)

MONTH	DATE	ACTIVITY
AUGUST	21/08/2016	ADMISSION PROCESS
SEPTEMBER	01/09/2016	ORIENTATION DAY
	05/09/2016	TEACHERS DAY, TREE PLANTATION
OCTOBER	18-10-2016	MEHANDI COMPETITION
	22/10/2016	SPORTS DAY
NOVEMBER	19-11-2016	WORK SHOP (PDP PROGRAM)
		OBSERVATION (FIELD WORK)
DECEMBER	18/12/2016	NATIONAL SEMINAR
JANUARY	11-01-2017- 21-01-2017	1ST INTERNAL EXAMINATION
	18-01-2017	SPECIAL LECTURE (CHILD MARRIGE RESTRAINT ACT 2006)
	28/01-2017	ART AND CRAFT WORKSHOP
	29-01-2017	YOGA WORKSHOP
FEBRUARY	11/02/2017	SURAJKUND MELA
	15/02/2017	SPECIAL LECTURE (CHILD ABUSE ACT)
MARCH	08/03/2017	WOMEN'S DAY & HEALTH CAMP
	09/03/2017	HOLI CELIBRATION (N. B.A. SCHOOL)
	19-03-2017	BLOOD DONATION CAMP
	22-03-2017	EDUCATIONAL TRIP
APRIL	14-04-2017	VAISHAKHI CELEBRATION
MAY	15-05-2017	2ND INTERNAL EXAMINATION
JUNE		PREPARATORY LEAVE


 Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

TIME TABLE -2015-16 (1YEAR)

COURSE:- B.Ed (SECTION - A)

9.00-9.40	9.40-10.20	10.20-11.00	11.00-11.40	11:40-12:20	12:20-12:40	12.40-1.15	1:15-1:50	1.50-2.25	2.25-3.00	3.00-4.00
				PAPER 4,5		PAPER 4,5	PAPER 4,5	PAPER 4,5		
PAPER 3	PAPER 1	PAPER 2	LIB	SKILL IN TEACHING GROUP A	B	GROUP B	GROUP C	GROUP D	PAPER 6A	LANGUAGE LAB
PAPER 3	PAPER 1	PAPER 2	LIB	GROUP A	R	GROUP B	GROUP C	GROUP D	PAPER 6B	LANGUAGE LAB
PAPER 3	PAPER 1	PAPER 2	LIB	GROUP A	E	GROUP B	GROUP C	GROUP D	PAPER 7A	SCHOOL BASED ACTIVITY
PAPER 3	PAPER 1	PAPER 2	LIB	GROUP A	A	GROUP B	GROUP C	GROUP D	PAPER 7B	SCHOOL BASED ACTIVITY
PAPER 3	PAPER 1	PAPER 2	LIB	GROUP A	K	GROUP B	GROUP C	GROUP D	ICT LAB	SCHOOL BASED ACTIVITY
PAPER 3	PAPER 1	PAPER 2	LIB	GROUP A		GROUP B	GROUP C	GROUP D	ICT LAB	SCHOOL BASED ACTIVITY

PAPER -1 CHILD HOOD & GROWING UP - Ms. Kavita

PAPER - 2 CONTEMPORARY INDIA AND EDUCATION - Dr. Ritu

PAPER -3 LEARNING AND TEACHING - Ms. Pooja

PAPER- 4,5 PEDAGOGY OF SCHOOL SUBJECT

EPC (PROJECT)

6 A READING AND REFLECTING ON TEXTS- Ms. Madhu

6 B DRAMA AND ART IN EDUCATION- Ms. Seema

7A CRITICAL UNDERSTANDING OF ICT Ms. Anita

7B UNDERSTANDING THE SELF- Ms Kavita

TEACHING SUBJECT GROUP A- HINDI, ENGLISH, SANSKRIT, PUNJABI
 TEACHING SUBJECT- GROUP B- MATH, HOME SCIENCE, COMMERCE, ARTS
 TEACHING SUBJECT- GROUP C- LIFE SC., GEOGRAPHY, ECONOMICS, MUSIC, COMP.
 TEACHING SUBJECT- GROUP D- PHYSICAL SC, CIVICS, HISTORY, SST.



Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

PRINCIPAL
 Dr. Sarita Bhardwaj

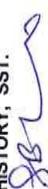
TIME TABLE -2015-16 (1YEAR)

COURSE:- B.Ed (SECTION - B)

9.00-9.40	9.40-10.20	10.20-11.00	11.00-11.40	11:40-12:20	12:20-12:40	12.40-1.15	1:15-1:50	1.50-2.25	2.25-3.00	3.00-4.00
			PAPER 4,5			PAPER 4,5	PAPER 4,5	PAPER 4,5		
PAPER 2	PAPER 3	PAPER 1	SKILL IN TEACHING GROUP A	LIB	B	GROUP B	GROUP C	GROUP D	PAPER 6A	ICT LAB
PAPER 2	PAPER 3	PAPER 1	GROUP A	LIB	R	GROUP B	GROUP C	GROUP D	PAPER 6B	ICT LAB
PAPER 2	PAPER 3	PAPER 1	GROUP A	LIB	E	GROUP B	GROUP C	GROUP D	PAPER 7A	SCHOOL BASED ACTIVITY
PAPER 2	PAPER 3	PAPER 1	GROUP A	LIB	A	GROUP B	GROUP C	GROUP D	PAPER 7B	SCHOOL BASED ACTIVITY
PAPER 2	PAPER 3	PAPER 1	GROUP A	LIB	K	GROUP B	GROUP C	GROUP D	LANGUAGE LAB	SCHOOL BASED ACTIVITY
PAPER 2	PAPER 3	PAPER 1	GROUP A	LIB		GROUP B	GROUP C	GROUP D	LANGUAGE LAB	SCHOOL BASED ACTIVITY

PAPER-1 CHILD HOOD & GROWING UP - Dr. Ruchika
 PAPER - 2 CONTEMPORARY INDIA AND EDUCATION - Ms. Sushma
 PAPER -3 LEARNING AND TEACHING- Ms. Madhu Hans
 PAPER- 4,5 PEDAGOGY OF SCHOOL SUBJECT
 EPC (PROJECT)
 6 A READING AND REFLECTING ON TEXTS - Ms. Sakshi
 6 B DRAMA AND ART IN EDUCATION- Ms. Anisha Rana
 7A CRITICAL UNDERSTANDING OF ICT- Ms. Pooja Garg
 7B UNDERSTANDING THE SELF- Ms. Mamta

TEACHING SUBJECT GROUP A- HINDI , ENGLISH,SANSKRIT,PUNJABI
 TEACHING SUBJECT- GROUP B- MATH, HOME SCIENCE, COMMERCE, ARTS
 TEACHING SUBJECT- GROUP C- LIFE SC., GEOGRAPHY, ECONOMICS, MUSIC, COMP.
 TEACHING SUBJECT- GROUP D- PHYSICAL SC, CIVICS, HISTORY, SST.


 Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

PRINCIPAL
 Dr.Sarita Bhardwaj

Department of Industries & Commerce, Haryana

Form-III

"Certificate of Registration to be issued under Section 9(1) of the Haryana Registration and Regulation of Societies Act, 2012"

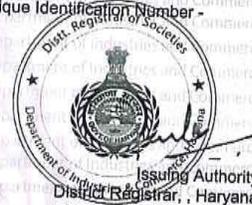
(See rule 5 and rule 6)

Certificate of Registration of Society

I hereby certify that a Society bearing the Registration Number and name as undermentioned has been registered this [17] day [Nov] month [2016] year under the Haryana Registration and Regulation of Societies Act, 2012 (Haryana Act No. 1 of 2012).

State Code		District Code			Year Of Registration				Registration Number				
H	R	0	1	9	2	0	1	6	0	2	3	8	7
Name Of the Society							Registered Office Address						
ASSOCIATION OF ALUMNI BHARTIYAM COLLEGE OF EDUCATION							Bhartiyam College of Education, Village Panhera Khurd, Ballabgarh Sohna Road, Faridabad, Haryana						

Issued under my hand at [Faridabad] this [17] day of (month)[Nov] (Year)[2016] having Unique Identification Number - 2000115368



Issuing Authority,
District Registrar, Haryana.

SOME IMPORTANT PROVISIONS OF THE HRRS ACT 2012 TO BE FOLLOWED :

- One Flat one vote.
- Collegium Scheme to be approved from District Registrar if members strength is more than 1000.
- Administrator if appointed will not enroll new members, incur capital expenditure and give employment in the society.
- Terms of Governing Body not to be more than 3 years.
- Member to be not less than 21 year age.
- Office bearers of society (Three to twenty one).
- General Body and other meeting should be conducted with quorum i.e 1st meeting - 40%, 2nd meeting - 25% and 3rd meeting - 15% (see entire Provisions)
- Submission of mandatory Annual Returns i.e. list of members, list of members of collegium, list of office bearers, Annual Report on working, Balance Sheet & Auditors Report, Copy of special resolution otherwise shall attract penalties & fines as per provisions of Act.
- In case of Joint Apartment owners, 1st owner will be eligible to contest the elections.
- Proxy voting not allowed.
- Condominium/ Association covered under Apartment Ownership Act 1983 is to be formed by owners only.
- Election observer may be appointed by District Registrar or on request of Society


Principal
BHARTIYAM COLLEGE OF EDUC
 (Village- Panhera Khurd), Ballabgarh

Verification Link: <https://haryanaindustries.gov.in/msme/verify/societyregistration/id/115368/reg/06-019-2016-02387>

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

F.NRC/NCTE/F-3/HR-558/12380
Code : **APN03470**

Date:

12 AUG 2007

TO BE PUBLISHED IN THE GAZETTE OF INDIA EXTRAORDINARY

WHEREAS in terms of Section 14 (1) of the NCTE Act, 1993 **BHARTIYAM COLLEGE OF EDUCATION VILL. PANEHRA KHURD, , BALLABGARH,, FARIDABAD-121001, , HARYANA** had submitted an application (Code No. APN03470) to the Northern Regional Committee of National Council for Teacher Education for grant of recognition / permission for starting **B.ED** Course of 1 year duration with an annual intake of **100 students**.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the Affidavit and the inputs received from the Visiting Team in the form of report and videography, 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 Regional Committee hereby grants recognition to **BHARTIYAM COLLEGE OF EDUCATION VILL. PANEHRA KHURD, , BALLABGARH,, FARIDABAD-121001, , HARYANA** for conducting **B.ED** course of 1 year duration with an annual intake of **100 students** under clause 7 (12) of NCTE Regulation dated 13th Jan 06 subject to fulfillment of the following:

- (i). The institution shall within one month of the receipt of Recognition order, convert the Endowment Fund account into a Joint Account to be operated along with an official of the Regional Committee.
- (ii) The institution shall comply with the various other norms and standards prescribed in the NCTE Regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other conditions as may be prescribed by other regulatory bodies like UGC and State Government, etc, wherever applicable.

BHARTIYAM COLLEGE OF EDUCATION

(Village Panhera Khurd), Ballabgarh-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

Telephone No.: 0141-2623501 (O), Telefax No.: 0141-2620116 (RD)

E-mail: nrc@ncte-in.org

Website: http://www.ncte-in.org

F. No./NRC/NCTE/HR-Common Orders/2015/117008

Date:

16 JUN 2015

ORDER

WHEREAS, in exercise of the powers conferred by Sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

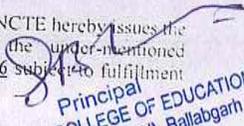
2. AND, WHEREAS, the recognition has been granted to the institutions mentioned in para 5 below for the course mentioned against their name.

3. AND, WHEREAS, the said institutions by affidavit have consented to come under New Regulations and have sought for the number of units in B.Ed. as mentioned in para 5 below against their name, which may require additional facilities.

4. AND, WHEREAS, it has been decided to permit the institution to have the desired number of units subject to fulfilling the following conditions:-

- (i) The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- (ii) The applicant Institution for additional unit will be required to submit the required documents, such as, land documents, Non Encumbrance Certificate (EC), Change of Land Use Certificate (CLU) and Building Plan (BP) in the specified proforma available on the website of the Regional Committee in proof of having provided the additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution has failed to comply with these requirements, the institution shall not be permitted to admit students for the academic year 2016-2017.
- (iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint already submitted along with documents, if any, together with the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. This order shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case and in respect of Section 17/complaint cases etc. as decided by the Northern Regional Committee.

5. Now, therefore, in light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to the following institutions for conducting the under-mentioned programme/intake of two years duration from the academic session 2015-2016 subject to fulfillment of the conditions before 31.10.2015 mentioned in para 4 above:-


Principal
BHARTIYAM COLLEGE OF EDUCATION
Village- Panhera Khurd), Ballabgarh

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
1.	HR-558	Bhartiyam College of Education, Village - Panehra Khurd, Ballabgarh, Faridabad-121001, Haryana	B.Ed./100	F.NRC/NCTE/F-3/HR-558/23179-86 dated 02.08.2007	Two	100	M.D. University, Rohtak, Haryana
2.	HR-631	Hitkari College of Education, Vill. & P.O. - Mandola, Tehsil- Charkhi Dadri, Distt. - Bhiwani-127306, Haryana	B.Ed./100	F.NRC/NCTE/F-7/HR-631/26753-59 dated 03.09.2007	Two	100	M.D. University, Rohtak, Haryana

6. This revised order will be treated as cancelled in respect of those cases where recognition of the institution has been withdrawn by NRC, NCTE.

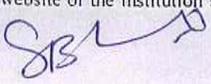
7. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

8. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with statement of annual accounts duly audited by a Chartered Accountant.

9. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display the following mandatory disclosure:-

- Sanctioned programme(s) along with annual intake in the institution.
- Names of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- Names of faculty members who left or joined during the last quarter.
- Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- Fee charged from students
- Available infrastructural facilities.
- Facilities added during the last quarter.
- Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- The affidavit with enclosures submitted along with application.
- The institution shall be free to post and additional information, if it so desires.

10. Any false or incomplete information on the website of the institution shall render the institution liable for withdrawal of recognition.


 Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

**MAHARSHI DAYANAND UNIVERSITY ROHTAK
NOTIFICATION**

On the basis of the report of the concerned Inspection Committee and keeping in view the recommendations of the Standing Affiliation Committee in its meeting held on 5-9-2007, the Vice-Chancellor under Section 9A(5) of the M.D. University Act, subject to clearance by the Academic Council/Executive Council has been pleased to grant conditional provisional affiliation for the establishment of following new Colleges of Education for starting B.Ed Course with an intake of 100 seats (as approved by the NCTE vide letters mentioned against each) from the session 2007-08:-

Sr. No.	Name of the proposed Institute/College	Name of the Society/Trust	NCTE App. Letter No. dated
1.	Sri Ram College of Education, Diwan Colony, Mohindergarh (Haryana)	Shri Ram Krishan Paramhans Shiksha Parshid, Mohindergarh	23958 dt.9/8/07
2.	Ganga College of Education, VPO Dujana Distt Jhajjar (Haryana)	Dujana Education Society, Dujana, Jhajjar	23106 dt.2/8/07
3.	Bhartiyam College of Education, Vill. Panehra Khurd, Ballabgarh Distt. Faridabad (Haryana)	Bhardwaj Educational & Welfare Society, Faridabad	23133 dt. 2/8/2007
4.	Rao Neki Ram Memorial College of Education, Vill. Turkapur Distt. Gurgaon	Indian Education Society, Vill. Baspadamka, Gurgaon	24000 dt10/8/2007
5.	Satyug Darshan Institute of Education and Research, (for Women) Bhopani-Lalpur Road, Bhopani, Faridabad (Haryana)	Satyug Darshan Trust, Bhopani, Lalpur Road, Faridabad	25488 dt 21/8/07
6.	A.M. College of Education, VPO, Majra Sheoraj, Distt. Rewari (Haryana)	R.J.S. Memorial Shiksha Samiti, Vill. Majra Sheoraj, Distt. Rewari	23061 dt 2/8/2007
7.	Shaheed Capt. D.K. Khola College of Education, Zainabad Distt. Rewari	Shaheed Capt. D.K. Khola Educational & Charitable Trust, Zainabad, Rewari	23215 dt 2/8/2007
8.	Balaji College of Education, Adarsh Nagar, Ballabgarh (Faridabad)	Balaji Welfare & Educational Society, Adarsh Nagar, Ballabgarh (Faridabad)	24068 dt 10/8/07
9.	Rao Sultan Singh College of Education, Vill. Nimbhera, PO Budeen, Distt. Mohindergarh	Rao Sultan Singh Shiksha Samiti, Balaicha, Distt. Mohindergarh	25433 dt 21/8/07
10.	Rao Dalip Singh College of Education Vill. Mumtajpur, Distt. Gurgaon (Haryana)	Maharshi Educational Society Vill. Mumtajpur Distt. Gurgaon	23195 dt 2/8/07
11.	Saraswati College of Education Vill. Sehlang Distt. Mohindergarh (Haryana)	Vedic Education Trust Paryaveran Bhawan, Ch. Dadr. Distt. Bhawani	25196 dt 19/8/07
12.	Advanced Institute of Education 70 KM Delhi-Mathura Road, Vill. Aurangabad Tehsil Palwal Distt. Faridabad	Sri Bankey Bihari Educational Trust Faridabad	25315 dt 20/8/07
13.	C.L. College of Education Singhana Road Near Canal Colony Narnaul Distt. Mohindergarh	Chandi Lal Shiksha Samit Narnaul	24031 dt 10/8/07



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

MAHARSHI DAYANAND UNIVERSITY, ROHTAK

(A State University established under Haryana Act No. XXV of 1975)

'A' Grade University Accredited by NAAC

No. 11090

Dated: 12-3-15

TO WHOM IT MAY CONCERN

This is to certify that the Bhartiyaam College of Education, Village Panehra Khurd, Ballabgarh, Faridabad-121001, Haryana is provisionally affiliated with this University w.e.f. the session 2007-08 to till date for running B.Ed. (regular) course with an intake of 100 seats under Self Financing Scheme and recognized by the NCTE.

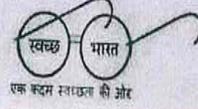


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

Rksharma
Superintendent (Colleges)
Superintendent (Colleges)
M.D.U., ROHTAK



चौधरी रणबीर सिंह विश्वविद्यालय, जिन्द
Chaudhary Ranbir Singh University, Jind
(Established by the State Legislature Act 28 of 2014)



No. CRSU/CB/2017/1703/...

Dated: 27-03-2017

TO WHOM IT MAY CONCERN

This is to certify that Bhartiyaam College of Education, Panehra Khurd, Ballabgarh, Faridabad is provisionally affiliated to Chaudhary Ranbir Singh University, Jind for the Academic Session 2016-2018 to run B.Ed. Course (two year) with an intake 100 seat on the basis of the recognition granted by the Central Body i.e. NCTE.


Dy. Registrar (Colleges)
For Dean of Colleges


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

AKASHDEEP & ASSOCIATES
Chartered Accountant

1153, New Baselwa Colony,
Old Faridabad-121002 (Haryana)
Mobile : +91 9899632327
Email : caakashdeep1102@gmail.com

FORM NO. 10B

[See rule 17B]

Audit report under section 12A(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

We have examined the balance sheet of BHARDWAJ EDUCATIONAL AND WELFARE SOCIETY [name of the trust or institution] PAN AABTB2211K as at 31/03/2016 and the Profit and loss account for the year ended on that date which are in agreement with the books of account maintained by the said Trust or institution. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above named **institution** visited by us so far as appears from our examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments given below:

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view-

- (i) in the case of the balance sheet of the state of affairs of the above named **institution** as at 31/03/2016
- (ii) the case of the profit and loss account, of the profit or loss of its accounting year ending on 31/03/2016

The prescribed particulars are annexed hereto.

for AKASHDEEP & ASSOCIATES
Chartered Accountants



M. No. : 540361
FRN : 029918N

1153, BASELWA COLONY, OLD FARIDABAD-
121002 HARYANA

Date : 27/09/2016
Place : Faridabad

[Signature]
Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

ANNEXURE
STATEMENT OF PARTICULARS
I. APPLICATION OF INCOME FOR CHARITABLE OR RELIGIOUS PURPOSES

1.	Amount of income of the previous year applied to charitable or religious purposes in India during that year	5103207
2.	Whether the institution has exercised the option under clause (2) of the Explanation to section 11(1)? If so, the details of the amount of income deemed to have been applied to charitable or religious purposes in India during the previous year	No
3.	Amount of income Accumulated or set apart for application to charitable or religious purposes, to the extent it does not exceed 15 per cent of the income derived from property held under trust in part only for such purposes.	0
4.	Amount of income eligible for exemption under section 11(1)(c) (Give details)	No
	<i>Details</i>	<i>Amount</i>
5.	Amount of income, in addition to the amount referred to in item 3 above, accumulated or set apart for specified purposes under section 11(2)	0
6.	Whether the amount of income mentioned in item 5 above has been invested or deposited in the manner laid down in section 11(2)(b) ? If so, the details thereof	Not Applicable
7.	Whether any part of the income in respect of which an option was exercised under clause (2) of the Explanation to section 11(1) in any earlier year is deemed to be income of the previous year under section 11(1B) ? If so, the details thereof	Not Applicable
8.	Whether during the previous year, any part of income accumulated or set apart for specified purposes under section 11(2) in any earlier year-	
	(a) has been applied for purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereto, or	No
	(b) has ceased to remain invested in any security referred to in section 11(2)(b)(i) or deposited in any account referred to in section 11(2)(b)(ii) or section 11(2)(b)(iii), or	No
	(c) has not been utilised for purposes for which it was accumulated or set apart during the period for which it was to be accumulated or set apart, or in the year immediately following the expiry thereof? If so, the details thereof	No




Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

II. APPLICATION OR USE OF INCOME OR PROPERTY FOR THE BENEFIT OF PERSONS REFERRED TO IN SECTION 13(3)

1.	Whether any part of the income or property of the institution was lent, or continues to be lent, in the previous year to any person referred to in section 13(3) (hereinafter referred to in this Annexure as such person)? If so, give details of the amount, rate of interest charged and the nature of security, if any	No		
	<i>Details</i>	<i>Amount</i>	<i>Rate of Interest Charged</i>	<i>Nature of Security, if any</i>
2.	Whether any land, building or other property of the institution was made, or continued to be made, available for the use of any such person during the previous year? If so, give details of the property and the amount of rent or compensation charged, if any	No		
	<i>Details of Property</i>	<i>Amount of rent or compensation charged</i>		
3.	Whether any payment was made to any such person during the previous year by way of salary, allowance or otherwise? If so, give details	No		
	<i>Details</i>	<i>Amount</i>		
4.	Whether the services of the institution were made available to any such person during the previous year? If so, give details thereof together with remuneration or compensation received, if any	No		
	<i>Details</i>	<i>Amount of Remuneration/ Compensation</i>		
5.	Whether any share, security or other property was purchased by or on behalf of the institution during the previous year from any such person? If so, give details thereof together with the consideration paid	No		
	<i>Details</i>	<i>Amount of Consideration Paid</i>		
6.	Whether any share, security or other property was sold by or on behalf of the institution during the previous year to any such person? If so, give details thereof together with the consideration received	No		
	<i>Details</i>	<i>Amount of Consideration Received</i>		
7.	Whether any income or property of the institution was diverted during the previous year in favour of any such person? If so, give details thereof together with the amount of income or value of property so diverted	No		
	<i>Details</i>	<i>Income or value of property diverted</i>		
8.	Whether the income or property of the institution was used or applied during the previous year for the benefit of any such person in any other manner? If so, give details	No		
	<i>Details</i>	<i>Amount</i>		




 Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

III. INVESTMENTS HELD AT ANY TIME DURING THE PREVIOUS YEAR(S) IN CONCERNS IN WHICH PERSONS REFERRED TO IN SECTION 13(3) HAVE A SUBSTANTIAL INTEREST

Sl. No	Name and address of the concern	Where the concern is a company, number and class of shares held	Nominal value of the investment	Income from the investment	Whether the amount in col. 4 exceeded 5 per cent of the capital of the concern during the previous year-say, Yes/No
1	2	3	4	5	6
Total			Nil	Nil	

for AKASH DEEP & ASSOCIATES
Chartered Accountants

AKASH DEEP
(PROPRIETOR)
M. No. : 540361
FRN : 029918N

1453, BASELWA COLONY, OLD FARIDABAD-121002
HARYANA

Date : 27/09/2016
Place : Faridabad


Principal

BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

BHARDWAJ EDUCATIONAL & WELFARE SOCIETY
B-545, IIND FLOOR, NEHRU GROUND N.I.T. FARIDABAD
INCOME & EXPENDITURE A/C AS ON 31/03/2016

EXPENDITURE	AMOUNT (Rs. Ps.)	INCOME	AMOUNT (Rs. Ps.)
To Advertising Exp	43200.00	By Fees Received	4841287.00
To Bank Charges	5700.78	By Interest Received	31607.00
To Conveyance	12000.00	By Interest on FDR's	239110.00
To Depreciation	176726.00		
To Electricity exp	65474.00		
To Interest on Bus Loan	17949.00		
To Interest on TDS	150.00		
To Internet Exp	3000.00		
To Wages	408750.00		
To Processing Fee	306672.00		
To Processing Fee to MDU	682504.00		
To Rent To Khazan Singh	750000.00		
To Rent to Raj Bala	500004.00		
To Repair & Maintenance of Car	70348.00		
To Repair & Maintenance Exp.	20121.00		
To Salary	2009500.00		
To Telephone Exp	4150.00		
To Misc Exp	5695.00		
To Website Making Exp	10900.00		
To Net profit	19160.22		
	5118004.00		5112004.00

Date:27/09/2016

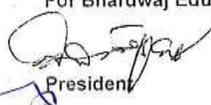
Place: Faridabad

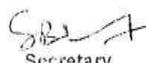
FOR AKASHDEEP & ASSOCIATES
 CHARTERED ACCOUNTANTS

Akash Deep
 Proprietor

M.No. - 540361

For Bhardwaj Educational & Welfare Society


 President


 Secretary

Principal

BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

DD

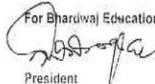
BHARDWAJ EDUCATIONAL & WELFARE SOCIETY
B-545, IIND FLOOR, NEHRU GROUND N.I.T. FARIDABAD
SCHEDULE OF FIXED ASSETS AS ON 31/03/2016

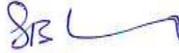
Annexure-1

S. No.	Particulars	Opening Balance As On 1/04/2015	Addition		Total	Sale	Dep. Rate %	Dep. Amount	W.D.V. as on 31/03/2016
			Before Sept.	After Sept.					
1	Black Boards	4603.70	--	--	4603.70		10%	460.00	4143.70
2	Car	465046.45	--	0	465046.45		15%	69757.00	395289.45
3	Books	0.00	49980.00	--	49980.00		100%	49980.00	0.00
4	Computer	0.00	--	106000	106000.00		60%	31800.00	74200.00
5	Electrical Installation	5360.20	--	--	5360.20		10%	536.00	4824.20
6	Fans	21246.00	--	--	21246.00		10%	2125.00	19121.00
7	Fire Extinguishers	12580.75	--	--	12580.75		15%	1887.00	10693.75
8	Furniture & Fixturo	129494.10	--	31109	160603.10		10%	14505.00	146098.10
9	Office Equipments	37911.30	--	--	37911.30		10%	3791.00	34120.30
10	Trade Name & Trade Mark	2747.00	--	--	2747.00		25%	687.00	2060.00
11	Water Cooler	7986.05	--	--	7986.05		15%	1198.00	6788.05
	Total	686975.55	49980.00	137109.00	874064.55	0.00		176726.00	697338.55

Date: 27/09/2016
 Place: Faridabad
FOR AKASHDEEP & ASSOCIATES
CHARTERED ACCOUNTANTS

 Akashdeep
 Proprietor
 M.No. - 540361

For Bhardwaj Educational & Welfare Society

 President


 Principal
BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh

BHARDWAJ EDUCATIONAL & WELFARE SOCIETY
B-545, IIND FLOOR, NEHRU GROUND N.I.T. FARIDABAD
RECEIPT AND PAYMENT A/C AS ON 31/03/2016

RECEIPTS	AMOUNT (Rs. Ps.)	PAYMENTS	AMOUNT (Rs. Ps.)
To Opening Balance		By Opening Balance:	
FDR (Endowment Fund)	1083101.42	By TDS Paid (31/03/2015)	20834.00
FDR (Reserve Fund)	462135.53	To Rent payable paid	93750.00
FDR-3	920446.28	By Adv. & Publicity	28600.00
Punjab & Sind Bank (52392)	977827.30	By Conveyance Exp	12000.00
Punjab & Sind Bank (52415)	176038.80	By Salary Paid (31/03/2015)	113500.00
Cash in hand	136923.05	By Wages Paid (31/03/2015)	50000.00
To Fee Received	4841287.00	By Sundry Creditors	184752.05
To Interest Received	31607.00	By Bank Charges	4275.78
		By Interest On TDS	150.00
To Gian Bhardwaj Current A/c	52085.00	By Electricity Exp.	28774.00
To Gian Bhardwaj Current A/c (2220)	2400000.00	By Internetaet exp	3000.00
		By Processing Fee	315172.00
		By Processing Fee to MDU	682504.00
		By Rent To Khazan Singh	618750.00
		By Rent to Raj Bala	412500.00
		By Repair & Maintenance of Building	3701.00
		By Salary	2009500.00
		By Telephone Exp.	4150.00
		By Website making exp.	10900.00
		By Wages	408750.00
		By Bhartiya industries	79166.00
		By Closing Balance:	
		Endowment Fund FDR	1108669.42
		FDR-3	946011.28
		Reserve Fund FDR	477507.53
		FDR-	718755.00
		FDR-	602906.00
		FDR-	727031.00
		FDR-	500000.00
		Punjab & Sind Bank (54588)	625441.52
		Punjab & Sind Bank (52415)	244524.80
		Cash in hand	45876.00
	11081451.38		11081451.38

Date: 27/09/2016

Place: Faridabad

FOR AKASHDEEP & ASSOCIATES
 CHARTERED ACCOUNTANTS



For Bhardwaj Educational & Welfare Society

President

Secretary

Principal
 BHARTIYAM COLLEGE OF EDUCATION
 (Village- Panhera Khurd), Ballabgarh



Bhardwaj School of Management & Technology

2015-16

22

Ref. No.....

Date: 15/03/2016

Bhartiyam College of Education ,
Village Panhera Khurd
Ballabgarh (Faridabad)

BILL

	Nos	Rs (per Set)
Cost of HP Computers , CPU, Keyboards, Monitors Mouses etc. (Complete in all respects)	16	10600.00

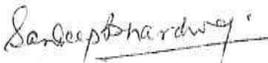
Total 106000.00

(Rupees One Lac Six Thousand Only)

Payment Through Cheque only.

For Bhardwaj School of Management & Technology


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh


(Sandeep Bhardwaj)
Prop.

TIN NO. : 0695-1208295
Dt. 3/5/91

BILL/CASH MEMO

M. : 9811387107

NATIONAL TRADING CORP.

Near Civil Hospital, Hospital Road, Ballabgarh
Spl. in : Trading & Manufacturing of Steel Almirahs.
Steel Furniture, Coolers & All kinds Fabrication Jobs Undertaken

No. 1543

Bill

Date 5-3-16

M/s. Bhartiyam College of Education
Panhera Khurd, Ballabgarh

PARTICULARS	Rate	Amount	
		Rs.	P.
1) Office steel Book case size 34" x 15" x 66" 2022 Swg. 5 Nos.	5500/- each	27500	00
TOTAL		27500	00
VAT - 13.125%		3609	00
G. TOTAL		31109	00

E. & O. E.

Receiver's Signature

For NATIONAL TRADING CORP.

Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

LIST OF PRACTICE TEACHING SCHOOLS

1. Govt. Senior Secondary School, Panhera Khurd, (Ballabgarh)
2. Govt. Middle School, Mujeri, (Ballabgarh)
3. Govt. Middle School, Nawada (Ballabgarh)
4. Govt. Senior Secondary School, Saran, Faridabad
5. Govt. Senior Secondary School, Tigaon, (Ballabgarh)



Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh

BEST PRACTICES

Bhartiyam College of Education strongly believes in the adage that education should help in the all round development of man. Education not only means getting knowledge rather it means preparing the students from all angles for life time. Our principal Dr. (Mrs.) Sarita Bhardwaj vouches for the idea that cramming and getting marks in not the yard stick for success. Rather students should be given an opportunity to hunt for their goal and see where their interest lies. To make them aware about the beauties of nature they are encouraged to work in the vicinity of plants. Dr. Ruchika, Assistant Professor along with the students of our college design tray gardens /miniature landscapes and hold exhibitions from time to time. Students work enthusiastically and also learn the importance of conserving the environment. The revenue (cash) generated is used to buy stationary for the poor and needy children .

Our honorable principal Ma'am also motivates all the faculty members to be role models so that the students can aspire to become like them. They are asked to take part in seminars, summits , workshops conferences and also to present papers there. In December 2016, Dr. Ruchika attended the Hindustan Times leadership summit where she got a golden opportunity to interact with Bollywood super star Mr. Amitab Bachchan .

Dr. Ruchika has been writing articles for leading magazine and National newspapers. Readings her works increases the interest of the students and they too have started writing . Some of their compositions are compiled in our college magazine 'Gian Sarita'.

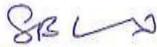
A person with a pleasing personality gives joy to everyone. We at Bhartiyam College of Education are convinced that a teacher who is the epitome of everything good and to whom the students turn up to for all their problems should have a pleasant personality. Along with the knowledge of the subject the teacher's personality and way of speaking should be such that she becomes a role model and the students are confident that they have selected the correct profession. In keeping with this, personality development and English communication workshops are held by Dr. Ruchika, in the college to enhance the personality of the students. She holds these seminars / workshops in some other educational institutes of repute as well eg.

- Apeejay school, Sector- 15, Faridabad
- Apeejay College of Engineering, Sohna
- YMCA College of Engineering , Faridbad

All these workshops are complimentary and nothing is charged .

The information regarding the best practices followed in the institute can be further got from:-

1. Dr. Sarita Bhardwaj- Principal
2. Dr. Ruchika – Assistant Professor


Principal
BHARTIYAM COLLEGE OF EDUCATION
(Village- Panhera Khurd), Ballabgarh