

VAISH EDUCATION SOCIETY'S

# **Vaish College of Education, Rohtak**

**Behind Railway Station, Rohtak**



**SELF-APPRAISAL REPORT (JUNE- 2013)  
(RE-ACCREDITATION)**

**Submitted to:**

**NAAC**

**(NATIONAL ASSESSMENT  
AND ACCREDITATION COUNCIL)**

## OUR SOCIETY

*Nation Building is an essential pre-condition for every individual exposed to higher learning or advanced orientation. Especially in matter of skilled execution and strategic development, the diversity in character and the wide reach of their services, whether professional, technical, games or administration, their abilities can be harnessed for successful business, planning and modeling with the vision.*

*Vaish Education Society, has a glorious past, marvelous present and an excellent promising future. It owes its establishment in the very crucial period of our freedom, struggle at the hands of some of the very generous, forward looking and educationally looking conscious people of the Vaish community belonging to Rohtak region. Their sincere efforts in Dec. 1918 resulted in the formation of an Education Welfare Society named as Vaish Education Society.*

*With the initiation and inspiration received from the great man Lala Kedar Nath, the founder of the Ram Jas College, Delhi, the society in its meeting presided by him on Feb. 22, 1919 took a bold decision of establishing a school in Rohtak.*

*As a result, the first institution Vaish High School (later on upgraded to Vaish Senior Secondary School) of Vaish Education Society came in its existence on 1st April 1919. In the beginning on account of financial constraints, the school progressed in a rental building. But soon, with the sincere efforts of the members of the society, it purchased its own land near Railway station.*

*After its such inspirational beginning it gathered another precious and valuable feather in its cap when it got the rare distinction in the shape of laying down its foundation stone by the great soul Mahatma Gandhi ji, The Father of the Nation on Feb. 16, 1921 and in this way the VES has the honour of being the only Institution in the country to achieve this distinction. Really it was a great privilege and rare moment in the history of Vaish Education Society to get blessings of the great soul in the form of laying foundation stone of an organization. The blessings of Mahatma Gandhiji and persistent efforts of the society since 1921 has resulted in the blooming of sixteen institutions working under the banner of the Vaish Education Society.*

1. *Vaish College, Rohtak (Co-Educational)*
2. *Vaish College of Education, Rohtak*
3. *Vaish College of Engineering, Rohtak*
4. *Vaish Institute of Management and Technology, Rohtak*
5. *Vaish Paramedical Sciences, Rohtak*
6. *Vaish Institute of Industrial Training, Rohtak*
7. *Vaish Girls Senior Secondary School, Rohtak*
8. *Vaish College of Engineering, Rohtak (MCA)*
9. *Vaish Institute of Pharmacy, Rohtak*
10. *Vaish Institute of Hotel Management, Rohtak*
11. *Vaish Senior Secondary School, Rohtak*
12. *Vaish Mahila Mahavidyalya, Rohtak*
13. *Vaish Technical Institute, Rohtak*

14. *Vaish College of Law, Rohtak*
15. *Vaish Public School, Rohtak*
16. *Vaish School of Business, Rohtak*

*The society has been imparting quality education of various levels in different fields through its institution since 1921. The society presently caters to the needs of around 16,000 students. There are about 1650 employees with total yearly budget of more than 20 crores of this society.*

*It established Vaish College of Education in 1969 with an objective to provide ideal, able and enthusiastic teachers to the nation, who can serve the nation to their best ability. Today this society has become one of the biggest societies in the country having 25,000 life members on its roll. The society is committed to disseminate quality education of various levels in different fields through its institutions.*

## ***OUR INSTITUTION***

Vaish College of Education holds a pivotal position for Vaish Education Society, who is pioneer in contributing academy to masses. The college is run by Vaish Education Society (Regd.) Rohtak which consist of men of eminence who are well known for their unique selfless devotion to the cause of Education. Vaish Education Society came in existence in the year 1919. The foundation stone of the first institute namely Vaish High School (later on upgraded to Vaish Senior Secondary School) was laid by “Father of Nation, Mahatma Gandhi ji” on 16<sup>th</sup> Feb., 1921 and this holds the honour of being the only institution in the country to achieve such feast.

Vaish College of Education was established in 1969, has been a reputed institute and exhibits the finest academic culture in Northern Haryana. It has a glorious past and marvelous future. Our college is affiliated to MDU, Rohtak, recognized by National Council for Teacher Education (NCTE) and accredited by National Assessment and Accreditation Council (NAAC) with B+ grade.

From a determined beginning we have matured into a strong and healthy tree. The institution has been blessed under the privileged stewardship of efficient educationists. Our institution is a temple of learning where it is striving to generate teachers who would light the lamps of knowledge to dispel the darkness of ignorance and guide the future to a higher plane of awareness by making them ready to face the challenges of the new millennium which is manifested in our vision and mission.

### ***VISION***

To groom the students through self-learning and presentations for developing an analytical mind and pragmatic approach for churning out professionals in the field of education.

### ***MISSION***

To train and equip the future teachers to face the emerging challenges of education in the 21st Century with dedication, compassion and discipline.

### ***VALUES***

“Educating a child should be holistic, not just a process of studding their head with information..... Human values need to be cultivated for the sake of the mind and the body. Food for the mind is reflected in the body and vice versa. These principles are the basic on which you can start building your idea of human values.”

-H. H. Sri Sri Ravi Shankar

- Contributing to *Universal Brotherhood, fraternity and democracy.*
- Fostering *social, emotional and intellectual competencies* among learners.
- Inculcating a *value system* among learners to be self reliant.

- Enhancing the use of *technology*.
- Developing the sense of *responsibility* and spirit of *cooperation* among learners.
- *Environment* and *Gender sensitization*
- To be '*Humane*' in all dealings.
- Developing *quality of leadership* and enhancing the feeling of *team spirit*.

## **OBJECTIVES**

The institute sets its general objectives and specific objectives that include all the vital aspects like intellectual, academic training, emotional, social, community and national development and demands for developing universal brotherhood among the learners.

The *general objective* of the institution can be stated as below:

To establish it as an Institute of Brilliance in Teacher Education based on ancient Vedic ethnicity and perception coupled with contemporary values.

The *specific objectives* of the institution are:

- To facilitate the future teachers in identifying challenges in the process of teaching & learning.
- To accentuate 'How to Do?' instead of merely 'What to do?' or 'Why to do?'
- To believe in 'SWADHYAY' (self learning) and 'SADHYAY' (Group learning).
- To keep pace with information and communication technology
- To initiate and experiment innovations in teacher education.
- To enable prospective teachers to act as medium between the college and the environment.
- To instill the Indian-Ethos and culture in prospective teachers for further transmitting in to the learners and environment.
- To transform learners into accountable, devoted teachers and valued citizens.
- To explore pioneering teaching learning practice for the educational world.
- To create sensitivity among the prospective teachers for reaching out to the disadvantages.

## **MILESTONES OF VAISH COLLEGE OF EDUCATION**

- Vaish College of Education, Rohtak is affiliated to MDU Rohtak, recognized by National Council for Teacher Education (NCTE) and accredited by NAAC with B+ grade.
- Dr. Anil Kumar Saraswat is the Principal of the college.
- The college offers various courses i.e. B.Ed. (Aided ), B. Ed. (Self Finance)& M.Ed. (Self Finance)
- The college campus has excellent infrastructure, impressive building, good ventilation and 24 hours purified water supply.

- The college has quite academic invigorating and health educational environment which helps to shape up the students personality positively.
- The college has 24 hours online internet access, facility of latest books and journals and fully air conditioned conference hall equipped with the latest technology.
- All the staff members teaching and non-teaching are fully qualified and experienced. They are hard working and dedicated towards their work.
- College organizes seminars, workshops and extension lecture for the professional growth and benefits of teachers as well as for the students.
- The college has given more than 14,000 teachers to the society from 1969 which are presently working in the different reputed educational institutes of the country.
- The college has fully air conditioned information centre equipped with large number of books, magazines, journals and encyclopedias. There is well equipped Audio-Visual Lab., language lab., Maths lab., psychology lab., science lab., home science lab., computer lab. and work experience lab. for the students.

Our academic result has been exemplary which has enabled us to secure one among the top slots in the M. D. University. The secret behind our success is our ability to identify parameters that influence the self esteem of the learner inside and outside the classroom situation, the ability of the learners to communicate, solve problems and derive strength from interpersonal interaction.

Our academic year is packed with transaction of theory lectures, practice teaching, research work, extension activities, community work and co-curricular activities. Stress is laid on personality development in all aspects. Our student teachers are trained to plan, organize and conduct competitions, seminars, workshops, debate, etc.

Environment has been the premise of our transactions for the past years and hence all activities revolved around the theme "Save the mother Earth". In our endeavour to sensitize the students towards the threatening environmental issues we have successfully organized activities like tree plantation, slogan competitions, collage making, poem recitation and Awareness programmes.

Last but not the least, the very autonomy of the institution ensures its longitivity and perpetuity. All its profits are ploughed back into fulfilling its educational aspirations, which would not have been possible without the co-operation and continued support of the Management, Principal, Faculty members and Student teachers.

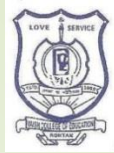
*'Look at the sky, we are not alone. The whole Universe is friendly to us and conspires only to give the best to those who dream and work'.....*

*Abdul Kalam*

# VISION

To groom the students through  
self-learning and presentations  
for developing an analytical mind  
and pragmatic approach for  
churning out professionals in

*the field of education.*



*Vaish College of Education, Rohtak*

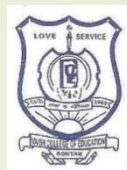
# MISSION

*To train and equip the future*

*teachers to face the emerging*



*challenges of education in the  
21st Century with dedication,  
compassion and discipline*



**OBJECTIVES**

## *General objective of the institution*

To establish itself as an Institute of  
Brilliance in Teacher Education based on  
Ancient Vedic Ethnicity and perception  
coupled with contemporary values.

*Specific objectives of the institution.*

- To facilitate the future teachers in identifying challenges in the process of teaching & learning.
- To accentuate 'How to Do?' instead of merely 'What to do?' or 'Why to do?'
- To believe in '**SWADHYAY**' (self learning) and '**SADHYAY**' (Group learning).
- To keep pace with information and communication technology
- To initiate and experiment innovations in teacher education.
- To enable prospective teachers to act as medium between the college and the environment.
- To instill the Indian-Ethos and culture in prospective teachers for further transmitting in to the learners and environment.
- To transform learners into accountable, devoted teachers and valued citizens.
- To explore pioneering teaching learning practice for the educational world.

- To create sensitivity among the prospective teachers for reaching out to the disadvantages.

*Vaish College of Education, Rohtak*

## VALUES

- Contributing to *Universal Brotherhood, fraternity and democracy.*
- Fostering *social, emotional and intellectual competencies* among learners.
- Inculcating a *value system* among learners to be self reliant.
- Enhancing the use of *technology.*
- Developing the sense of *responsibility* and spirit of *cooperation* among learners.

- *Environment and Gender sensitization*
- *To be 'Humane' in all dealings.*
- *Developing quality of leadership and enhancing the feeling of team spirit.*

*Vaish College of Education, Rohtak*

**PART 1**

**INSTITUTIONAL  
DATA**

*Vaish College of Education, Rohtak*

**A. Profile of the Institution**

1. Name and address : Vaish College of Education,  
of the institution Behind Railway Station, Vaish Society Complex,  
Rohtak-124001 (Haryana)
2. Website URL : [www.vaishcollegeofeducationrohtak.com](http://www.vaishcollegeofeducationrohtak.com)
3. For communication : Vaish College of Education,  
Behind Railway Station, Vaish Society Complex,  
Rohtak-124001 (Haryana)

**Office**

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	01262-267680	01262-267680	vaishbed@yahoo.co.in
Self - appraisal Co-ordinator	01262-267680	01262-267680	vaishbed@yahoo.co.in

**Residence**

Name	Telephone Number with STD Code	Mobile Number
Head/Principal : Dr. Anil Kumar Saraswat		9996309888
Self - appraisal Co-ordinator : Dr. Manju Jain	01262-256824	8950607560

4. Location of the Institution:



Urban      Semi-urban        Rural        Tribal

Any other (specify and indicate)   

5. Campus area in acres:   

6. Is it a recognized minority institution?    Yes        No   

7. Date of establishment of the institution:  
Month & Year


**Note:** Vide letter no. 12610 dated 06-09-2012 received from M. D. University, Rohtak, it is certified that Vaish College of Education, Rohtak has been granted affiliation by Punjab University, Chandigarh. Then affiliating university vide letter no. Misc/8933 dated 03-07-1972 and now at present is affiliated with the M. D. University, Rohtak.

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

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

Month & Year

2f	

Month & Year

12B	

**Note:** Vide letter F. no. 1-1/2004(CPP-1/C) dated 6 Sep, 2012 Vaish College of Education, Rohtak established in 1969, affiliated to M. D. University, Rohtak is included in the list of colleges maintained under section 2(f) & 12(B) of the UGC Act, 1956, under the head of Non-Govt.-College teaching upto Bachelor's Degree. The college is also eligible to receive central assistance under section 12(B) of the UGC Act.

10. Type of Institution



- a. By funding
- i. Government
  - ii. Grant-in-aid
  - iii. Constituent
  - iv. Self-financed
  - v. Any other (specify and indicate)

- b. By Gender
- i. Only for Men
  - ii. Only for Women
  - iii. Co-education

- c. By Nature
- i. University Dept.
  - ii. IASE
  - iii. Autonomous College
  - iv. Affiliated College

V. Constituent College

Vi. Dept. Of Education Of Composite

College

Vii. Cte

Viii. Any other (specify and indicate)

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

Yes  No

If yes, has the institution applied for autonomy?

Yes  No

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i	Secondary/ Sr. Secondary	B.Ed.	Graduation	Degree	One year	Hindi & English
ii.	Post Graduate	M.Ed.	Graduation + B.Ed.	Degree	One year	Hindi & English

(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
Secondary/ Sr. Secondary	B.Ed. Aided	NRC/NCTE/F-3/HR-172/2005 dated 7 June, 2005	Permanent Affiliation	60+40=100
	B.Ed. (Self-Finance)	NRC/NCTE/F-7 dated 02-12-2006	Provisional Affiliation	100
Post Graduate	M.Ed. (Self-Finance)	D.O.No.49-4/2010/Pt./NCTE/N&S dated 30-07-2010	Provisional Affiliation	25+10=35

(Additional rows may be inserted as per requirement)

# ***CRITERIA-1***

## ***CURRICULAR ASPECTS***



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

***Vaish College of Education, Rohtak***

*Criterion I: Curricular Aspects*

1. Does the Institution have a stated Vision

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Mission

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Values

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Objectives

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

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If yes,

a) How many programmes?

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b) Fee charged per programme

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*Note: VCOE is having 100 seats of B. Ed. under Grant-In-Aid scheme where as another additional intake of 100 seats of B. Ed. and 35 seats of M. Ed. are under self finance scheme (Details as per Uni. Prospectus)*

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3. Are there programmes with semester system

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

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

1
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5. Number of methods/elective options (programme wise)

D.Ed.	<table border="1"><tr><td></td></tr></table>	
B.Ed.	<table border="1"><tr><td></td></tr></table>	
M.Ed. (Full Time)	<table border="1"><tr><td></td></tr></table>	
M.Ed. (Part Time)	<table border="1"><tr><td></td></tr></table>	
Any other (specify and indicate)	<table border="1"><tr><td></td></tr></table>	

6. Are there Programmes offered in modular form

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

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*Note: 1. The students are free to express their views about the performance of Teachers to Management/Principal.*

*2. The students are free to put their views about the performance of Teachers in the suggestion/complaint box.*

8. Are there Programmes with faculty exchange/visiting faculty



*Note: At least three visiting faculty in the form of extension lectures and awareness programmes for the benefit of students are arranged.*

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

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


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

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*Note: The College is affiliated to M. D. University, Rohtak which is final authority to introduce a new programme within the existing system. Thus, the decision in this regard is taken by the university and is implemented by the college immediately.*

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


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

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*Note: M. D. University, Rohtak has revised B.Ed. syllabus in the session 2010-11 and 2012-13 in B.Ed. and in M.Ed. w.e.f. the session 2011-2012.*

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

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

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# CRITERIA-11

## TEACHING – LEARNING & EVALUATION



*“Teaching is more than imparting knowledge, it is inspiring change.”*

*Learning is more than absorbing facts, it is acquiring understanding.”*



**Criterion II: Teaching-Learning 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. Ed.)   
Date of start of the academic year (M. Ed.)
- b) Date of last admission (B. Ed.)   
Date of last admission (M. Ed.)
- c) Date of closing of the academic year (B. Ed.)   
Date of closing of the academic year (M. Ed.)

d) Total teaching days (B. Ed.) 193  
 Total teaching days (M. Ed.) 201

e) Total working days (B. Ed.) 218  
 Total working days (M. Ed.) 218

3. Total number of students admitted (2012-13)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	14	36	50	8	14	22	6	22	28
B.Ed. Aided	19	80	99	16	27	43	3	53	56
B.Ed. Self-Finance	34	66	100	1	7	8	33	59	92
M.Ed. (Full Time)	4	31	35	3	7	10	1	24	25
M.Ed. (Part Time)									

4. Are there any overseas students?

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If yes, how many?

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

a) Unit cost excluding salary component (grant in aid) 5137/-

- b) Unit cost including salary component(grant in aid) 85,483/-
- c) Unit cost excluding salary component (Self Finance) 9,340/-
- d)
- e) Unit cost including salary component(Self Finance) 26,155/-

Note: Here, given unit cost is composite of all the three courses i. e. B. Ed. (Aided), B. Ed. (SF) & M. Ed. (SF)

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.	97.4	74	81.4	48.8
B.Ed. Aided	85.65	72.75	71.24	52.75
B.Ed. Self-Finance	68.5	51.1	63.9	50.5
M.Ed. (Full Time)	71.3	52.2	82.4	54
M.Ed. (Part Time)	N.A.			

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

8. Does the institution develop its academic calendar?

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	40	30	30
B.Ed.	60	20	20
M.Ed. (Full Time)	80		20
M.Ed. (Part Time)	N.A.		

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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

11. Practice Teaching at School

a) Number of schools identified for practice teaching

f) Total number of practice teaching days

*Note: Due to non availability of Practice Teaching School for providing practice teaching to students for 42 days. The practice teaching schools allowed our students to deliver prescribed lessons on both teaching subjects (44 lessons) during 21 working days @of two lessons per day.*

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

4	2
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12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

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

14. Does the institution provide for continuous evaluation?

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

Programmes	Internal	External
D.Ed.	30% Internal Assessment in each semester and each paper	70%
B.Ed.	20% Internal Assessment in each paper	80%
M.Ed. (Full Time)	20% Internal Assessment in each paper	80%
M.Ed. (Part Time)	<b>N.A.</b>	

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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)	√	

**Note: LCDs, OHP Document Camera, Networking of Computer Lab., WiFi in Computer Lab., facility of Laptops for students as well as faculty.**

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

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

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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. programme.**

# CRITERIA-III

## RESEARCH, CONSULTANCY & EXTENSION



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

*Vaish College of Education, Rohtak*

**Criterion III: Research, Consultancy and Extension**

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

Number	12	75%
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2. Does the Institution have ongoing research projects?

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

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

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

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

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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




**Note:**

- *Students and teachers are encouraged to conduct action research.*
- *Teachers and students are motivated to attend the seminars/workshops/conferences by providing duty leave.*

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

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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*Note: State Govt. has not given any such kind of authority to provide financial support.*

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)?

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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*Note: If any candidate applies for minor project at M.Ed. level, institution gives it support.*

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

Yes      No      Number

	Yes	No	Number
International journals	√		36
National journals - referred papers	√		36
Non referred papers			
Academic articles in reputed magazines/news papers		--	
Books	√		1
Any other (specify and indicate)	√		3
(Instructional Material)			

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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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**Note: Details attached in criteria 3**

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

	Faculty	Students
National seminars	70	40
International seminars	15	02
Any other academic forum		

**Note: Details attached in criteria 3**

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

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

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

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

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

*Note: Our College applied for NSS programme but University gives NSS to those colleges where the duration of course is at least of two years.*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Note: Our College organized an out reach programme in village \_\_\_\_\_ for the benefit of rural people in the area of \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_*

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

<input type="checkbox"/>
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*Note: Red cross society of India, P. N. Bank, Cooperative Bank, HBSE etc. organizes many co curricular meet for the benefit of students & faculty every the academic session*

16. Does the institution provide consultancy services?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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In case of paid consultancy what is the net amount generated during last three years.

<input type="checkbox"/>
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17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

# CRITERIA-IV

## INFRASTRUCTURE & LEARNING RESOURCES



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

**Criterion IV: Infrastructure and Learning Resources**

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

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

- |  |     |                                     |    |                          |
|--|-----|-------------------------------------|----|--------------------------|
| a) Methods lab                             | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab                          | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s)                          | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab                | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab                            | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing<br>teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

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

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

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?
7. With  allocated for campus expansion (building) and upkeep for the current academic session/financial year?

70,00,000/-

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

9. Total number of posts sanctioned Open Reserved

	M	F	M	F	T
Teaching	--	---	-----	-----	10
Non-teaching	--	---	-----	-----	11

**Note: Irrespective of male/ female**

10. Total number of posts vacant Open Reserved

	M	F	M	F	T
Teaching	---	---	-----	---	3
Non-teaching	---	---	-----	-----	6

**Note: Irrespective of male/ female**

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

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

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

	Open	Reserved
[Redacted]	[Redacted]	[Redacted]
Reader	[Redacted]	[Redacted]
Professors	[Redacted]	[Redacted]

c. Number of teachers from

Same state  
Other states

[Redacted]
[Redacted]

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1: 10
B.Ed.	1:15
M.Ed. (Full Time)	1:12
M.Ed. (Part Time)	--

13. a. Non-teaching staff

	Open	Reserved
Permanent	[Redacted]	[Redacted]
Temporary	[Redacted]	[Redacted]
	10	[Redacted]
b. Technical Assistants Permanent	[Redacted]	[Redacted]

Temporary

---


14. Ratio of Teaching – non-teaching staff

--

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

29.30 %
---------

*Note: 29.3% of salary is for B. Ed., M. Ed. & D. Ed. (Self Finance) course where as teaching faculty (Grant- in- Aid) receives 95% of their salary from DGHE, Haryana & remaining 05% is given by Vaish Education Society, Rohtak*

16. Is there an advisory committee for the library?

--	--	--	--

17. Working hours of the Library

On working days

On holidays (during summer vacation)

During examinations


18. Does the library have an Open access facility

--

19. Total collection of the following in the library

a. Books

14995
-------

- Textbooks

14806
-------

- Reference books

617
-----

b. Magazines

--

e. Journals subscribed

--



- Indian journals
- Foreign journals
- f. Peer reviewed journals
- g. Back volumes of journals
- h. E-information resources
  - Online journals/e-journals
  - CDs/ DVDs
  - Video Cassettes
  - Audio Cassettes

20. Mention the

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

Seating capacity of the Reading room

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation / information literacy

Any other (please specify and indicate)

- Fully Air Conditioned Library
- Availability of online resources

23. Are students allowed to retain books for examinations?

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

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

17:1

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

15%

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

	I (2010-11)		II (2011-12)		III (2012-13)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	299	14,297/-	215	1,22,128/-	808	3,40,000/-
Other books			258	1,79,037/-	100	85,500/-
Journals/ Periodicals	15	6,165/-	11	7,050/-	27	60,000/-
Any others specify and indicate (Books for Placement Cell)			72	14,000/-	89	16,000/-
<i>(Additional rows/columns may be inserted as per requirement)</i>						

# CRITERIA-V

## STUDENT SUPPORT & PROGRESSION



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

**Criterion V: Student Support and Progression**

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

Programmes	Year 1 (2008-10)		Year 2 (2009-11)		Year 3 (2010-12)	
	Female	Male	Female	Male	Female	Male
D.Ed.	01	05	-	-	-	01
	Year 1 (2009-10)		Year 2 (2010-11)		Year 3 (2011-12)	
B.Ed. Aided	05	02	05	01	01	01
B.Ed. Self-Finance	02	-	03	01	-	-
M.Ed. (Full Time)	01	01	-	-	-	-
M.Ed. (Part Time)	N.A.					

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

--

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

--

*Note: There is provision of two senior tutors also in which senior tutor-I observes first two groups and senior tutor-II observes last two groups.*

3. Does the institution offer Remedial instruction?

--

4. Does the institution offer Bridge courses?

--

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

**D.Ed.**

	<b>2008-10</b>	<b>2009-11</b>	<b>2010-12</b>
Pass percentage	100	100	100
Number of first classes	92	12	49
Number of distinctions	80	71	41
Exemplary performances (Gold Medal and university ranks)	-	-	-

**B.Ed. Aided**

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<i>Pass percentage</i>	94	92	94	96
<i>Number of first classes</i>	41	88	74	77
<i>Number of distinctions</i>	-	-	27	09
<i>Exemplary performances</i> (Gold Medal and university ranks)	-	-	-	-

**B.Ed. Self-Finance**

	2008-09	2009-10	2010-11	2011-12
Pass percentage	86	80	89	88
Number of first classes	79	70	68	43
Number of distinctions	-	-	26	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-

**M.Ed. Self-Finance**

	2008-09	2009-10	2010-11	2011-12
Pass percentage	88	83	94	86
Number of first classes	9	3	13	29
Number of distinctions	-	-	4	24
Exemplary performances (Gold Medal and university ranks)	-	-	-	-

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

NET  
SLET/SET  
Any other (specify and indicate)


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

Financial Aid		I (2009-10)	II (2010-11)	III (2011-12)
Merit Scholarship		-	-	-
Merit-cum-means scholarship		-	-	-
Fee concession		12	--	1
Loan facilities				
Any other specify and indicate Scholarship for SC, BC Students	B.Ed.	21	14	22
	M.Ed.	-	5	3
	D.Ed.	27	22	22
Under "Earn While Learn" Scheme		2	2	2

*(Additional rows may be inserted as per requirement)*

**Note: B.Ed. fee is remitted for SC, BC students according to Govt. rules.**

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

--

9. Does the institution provide Residential accommodation for:

Faculty

--

Non-teaching staff

--



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

--	--	--	--

If yes, number of students residing in hostels

Men

-
---

Women

-
---

*Note: The College does not provide hostel facility to the students. However the college arranges paying guest accommodation on demand of students. With this proposal for women hostel has been submitted to UGC.*

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

Sports fields

--	--	--	--

Indoor sports facilities

--	--	--	--

Gymnasium

--	--	--	--

12. Availability of rest rooms for Women

--	--	--	--

13. Availability of rest rooms for men

--	--	--	--

14. Is there transport facility available?

--	--	--	--

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

--	--	--	--

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	√		1	√		13
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	2	Participated
International	-	-

18. Does the institution have an active Alumni Association?

If yes, give the year of establishment

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

*Note: As per State Govt. rules it is banned but we elect Class Representatives (Boy & Girl) every session.*

20. Does the institution regularly publish a college magazine?

21. Does the institution publish its updated prospectus annually?

*Note: The admission policy is determined by the State Govt. and decisions in this regard are implemented by the M. D. University, Rohtak authorized to make admissions to B.Ed. and M.Ed. course in the state. However, the information regarding admission and other relevant aspects of college is made available on the college website.*

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

	Year 1 (2009-10) (%)	Year 2 (2010-11) (%)	Year 3 (2011-12) (%)
Higher studies	35	40	45
Employment (Total)	38	40	45
Teaching	30	31	35
Non teaching	8	7	7

23. Is there a placement cell in the institution?

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

1 (2009-10)	2 (2010-11)	3 (2011-12)
15	16	22

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

Yes

No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

# CRITERIA-VI

## GOVERNANCE & LEADERSHIP



*"Leadership is the ability to establish standards and manage a creative climate where people are self-motivated toward the mastery of long term constructive goals, in a participatory environment of mutual respect, compatible with personal values."*

## Criterion VI: Governance and Leadership

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



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

Governing Body/ management	02
Staff council	06
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	<ol style="list-style-type: none"><li>1. Library Advisory Committee</li><li>2. Examination Committee</li><li>3. Cultural Committee</li><li>4. Sports Committee</li></ol>

What are the Welfare Schemes available for the teaching and non-teaching staff of the institution? Loan facility

a. Loan facility	Yes	√	No	
b. Medical assistance	Yes	√	No	
c. Insurance	Yes		No	√
d. Other (specify and indicate	Yes	√	No	

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

--

4. 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

--

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

National

International


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

--

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


e. Research development programmes attended by the faculty


f. Invited/endowment lectures at the institution


Any other area (specify the programme and indicate)

	---	
--	-----	--

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

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)

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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




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

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

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	19050000	21000000
% spent on the salary of faculty	53.71	34.42
% spent on the salary of non-teaching employees	21.15	21.6
% spent on books and journals	0.84	0.012
% spent on developmental activities (expansion of building)	2.14	27.10
% spent on telephone, electricity and water	2.93	0.61
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.07	1.10
% spent on maintenance of equipment, teaching aids, contingency etc.	0.72	0.24
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.06	0.16
% spent on travel	0.18	0.18
Any other (specify and indicate)	2504625	3272890.5
Total expenditure incurred	14563867	22465204

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

Surplus in Rs.	Deficit in Rs.

11. Is there an internal financial audit mechanism?

Yes	√	No	
-----	---	----	--

12. Is there an external financial audit mechanism?

Yes	√	No	
-----	---	----	--

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

Administration

Finance

Student Records

Career Counselling

Aptitude Testing

Examinations/Evaluation/Assessment

Any other (specify and indicate)

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes	√	No	
-----	---	----	--

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

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

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

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

# CRITERIA-VII

## INNOVATIVE PRACTICES



*“Innovative practices in education are unique teaching methodologies that have demonstrated success in raising the performance of the institutions. Discovering and practicing new strategies for teaching ensures optimum level of learning among students.”*

*Vaish College of Education, Rohtak*

**Criterion VII: Innovative Practices**

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

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

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

**B.Ed. (Aided)**

	Category	2009-2010					2010-11					2011-12				
		Men	%	Women	%	Total	Men	%	Women	%	Total	Men	%	Women	%	Total
a	SC	8	10.9	9	44.4	17	7	50	13	1.5	20	6	24	8	10.5	14
b	ST	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c	OBC	7	28.04	23	38.8	30	4	28.5	16	18.6	20	4	16	16	21.05	20
d	Physically challenged	1	1.2	-	-	1										
e	General Category	1	59.75	49	5.5	50	3	21.4	57	66.2	60	15	60	52	68.4	67
f	Rural	9	24.39	20	50	29	4	28.5	18	20.9	22	10	40	16	21.05	26
g	Urban	9	75.6	62	50	71	10	71.4	68	79.06	78	15	60	60	78.94	75
h	Any other (ESM)	1	1.2	1	5.5	2										
	TOTAL	18	-	82	-	100	14	-	86	-	100	25	-	76	-	101

### M.Ed. (Additional)

	Category	2009-2010					2010-11					2011-12				
		Men	%	Women	%	Total	Men	%	Women	%	Total	Men	%	Women	%	Total
a	SC	1	14.2	3	17.6	4	-	-	6	17.64	6	2	33.3	7	-	9
b	ST	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c	OBC	2	28.5	3	17.6	5	-	-	7	20.58	7	-	-	5	-	5
d	Physically challenged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
e	General Category	4	57.14	11	64.7	15	1	100	21	61.76	22	4	66.6	17	-	21
f	Rural	4	57.14	1	58.8	5	-	-	7	20.58	7	3	50	8	-	11
g	Urban	3	42.85	16	94.11	19	1	-	27	79.41	28	3	50	21	-	24
h	Any other (specify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	7	-	17	-	24	1	-	34	-	35	6	-	29	-	35

### B.Ed. (Additional)

	Category	2009-2010					2010-11					2011-12				
		Men	%	Women	%	Total	Men	%	Women	%	Total	Men	%	Women	%	Total
a	SC	1	5.8	4	4.8	5	-	-	3	3.26	3	3	17.64	6	7.59	9
b	ST	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c	OBC	1	5.8	13	15.66	14	1	12.5	3	3.26	4	2	11.76	2	2.53	4
d	Physically challenged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
e	General Category	15	88.23	66	79.51	81	7	87.5	86	93.4	93	12	70.58	71	89.87	83
f	Rural	10	58.82	10	12.04	20	1	12.5	27	29.34	29	-	-	9	11.39	9
g	Urban	7	41.17	73	87.95	80	7	87.5	65	70.65	72	17	100	70	88.6	87
h	Any other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

( specify)																
TOTAL	17	-	83	-	100	8	-	92	-	100	17	-	79	-	96	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	6.25	2	9.09
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Women	15	93.75	11	50
e	Physically challenged	-	-	-	-
f	General Category	15	93.75	20	90.9
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 (gain)	
	Batch I	Batch II	Batch I	Batch II
	2010-11	2011-12	2010-11	2011-12
SC	45%	47%	7%	8%
ST	-	-	-	-
OBC	48%	50%	6%	9%
Physically challenged	-	-	-	-
General Category	48%	49%	8%	9%
Rural	42%	44%	4%	5%



Urban	49%	48%	6%	7%
Any other ( specify)	-	-	-	-

## *SELF APPRAISAL REPORT (EXECUTIVE SUMMARY)*

Expressing the feelings of gratitude to NAAC we are here by submitting the SAR for Reaccreditation nevertheless; we have tried to make it as comprehensive, accurate and honest as we could, with our sincere, realistic and introspective efforts. We have tried our level best to prepare this Self Study Report in accordance with the guidance given by NAAC, and humbly submit it for reassessment & reaccreditation. The vision and mission of the College aims to groom the students through self-learning and presentations for developing an analytical mind and pragmatic approach in the field of education. The mission of the College stems from a desire to train and equip the future teachers to face the emerging challenges of education in the 21st Century with dedication, compassion and discipline. The mission has certain well spelt out objectives:

- To facilitate the future teachers in identifying challenges in the process of teaching & learning.
- To accentuate ‘How to Do?’ instead of merely ‘What to do?’ or ‘Why to do?’
- To believe in ‘SWADHYAY’ (self learning) and ‘SADHYAY’ (Group learning).
- To keep pace with information and communication technology
- To initiate and experiment innovations in teacher education.

- To enable prospective teachers to act as medium between the college and the environment.
- To instill the Indian-Ethos and culture in prospective teachers for further transmitting into the learners and environment.
- To transform learners into accountable, devoted teachers and valued citizens.
- To explore pioneering teaching learning practice for the educational world.
- To create sensitivity among the prospective teachers for reaching out to the disadvantages

The values of the College helps in fostering the feelings of Universal Brotherhood, fraternity and democracy, developing the sense of responsibility and spirit of cooperation and to be ‘Humane’ in all dealings.

The institution, Vaish College of Education, Rohtak was established in the year 1969 by Vaish Education Society, A society registered under Societies Registration Act no XXI of 1860 & “exclusively meant for spread of education for public in general, including Vaish community.” Vaish Education Society, at present runs seven other institutions in addition to VCOE. Finances are maintained separately for VCOE, Rohtak. It was initially affiliated to Punjab University in 1969 and presently affiliated to Maharshi Dayanand University, Rohtak since the University established in 1977. Presently, VCOE is running one unit of B.ED. (Grant in Aid), additional intake of one unit of B.ED. & 35 seats of M.ED. under Self Finance Scheme, with a well defined objective of establishing itself as an institute of brilliance in

Teacher Education based on Ancient Vedic Ethnicity and perception coupled with contemporary values. It is approved by National Council for Teacher Education (NCTE) and affiliated to Maharshi Dayanand University, Rohtak.

Coeducation in nature, the institution follows all the norms and decisions as per the regulatory bodies' i. e. DGHE,(Haryana), NCTE and Maharshi Dayanand University, Rohak, for the required physical infrastructure, recruitment of the faculty, admission procedure, fees structure and curriculum to enact.

Spread over a well developed campus of 7.1 acre with elegant lush green lawns, the College is located in a serene and pollution free surrounding. Due to approachable location, near by the Railway Station with its secure and conducive learning environment, it attracts all learners, residing within and outside the city. The institution has an excellent infrastructure including spacious classrooms, partially automated AC library, multipurpose hall, modern well equipped laboratories, conference room equipped with latest technology, Fully Air Conditioned & comfortable staff room, common room for girls & boys, indoor and outdoor games facility, canteen, uninterrupted power supply, internet, fax, photocopier, etc. The institution has its prime ambition – to get acknowledge as a premier institution with a difference. The difference is being created by providing conducive environment to teaching, learning, research and innovation, liberty to teacher and student-teachers for their maximum potential actualization with novel, ICT and value imbibed academic practices. The institution practices the best in teaching learning in collaboration with practice teaching schools, academic members, educationists, education department, alumni, and parents of student teachers and person of local administrative bodies. These are involved in positive social

interaction through various prominent institutional curricular, co curricular and extension activities.

## **PART-II**

# ***CRITERION-WISE ANALYSIS***

## *CRITERION – 1*

# *CURRICULAR ASPECTS*



## **1.1 Curricular Design and Development**

### **1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self Environment, Value Orientation, Employment, Global Trends and Demands etc.)**

**Ans.** The institute sets its general objectives and specific objectives that include all the vital aspects like intellectual, academic training, emotional, social, community and national development and demands for developing universal brotherhood among the learners.

The *general objective* of the institution can be stated as below:

To establish itself as an Institute of Brilliance in Teacher Education based on ancient Vedic ethnicity and perception coupled with contemporary values.

The *specific objectives* of the institution are:

- To facilitate the future teachers in identifying challenges in the process of teaching & learning.
- To accentuate ‘How to Do?’ instead of merely ‘What to do?’ or ‘Why to do?’
- To believe in ‘SWADHYAY’ (self learning) and ‘SADHYAY’ (Group learning).
- To keep pace with information and communication technology
- To initiate and experiment innovations in teacher education.
- To enable prospective teachers to act as medium between the college and the environment.
- To instill the Indian-Ethos and culture in prospective teachers for further transmitting in to the learners and environment.
- To transform learners into accountable, devoted teachers and valued citizens.
- To explore pioneering teaching learning practice for the educational world.
- To create sensitivity among the prospective teachers for reaching out to the disadvantages.

The above stated goals and objectives have enabled us to approach the authorities to plan and design the curriculum in alignment with following major considerations:

### ***Intellectual Academic and Training***

The institution has vital action plans for this purpose. Enlightened, experienced and qualified faculty members consider the individual differences of the prospective teachers and educate them accordingly. Special care is taken to upgrade if the knowledge of those pupil-teacher who don’t know even ‘what and how of technology?’ by giving them hands-on experience in the well equipped computer laboratory. Effective methodology, experience enriched co-curricular practices, ensure the development of intellect and best academic and training practices.

### ***Self Development***

The objectives of the institution have a living force upon the self development of prospective teachers and teacher educators in term of knowledge, competence, skill, professional growth, attitude, inculcation and social cohesion. To ensure the purpose, all curricular, co-curricular and extension activities are being performed in the college.

### ***Community and Extension Work***

The community work and extension work help the pupil-teachers to become aware of the less fortunate brethren in the society. The institution's concern about the benefit of the community and nation is revealed in its extension services, teaching practice and teacher training methods.

### ***Equity and Access to the disadvantages***

The opportunities to participate in various curricular and co-curricular activities are equally accessible to the pupil-teachers. The house and tutorial provision for individual attention of the pupil-teachers is observed. So, it is assured that all the pupil-teachers are being provided equal treatment irrespective of religion, language, sex or caste.

### ***Issue of Ecology and Environment***

The institution adopts the sustainable expansion approach for the purpose of ecosystem and environment. The institution sensitizes the masses through different type of competitions, conferences, seminars, campaigns, rallies and teaching about the environment. The institution has optional paper on 'Environmental Education' in theory and world Environment Day Celebration, Save Water Event, Swachta Diwas Campaign and Tree Plantation is in practice for the purpose. The whole college participates in 'Make Clean Tidy Environment Campaigns'.

### ***Employment***

The institution endows guidance and training in handling ICT, in the development of effective communication skill and teaching skill in an efficient and competent manner which ensures the employability of the pupil-teachers.

### ***Value Orientation***

Values are both taught and caught in our institution. The curricular program of the institute has various aspects on value based education. The institute ensures that the basic values of ancient vedic scriptures are restored among students through Havan Yagya, Morning Assembly, Prayer, Bhajan Sandhya and various extension lectures on spirituality.

The institution provides facilities to teach following papers related to value education:

- Paper-IIIB (Optional) : Yoga Education
- Paper-VIIIB (Optional) : Polio Drive & First Aid



### ***Global Trends and Demands***

The explosion of knowledge, Use of ICT in curriculum transaction and crisis of values are global issues in education. By considering the updates in education and maintaining discipline, institution works for the global trends and demands. To enhance knowledge in technology world, programmes are organized for students, teaching and non-teaching staff.

### ***Vision***

To groom the students through self-learning and presentations for developing an analytical mind and pragmatic approach for churning out professionals in the field of education.

### ***Mission***

To train and equip the future teachers to face the emerging challenges of education in the 21st Century with dedication, compassion and discipline.

**1.1.2 Specify the various steps in the curricular development process. (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)?**

**Ans.** The B.Ed. curriculum is designed by the regulatory statutory body i.e. M. D. University, Rohtak and the same is circulated to affiliated college of Education for compliance. Although there is no direct rule of the institution in curriculum development process, the institution puts forward suggestions for making improvements in the existing B.Ed. curriculum as and when it is required by the university  
The B.Ed. Syllabus was revised in 2010-11, M.Ed. and D.Ed. Syllabus were revised in 2011-12. In addition to this the Institution takes feedback on the curricula from Students on roll, overall evaluation feedback, Peer group and the potential employers. The gaps that are observed during these surveys are either conveyed to University or the extra topics covered in classes as per feedback. This helps us to inculcate dynamism in the curricula.

#### **Annexure I : Copy of Revised Syllabus of**

- I (a) M.Ed.**
- I (b) B.Ed.**
- I (c) D.Ed.**

#### **Annexure II : Copy of Old Syllabus of**

- II (a) M.Ed.**
- II (b) B.Ed.**
- II (c) D.Ed.**

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

**Ans.** The global trends like interdisciplinary approach/multidisciplinary strategies, facilitating self learning, internship approach in practice teaching, school experiences, community work and work experience are incorporated into the curriculum and existing courses are strengthened and modified to meet the upcoming needs and the curricula developed/adopted have relevance to the local/national/developmental needs.

#### (i) **Interdisciplinary/Multidisciplinary Approach:-**

Interdisciplinary/multidisciplinary approach is used in transacting the curriculum. The teaching of several subjects included in the curriculum like Philosophy of education, Psychology of teaching and learning, Educational Technology, etc. entail interdisciplinary approach.

Faculty Members have variety in their specialization, which helps them to foster interdisciplinary/multi-disciplinary approach in teaching. This fact is shown from the following combinations of specializations:

- Hindi, Social Science and Education
- English, Economics & Education
- Home Science, Hindi & Education
- Physical Science, Computer Science & Education
- Life Science, Computer Science & Education
- Commerce, English & Education
- Social Science, Mathematics & Education
- Mathematics, English & Education
- Economics, Hindi & Education
- Commerce, Social Science & Education
- Mathematics, Hindi & Education
- Physical Science, Mathematics & Education
- Physical Science, Hindi & Education
- Physical Science, English & Education

#### (ii) **Promoting Self-learning:**

In order to promote self-learning, develop reading, writing and comprehensive skills, the college has implemented the following innovative practices:

- The day starts with 'Morning Assembly' in the college. After Saraswati Vandana, student's deliberate on topics related to self development, self education, self discipline and process of thinking.
- One free period of the student is reserved for self-study in the library.
- Value/seminar period helps in inculcating basic moral values.

(iii) **Internship Approach to Practice Teaching:**

After having gone through pedagogic analysis of method course, lesson planning, practice teaching skills in teaching practice in microteaching and mega-teaching, students and teachers go for real teaching practice in local schools for twenty days.

(iv) **School Experience:**

During internship in teaching, student-teachers participate in school programmes and make a brief study of various aspects of the school in which they have their teaching practice.

Pupil-teachers also participate in the programmes organized by the college related to schools (academic needs of school) from time to time. The students get experience in day to day school activities like holding morning assembly, preparing attendance chart, report cards, school leaving certificate and using ICT in schools.

(v) **Community Work:**

The college has established links with the local community in order to appraise pupil-teachers of existing conditions/local issues and problems. The college has taken the following steps in this regard:

- Interaction with community and schools to study their emerging needs by organizing visits of the students to ‘Shravan Institute of Special Education & Research’ run by Red Cross Society, Rohtak
- Organizing the educational tours to ‘Agroha’ Hisar to gain the knowledge of ancient history.
- Inviting social activists to the college and arranging interaction with faculty & students like members of Red Cross Society, Rotary Club and Aggarwal Samaj.
- Participating in the programmes and activities to create awareness among community people like:
  - (i) Vocational Guidance
  - (ii) Self Awareness Programme
  - (iii) Blood donation campaign
  - (iv) Rallies
  - (v) Environment Protection
  - (vi) Alumni Association

**A few glimpses**

- Alumni Meet was organized in the college premises (May 13, 2012).
- ‘Save Water’ event was held in the college in collaboration with ‘Dainik Bhaskar’- National daily (April 18, 2012).
- Youth Red Cross Club of college organized an awareness campaign on Aids (April 19, 2012).
- Celebration of Ambedkar Jayanti (April 14, 2012).

- Women Cell of the college organized program on ‘Awareness of Breast Cancer’ Resource Person: Dr. Shyam Singla, Senior Prof. PGIMS, Rohtak (March 15, 2012).
- Blood Donation Camp was organized in collaboration with Red Cross Society held at Vaish College, Rohtak (March 30, 2012).
- Placement Cell of the college organized a programme to enhance communication skill on ‘Facing an Interview and Self-empowerment. Chief Guest: Dr. Sonia Malik, Associate Prof., Dept. of Psychology, MDU, Rohtak.
- Legal Literacy Cell of the college organized a programme on ‘Human Rights’. Chief Guest: Mr. Madan Vidarthi, Crime Specialist, Crime Branch, Delhi (March 13, 2012).
- Collage Competition was organized on the topic ‘Female Foeticide’ by Women Cell (March 7, 2012).
- Programme on ‘Personality Development through Communication skills for Job Placement’. Resource Person: Prof. Asha Kadyan, Head, Department of English & Foreign Languages (March 3, 2012).
- Celebration of Communal Harmony & National Integration (Nov. 22, 2011).
- Celebration of Diwali Function (Oct. 22, 2011)
- Awareness Programme on Eye Donation. Resource Person: Dr. Joginder Singh, Senior Prof. PGIMS, Rohtak (Dec. 8, 2011).
- Celebration of Republic Day (Jan. 26, 2011).
- Celebration of National Voter’s Day (Jan. 12, 2011).

(vi) **Work Experience:**

The college has variety of options for the student-teachers to provide work experience related to teaching. In this regard the following options were available during the session 2009-10:

- Computer Application
- Gardening
- Interior Decoration
- Candle Making

Now in the new B.Ed. curriculum, the facilities for following practicals are available:

VIII A	ICT enabled Practical/Projects	40	10	4 (1.30 HRS/40)
VIII B	Community Based Projects and Work Experience	40	10	2+2 (1.30 HRS: 40)
1. Recycling of the Waste Paper (Any five items)				
2. School/Classroom ambience: Interior- decoration				
3. Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc) (Any five items)				
4. Drawing and Painting				
5. Organizing Parent-Teacher Meeting				

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

**Ans.** The Institute strives to ensure that not only future teachers are developed but a complete human being with good civic sense and healthy mind is developed. A Strong youth of today is going to be partner to the development of India's future. The curriculum supports the same through the fact that following subjects cover the National Issues

Table 1.1-Details of Curricular and Co-curricular activities of National Importance

National Issues	Course	Curriculum	
		Curricular	Co Curricular
Environment  Value Education  ICT	M.Ed.	<b>Philosophical and Sociological Foundations of Education</b> <ul style="list-style-type: none"> <li>Values and contributions of Vivekanand, Aurbindo, Tagore, Gandhi, Swami Dayanand.</li> </ul> <b>Educational Technology</b> <ul style="list-style-type: none"> <li>Multimedia Approach in Educational Technology</li> </ul> <b>Dissertation and Field Work</b> <ul style="list-style-type: none"> <li>Dissertation work based on Value education, ICT, Social problems and Women Education.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Activities</li> <li>Sports Activities</li> <li>Morning Assembly</li> <li>Celebration of Religious and National Festivals.</li> <li>Debates, Presentations and quizzes .</li> </ul>
	B.Ed.	<b>Philosophical and Sociological Bases of Education</b> <ul style="list-style-type: none"> <li>Imparting Value Education through western schools of Philosophy. Idealism, Naturalism, Pragmatism, Existentialism,</li> <li>Imparting value education through Indian schools of philosophy viz: Sankhya, Vedanta, Buddhism and Jainism.</li> </ul> <b>Yoga Education</b> <ul style="list-style-type: none"> <li>Yoga, Meditation and Aerobics</li> </ul> <b>Information, Communication and Educational Technology</b> <ul style="list-style-type: none"> <li>Theory and Practical ( 100+50 Marks) of Information, Communication and Educational Technology</li> </ul> <b>Teaching of Computer Science</b> <ul style="list-style-type: none"> <li>Theory and Teaching Practical ( 100+100 Marks) of Teaching of</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Activities</li> <li>Sports Activities</li> <li>Morning Assembly</li> <li>Poster Making Competition on Save Our Environment</li> <li>Celebration of Religious and National Festivals.</li> <li>Debates, Presentations and quizzes.</li> <li>Viewing Educational Film: Taare Zameen Par and Black</li> </ul>

		Computer Science(Optional Paper)	
D.Ed	<p><b>Education in emerging India</b></p> <ul style="list-style-type: none"> <li>• Values cherished in Free India</li> <li>• Values and contributions of Aurbindo, Tagore, Gandhi, Gijubhai</li> <li>• Holistic Education</li> </ul> <p><b>Teacher Functions at the Primary stage</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of Computers.</li> <li>• Computers: Basic office applications.</li> <li>• Computer Networks and Use of Computer in Education.</li> </ul> <p><b>Teaching of Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Yoga Education</li> <li>• Environmental Cleanliness: Need, Significance and management of: Safe Drinking Water, Sanitary Facilities, Heat, Light and importance of Ventilation, Rain Water Harvesting and Conservation.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of Religious and National Festivals.</li> <li>• Poster Making Competition on Save Our Environment</li> <li>• Morning Assembly</li> <li>• Celebration of Religious and National Festivals.</li> <li>• Debates, Presentations and quizzes.</li> </ul>	



**Baishakhi celebration**



**Tree Plantation**



**Haryana Day Celebration**



**Lohri celebration**



**Slogan Writing**





**Rangoli Celebration**



**Womens day**

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

**Ans.** Use of Information and Communication Technologies (ICT) is integral part of any system today and Education is no exception to it. The benefits of the same are unarguable and are extensively covered in curricula so that the future teachers can analyze and practice the use of same.

Following subjects cover the ICT

Table 1.2- Papers based on ICT

S. No.	COURSE	PAPER BASED ON ICT
1.	M.Ed.	Educational Technology
2	B.Ed.	Information, Communication and Educational Technology.
3.	D.Ed.	Teacher Function at Primary Stage

In addition to above ICT is used in curricular planning in terms of :-

- i. Lecture Planning
- ii. Preparation of Time Table and Academic Calendar
- iii. Lesson Planning by pupil Teacher
- iv. Preparation of PowerPoint Presentations and Transparencies.
- v. Online Admission and Examination Form filling.

**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?**

**Ans.** The institution provides a wide variety of learning situations to the student-teachers according to the need and requirements of the curriculum. All the necessary steps have been taken by the institution for the better implementation of the curricular activities. Pupil teachers are motivated to use integrated modern information and communication technologies (ICTs) with traditional methods of teaching. All the facilities like computers, multimedia projector, OHP, slide projectors etc. are provided with uninterrupted power backup for making teaching learning process a success. The faculty members encourage pupil teachers to prepare and use teaching aids judiciously and effectively. All these attempts by the college are aimed at providing experiences to the students for making teaching a reflective practice.

**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?**

**Ans.** Although the curricula is governed by the regulations of the affiliated University, adequate flexibility has been incorporated in the system under the permissible avenues through

- Inventory of courses offered :

**M.Ed.**

- Educational Technology
- Educational and Vocational Guidance
- Special Education

## **B.Ed.**

On the basis of subject studied in Graduation and Post Graduation

### **For Arts Group-**

- Teaching of English
- Teaching of Hindi
- Teaching of Sanskrit
- Teaching of Social Studies

### **For Science/ Maths Group**

- Teaching of Physical Science
- Teaching of Life Science
- Teaching of Mathematics
- Teaching of Computer Science
- Teaching of Home Science

### **For Commerce Group**

- Teaching of Commerce
- Teaching of Economics

- Range of electives floated
- Pace for Slow and Disadvantaged learners ( Inclusive Education is the core part of B.Ed. Curriculum)
- Learning avenues for advanced learners
- Choice for Optional Subjects in B.Ed. Course.
- Flexibility in duration/change of college ( Migration from one college to another is possible, students who fail or get compartment can appear in the exams with in one year(Normally exams are held in December)

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 & written), ICT skills, Life skills, Community orientation, Social responsibility etc.**

**Ans.** As per University Norms, No institution is allowed to introduce any courses on its own, Value addition is the integral part of the system through courses and activities and is embedded in routine working of the Institute.

In this regard following courses cover the desired aspects as under:

Table 1.3- Value Added Course

S. No.	Domain	Courses/ Activities
	Communication Skill (Verbal and written)	<ul style="list-style-type: none"> <li>• Teaching of English/Hindi/ Sanskrit</li> <li>• Speech Mechanism</li> <li>• Communication Barriers</li> <li>• Development of all the Basic Communication Skills.</li> <li>• College magazine 'Pragya'</li> </ul> <p>Programme on:</p> <ul style="list-style-type: none"> <li>- Role of communication skills in English Job placement</li> <li>- Facing an Interview and Self Empowerment</li> </ul>
	ICT skills	<p>Courses as mentioned in 1.1.5</p> <p><b>Activities are as follows</b></p> <ul style="list-style-type: none"> <li>- MS Windows</li> <li>- MS Office( MS Word, Powerpoint, Excel)</li> <li>- Making Presentations related to School Teaching Subjects (B.Ed., D.Ed.)</li> <li>- Introduction to Multimedia and its Applications</li> <li>- Internet</li> <li>- Handling of Available Equipments</li> </ul>
	Life skills	<ul style="list-style-type: none"> <li>- Educational and Vocational Guidance</li> <li>- Workshop on 'OrZeku le; esa ;ksx o ;kSfxd vkgkj dk egRo'</li> <li>- Workshop on 'LoPNrk thou dk vk/kkj'</li> <li>- Extension Lecture on 'Awareness of Breast Cancer'</li> <li>- Extension Lecture on Eye Donation</li> </ul>
	Community Orientation	<ul style="list-style-type: none"> <li>- Visit to Special School</li> <li>- Visit to Historical Places</li> <li>- Social Surveys</li> <li>- Sports Day Celebrations</li> <li>- Civil Defense</li> <li>- Red Ribbon Club</li> </ul> <p><b>Community Based Projects:</b></p> <ul style="list-style-type: none"> <li>- Mid Day Meal</li> <li>- Organizing Parent Teacher Meeting</li> <li>- Serva Shiksha Abhiyan</li> </ul>
	Social Responsibility	<ul style="list-style-type: none"> <li>- Rally on "Aids Awareness"</li> <li>- Rally on "Cleanliness"</li> <li>- Rally against " Social Evils"</li> </ul>

		- Blood Donation Camp
	Issues of National Importance	<ul style="list-style-type: none"> <li>• Lecture on Human Rights</li> <li>• Celebration of International Day</li> <li>• Celebration of Environment Day</li> <li>• Collage Making on <ul style="list-style-type: none"> <li>- Female Foeticide</li> </ul> </li> <li>• Celebration of Communal &amp; National Harmony Day</li> <li>• National Voters Day</li> <li>• Event organization to 'Save Water'.</li> </ul>

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

- i. Interdisciplinary/Multidisciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice teaching
- v. School experience / internship
- vi. Work experience /SUPW
- vii. Any other (specify and give details)
- viii. (Also list out the programmes /courses where the above aspects have been incorporated).

Different aspects have been covered in the curricula as under:

Table 1.4 Different aspects of Curriculum

S.No.	Aspect	Course	Activities
1	Interdisciplinary/Multidisciplinary	M.Ed B.Ed D.Ed	<ul style="list-style-type: none"> <li>• Faculty members take lectures in all the courses as per their expertise.</li> <li>• Linking of the teaching subject with the core papers</li> </ul>
2	Multi-skill development	B. Ed. D. Ed.	<ul style="list-style-type: none"> <li>• Preparation of Teaching Aid</li> <li>• Handling of Available Equipments</li> <li>• Chalk Board Writing.</li> <li>• Psychological Tests including, Interest, Intelligence, Personality, Teaching Aptitude, Motivation, Creativity etc. are also held to make the students aware about their strengths and weaknesses.</li> <li>• Case Study</li> <li>• Computer Education</li> </ul>

			<ul style="list-style-type: none"> <li>• Personality Development</li> <li>• Expert Lectures</li> <li>• Workshops are organized for career counseling, entrepreneurship development,</li> <li>• Handling group discussions, Interviews</li> </ul>
3	Inclusive education	M.Ed. B.Ed.	<ul style="list-style-type: none"> <li>• Special Educational needs of Learners in Inclusive Schools</li> <li>• Planning and Managing Inclusive Curriculum in Schools</li> <li>• Facilitators for Inclusive Education</li> <li>• Viewing Educational Film</li> </ul>
4	Practice teaching	B.Ed. D.Ed.	45 days Teaching Practice for B.Ed. and D.Ed.
5	School experience / internship	B.Ed. D.Ed.	45 days School Experience for B.Ed. and D.Ed. <b>Projects on</b> <ul style="list-style-type: none"> <li>- Teaching Experience</li> <li>- Peer Group Observation</li> <li>- Co-Curricular Activities.</li> <li>- School Record</li> </ul>
6	Work experience /SUPW		<ul style="list-style-type: none"> <li>• Out of School Children Enrolment Drive (At least 5 children enrolment to Support teaching)</li> <li>• Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc)</li> <li>• Serva Shiksha Abhiyaan (SSA) Project and Mid-day Meal</li> <li>• Alternate School Monitoring Support Teaching</li> <li>• Out Reach Programme (Marginalized children i.e. Special Needs/ Economically/ SC/ST/Girls)</li> <li>• Organizing Parent-Teacher Meeting</li> <li>• AIDS Awareness</li> <li>• Gender Sensitization and Female Foeticide</li> <li>• Disaster Management</li> </ul>

**Any other (specify and give details)**

The VCOE believes in going an extra mile for the cause of betterment of the student teachers. In keeping with this spirit, the institution has formed three clubs which helps to identify and groom talents.

**Cultural Committee (Membership rotates at the beginning of every session):****Objectives:**

- To identify the talents in the students teachers
- To develop a sense of appreciation for Cultural activities in the student teachers
- To develop aesthetic sense in the student teachers
- To develop team spirit and co operative learning amongst the student teachers.

**The Cultural Club Team:**

Dr. Anil Kumar Saraswat	Officiating Principal
Dr. Manju Jain	Member
Ms. Jyoti Ahuja	Member

This committee looks in to the planning and organization of all the cultural activities organized by the college in co ordination with the tutorial groups.

**Activities of the Cultural Committee:**

- Celebration of all days of significance
- Celebration of festivals
- Collegiate competitions
- Inter-Collegiate competitions
- Alumni Meet
- Valedictory Programme

**Environmental Club:**

‘Weed out Greed, the Earth is in Need’

**Objectives:**

- To develop an understanding and awareness of environmental issues
- To develop attitudinal change regarding environmental protection
- To develop environmental values in students
- To create an awareness of and attitude for sustainable development
- To develop an appreciation for the implementation of environmentally sustainable practices

**The Environmental Club Team :**

Dr. Anil Kumar Saraswat	Officiating Principal
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Dr. Taruna Malhotra	Member
Dr. Nidhi Kakkar	Member

This committee looks into the organizing of activities related to environment.

**Activities of the Environmental Club:**

- Poster competition
- Skits
- Environmental friendly festival celebration

**Language Committee:**

**Objectives:**

- To develop an appreciation for language
- To develop the ability to express
- To exhibit creativity in their work
- To develop oratory skills

**Language club team :**

Dr. Anil Kumar Saraswat	Officiating Principal
Dr. Manju Jain	Member
Ms. Jyoti Ahuja	Member
Ms. Preeti Dahiya	Member
Dr. Anju Sachdeva	Member
Dr. Anju Sharma	Member

**Activities of the Language Club:**

- Essay Competition
- Celebration of Hindi Divas
- Street play
- Dramatization
- Publication of College Magazine

**Communication Skills Program**

Dr. Anil Kumar Saraswat	Officiating Principal
Ms. Jyoti Ahuja	Member
Ms. Preeti Dahiya	Member
Dr. Anju Sharma	Member

**Objectives:**

- To develop listening skills in English language
- To improve reading skills in English language
- To train in writing skills in English language
- To cultivate the ability to converse in English



## Maths Club:

### Maths Club Team :

Dr. Anil Kumar Saraswat	Officiating Principal
Dr. Madhu Sahni	Member
Dr. Mamta	Member
Dr. Pooja Pastrija	Member

### Objectives:

- To develop the ability to conceptualize.
- To improve the ability to reason
- To enhance the ability to manipulate numbers and mathematical objects
- To develop a positive attitude towards mathematics

## 1.3 FEEDBACK ON CURRICULUM

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

**Ans.** Stakeholders' feedback on curricula and other issues is taken in formal and informal way to incorporate improvements and suggestions. In most cases, feedback on curricula is a part of standard feedback performance being used by the Institution. Following mechanism is used for feedback:

Table 1.5 – Feedback Mechanism

S. No.	Stake Holder	Mechanism of Feedback on Curricula
1	Student	Students are required to fill-up Feedback Form at the end of Session whereby they are required to give their feedback on relevance, adequacy and coverage of curricula of each subject along with the performance of teacher in the class, teaching methodology and teaching pedagogy etc. Such feedback is taken by the Principal based upon which remedial action is taken as when required.
2	Alumni	Feedback is taken from Alumni in an Informal Way. Alumni also visit the campus on various occasions and events. Feedback of Alumni is taken in structured feedback form, which includes feedback of relevance and adequacy of curricula, specifically, vis-à-vis their capability to adapt to the world of work after having studied in the Institution.
3	Employers	Feedback on Curriculum and performance of Alumni is taken from the employers where they are currently working.
4	Parents	Feedback of parents is regularly taken in a structured feedback

		form as and when they visit on various occasions and events. Parents of those students, whose attendance is less than 75 % at the end of 4th week are specifically called by the PCO concerned, in whose presence, such students are counseled and advised to improve their attendance. Parents-Teachers meetings are also held.
5	Academic Peer Group	External Academic Experts are normally called for delivering Expert Lectures, Workshops, Conferences, Symposia, Faculty Development Programmes, Inspection by Regulators etc., whose feedback on curricula is taken in addition to the relevance and adequacy of infrastructure facilities specifically labs, workshops, library and computing facilities etc.
6	Community	Curricula for all programmes are made available on the official website of the Institution.

- Annexure III : Student Feedback on curriculum as given by NAAC**  
**Annexure IV : Performance feedback of Teachers given by students**  
**Annexure V : Alumni Feedback**  
**Annexure VI : Employer Feedback**  
**Annexure VII : Parents Feedback**  
**Annexure VIII : Academic Peer group Feedback**

**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.**

**Ans.** The outcome of the feedback is discussed by concerned committees and the Principal. The members of the faculty meet after every activity to review and discuss the strengths and weakness of each programme/activity. Necessary measures are adopted for improvement wherever necessary. The institution follows the curriculum prescribed by Maharishi Dayanand University, Rohtak. The faculty members regularly attend workshops organized by MDU and suggestions for the improvement of curriculum transaction are transmitted to the management for implementation.

**1.3.3 What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)**

**Ans.** The Institution participates in the curriculum development process of the University in an informal way. Suggestions and meetings are held with University Officials informally, where discussions about the curriculum are also done. Dr. Kusum Jain, Former Principal, retired in 2011 was the member of BoS of Maharishi Dayanand University, Rohtak and SCERT, Gurgaon. Presently there are no members from our institute to the BoS of Maharishi Dayanand University, Rohtak and SCERT, Gurgaon. However Officiating Principal Dr. Anil Kumar Saraswat is actively involved in an informal way in curriculum development of all the three courses

## 1.4 CURRICULUM UPDATE

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

**Ans.** Curriculum of all the three courses have undergone changes in the last few years as B.Ed. Syllabus was revised in 2010-11, M.Ed and D.Ed. syllabus was revised in 2011-12 and to meet the requirements of the students, to impart quality education, to make the future teachers experts in their own field, 2 New papers and 2 community based projects were introduced in the B.Ed. course.

To make the students able to understand the working of Primary schools, D.Ed. Course was divided into semester system and was made of 3 years instead of 2 years which was followed earlier.

The Copies of Previous Syllabus and Current Syllabus of all the three courses have been attached at annexure-I and II.

The impact of the curriculum update is discussed as below:-

- Inclusive Education was introduced in B.Ed. curriculum for identifying and addressing diverse needs of all learners.
- Curriculum development and school management teaches the students about development ,need, importance and principles of time table construction, up keeping school records and organizing co- curricular activities in a better way and students get practical knowledge of these concepts.
- All the students especially from rural background can become computer literate as they understand computer network and use of internet in teaching and learning as one of the unit of ICET Paper is related to computer practical.
- Students can know the importance of Education in Contemporary society.
- Current syllabus of B.Ed. focuses on “Learning to Know”, “Learning to Do”, “Learning to Be”, “Learning to live Together”.
- In the Paper Learner, Learning and Cognition, Mental processes of learning have been incorporated for understanding Divergent, Convergent, Critical, Reflective and lateral Thinking.
- Students can understand the importance of Co-operative learning, Group Dynamics.
- The new D.Ed. curriculum is based on Re-envisioned elementary teacher education programme prepared by NCTE review committee. The curriculum includes new perspectives in elementary school education and also delineates rationale behind their inclusion.
- The new curriculum in contrast to the former curriculum is based on subject content along with pedagogic theory, perspective and approach and based on socio- political and cultural frame.
- The purpose of revised curriculum is to promote independent thinking with positive attributes and also promote disposition of working collaboratively among students. This

will also help in developing teachers professionally and support their aspirations as teachers.

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

**Ans.** All the strategies for curriculum revision and updates are adopted. National & International curricular modules are referred for curriculum update. Need assessment is done on the basis of experience and survey of the social needs. Students input are also utilized while bringing in changes in the curriculum e.g. computer education which is being recognized as the dire need of the society and particularly students. A collaborative interaction with the needs of practicing schools makes a fruitful feedback on curriculum revision. Emphasis is also placed on building healthy competitive spirit, self education, remedial help and personalized enrichment.

**1.5 BEST PRACTICES IN CURRICULAR ASPECTS**

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

**Ans.** Following quality sustenance and quality enhancement measures have been taken by the Institution:

- (i) Impetus has been placed on skill development through simulated teaching, micro teaching and real teaching.
- (ii) Use of ICT for class room transactions, mass preparation of practice lessons on computers by students have created a technology savvy environment.
- (iii) Self development by giving ample opportunity to participate in panel discussion, classroom discussion, interacting with experts during extension lectures etc.
- (iv) Providing required remedial help and guidance as enrichment program.
- (v) The very process of self assessment enables the institution to nurture or cultivate a stronghold of positive dimensions. Therefore, the college strongly believes in constant and continuous revision of institutional plans and policies in order to sustain and enhance quality in its curricular programmes.

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

**Ans.**

- Inclusion of ICT at the level of curricular planning and dissemination of content.
- Inclusion of pedagogical analysis, micro-teaching, mega teaching and real teaching programmes with great seriousness and honesty.
- Providing personalized remedial help to the students in the core subject areas as well as in practical subject areas.
- Providing enrichment programmes through the use of language lab, science lab, Art & Craft Lab., Maths Lab. and Home Science Lab.

- Providing packages on Personality development, Interview skills, Soft skills, Life skills, Yoga, Pranayaam etc.
- Creating Spiritual awareness among teacher educators by organizing panel discussions, group discussions and extension lectures on this theme.
- Developing research skills among students of B.Ed. & M.Ed. course. Action research is taught in B.Ed. and practical experience on conducting action research is given. At M.Ed. level also due course is adopted for selection of topics for research. Synopses are presented before the faculty and required amendments are made in the research proposal.

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

**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?**

**Ans.** The detail is as under:

The college admits students strictly on the basis of a common selection test conducted by Maharishi Dayanand University to which the college is affiliated. The college has always devised ways and means to go beyond the minimum standards. It takes initiative to get B.Ed. and M.Ed. curricular programmes revised and updated periodically by holding meeting with the members of MDU. Orientation programmes are organized to sensitize students to the history of the college and to counsel them on selection of courses and specialization. Teacher trainees are given regular assignments and projects in each curricular area. Seminars, quiz competitions, panel discussions and group discussions are adopted for continuous assessment of student performance. The college provides learning experiences by the creation of a participatory and active learning environment. Remedial courses are organized for the benefit of weak students. Advanced learners are challenged to attempt write ups on current issues in education and to participate in institutional programmes by displaying advanced skills. Members of the faculty utilize the syllabus and prepare teaching plans in their respective subject areas in accordance with the academic calendar.

Micro-teaching, mega-teaching and pedagogical skill developments are done to keep abreast of modern pedagogical advancement. The college offers ten options in Methods courses and five options in Work Experience to enhance their competence and to sustain their academic interest.

The college organizes exhibitions of teaching aids prepared by trainees and distributes them to schools in order to build their instruction and learning capacities. Various neighbouring schools are brought closer to the college by helping their staff to improve their pronunciation skills in the Language Lab of the college. Thus the college has established extensive contacts with local educational institutions – practicing schools, colleges and social service organizations like Rotary Club, District Red Cross Society and local industries.

The following curricular and pedagogic practices are informal parallels to the organized effort described earlier. Members of staff and students meet every week and deliberate on issues for self-development and sharpen their thinking skills. Book reviews are presented by trainees. Members of faculty who have Master's degrees in more than one discipline

often optimally utilize their expertise by adopting an inter-disciplinary approach in their teaching. Importance is given to 'Value education' for inculcation of human, moral and spiritual values. To instill the dignity of labour, students and staff are associated with the cleanliness project of campus and college.

The institution develops sensitivity among students to local and national concerns, through extension lectures and morning assemblies. Yogic practices and meditation help students to develop skills and values. Efforts are made to promote scientific temper among trainees. It is an institute of excellence in teacher education formed on ancient Vedic culture and wisdom coupled with modernity. Interactive sessions in teaching are organized for competency building and development of personality. Writings and quotations are displayed for developing professional commitment and creativity. The psychology laboratory, the ICT Lab., Art & Craft Lab., Home Science Lab. and the mathematics lab are well used for the benefit of trainees. The language lab has been a help to develop communication skills of both students and teachers. Workshops, seminars and extension lectures are made part of the curriculum. Value education is emphasized by the college. Effort is made to provide character education through dissemination of values.

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

**Ans.** It has been discussed in detail in 1.5.1

# ***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?**

**Ans.** The admission policy is determined by the State Government and decisions in this regard are implemented by the University, Authorized to make admissions to B.Ed. and M.Ed. course in the State. The college abides by the admission criteria of the Govt. /University at all cost.

#### **Admission Process for B.Ed. course**

Admissions in B.Ed. course are conducted and regulated by the State Universities- Kurukshetra University, Kurukshetra and M. D. University, Rohtak on alternate year. The students are allotted Govt. Colleges of Education, Aided Colleges of Education and Self-Financed Colleges of Education through centralized counseling by the University authorized to make admissions. (The admission to B.Ed. (Regular) course has been made by Kurukshetra University, Kurukshetra for the current session 2012-13.)

The students who have secured 50% marks (General Category) at graduation or post graduation level are eligible to apply for admission in B.Ed. course. In the case of SC students belonging to Haryana State, the eligibility condition is 45% marks at graduation or post graduation level.

#### **Admission Process for M.Ed. course**

In M.Ed. course, admission is done on the basis of merit list prepared by M. D. University, Rohtak.

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

**Ans.** The University making admission to B.Ed. course and M.Ed. course publishes prospectus every year. Full information about the eligibility conditions for seeking admission to B.Ed./M.Ed. course, list of colleges of Education, fee structure, mode of payment, online submission of application and choice of college is put on university website: [www.mdurohtak.ac.in](http://www.mdurohtak.ac.in),

The University authorized to make admission, also publishes notification for B.Ed. admissions in various national newspapers of English/Hindi language for wide publicity. The Information regarding admission is also made available on

- College website [www.vaishcollegeofeducationrohtak.com](http://www.vaishcollegeofeducationrohtak.com)
- Notice Board of the College
- Helpline Numbers 01262-267680, 248577
- From the office

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



**Ans.** Admission to B.Ed. and M.Ed. course is made by the University through online/manual counseling and the candidates are allotted the college of Education. At the institution level, documents of the allotted students are verified and report is sent to the University online/manual about the number of students admitted in the college.

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

**Ans.** Number of students admitted to B.Ed. course is 200 and M.Ed. course is 35. So, every effort is made to give personal attention to cater the needs of diverse students. The institution has adopted the policy of 'Unity in diversity'. To retain the diverse student population admitted in the the institution provides the following facilities:

- Have the scheme of 'Earn while Learn' for students belonging to low income group.
- Scholarships are given to SC/BC students.
- Linguistic Problems are sorted and communication skills are developed through language lab.
- Leisure activities like internet surfing, encourage general reading of books, newspaper etc.
- Recreational opportunities like singing, games etc.
- Provides various opportunities through seminars, paper presentations and discussions.
- Provision of wheel chair for the physically challenged students.
- Fee remitted for the SC/BC students of low income groups according to Haryana Govt. Rules.

Other than this, students have the flexibility within a programme to meet their diverse needs with reference to time frame and subject specialization.

**Time Frame:** - Though the completion of the programme has fixed time schedule determined by the university, yet, in implementation of the same, there is in-built flexibility for the students as well as teachers. Student-teachers complete their assignments, lesson plans, practice teaching – microteaching, mega teaching, sessional work (pedagogical skill development), etc. within the allotted time. Students are allowed to change their options within a specific time if they want to do so. This flexibility has resulted in mastery over these skills to the standards.

**Subject Specialization:** - A variety of options are offered to students in which they can specialize as per their interest. They choose their subjects according to their previous courses so that it will be benefitted for their placement in various schools.

**Method Course Options:** - There are a wide variety of options in content-cum-methodology courses. The candidates can choose any two-method courses acc. to their interests and previous programmes studied.

**Non-core options:** - Keeping in view the varied interest of the student- teachers, the college provides different options in Work Experience. Each student-teacher is required to select two options.

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

**Ans.**

- A talent search programme is organized by the college to assess the skills of the students.
- Students-teacher are made to write an article on ‘Myself’ in the tutorial group to assess the student-teacher written expression and flow of thoughts.
- Orientation programme is provided to the students to cope with the course content and the academic and non-academic activities to be undertaken during the academic session.
- Entry level test is conducted to find out the knowledge of the students.
- Informal interaction of teachers and students observations of teachers also helps to identify the knowledge/needs and skills of the students.
- Time to time activities and competitions are conducted to find out the skills of the students.

## **2.2 Catering to Diverse Needs**

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

**Ans.** The institution works towards creating an overall congenial environment through:

- Creating a climate conducive to learning by fusing intricately the diversity among the student teachers through tutorial groups enabling the student teachers to be responsive to others’ need and contribute towards it improvement.
- Encouraging library reading through the library hours allotted in the time table.
- The academic calendar is prepared in advance for the smooth functioning of the college.
- The mode of presentation of various topics of the syllabus is decided in advance.
- Extension lectures by experts are arranged.
- The instruction is made learner-centred.
- Teaching through LCD Projector is emphasized.
- Organization of ‘Morning Assembly’ and ‘Thought of the day’ is the regular feature of our college which help the prospective teachers to overcome the stage phobia and self expression.
- Students are encouraged to participate as well as organise inter and intra colleges competitions.
- Organizing workshops and seminars that encourage student-teachers participation which provides scope for working together and thereby leading to understanding each other and developing a ‘we’ feeling.
- Interactive lecture programmes, provision of seminar/Presentation in the time-table helps to student-Teachers encouraged to express their views and clarify their doubts.
- A multilingual approach followed by teacher educators helps in involving all the student teachers in the classroom activities.

- Community work which is done in the right earnest to foster values like empathy, humanness, co-operation, punctuality etc. This helps in the overall development of the student teachers too.
- Co-curricular activities like Athletic meet, Tree Plantation, Celebration of festivals and the days like Teacher's day, International Aids Day, Swachta Diwas, Women's Day, etc. helps in the development of managerial and organizational skills in pupil teachers.

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

**Ans.** The institution caters to the diverse learning needs of the pupil teachers through:

- Conducting lectures in vernacular medium which caters to the linguistic diversity.
- Providing special time and guidance to motivate the under achievers so that they can use their optimum potential.
- Emphasis is placed on Remedial Teaching. This is done formally and informally through personal guidance. The lectures hold Remedial classes, tests and re-tests are also given to improve the performance, if required.
- High achievers are asked to take up the task of being mentors for the pupil teachers at risk. This also boosts the morale of the high achievers.
- High achievers are involved/engaged in leading the group in seminars, organizing institutional programmes, performing special responsibilities, presenting papers in seminars/conferences.

### **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?**

**Ans.** There are different activities envisioned in the curriculum for student-teachers to understand the role of diversity and equity in teaching learning process as:

- The college provides 'Special Education' at M.Ed. as optional paper and at B.Ed. level 'Education of Exceptional children'. Through these papers, pupil-teachers identify the problems of exceptional children, their different needs and ways of providing them education.
- Beside these, the paper on 'Psychology of Teaching & Learning' at B.Ed. level and 'Advanced Educational Psychology' at M.Ed. level describes about the ways & means to identify the children deviating from normal children i.e. creative and under achievers and the role of the teachers' methodology to provide education to them to grow at optimum level.
- In method courses such as teaching of Life Science/Physical Science/Social Sciences/English/Hindi, separate units or topics are given to describe different methodology, learning needs, use of audio-visual aids etc. to make the lesson according to need of the students. Use of concrete objects is required for students with learning difficulty. Thus, trainees learn to understand the barriers of learning and how to include participation of all learners who are victims of exclusion and marginalization.
- Field visits of the trainees to Special Institutes like 'Shravan Institute of special Education and Research', 'State Institute of Rehabilitation Training and Research Centre (SIRTAR)', 'Arpan Mentally Handicapped Institute' are organized.

- Extension lectures by the experts are also organized from time to time.
- Class-room itself is the good example where students with diverse needs like normal, physically handicapped, slow learners and talented all study together.

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

**Ans.** The institution ensures that the teacher-educators are knowledgeable and sensitive to cater to the diverse student needs as under:

- While appointing/recruiting the faculty, knowledge and sensitivity are also examined. All the members are Ph.D./M.Phil/UGC (NET/SLET) qualified and fulfill the appointment criteria described by NCTE.
- Faculty members are also permitted to pursue their higher studies such as M.Phil., Ph.D.
- Teacher educators are also given opportunities to attend workshops, seminars and conferences.
- Regular interactive sessions are held to sense the diverse learning needs of the pupil teachers at different juncture of their academic course through tutorial groups.
- Interactions during the classroom teaching, co-curricular meets give an insight to the teacher educators to be aware of the diverse needs of the pupil teachers.
- Teacher educators are given opportunities to attend workshops, seminars to know the recent advanced and ever demanding needs of the student community thereby enabling them in handling any such situation.
- Action research is encouraged to identify the learning difficulties among the students and solution thereon is geared to.
- Problems regarding pupil teachers and performances are discussed with the Principal and then solutions are sought
- Principal interacts with the pupil teachers individually and after brain storming the issues in the staff room are decided upon the strategies to be implemented.
- Remedial classes are organized by teacher educators to solve the learning difficulties of pupil teachers.

**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 situations?**

**Ans.**

- Organization of morning assembly. The morning assembly includes following activities:
  - Gayatri Mantra
  - Saraswati Vandna
  - Prayer
  - Thought of the day
  - Views of prominent/eminant personalities on value education or any national concerns
  - Presentation of self composed and inspired poetry
  - Daily News
  - Bhajans/Devotional Songs/Patriotic Songs

- National Anthem
- Celebrating days of national, international and social importance such as Republic Day, Independence Day, International Women Day, Lohri, Diwali, Holi, AIDA Awareness Day, Science Day etc.
- Daily display of thoughts of eminent thinkers & educationist on display boards.
- While organizing any function, the student-teachers are assigned to organize various activities under the supervision of the concerned tutor.
- While organizing various competitions, student-teachers are assigned different responsibilities.
- On teaching theory papers the student-teachers are given orientation in different types of disabilities – their identification, causes and prevention. The student teachers are also given lessons on how to help disabled children in the classroom and at home.
- Use of various teaching methodologies that complement and support to meet the diversity.

## 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, internship, practicum, etc.)

**Ans.**

- The institution has engaged student teachers in active learning with the help of available resources i.e. library, various labs., educational technology lab., computer lab., psychology lab., work shop for preparing teaching aids, college website, internet facility in computer lab.
- All the student teachers of the institution are divided into various groups while organizing micro-teaching, real teaching, morning assembly, work experience and work education. It is the priority of the institution that all the student teachers will interact with each other and with each teacher educator in one or another group.
- Some individual and group projects are assigned to develop the sense of tolerance, co-operation, brotherhood and socialization of the student teacher.
- Various computer aided instructions are also developed to cater to the individual needs of the student teachers.
- For the active participation of the student teachers, different assignments/projects/seminars are also assigned to them in which they have to make optimum use of library resources, website, internet and other resource material.
- Training in communication skills is given at language laboratory
- Orientation in ICT for B.Ed. and M.Ed. students
- Holding programmes like Skill-in-Teaching, Talent Search, Morning Assembly
- Organizing cultural activities and community services by the student teachers.
- Organizing intra-college, inter-college competitions on different items like rangoli, preparation of teaching aids, painting competition, mehandi competition etc.
- Teacher educators adopt the lecture cum discussion method which encourages student teachers to participate in all class room discussions.

- Brain storming is used to elicit ideas.
- The tutorial groups become the focus groups under each teacher educator who assigns tasks and evaluates the progress regularly.
- Individual assignments are given and self study is encouraged.
- Co-operative learning methods are used to a great extent.

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

Ans. The institution believes in ‘Child-Centered’ approach. In all the programmes students have a vital role to play various activities are organized by the students under the guidance of teacher.

- All students are assigned topic for class seminar and home assignment.
- All students practice micro teaching and macro (Mega) teaching in both school teaching subjects.
- All students administer and interpret one out of five psychological Tests, prepare two case-studies (one on normal child and one on problematic child) and to prepare motivational schedule.
- All students prepare and use teaching aids properly and effectively.
- Student teachers are encouraged for action research on any current problem.
- All students undertake language learning/computer learning.
- All students observe ten lessons of co-fellows during teaching practice.
- All students participate in community based projects/programmes.
- Students give outlets to their ideas through publication in college magazine.
- Fundamentals of computer education are imparted to all the students. In order to develop manual skills and inculcate aesthetic sense in the students, crafts like interior decoration, drawing & painting etc. are taught as a part of curriculum.
- For overall development of character and personality of the trainees, Athletic Meet is organized in the institution. Morning assembly is also organized every day. Days like Science Day, International Women Day, Hindi Divas, Teachers day, Independence Day, Republic Day, Lohri etc. are also celebrated.
- Field visits and excursions give opportunities to student teachers to sharpen their observation skills and noting down things of relevance. Student teachers have to submit a detailed report of their visit. This builds confidence in them.
- Class representatives have an important role in the functioning of the college. Students are the members of the various committees of the college.

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

**Ans.** Faculty of the institution uses wide range of techniques, materials and experiences to engage students' interest and ensure effective learning. These are as follow:

**(i) Interdisciplinary/Multidisciplinary Approach**

Interdisciplinary/Multidisciplinary Approach is followed in transacting the curriculum. The teaching of several subjects included in the curriculum like Philosophical & Sociological basis of Education, Learner, Learning & Cognition, Secondary Edu. , Curriculum Development, Information Communication and Educational Technology, Educational Vocational Guidance and counseling, Yoga Edu., Health & Physical & Environmental Edu. Etc. entails interdisciplinary approach.

Members of the faculty have variety in their specializations which enables them to use inter-disciplinary/multidisciplinary approach in teaching. The cognate or allied combination in their specializations forms a distinctive mark of the faculty which is depicted in their teaching.

**(ii) Promoting Self-learning Approach**

In order to promote self-learning, to develop study skills and thinking, the college has introduced the following innovative practices:

- One period reserved for self-study in the library
- Presentation by student teachers on relevant topics in Seminar period.
- The college is divided into four houses. Members of these houses meet once a week in the college and deliberate on topics related to self-development, self-study, self education and processes of thinking.

**(iii) Internship Approach to Practice Teaching**

After having gone through pedagogic analysis of method course, lesson planning, practice of teaching skills in micro-teaching and mega-teaching in simulation, student-teachers go for teaching in local schools for about 25 days.

**(iv) School Experiences (Field/First Hand Information)**

During internship in teaching, student-teachers participate in school programs and make a brief study of one aspects of the school in which they have their teaching practice. Student-teachers also participate in the programmes organized by the college related to schools (educational needs of schools etc.) from time to time. Students also go for field work related to community based projects.

(v) **Community Work**

The college has established links with the local community in order to appraise student teachers with the local issues and problems. The college has taken the following steps in this regard:

- Interaction with community and schools to study their emerging needs.
  - ‘Save Water’ event was held in collaboration with ‘Dainik Bhaskar’ in our college premises.
  - Visits are arranged to Special Institutes like ‘Shravan Institute of special Education and Research’, ‘State Institute of Rehabilitation Training and Research Centre (SIRTAR), ‘Arpan Mentally Handicapped Institute’. Student teachers get an insight in to the problems and remedial measures taken for special children.
  - We get feedback performa filled by school authorities in which our students work. Then these are analysed and used in programme review meetings for improving the programme and its transaction.
  - Celebration of ‘Communal and National Harmony Day’ in the college.
  - Youth Red Cross club of our college organized a campaign to bring the awareness about AIDS by organizing a Rally.
  - Blood Donation Camp was organized with collaboration with Red Cross Society and Vaish Education Society on April 3, 2013.
  - Three days introductory course in Scouts and Guide Camp was organized in the college from 4-6 April 2013.

Inviting social activists to the college and arranging interaction with faculty & students.

- Dr. D.K Diwan (Active member of Rotary Club) was invited in the college to throw light to various issues related to growth & development of differently abled children and various other issues.

Besides these, the college is using Innovative approaches like-

- Discovery method, Problem solving method (through method labs) are used.
- Faculty also uses Project method, Discussion, Brain storming exercises.
- Field trips etc for transacting the curriculum in an effective manner.

**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 numbers of lessons given by each student.**

**Ans.** The teacher trainees are made aware of various teaching models on methodology by subject teachers. They practice all these models in their pre-practice teaching session in the college and during teaching practice in the schools under the guidance and supervision of teachers of the college and the practicing schools. They are exposed to simulated classroom teaching by their teachers. They also learn new methods and techniques by observation and discussion that follow such sessions. On an average each student teacher makes use of the models of teaching in at least two lessons. Each student was to deliver 45 lessons in their teaching.



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

**Ans.** Yes, the student-teachers use micro teaching technique for developing teaching skills. They are oriented to micro-teaching and its related aspects like teaching skills, simulation, modeling and feedback. After having discussion on core teaching skills, demonstration on each teaching skill is presented by teacher-educator and later the student-teachers prepare micro lessons and practice five significant skills in each teaching subject. The various skills and number of lessons given by each student per skills in their teaching subjects are:-

<b>Skills</b>	<b>No. of lesson per student</b>
Skill of Questioning	One + One
Skill of explaining	One + One
Skill of Illustration with examples	One + One
Skill of Stimulus Variation	One + One
Skill of Set Induction	One + One

These skills are delivered in a simulation conditions. The major purpose of this is to make them aware of their own behavior patterns displayed in the class in relevance to teaching-learning situation.

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

**Ans.** While selecting the schools for practice teaching the following process is adopted:-

**i) Identification of schools for practice teaching**

First of all schools are identified for the practice teaching of the student teachers. Following criterias are kept in mind while identifying the schools:

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition / affiliation of school with the government.
- Medium of instructions at the school.

On the basis of above mentioned criteria the detail survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching.

## ii) Getting consent from authorities

After selecting the school for teaching practice the consent of the concerned authorities is taken for availability of schools for teaching practice.

## iii) Division of group & Incharge teacher

After selecting the school for teaching practice and getting their consent, the various student teachers are assigned to different groups and school. While assigning the schools to student teachers, various needs and requirements of the student teachers are kept in mind. Every care has been taken to provide nearby school to the student teachers. A group comprises of almost 15 student teachers and one teacher educator as supervisor.

## iv) Completion of teaching practice

Teaching practice session at the schools lasts for 25 days in which a student teacher delivers 45 lessons in all.

## v) Monitoring & Supervision by Teaching Practice committee & Director/Principal:

The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teaching practice committee and the Principal himself. He regularly visits various schools randomly and observes the conditions in the schools. During their visit, he meets the head of the school, staff members and student teachers and also observes some practice teaching lessons and provides feedback accordingly. He also listens to the difficulties faced by the student-teachers at the school and make necessary arrangements to remove/reduce them. Necessary guidance is also provided to the student teachers and teacher incharge as per need.

The detail practical work to be performed by each student is given here:-

Item	
<b>A) Before Real Teaching/After Micro teaching</b>	
a) Demonstration Lesson by teacher educators	1 + 1
b) Mega Lesson & teaching in simulation	5 + 5
c) Discussion Lesson in simulation	1 + 1
<b>B) In Real Class room situation</b>	
a) Lesson planning & teaching in real school situation	20 + 20
b) Discussion Lessons	3 + 2
c) Observation of discussion Lessons by fellow students (peer)	10

## Process of Practice Teaching

### i) Orientation

Before the commencement of the actual practice teaching at the schools all the student

teachers are well oriented about the rules and regulations of the school, school infrastructure, teaching faculty, school time table, school curriculum and environment etc. so that, they feel themselves as a part of that particular school the teaching practice days.

**ii) Number of Lessons Delivered by each Student-Teacher**

At practice teaching in schools every student-teacher delivers (presents) 20 lesson in each methodology course. It means total 40 lessons and five (5) discussion lessons are delivered by each student-teacher at practice teaching. The teaching practice session goes for at least 25 days. Therefore, two lessons per day (one of each teaching subject) are delivered by each student-teacher.

**iii) Number of Lessons Observed by Mentor teacher**

For every practice teaching school one teacher educator is assigned the work as supervisor. A supervisor/mentor teacher is assigned a group of almost student-teachers. At practice teaching, a supervisor or incharge teacher observes almost 15 lessons per day

**iv) Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans**

- Each student-teacher observes 20 lessons in the both methodology courses delivered by their peers and also provide feedback to them.
- At the time of the observation of discussion lesson, all the student- teachers, in charge teacher and school teachers observe the lesson.
- The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student- teacher. Appropriate suggestions are provided to him/her by peers, teacher & school teachers accordingly.
- Mentor teacher regularly check the lesson plan and observe the practice teaching. He/She writes his/her comment & suggestions about the lesson in the lesson plan note-book of the student teachers.
- School teachers are encouraged to observe the lessons delivered by each student-teacher and provide necessary feedback.

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

**Ans.** A group of students are attached with the particular school which was selected by the institution. In that school students acquire knowledge about the system of the school. They also acquire knowledge about admission procedure, accounts, and preparation of time table, holding debates, and competitions. During Block Teaching period student-teachers participate in daily morning assembly of the school, organize various activities in morning assembly, keep the record of students' attendance, learn how to manage funds & other material of the school and also actively participate in the cultural event of the school. They participate in co curricular activities also. In this block teaching student teachers organize morning assembly, sports activities, celebration of important days, various competitions etc. They also observe lessons delivered by school teachers and co-

follows each day during block teaching. They deliver 02 lessons in different classes in the presence of teacher educators.

Teacher-educators monitor the performance of the student teachers and give proper feedback in a proper feedback schedule. This feedback schedule includes checking of previous knowledge, announcement of the topic, presentation of the lesson, use of teaching aids to illustrate and explain the concept, induction approach, sectional recapitulation, participation of pupils, final recapitulation, CB summary etc.

Teacher educator also evaluates the lesson planning before delivering the lesson in the classroom.

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

**Ans.** Yes the practice teaching sessions/plans are developed by involving the school staff and mentor teachers.

- The practice teaching time tables are prepared with the concurrence of the school principal or supervisor.
- The units to be taught by student teachers are given by the school subject teachers.
- The lesson plans are submitted to the guiding teacher educator.
- Guidance is taken on a one to one basis.
- Feedback received is shown to the guiding teacher educator.
- School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement.

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

**Ans.** The institution prepares the student-teachers for managing diverse learning needs of the students in the school by executing following activities:

- Training in Micro-teaching skills.
- Training in lesson planning and formulating objectives in behavioral terms.
- Enabling them to apply different methods of teaching.
- Provide knowledge about Child Psychology and individual differences.
- Enabling them to be familiar and well oriented with the process of conducting action research, case study, psychological testing etc. By conducting these activities the student-teachers become able to know the diverse needs of the students in the schools.
- Student-teachers are also trained in organizing morning assembly and other various cultural & academic activities at the college. During practice teaching student-teachers apply this training in actual situations.
- Student-teachers are also well oriented about the time-table construction, managing human & material resources at the school and writing report on school plant. All this knowledge is applied during the practice teaching.
- Various social and life skills are developed through morning assembly, community participation, games and sports activities, and field trips etc. among the student

teachers which help them throughout the practice teaching period.

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

**Ans.** Since the vision of the college is to groom each student teacher as the one who is technology savvy, info savvy and communication savvy, therefore, the institution exposes the student teachers to use integration of technology and ICT in teaching practice.

Student-teachers are well trained to use modern technological equipments such as computers, OHP, slide projector, T.V., LCD projector etc. for making teaching-learning process more effective. Intensive training on integration of technology in teaching includes the following:

- Fundamentals/basics of computers
- Use/application of computers in education
- Use of MS word, multimedia, net surfing & e-mail

**2.4 Teacher Quality**

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

**Ans.** Yes the practice teaching sessions/plans are developed by involving the school staff and mentor teachers.

- The practice teaching time tables are prepared with the concurrence of the school principal or supervisor.
- The units to be taught by student teachers are given by the school subject teachers.
- The lesson plans are submitted to the guiding teacher educator.
- Guidance is taken on a one to one basis.
- Feedback received is shown to the guiding teacher educator.
- School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement.

**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.**

**Ans.** Schools are identified for the practice teaching of the student teachers. Following criteria are kept in mind while identifying the schools:

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition/affiliation of school with the government.

- Medium of instructions at the school

The decision of allotment of practice teaching schools to the student teachers is made upon the requirement of student teachers i.e. medium of instructions, availability of subject and distance from their residence etc.

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

**Ans.** The college follows consistent, continuous and comprehensive procedure to evaluate student-teachers' achievements and their performance as:-

- Assignments are given in each theory paper.
- Different types of Lessons - microteaching, mega teaching and real classroom teaching lessons are properly evaluated. During micro teaching sessions conducted in simulation, the teacher educators and the peers provide feedback about the lesson presented by the student-teachers. And also during the practice teaching session, mentor teacher involves head and teachers of practice teaching schools, peer group of student teachers with him for manual observation and to give feedback.
- Record of performance of each student-teacher in other activities of the college is also maintained. The tutor of each house makes an assessment of the performance of each student in different programs and finally submits the same to the examination incharge. Thus, the student-teacher is given a proper feedback to improve the performance in curricular and co-curricular activities.

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

**Ans.**

- The various compulsory paper of B.Ed. syllabus exposes the teacher trainee to the major issues relating to education and thereby updates their knowledge on recent/latest educational developments in the country. They are encouraged to read journals and newspapers to keep track of developments in the field and the cross-currents in educational policies. Special lecturers are arranged on vital issues that have a bearing on education.
- During teaching practice programme, mentor teacher- establishes the interaction between both sides. He ensures that all practice school teachers and staff gets introduced with student teachers and all the student teachers develop a perspective about the vision, methodology, schedules and functioning of the practice school. Mentor teacher come across all the important policies of practice teaching school through discussion with head and staff of the school and makes clear to all the student teachers.
- Heads of teaching practice schools are invited in different institutional cultural events as guest of honour and judges. They are given a prime place for making

aware the student teachers about different issues, problems and policies in school education.

- The policy updates and educational needs of the schools are the main focus of wall magazine in placement cell, morning assemblies, seminar period, debate and discussion in our institution. The institution ensures that all its mentor teachers are updated themselves regarding educational policies like EDUSAT, Mid-day meal, recording of funds and documents on school education. The mentor teachers provide the updates to all student teachers.

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

**Ans.**

- A change in the school subjects or the curriculum gets reflected in the textbooks. The teacher educators and the student teachers are well conversant with these changes.
- The faculty members are given opportunities to attend and participate in seminar, conferences, workshops and extension lecture in colleges and departments of Universities to keep pace with the recent developments in the school subject and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use of relevant tools and techniques.
- The faculty and the students keep pace with the recent development in the school subjects and teaching methodology through internet facilities, newspapers, magazines, educational journals and other resources available in the library.
- Regular interactions by the teacher educators with the school personnel (specially during teaching practice programme and various college and school functions) give an insight to understand the requirements and expectations of the school. Teacher educators then accordingly guide the student teachers.

In April 2013 College organized one day Faculty Development Programme on 'Recent Developments in Teacher Education' for teacher educators.

#### **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.)**

**Ans.**

- For the professional/career development of the teaching staff, the college organizes seminars/workshops/conferences and faculty development programme.
- In addition to the programme stated above, the college arranges a number of extension lectures by the experts from other universities/institutions for updating knowledge of the faculty and the student-teacher.
- The college also organizes field visits to the different places/institutions to give firsthand experience to the faculty and the student-teachers.

- For ensuring personal and professional development of the faculty members, the college creates opportunities to help them to participate in
- International/National/State level seminars, workshops, orientation courses, refresher courses and present the papers.
- Members of faculty are also encouraged to pursue their higher studies. The following faculty members have been granted permission to pursue their further studies in the recent past:  
Ms. Jyoti Ahuja  
Ms. Pooja Pasrija  
Ms Sudesh Gupta  
Ms. Anju Sharma  
Ms Anju sachdeva
- Teachers are provided with personal computer, internet access facility, library facility and guidance from dynamic leadership of the Principal. The faculty can avail optimum academic leaves for their research work.
- The faculty members are motivated to contribute educational and research articles in different educational journal and magazines.
- The faculty members are also inspired to write books on various papers of B.Ed. syllabus.

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

**Ans.**

- Staff members are acknowledged formally in different programs such as staff meetings, during ‘vote of thanks’ etc.
- Their performance is also acknowledged in ‘Annual Confidential Report’.

## **2.5 Evaluation Process and Reforms**

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

**Ans.** The college is committed to provide quality education to its students with ‘child-centered’ Approach. The barriers to student learning are identified through various means i.e. suggestion box, feed back from the students, class tests and examination, performance of the students throughout the year and with all these through informal interactions among students and teachers. The suggestions and problems if found is solved by the tutorial in charges or subject teacher concerned various facilities available are otherwise communicated to the Principal or Parents of the students.

**Conducive Environment-** The institution is one of the best institutions under M.D. University, Rohtak. Students are keenly interested in getting admission in various courses



of this institution. The college is situated near the railway station so students do not have problem of transportation.

The students are divided into tutorial groups and houses where they are in continuous touch with teachers. Every activity organized in the college is with the involvement of the students. Teachers teach and discussed each topic with the students.

The students have the facility to meet and interact with the teachers and principal any time to discuss their problems.

**Infrastructure-** The College has best infrastructure facilities with lush-green lawns. The college possesses the best infrastructural facilities. Each and every classroom is well-ventilated with paper light and seating arrangement for the students. The classes are divided into sections so that individual attention may be given to the students.

College has the Auditorium, Multipurpose hall, Conference hall, Science lab, Maths lab, Home science lab, Psychology lab, Computer lab, Work-experience lab, Language lab, Placement cell etc. with latest and modern technological facilities.

**Library-** College library is the heart of the institution. Where students have the internet facility with a no. of 13998 books and 16 journals in college library. The students have a peaceful reading place for self-study.

#### **Access to technology**

- Students and teachers have the internet facility available to update their knowledge.
- Computer and Educational Technology lab- Laboratory has the LAN and internet facility. With all these latest equipment like LED, Overhead Projectors and Slide Projectors are available. Students and teachers use the power point and other technologies to teach their students.

**Teachers' Quality-** Good infrastructure and latest facilities are failed without qualified and competent staff. But our institution have an asset of qualified and competent staff who are very hard working and dedicated towards their work. Every teacher is conscious about his duty and always ready to solve the problems of the students.

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

**Ans.** B.Ed. curriculum includes the continuous and comprehensive Evaluation. The curriculum has the provision for External Assessment as well as Internal Assessment.

For Internal Assessment, Assignments and Class tests are taken as well as regular observations are done. House Examination is also conducted for the evaluation of students. Discussions and Class Presentation are also done to evaluate the students. Informally also there is observation of teachers in the class which helps in assessing the student learning.

The External Evaluation is done by the University itself. So a comprehensive and continuous evaluation procedure is being followed in the institution.

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

**Ans.** The major objective of internal evaluation is to improve the performance of the students. Following steps are taken-

- Feedback is given to students after practicing every lesson.
- Assignments given by students are checked and improvements are suggested by the teachers.
- Students are encouraged to participate in various co-curricular activities and are motivated for further participation.
- House Test and Internal Examination are thoroughly checked and evaluated.
- Mistakes and shortcomings are discussed with the teachers at individual level.
- Teaching methodology are changed and modified according to the needs of the students.
- Remedial Teaching is organized in the college.

### **2.5.4 How is ICT used in assessment and evaluation processes?**

**Ans.** ICT is the important aspect at every stage. The ICT is used for getting information regarding examination, date sheet, declaration of result etc. All the notices and information given to the students by using ICT. On-line uploading of internal assessment, framing of data base information all require the ICT. Use of Internet is also done during the M.Ed. dissertation work. So ICT is widely used in assessment and evaluation.

## **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?**

**Ans.**

Lecture method of teaching is supplemented with other methods. In these methods there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method, team-teaching demonstration method, and use of maps, charts and models. The college is well equipped with media facility. Teachers are taking benefit of these to make their presentations more meaningful and interesting.

The college adopts continuous and comprehensive evaluation system for student. Students' progress in curricular and co-curricular activities is monitored regularly by teacher educators in form of assignments given to students, class tests taken, house examination and observing their contribution and participation in co-curricular activities.

Topics are assigned to M.Ed. students for teaching B.Ed. class so that they got the first hand experience related to teaching.

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

**Ans.**

- The institution reflects on the best practices in the delivery of instruction by using the technology in their classes. The teacher educators are provided with laptops and internet facilities to enable them to do the reference work from the internet. On-line chatting, conferencing with the experts from the concerned fields. The teacher educators do the reference readings from the digital libraries.
- The teacher educators also access essential teaching aids and other materials which are required for the teaching learning activities from the internet.
- Every teacher has his/her unique classroom interaction and teaching methodology. They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, story-telling, problem solving, project method, role playing report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communications and different audio visual aids give an extra edge for best practices in instructional field.
- M.Ed. students are provided the internet and computer facility in Library and Computer Lab regarding their dissertations.
- B.Ed. students and teachers are encouraged to use technology in their teaching.

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

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

**Ans.**

- **Suggestion:** - Morning assembly as a daily feature of college program.  
**Implementation:** - Morning assembly has become a daily feature of college program in order to serve the cause of value education in a better way.
- **Suggestion:** - Feedback performa from different stakeholders.  
**Implementation:** - College has developed feedback performa for obtaining feedback from academic peers and employers where its students serve. These performs are analyzed and used in programme review meetings for improving the programme and its transaction.
- **Suggestion:** - Inclusive Education practices.  
**Implementation:** - As per state govt. rules admission in B.Ed course are done keeping in view the reservation policy. Teacher educators bring diversity in their teaching methodology accordingly.

- **Suggestion:** - More number of Teaching Practice Schools.  
**Implementation:** - As per suggestions of peer team the number of schools for teaching practice has been raised.

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

**Ans.**

- A new wing has been added to the old structure which has made available additional spacious classrooms, wide open and airy library, convertible auditorium, psychology laboratory etc.
- Classrooms, Conference Hall, Auditorium have got LCD connections, which helps the teacher educators in the content transaction. This enables better clarity of the content matter and total involvement of student teachers.
- Library has a full stock of reading materials, with internet connectivity and open access system.
- The institution has strengthened its area of publication and research through:
  - College Magazine
  - Articles in National and International Journals
- Establishment of Home Science Lab., Maths Lab., Language Lab.
- Updation of ICT Lab.
- Additional intake of 100 seats in B.Ed. course under SFS.
- M.Ed. course since 2007.
- Recruitment of well qualified staff.

# ***CRITERION – III***

## ***RESEARCH, CONSULTANCY AND EXTENSION***



**CRITERIA -III**

## RESEARCH, CONSULTANCY AND EXTENSION

### 3.1 Promotion of Research

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

**Ans.** Research and teaching are interdependent activities. Our institution creates environment supportive of research for the teacher educators. Teacher educators are provided with the necessary resources and opportunities to keep abreast with latest issues in their field and to integrate the results of their own and others' research into the course content.

“A garden cannot properly flourish if it has not been adequately watered and nurtured!” The main thrust of the Research is to initiate and engage the teachers and students in intellectual debates, paper presentations and to foster research related skills.

Different steps are taken continuously to encourage research by the staff members.

- The staff is encouraged to pursue research at every level to complete M.Phil or Ph.D degrees or publish papers while keeping their commitment to the students.
- The Institution has taken many initiatives and made concerted efforts to promote an active research culture.
- In order to facilitate research, the faculty members are encouraged to attend seminar, workshops and to avail off for further study.
- Library of our institute is rich in terms of Research books, Journals, Educational Surveys, Dissertations and other required research material which is available to the students and staff members, and academic environment is provided to them in reading room.
- Research room of our institute has rich collection of dissertations and educational surveys.
- Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials, relevant technology, sabbaticals and flexibility is provided in time schedule.
- Teacher educators are encouraged to share their work with colleagues through periodic staff enrichment programs. Staff enrichment programs provide exposure to methodologies, techniques and topics from fields outside their own. Support is provided for teacher educators to participate in professional conferences at regional, national, and international levels.
- The institution encourages teacher educators to conduct researches
- Teacher educators are encouraged to get register for PhD.  
At present our one staff member is registered in Ph.D and one staff member has completed for Pre- Ph.d. course from M.D.U Rohtak.

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

**Ans.** The thrust areas of research are in accordance with expertise and areas of interest of staff members and students. Some of the areas in which M.Ed. research has been carried out are as follow:-

- Emotional Maturity
- Study of the values
- Needs of siblings with mentally challenged children
- Media and Education
- Study of Personality traits
- Educational thoughts of Philosophical Thinkers
- Environmental awareness
- Internet Knowledge and its usage
- Organizational climate
- Job satisfaction
- Creativity
- Special Education
- Language Teaching
- Micro Teaching
- Use of Technology and A V Aids
- Adjustment Problem
- Single Parent Problems

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

**Ans.** The institution encourages action research by active involvement of the students. Action Research is done by the B.Ed. students in formal way when they go for their Teaching Practice in different schools moreover Action Research is the core part of the curriculum. Some of the Problems undertaken in Action Research are as follow:-

- Problem of Pronunciation of class VI students in English language
- Problem of Truancy among Class VII students
- Problem of Hindi Handwriting of Class VI students
- Problem of solving science ( Physics) numerical of class IX students
- Problem of Making excuses for going washroom

At M.Ed. level also, students are encouraged to take research studies related to ‘Action Research.’

**3.1.4 Give details of the Conferences/Seminars/Workshops attended and/or organized by the faculty members in last five years.**

Ans.

Sr. No.	Name of the Teacher	Name of the Seminar/Conference/ Workshop	Date	Venue	Paper Presented on topic	Programs/ organized
1.	Dr. Anil Kumar Saraswat	Two days National Seminar Construction and Standardization of Research Tools in Social Sciences,	Nov.25-26, 2008,	Sohan lal DAV CoE,Ambala	Participated	
		Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Convener
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Convener
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Convener
		Workshop on 'Use of SPSS in research in social sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Convener
		Workshop on Physiotherapy: Therapeutic Management Disorders	Nov.8,2010	Vaish College of Education, Rohtak	Attended	
		Workshop on 'Basic Statistics'	Mar.9,2011	Vaish College of Education, Rohtak	Attended	
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct.8, 2011	Vaish College of Education, Rohtak	Attended	
		Workshop on the topic "Swatchta Jeevan ka adahar"	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	
		One day seminar on 'Carrier Guidance'	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	
		Two-days National Seminar on 'Moral Education: A challenge in Present Scenario'	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	
		International Conference on 'Psychology and Allied Sciences'	March 21-22, 2013	Guru Jambeshwar University of Science & Technology, Hisar	'Students Mental Health'	
		Three days Introductory course in Scouting &	April 4-6 2013	Vaish College of Education, Rohtak	Participated	



		Guidance organized by Haryana State Bharat Scouts & Guides				
2.	Dr. Manju Jain	U G C Sponsored Orientation programme	June 17-July 14, 2009	Guru Jambeshwar University of Science & Technology, Hisar	Attended	
		Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on 'Use of SPSS in research in social sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		Two day National Seminar on Higher Education: Beyond Empty Promises	Feb.17-18, 2010	Government College of Education, Bhiwani	Behavioural Problems in Mentally challenged children	
		Two-days National Seminar on Teacher Preparation for Inclusive Education	March 26-27 ,2010.	B.P.S. Mahila Vishvidayalya Khanpur Kalan, Sonipat (Haryana)	Teacher preparation for promoting Inclusive Education'	
		Workshop on Physiotherapy: Therapeutic Management Disorders	Nov.8,2010	Vaish College of Education, Rohtak	Attended	Member
		One day National Seminar on Recommendation of National Knowledge Commission, Prospects, Possibilities and issue	Dec. 15, 2010	Sohhan Lal DAV College of Education Ambala	Recommendations of National knowledge commission 'prospects, possibilities and issues'	
		One day divisional level seminar organized by the India Red-cross Society	Feb. 24, 2011	G.V.M. Girls College Sonipat	Participated	
		National Curriculum	Feb. 26-27	Maharshi	Participated	

		Frame work for Teacher Education	,2011	Dayanand University, Rohtak		
		Workshop on 'Basic Statistics'	Mar.9,2011	Vaish College of Education, Rohtak	Attended	Member
		U G C Sponsored Refresher Course	July 1-21, 2011	Guru Jambeshwar University of Science & Technology, Hisar	Attended	
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic "Swatchta Jeevan ka adahar"	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	
		One day state level sensitizing workshop on process of Accreditation on	Nov. 8, 2011	Bhagat Phool Singh Mahela Vishwavidyalaya Khanpur kalan, Sonipat	Attended	
		Two-days National seminar on Multi disciplinary approach in Inclusive Education	Feb. 11-12, 2012	Gaur Brahman College of Education, Rohtak	Developing to inclusive facties role of teachers and teacher education	
		One day community health camp organized by Youth Red Cross Committee	Mar.17, 2012	Maharshi Dayanand University, Rohtak	Participated	
		Two-days international seminar on Educational Psychology: An innovative Approach in Teaching Learning Process	Mar. 24-25, 2012	C.R. College of Education, Rohtak	Facilitation : a boon for interactive teaching'	
		One day seminar on 'Carrier Guidance'	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	
		Two-days National Seminar on 'Moral Education: A challenge in Present Scenario'	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	Convener
		Three days Introductory course in Scouting & Guidance organized by	April 4,6 2013	Vaish College of Education, Rohtak	Attended	

		Haryana State Bharat Scouts & Guides				
3.	Dr Taruna Malhotra	Teacher Education in Contemporary India in search of identity	Feb.23,2008	Balaji College of Education, Ballabgarh	Teacher Education in Contemporary India	
		Two-days International Conference on Teacher Education in India (All India Association of Teacher Educators, New Delhi)	Dec.29-30, 2008	Dayal College, Ghaziabad`	Participated	
		Human Right Education	Mar.18, 2009	Balaji College of Education, Ballabgarh	Human Rights and Peace Education	
		U G C Sponsored Orientation programme	June 17-July 14, 2009	Guru Jambeshwar University, Hissar	Attended	
		Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on 'Use of SPSS in research in social sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		One Day National Seminar on Teacher Education in the New Millennium	Feb.13,2010	Budha College of Education, Karnal	Participated	
		Two day National Seminar on Effective Business communication : The Success Mantra in corporate World	Mar.20-21,2010	Royal Institute of Management & Technology, Sonapat	Effective Communication	
		Two-days National Seminar on Teacher Preparation for Inclusive Education	Mar.26-27,2010	B.P.S. Mahila Vishwavidyalya, Khanpur Kalan, Sonipat (Haryana)	Teacher preparation for Promoting Inclusive Education	

		Workshop on Physiotherapy: Therapeutic Management Disorders	Nov.8,2010	Vaish College of Education, Rohtak	Attended	Convener
		One day National Seminar on Emerging Trends in Teacher Education	Nov.20, 2010	Hindu College of Education, Sonapat	Technology & Teacher Education in the Era of Globalization	
		One day National Seminar on Infusing CCE at Teacher Education level: Concern and Strategies	Dec.04,2010	Chetram Sharma College of Education, Noida	'Using ICT for CCE : Innovations and Applications'	
		Two days National Seminar on Teacher Education in India Changing Perspectives	Feb.4-5, 2011	Advanced Institute of Education, Palwal	'Role of Educational Technology in Teacher Education'	
		Orientation programme on National Curriculum Framework for Teacher Education	Feb. 26-27, 2011	Deptt. Of Education, M.D. University, Rohtak	Attended	
		Workshop on 'Basic Statistics'	Mar.9,2011	Vaish College of Education, Rohtak	Attended	Convener
		Workshop on 'Use of Multimedia software in ICT and its integration in education'	March 28-29, 2011	C.R. College of Education, Rohtak	Attended	Convener
		Three days International Conference on Teaching and Learning: challenges and strategies	April 8-10, 2011	School of Education, Jaipur National University	'Teachers in the Global World : New Horizons'	
		U G C Sponsored Refresher Course	July 1-21, 2011	Guru Jambeshwar University, Hissar	Attended	
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	
		Workshop on the topic	Nov. 2,	Vaish College of	Attended	

		“Swatchta Jeevan ka adahar”	2011	Education, Rohtak		
		Two-days National Seminar on Multi Disciplinary Approach in Inclusive Education	Feb. 11-12, 2012	Gaur Brahman College of Education, Rohtak	Developing Inclusive Practices : Role of Teacher and Teachers Education	
		Two-days National Seminar on Revitalizing Teacher Education	March 10-11, 2012	Deptt. Of Education, M.D. University, Rohtak	Teachers in the Global World : Innovative Perspectives	
		Two-days International Seminar on Educational Psychology: An innovative Approach in Teaching Learning Process	March 24-25, 2012	C.R. College of Education, Rohtak	Facilitation: A Boon for Interactive Teaching’	
		One day seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Convener
		Two days Personality Development Programe Transforming Teacher Education: Crafting Directions for Change	Dec.10-11,2012	Amity Institute of Education (AIE), Saket, New Delhi	Participated	
		Mental Health and wellbeing: Issues, Challenges and Strategies for the Future	Feb.7-8, 2013	Discipline of Psychology, IGNOU, New Delhi	Emotional Maturity & Mental Health of Adolescents	
		Two-days National Seminar on ‘Moral Education: A challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Moral Education of Adolescents: Who Is Responsible?	Organizing Seceratory

		Three days Introductory course in Scouting & Guidance organized by Haryana State Bharat Scouts & Guides	April 4,6 2013	Vaish College of Education, Rohtak	Participated	Organizer
		Workshop on 'Enhancing Research Skills'	April 22, 2013	Deptt. Of Education, M.D. University, Rohtak	Participated	
	Dr. Madhu Sahani	Two day National Seminar Construction and Standardization of Research Tools in Social Sciences National Seminar,	Nov.25-26, 2008,	Sohan lal DAV CoE,Ambala	Participated	
		Two days National Workshop Development of competencies in Teaching-Learning Mathematics through 'Origami' and 'Animation'	March,6-7 2009,	Sohan Lal DAV CoE, Ambala	Participated	
		U G C Sponsored Orientation Programme	June 17-July 14, 2009,	G.J.U, Hissar	Attended	Member
		Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		One day National workshop Quality Assurance in Higher Education,	Dec.19,2009	K.M. Co E, Bhiwani	Participated	
		Workshop on 'Use of SPSS in research in social sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	convenor
		One day National Seminar Teacher Education in the New Millennium	Feb. 13,2010,	Budha Co E,Karnal	ICT in Teacher Education	
		Two days International Conference, Governance Issues and corruption	Dec. 29-30 2010,	Deptt. Of Eco.,M.D.U.Rohtak	Participated	

		National Workshop on Research Methodology, Statistics and use of SPSS	April 12-18, 2010	C. R. College of Education, Rohtak	Participated	
		Orientation Programme on National Curriculum Framework for Teacher Education	Feb.26-27, 2011,	Deptt. Of Education,M.D.U. , Rohtak	Participated	
		National Seminar, on Human Rights Education in India : Opportunities and challenges	May 29, 2011,	P.P.M. Co E, Bahadurgarh	Human Rights And Education	
		Workshop on ‘Use of Multimedia software in ICT and its integration in education’	March 28-29, 2011	C. R. College of Education, Rohtak	Participated	
		U G C Sponsored Refresher Course	July 1-21, 2011	Guru Jambeshwar University, Hissar	Attended	
		Workshop on topic “Vartaman samay me yog ve Yogic ahar ka mahataav”	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Convener
		Workshop on the topic “Swatchta Jeevan ka adahar”	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Convener
		Two-days International Seminar on Educational Psychology: An Innovative Approach in Teaching Learning Process	March 24-25, 2012	C. R. College of Education, Rohtak	‘Participated	
		One day seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on ‘Moral Education: A challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	‘Participated	Organising secreterary
		Three days Introductory course in Scouting & Guidance organized by Haryana State Bharat Scouts & Guides	April 4,6 2013	Vaish College of Education, Rohtak	Participated	
		Workshop on ‘Enhancing Research	April 22, 2013	MDU, Rohtak	Participated	

		Skills'				
	Ms. Jyoti Ahuja	Two-days International Conference on Teacher Education in India (All India Association of Teacher Educators, New Delhi)	Dec.29-30, 2008	Dayal College, Ghaziabad`	Participated	
		U G C Sponsored Orientation Programme	June 17-July 14, 2009	Guru Jambeshwar University of Science & Technology, Hisar	Attended	
		Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Two-days International Conference on Teacher Education in India (All India Association of Teacher Educators, New Delhi)	Dec.28-29, 2009	Kendriya Vidyalaya, R.K.Puram, Delhi	Two-days International Conference on Teacher Education in India (All India Association of Teacher Educators, New Delhi)	
		One day National Seminar on 'Right to Education as a Fundamental Right'	Jan 21, 2010	BLS Institute of Technology Management, Jakohda	Right to Education as a fundamental right	
		Two-days National Seminar on Professional Ethics and Accountability in Teacher Education	Jan 23-24, 2010	Ch. KapuriRam College of Education, Panipat	Participated	
		Workshop on 'Use of SPSS in research in social sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		One-day National Seminar on Teacher Education in the new	Feb. 13, 2010	Budha College of Education, Karnal	Participated	



		Millennium				
		Two-days National Seminar on Teacher Preparation for Inclusive Education	March 26-27, 2010	BPS Mahila Vishwavidyalya, Khanpur Kalan	Professional Management of Inclusive Education	
		National Workshop on Research Methodology, Statistics and use of SPSS	April 12-18, 2010	C. R. College of Education, Rohtak	Participated	
		One day National Seminar on Recommendation of National Knowledge Commission, Prospects, Possibilities and issues	Dec. 15, 2010	DAV College of Education, Ambala	Prospects of N.K.C.	
		National Seminar on Teacher Education in India Changing Perspectives	Feb. 4-5, 2011	Advanced Institute of Education, Palwal	Role of ICT in Teacher Education	
		National Seminar on Education for Peace	Feb. 25-26, 2011	Dev Group of Institutions, Agra	Role of Teacher in Education for Peace	
		National Conference on Activity based learning in Orofessional Education	March 12, 2011	Institute of Management Studies and Research, MDU	Participated	
		National Seminar on Emerging trends in Higher Education	March 25-26, 2011	KM College, Bhiwani	Constructivist Learning	
		Workshop on 'Use of Multimedia software in ICT and its Integration in Education'	March 28-29, 2011	C. R. College of Education, Rohtak	Participated	
		National Seminar on 'Academic Stress, Sources, Consequences and Management'	June 12, 2011	S.S. College, Kutana (Gohana)	Academic Stress and Sources	
		National Seminar/Workshop on 'Quality Enhancement and Innovations in Teacher Training	June 13, 2011	VB College of Education, Rohtak	Participated	

		Colleges'				
		U G C Sponsored Refresher Course	July 1-21, 2011	Guru Jambeshwar University of Science & Technology, Hisar	Attended	
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic "Swatchta Jeevan ka adahar"	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		Two-days National Seminar on Multi Disciplinary Approach in Inclusive Education	Feb. 11-12, 2012	Gaur Brahman College of Education, Rohtak	'Children who learn together, learn to live together'	
		Workshop on Personality Development, Communication Skills and Resume Writing	March 2-3, 2012	Institute of Management studies of Research, Rohtak	Participated	
		Two-days National Seminar on Revitalizing Teacher Education	March 10-11, 2012	MDU, Rohtak	'Integration of ICT in Education'	
		Two-days international Seminar on Educational Psychology: An Innovative Approach in Teaching Learning Process	March 24-25, 2012	C. R. College of Education, Rohtak	'Cognitive Approach: The Effective way of Learning'	
		Refresher Course in Research Methodology	June 14-July 4, 2012	Guru Jambeshwar University of Science & Technology, Hisar	Attended	
		One day seminar on 'Carrier Guidance'	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on 'Moral Education: A challenge in Present Scenario'	Feb. 23-24, 2013	Vaish College of Education, Rohtak	'Scenario behind declining sex ratio in India'	Member
		Three days Introductory course in Scouting &	April 4,6 2013	Vaish College of Education, Rohtak	Participated	Organizer

		Guidance organized by Haryana State Bharat Scouts & Guides				
		Workshop on 'Enhancing Research Skills'	April 22, 2013	MDU, Rohtak	Participated	
Ms. Preeti Dahiya		U G C Sponsored Orientation Programme	June 17-July 14, 2009	Guru Jambheshwar University of Science & Technology, Hisar	Attended	
		Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Two-days International Conference on Teacher Education in India (All India Association of Teacher Educators, New Delhi)	Dec.28-29, 2009	Kendriya Vidyalaya, R.K.Puram, Delhi	Participated	
		One day National Seminar on 'Right to Education as a fundamental right'	Jan 21, 2010	BLS Institute of Technology Management, Jakohda	Right to Education as a fundamental right	
		Two-days National Seminar on Professional Ethics and Accountability in Teacher Education	Jan 23-24, 2010	Ch. KapuriRam College of Education, Panipat	Participated	
		Workshop on 'Use of SPSS in Research in Social Sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		One-day National Seminar on Teacher Education in the new Millennium	Feb. 13, 2010	Budha College of Education, Karnal	Participated	
		Two-days National Seminar on Teacher Preparation for Inclusive Education	March 26-27, 2010	BPS Mahila Vishwavidyalya, Khanpur Kalan	Professional Management of Inclusive	

					Education	
		National Workshop on Research Methodology, Statistics and use of SPSS	April 12-18, 2010	C. R. College of Education, Rohtak	Participated	
		One day National Seminar on Recommendation of National Knowledge Commission, Prospects, Possibilities and Issues	Dec. 15, 2010	DAV College of Education, Ambala	Prospects of N.K.C.	
		National Seminar on Teacher Education in India Changing Perspectives	Feb. 4-5, 2011	Advanced Institute of Education, Palwal	Role of ICT in Teacher Education	
		National Seminar on Education for Peace	Feb. 25-26, 2011	Dev Group of Institutions, Agra	Role of Teacher in Education for Peace	
		National Conference on Activity based learning in Professional Education	March 12, 2011	Institute of Management Studies and Research, MDU	Participated	
		National Seminar on Emerging Trends in Higher Education	March 25-26, 2011	KM College, Bhiwani	Constructivist Learning	
		Workshop on 'Use of Multimedia Software in ICT and its Integration in Education'	March 28-29, 2011	C. R. College of Education, Rohtak	Participated	
		National Seminar on 'Academic Stress, Sources, Consequences and Management'	June 12, 2011	S.S. College, Kutana (Gohana)	Academic Stress and Sources	
		National Seminar/Workshop on 'Quality Enhancement and Innovations in Teacher Training Colleges'	June 13, 2011	VB College of Education, Rohtak	Participated	
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic "Swatchta Jeevan ka"	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member

		adahaar”				
		Workshop on Personality Development, Communication Skills and Resume Writing	March 2-3, 2012	Institute of Management studies of Research, Rohtak	Participated	
		Two-days National Seminar on Revitalizing Teacher Education	March 10-11, 2012	MDU, Rohtak	‘Integration of ICT in Education’	
		Two-days international Seminar on Educational Psychology: An Innovative Approach in Teaching Learning Process	March 24-25, 2012	C. R. College of Education, Rohtak	‘Cognitive Approach: The Effective way of Learning’	
		U G C Sponsored Refresher Course	June 14-July 4, 2012	Guru Jambeshwar University of Science & Technology, Hisar	Attended	
		One day seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on ‘Moral Education: A Challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	‘Scenario behind declining sex ratio in India’	Member
		Three days Introductory course in Scouting & Guidance Organized by Haryana State Bharat Scouts & Guides	April 4,6 2013	Vaish College of Education, Rohtak	Participated	
		Workshop on ‘Enhancing Research Skills’	April 22, 2013	MDU, Rohtak	Participated	
	Dr. Nidhi Kakkar	One day National Seminar on Infusing CCE at the Teacher Education level: Concern and Strategies	Feb. 4, 2010	Chetram Sharma College of Education, Noida	‘Using ICT for CCE : Innovations and Applications’	
		Two days National Seminar on Teacher Education in India Changing Perspectives	Feb. 4-5, 2011	Advanced Institute of Education, Palwal	‘Role of Educational Technology in Teacher Education’	

		Three days International Conference on Teaching and Learning: Challenges and Strategies	April 8-10, 2011	School of Education, Jaipur National University	‘Teachers in the Global World : New Horizons’	
		Workshop on topic “Vartaman samay me yog ve Yogic ahar ka mahatav”	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic “Swatchta Jeevan ka adahar”	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		Two-days National Seminar on Education for Human rights and Values in India	Dec. 10-11, 2011	Hindu college of Education, Sonapat	Participated	
		Two-days National Seminar on Multi Disciplinary Approach in Inclusive Education	Feb. 11-12, 2012	Gaur Brahman College of Education, Rohtak	‘Children who learn together, learn to live together’	
		Three-days National Seminar on ‘Problems and Challenges in Teacher Education’	Feb. 15-17, 2012	Sh. Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth College Of Education	‘Problems and challenges in teacher education’	
		Two-days National Seminar on Revitalizing Teacher Education	March 10-11, 2012	MDU, Rohtak	‘Integrated Multimedia in Education’	
		Two-days International Seminar on Educational Psychology: An Innovative Approach in Teaching Learning Process	March 24-25, 2012	C. R. College of Education, Rohtak	‘Cognitive Approach: The Effective way of Learning’	
		Orientation Programme (HEC Sponsored)	June 19-July 16, 2012		Attended	
		One day Seminar on ‘Carrier Guidance’	Oct. 19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two days Personality Development Program Transforming Teacher Education: Crafting	Dec. 10-11, 2012	Amity Institute of Education (AIE), Saket, New Delhi	Participated	

		Directions for Change				
		Two-days National Seminar on 'Moral Education: A challenge in Present Scenario'	Feb. 23-24, 2013	Vaish College of Education, Rohtak	'Declining Sex Ratio: An ethical blindness'	Member
		Three days Introductory course in Scouting & Guidance Organized by Haryana State Bharat Scouts & Guides	April 4,6 2013	Vaish College of Education, Rohtak	Participated	Organizer
		Workshop on 'Enhancing Research Skills'	April 22, 2013	MDU, Rohtak	Participated	
	Dr. Anju Sharma	Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in Classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on 'Use of SPSS in Research in Social Sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		National Seminar on 'Human Rights Education in India Opportunities and Challenges'	May 29,2011	PDM college of Education, Bahadurgarh	'Human Rights'	
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic "Swatchta Jeevan ka adahar"	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		Two days International Seminar on 'Educational Psychology-an Innovative Approach in Teaching learning Process	Mar,24-25 2012	C.R. college of Education, Rohtak	'Teaching-Learning process: Determinants and strategies to promote learning to optimum level	
		One day Seminar on	Oct.19,	Vaish College of	Participated	Member

		‘Carrier Guidance’	2012	Education, Rohtak		
		Two-days National Seminar on ‘Moral Education: A Challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	‘Need for value Education in Present Scenario’	Member
		Three days Introductory course in Scouting & Guidance organized by Haryana State Bharat Scouts & Guides	April 4,6 2013	Vaish College of Education, Rohtak	Participated	
		Workshop on ‘Enhancing Research Skills’	April 22, 2013	MDU, Rohtak	Participated	
Dr. Pooja Pasrija		Two days National Seminar Construction and Standardization of Research Tools in Social Sciences,	Nov.25-26, 2008,	Sohan Lal DAV CoE,Ambala	Participated	
		National Workshop, onDevelopment of competencies in Teaching-Learning Mathematics through ‘Origami’ and ‘Animation’	March,6-7 2009,	Sohan Lal DAV CoE, Ambala	Participated	
		Workshop on ‘Practices of Yoga’	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Two-days National Seminar on Professional Ethics and Accountability in Teacher Education	Jan 23-24, 2010	Ch. KapuriRam College of Education, Panipat	Participated	
		Workshop on ‘Use of SPSS in Research in Social Sciences’	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		Two-days Seminar	March 27-28, 2010	Dept. of Commerce, M.D.U., Rohtak	‘Cooperative Learning: A Significant	



					Determinant for Students Achievement in Mathematics'	
		National Curriculum framework for Teacher Education National Level Orientation Programme	Feb. 26-27, 2011,	Dept. of Education, M.D.U., Rohtak	Participated	
		National Seminar on Emerging Challenges in Education	June 4, 2011	Vikramaditya College of Education, Morkheri, Rohtak	'Inclusive Education: Widening the Circle'	
		National Seminar on 'Academic Stress, Sources, Consequences and Management'	June 12, 2011	S.S. College, Kutana (Gohana)	'Academic Stress & Sources'	
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic "Swatchta Jeevan ka adahar"	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		Two-days National Seminar on Multi Disciplinary Approach in Inclusive Education	Feb. 11-12, 2012	Gaur Brahman College of Education, Rohtak	'Teacher Competencies in the Era of Inclusion'	
		Two-days National Seminar on Revitalizing Teacher Education	March 10-11, 2012	MDU, Rohtak	'Promoting Inclusion through Teacher Education: Novel Approaches and Practice'	
		Two-days International Seminar on Educational Psychology: An innovative Approach in Teaching Learning	March 24-25, 2012	C. R. College of Education, Rohtak	'Cooperative Learning: A Successful	

		Process			Practice to Transform Our Students into Active Learners'	
		Two-days National Seminar on 'Moral Education: A Challenge in Present Scenario'	Feb. 23-24, 2013	Vaish College of Education, Rohtak	'Existing Values Among School Teachers: A Vital Study'	Member
		One day seminar on 'Carrier Guidance'	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	
		National Workshop on Co-operative Learning and Constructive Approach in Education	March 6, 2013.	Gaur Brahman College of Education, Rohtak	Participated	
		Three days Introductory Course in Scouting & Guidance organized by Haryana State Bharat Scouts & Guides	April 4,6 2013	Vaish College of Education, Rohtak	Participated	
		Workshop on 'Enhancing Research Skills'	April 22, 2013	MDU, Rohtak	Participated	
	Dr. Kamlesh Dhull	Workshop on 'Research Methodology in Social Science Research' .	Nov. 7-13, 2011	MDU, Rohtak	Participated	Member
		Two days National Seminar on 'Revitalizing Teacher Education	Mar. 10-11,2012	MDU, Rohtak	'Revitalization of in-service teacher Education	
		Two-days International Seminar on Educational Psychology: An Innovative Approach in Teaching Learning Process	March 24-25, 2012	C. R. College of Education, Rohtak	Yes, on the topic 'New trends in Educational Psychology'	
		National Conference on 'Current Trends in	Mar. 30-31,2012	G.B. college of Education, Rohtak	Concept and	

		Evaluation-CCE and Grading System’			importance of CCE’	
		One day seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on ‘Moral Education: A Challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	‘Sex decline ratio: A crisis ‘	
		Three days Introductory course in Scouting & Guidance organized by Haryana State Bharat Scouts & Guides	April 4,6 2013	Vaish College of Education, Rohtak	Participated	
		Workshop on ‘Enhancing Research Skills’	April 22, 2013	MDU, Rohtak	Participated	
	Ms. Meenu Gupta	Workshop on ‘Practices of Yoga’	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on ‘Use of SPSS in Research in Social Sciences’	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		Workshop on topic “Vartaman samay me yog ve Yogic ahar ka mahataav”	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic “Swatchta Jeevan ka adahar”	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		One day Seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on ‘Moral Education: A Challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	Member
	Dr. Anju Sachdeva	Workshop on ‘Practices of Yoga’	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in Classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member

		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on 'Use of SPSS in Research in Social Sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic "Swatchta Jeevan ka adahar"	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		One day seminar on 'Carrier Guidance'	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on 'Moral Education: A Challenge in Present Scenario'	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	Member
	Ms Mamta	Workshop on 'Practices of Yoga'	Oct.29,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Effective use of Audio-Visual Aids in Classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on 'Use of SPSS in Research in Social Sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		Workshop on topic "Vartaman samay me yog ve Yogic ahar ka mahatav"	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	Member
		Workshop on the topic "Swatchta Jeevan ka adahar"*	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		One day Seminar on 'Carrier Guidance'	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on 'Moral Education: A Challenge in Present Scenario'	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	Member
	Ms Jyoti Goel	Workshop on 'Use of SPSS in Research in Social Sciences'	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		Workshop on topic	Oct. 8,	Vaish College of	Attended	Member

		“Vartaman samay me yog ve Yogic ahar ka mahataav”	2011	Education, Rohtak		
		Workshop on the topic “Swatchta Jeevan ka adahar”	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	Member
		One day Seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on ‘Moral Education: A challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	Member Member
	Ms Sudesh Gupta	Workshop on ‘Use of SPSS in Research in Social Sciences’	Feb.10,2010	Vaish College of Education, Rohtak	Attended	
		Workshop on topic “Vartaman samay me yog ve Yogic ahar ka mahataav”	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	
		Workshop on the topic “Swatchta Jeevan ka adahar”	Nov. 2, 2011	Vaish College of Education, Rohtak	Attended	
		One day seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	
		Two-days National Seminar on ‘Moral Education: A challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	Member
	Ms Sunita Aggarwal	Workshop on ‘Practices of Yoga’	Oct.29,2009	Vaish College of Education, Rohtak	Attended	
		Workshop on Effective use of Audio-Visual Aids in classroom	Nov.4,2009	Vaish College of Education, Rohtak	Attended	Member
		Workshop on Physiotherapy	Dec.3,2009	Vaish College of Education, Rohtak	Attended	
		Workshop on ‘Use of SPSS in Research in Social Sciences’	Feb.10,2010	Vaish College of Education, Rohtak	Attended	Member
		Workshop on topic “Vartaman samay me yog ve Yogic ahar ka mahataav”	Oct. 8, 2011	Vaish College of Education, Rohtak	Attended	
		Workshop on the topic	Nov. 2,	Vaish College of	Attended	

		“Swatchta Jeevan ka adahar”	2011	Education, Rohtak		
		One day seminar on ‘Carrier Guidance’	Oct.19, 2012	Vaish College of Education, Rohtak	Participated	Member
		Two-days National Seminar on ‘Moral Education: A challenge in Present Scenario’	Feb. 23-24, 2013	Vaish College of Education, Rohtak	Participated	

**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.**

**Ans.** Institute makes the best possible efforts to make sure that the students should not only have the knowledge of learning but also be able to relate and apply it to the social, philosophical foundations of education, professional ethics, national and global policies. Self instructional materials are developed in the area Philosophy, Psychology & Technology in the form of dissertations at the M.Ed. level.

A faculty In Charge or a student teacher with a focus on student learning build upon and extent their knowledge and experience to improve their own teaching ,students learning and develop and use the teaching aids in the classroom, which are as follows:-

Wooden Pointer	White Board
Duster	Green Board
Flannel Board	Black Board
Bulletin board	Roller Board
Charts	Laser Pointer
Working and Static model	Maps
LCD	Live Objects
Transparencies	Globes
Flash card	Chalk
Specimens	Marker
Paper Pointer	Cooking Equipments and Appliances
Slide Projector	Tape Recorder
TV	DVD Player
Computers	

Preparation of teaching aids is the regular feature of this college. Each student-teacher prepares items like charts, models and other material during the session. Selected items/aids are displayed in the respective departments of the college.

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

**Ans.** The students and teachers use ICT and Internet facilities for developing instructional materials. The teacher educators also use computers, printers, Internet for developing instructional materials in their respective subjects.

- **Laptop Stations** have been provided in the college to enable our M.Ed. & B.Ed. students to use their laptop for developing instructional material.
- **Wi-Fi connection** has been installed in the computer lab for internet access as well as internet facility is available at various places in the college.

Following labs are available in the college in which selected instructional material prepared by our students has been displayed:

- **Library** provides a lot of space with the help of reference books for developing Instructional materials.
- **Science Lab:** Instructional material related to Physical Science and Life Science
- **Work Experience / Art & Craft Lab :** Instructional Material related to Art & Craft Lab. Modeling, Candle Making, Interior Decoration, Drawing & Painting, Best out of Waste, Pot Decoration
- **Social Studies Lab:** Instructional material related to History, Geography, and Political Science etc.
- **Mathematics Lab:** Instructional Material related to Mathematics
- **Audio-visual Lab:** Instructional Material related to Audio-Visual facilities
- **Home Science Lab:** Instructional Material related to Home Science
- **Language Lab:** Instructional Material related to Languages such as Hindi, English, SKT.

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

**Ans.** Yes, the faculty members of the institute are very hard working and competent and teacher educators develop CDs for teaching different topics to B.Ed./M.Ed. classes. The students are also given the practice of developing CDs in the form of Power Point Presentation as assignments/projects in various subjects. Internet facilities are available for research in the library, in the computer lab, the facility is being utilized to the optimum extent by the students and teacher educators.

Students have developed a number of Power Point presentations in the following teaching subjects:

- Teaching of English
- Teaching of Social Science
- Teaching of Physical Science
- Teaching of Maths
- Teaching of Hindi

- Teaching of Commerce
- Teaching of Computer Science
- Teaching of Economics
- Teaching of Life Science
- Teaching of Home Science

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

**a. Organized by the institution**

**b. Attended by the staff**

**c. Training provided to the staff**

**Ans.** Several programmes are organized to develop instructional materials. Seminars/Workshops are **organized by the college** for developing instructional & other materials. The details are given below :-

- A two days workshop on the preparation of teaching aids such as chart, models, and transparencies on 28-29 Nov., 2008 was conducted to meet the curricular requirements of B.ed. students. Mr. Shyam Lal, Craft Instructor, guided the students in the preparation of teaching aids.
- Dr. Gargi Saraswat, Principal, Satyam college of education Jind, gave a talk on 'Women Empowerment' to our students on 16<sup>th</sup> February, 2009.
- In previous years, Swami Sadanand ji Maharaj gave a talk on value education. And Shri 1008 Jain Muni ji gave pravachan on good sanskars.
- Organized Computer Literacy Programme on Sept. 30, 2009 by Mrs Pooja Nagpal, Senior Lect. Hindu College, Rohtak.
- Organized Extension lecture on 'The Role of Education in Society' by Agam Muni on Oct. 8, 2009.
- Organized Workshop on 'Practices of Yoga' by Dr. S. K. Jain and Mrs. Santosh Jain on Oct. 29, 2009.
- Organized Workshop on 'Effective use of Audio-visual Aids in classroom' on 4 Nov. 2009 by Dr. Madhur Lata Goyal by Vaish Arya Shikshan Mahila Mahavidyalaya, Bahadurgarh.
- Organized Workshop on 'Physiotherapy' on Dec. 3, 2009 by Ms. Swati Jain
- Organized Workshop on 'Use of SPSS in Research in Social Sciences' on Feb. 10, 2010 by Dr. Govind Singh, Asst. Prof., Departments of Pharmaceuticals Sciences, MDU, Rohtak.



- An Extension Lecture on the topic 'How to prevent from the drastic disease Dengue' by Dr. Kedar Nath Garg, MBBS, MD, Sr. Consultant- Nov. 11, 2010.
- Awareness Programme on 'Various opportunities for prospective teachers' by Mrs. Sheela Bhardwaj, Chief Administrator, RDM, Jhajjar-Nov. 16, 2010.
- An Extension Lecture on the topic 'Vastushastra' by Sh. Luxmi Narayan Gupta - Nov. 20, 2010.
- An Extension Lecture on the topic 'Shiksha & Chritra Nirman' by Viney Muni ji Alok on March 10, 2011.
- An Extension Lecture on the topic 'Aids Awareness' by Dr. Kedar Nath Garg, MBBS, MD, Sr. Consultant on March 25, 2011.
- A workshop on 'Basic Statistics' by Dr. Govind Singh, Asstt. Prof., Dept. of Pharmacy, MDU, Rohtak on March 9, 2011.
- Computer Literacy Programme by Mr. Chandan Jain on Oct. 31, 2010.
- Workshop on 'Computer Literacy' by Mr. Chandan Jain on Feb. 5, 2011.
- Workshop on 'Physiotherapy: Therapeutic Management of Disorders' by Dr. Swati Jain, Physio therapist, Gandhi Memorial Physio therapy Hospital on Nov. 8, 2010.
- Organized Workshop on topic 'Yoga and its importance' on 8<sup>th</sup> Oct. 2011. In this workshop Mr. S. K. Jain, Yoga Expert talked about the importance of Yoga and Dr. Swati Jain, Physio therapist, Gandhi Memorial Physio therapy Hospital delivered lecture on the importance of Physio Therapy.
- Celebrated International Aids Day on 1<sup>st</sup> Dec. 2011, Dr. Kedar Nath Garg, Physician gave extension lecture on Aids.
- Awareness Programme on Eye Donation was organized on 8<sup>th</sup> Dec. 2011. Dr. Joginder Singh, Sr. Prof. PGIMS, Rohtak gave the extension lecture on the importance of Eye Donation.
- A workshop was organized on the topic 'Swatchta Diwas' on 2<sup>nd</sup> Nov. 2011 ('Swatchta Diwas'). In this workshop, Awareness Programme on Hygiene and Cleanliness was apprehended in the college premises. Sh. Pramod Gupta, Manager VCOE, Rohtak was the Chief Guest and he presided over the rally. Poster Making Competition was held on this day. Students were actively involved in the campus cleanliness campaign.
- A Community based programme related to special children was organized in college premises on 21<sup>st</sup> Feb. 2012. Dr. D. K. Diwan, Former Principal, VCOE, Rohtak as well as active member of Rotary club, Rohtak was the resource person. He delivered an exhausting lecture on the topic 'Growth and Development'. The programme was organized to enhance the awareness about special children and inclusive practices among our students and teaching staff.

- An extension lecture on the topic ‘Pedagogical Analysis’ was delivered by Dr. Kusum Jain, Former Principal, VCOE, Rohtak which is an important part of Teaching Pedagogy (23<sup>rd</sup> Feb. 2012).
- Organized Blood Donation Camp in collaboration with Vaish College, Rohtak (Sister Institution) and Red Cross Society at Vaish College, Rohtak (30<sup>th</sup> March, 2012).
  - An extension lecture on topic ‘Awareness of Youth Red Cross Activities’ was delivered by Dr. R.S. Mor on 24<sup>th</sup> Sep. 2012. He talked about the importance of Red Cross Activities and Blood Donation. He aware the students and teachers about the dire need of Blood Donation.
  - Organized Seminar for students on the topic ‘Carrier Guidance’ on 19<sup>th</sup> oct,2012. In this seminar Mr. Kapil, Technical Head, North Zone NIIT Rohtak was the guest speaker. He talked about the different opportunities in IT sector.
- Celebrated communal Harmony and National Integration Day on 22 nov. 2012.Mrs. Shalini Jain and Rajni Gupta were the chief guest at this day.
- Under Health Awareness Programme ‘A Health Check up camp’ was organized on 12 Feb, 2013. Doctor Sonia from Balaji Dental clinic, Rohtak and Dr. K.C Aggarwal and team come to visit the students for Health Check up. A lecture was delivered by Dr. Sonia ‘How to clean and maintain our teeth’.
- Organized Two day National Seminar on the topic ‘Moral Education’. A Challenge in Present Scenario on 23 and 24 Feb.2013.Prof. B.S Dagar and Prof. Indira Dull were the chief guest on the Inaugural session & Prof. Hemantlata Sharma was the Chief guest on Valedictory Ceremony.
- An extension lecture on the topic ‘Laws Against Women Crimes in India’ on 12 March, 2013 was delivered by Dr. Neelam Kadiyan (Asst. Prof. Deptt. of Law) M.D.U Rohtak. She focused on the laws related to crime against women.
- An extension lecture on the topic ‘Gender Sensitization’ was delivered by Prof. Suman Dalal (H.O.D Deptt. Of Edu.) Khanpur University on 20 March, 2013. She interacted with students on the present status of women in society.
- Organized Blood Donation Camp in collaboration with Vaish Mahila Mahavidyalya, Rohtak (sister institution) and Red Cross Society at Vaish Mahila Mahavidyalya, Rohtak on 3April, 2013.
- A training programme related to Introductory Course n Scouts and Guide was organized in college premises 4 April, 2013 to 6April, 2013. Sh. Ramesh Kumar, District Activity Officer From ‘The Haryana State Bharat Scouts and Guide’ was the commanding officer of this programme. He organized various activities for students with the help of his other team members.
- A faculty Development progremme was organized in the college premises on 9 April 2013. Dr. Renu Gupta, Principal Hindu College of Education, Sonapat was the topic

‘Recent Development on informative lecture on the topic’ Recent Development in Teacher Education.

**3.2.5 List of the faculty members who have presented/published papers in the last five years?**

**Ans.**

<b>Name of the Teacher</b>	<b>Journal/Publication in Book</b>	<b>Year</b>	<b>Topic</b>
Dr. Anil Kumar Saraswat (Principal)	The Educand Vol. 2(1) p.7-8	July-Dec. 2012	Learner Autonomy
	International Journal of Education Allied Sciences Vol. 4, No. 2 p. 21-22	July-Dec. 2012	The Comparative study of the teaching aptitude of aided and self-financing institute
	Shikshan Anveshika Vol.III No.1 ISSN 2231-1386 p.41-45	Jan. 2013	Effect of anxiety and intelligence on academic achievement of science students
Dr. Manju Jain	International Journal of Education & Management Studies, Vol.2 (1), pp.7-12.	2012	Individualized Educational Programme (IEP): Effect on Academic and Occupational Skills among Mentally Challenged Children
Dr. Taruna Malhotra	Shikshan Anveshika, a National Journal, Vol 1 (1), 44-51. ISSN 2231-1386	Jan-Jun 2011	ICT Revolution and Teacher Education
	Education & Psychological Research, a National Journal, vol. 1 (2), 77-80. ISSN 2230-9586	2011	Effectiveness of Microteaching in the development of teaching skills among B.Ed. students
	A Journal of Advance Education, a National Journal, 7 (1), 77-89 ISSN 0974 – 6498	September, 2011	Development of Moral Reasoning in Children at Formal Operational Stage in Relation to Home Environment : A Study
	International Journal of	Jan 2012	Development of Moral

	Research Analysis and Evaluation an International Journal, Vol. III, Issue 28, 80-82 ISSN 0975 - 3486		Reasoning in Children at Formal Operational Stage in relation to School Environment
	Shodh, Smiksha aur Mulyankan, an International Journal, Vol. -IV, Issue 36, 56-58. ISSN 0974-2832	Jan. 2012	A study of Environmental Awareness among the Post Graduates of Kurukshetra University
	Indian Journal of Psychology & Education (IJPE), a National Journal, 2 (1), 111-114 ISSN 2231-1432	Jan. 2012	Moral Reasoning at Concrete Operational Stage In Relation to Home Environment
	Education & Extension, a National Journal, Vol. 17 (04-08) ISSN 0976-335X	Jan. 2012	Professional Ethics : A leading Road to Professional Development of Teachers of Research
	Shikshan Anveshika, Vol. II, No. 55-63 ISSN 2231-1386	Jan-June 2012	Understanding and Managing stress
	Education Today an International Journal , Vol. 3, No. 1, ISSN 2229-5755	Jan-June 2012	Effective Teaching : Learning Strategies
	Global Education and Development, an International Journal of Academicians, Vol. 4, Issue 1, 54 – 60	April - June 2012	A study of Attitude of Students and Teachers of Secondary School towards Sex Education
	E-Reflection An International Multidisciplinary Peer Reviewed & Online Journal, Vol. 1, Issue 1, 26-36 (on line publication)	April 2012	Promoting Inclusive Practices: Role of Teachers
	Education & Psychology research Journal for Interdisciplinary Studies, an International Journal, Vol. II, issue II, ISSN 2278-8808 (on line publication)	Sept 2012	Educational Interest of Senior Secondary School Students in relation to their sex, Stream & Academic Achievement; A Study

	An International Journal, of Education and Humanities vol. no 2; pp 8-17, ISSN No. 2231-380x	October 2012	Para Teachers in India: A Burning Issue
	Indian journal of Social Concern,an International Journal May , Vol 2 issue 4,490-498 (ISSN-2231-5857)	Oct- 2012	A Study of the emerging trends in admission to Nursery class in Private Schools
	An International Journal of Social Science & Management, Online, Open access, blind peer Reviewed Journal, Year-1, Issue 3, 16-19 (on line publication)	December 2012	Effect of T.V. viewing on Mental Health of students : A study in reference to D. Ed. Students of Rohtak, in Research Revolution
	Indian journal of Health & Wellbeing, an International Journal Vol 3 issue 4 (ISSN-2229-5356)	Dec- 2012	Academic Stress: A Global Pandemic among Adolescents
	Recent Research in Education and Psychology National Journal 2013, Vol. 18, NOS (III-IV), 135-140 ISSN 2230-8814	2013	Development of Moral Reasoning in Children at Concrete Operational stage in relation to School Environment
	A Chapter contributed in Book Edited Volume titled ‘Teacher Education in India: Problems & Prospects’ ISBN no published by Shipra Publications, Parparganj, Delhi -92 (Branch Office: 4617/18, Main Ansari Road,Daryaganj, New Delhi -02)		Chapter on <i>Teachers in the Global World: New Horizons</i>
Dr. Madhu sahani	Indian Psychology Review, 72(3), 141-146	2008	Impact of Achievement Orientation school children of working and Non-working mothers
	Indian Journal of	2009	Effect of B.Ed. programme

	Psychology and Education, 42(1), 58-61		on Attitude towards teaching and teacher effectiveness of prospective teachers of aided and unaided colleges.
	International Journal of Education and Humanities, I(1),51-53	2009	Quality improvement in Higher Education: Where is the problem?
	1(1), 62-66		The affective Domain in learning Mathematics at school level: A study Coherence,
	Prachi journal of psycho cultural dimensions, 27(1),47-51	2011	A comparative study of maternal and paternal involvement in Elementary school children's schooling
	Edutracks,11(6),	2011-12	Technology cannot replace a Teacher
Ms. Jyoti Ahuja	Shikshan Anveshika Vol.II No.1 ISSN 2231-1386 p.44-49	Jan-June 2012	Education for Peace
	International Journal of Education and Allied Sciences Vol. 4 No.1 ISSN 0975-8380 p.85-88	Jan-June 2012	Plagiarism and how to avoid it
	AITEA International Journal of Education and Humanities Vol. 2 No.4 ISSN 2231-380X p. 84-90	April-Sept. 2012	Constructive Learning : A Paradigm of Self-Learning
	EDUQUEST an International, Refereed Journal in Education Vol. 1 No.2 ISSN 2277-3614 p.94-102	July-Dec. 2012	Cognitive Approach : The effective way of Learning
	Shikshan Anveshika Vol.III No.1 ISSN 2231-1386 p.8-15	Jan. 2013	ICT integration in Teacher Education
	Advanced International Research Journal of	March 2013	Stress among women lecturers working in Govt.

	Teacher Education Vo. I No.1 ISSN 2320-4559 p.113-117		and Private colleges : A comparative study
Ms. Preeti Dahiya	Shikshan Anveshika Vol.II No.1 ISSN 2231-1386 p.44-49	Jan-June 2012	Education for Peace
	International Journal of Education and Allied Sciences Vol. 4 No.1 ISSN 0975-8380 p.85-88	Jan-June 2012	Plagiarism and how to avoid it
	AITEA International Journal of Education and Humanities Vol. 2 No.4 ISSN 2231-380X p. 84-90	April-Sept. 2012	Constructive Learning : A paradigm of Self-Learning
	EDUQUEST an International, Refereed Journal in Education Vol. 1 No.2 ISSN 2277-3614 p.94-102	July-Dec. 2012	Cognitive Approach : The effective way of Learning
	Shikshan Anveshika Vol.III No.1 ISSN 2231-1386 p.8-15	Jan. 2013	ICT integration in Teacher Education
Dr. Nidhi Kakkar	Journal of Educational and Psychology research Vol. 1 No. 2	July 2011	Effectiveness of Micro- Teaching in the development of teaching skills among B.Ed. students-An Expert
	International journal of Education and allied Science (IJEAS) Vol. 3 No. 2	July- Dec.2011	Opinion of Teacher's towards using multimedia learning package
	Shikshan Anveshika Vol. 11 No. 1	Jan-June 2012	Understanding and managing stress
	Shikshan Anveshika Vol. 11 No. 1	Jan-June 2012	Human rights and Education: Making it possible to live with dignity

	The Educand: Journal of Humanities and Social Sciences Vol. 1(2)	Jan-June 2012	Development of Multimedia Instructional Package in Educational Technology for Pre-Service teacher educators and its effect on their achievement
	Education Today Vol. 3 No. 1	Jan-June 2012	Effective Teaching: Learning Strategies
	International journal of Education and allied sciences Vol. 4 No. 1	Jan – June 2012	Plagiarism and how to avoid it
	Scholarly Research journal for inter-disciplinary studies Vol. 1 Issue 1	July 2012	AIDS EDUCATION IN SCHOOLS: AN OPINION OF MOTHERS' AND TEACHERS'
	Educational and psychology Research Vol. 2 No. 2	July 2012	Internet knowledge and usage of internet by teacher Educators of M.Ed. course: A study
	AITEA international Journal of Education and Humanities Vol. No. 2	Oct. 2012	Para-teachers in India : A burning Issue
	EDUQUEST Vol. 1 Issue II	July-Dec. 2012	Cognitive Approach : The effective way of learning
	Advanced international research journal of teacher Education Vol. No. 1	March 2013	Stress among women lecturers working in govt. and pvt. Colleges –A comparative study
Dr. Anju Sharma	The Educand Vol. 1(1) pp 1-6	July –Dec. 2011	Gender and age as determinants of Emotional intelligence of teachers
	Prangnya Vol. 2(3) pp 18-20	Mar. 2012	Emotional Intelligence, level of aspiration and experience as predictors of classroom performance of school teachers
	Shikshan Anveshika Vol. 2(2) pp 26	July 2012	Cumulative effects of gender on classroom performance of school teachers in relation to their emotional intelligence and level of aspiration



Dr. Pooja Pasrija	The Educand, Journal of Humanities and Social Sciences, Vol.2(1), pp. 19-34.	July-Dec. 2012	Effectiveness of Co-operative Learning Strategy (STAD) on the Mathematical Achievement and Retention among Ninth Graders in relation to their Intelligence
	Journal of Global Research & Analysis, vol.1(1), pp. 151-159	June,2012	Teacher Competencies In The Era Of Inclusion: A Glimpse
	Indian Journal of Psychology and Education, Vol. 2(1), pp. 75-86.	Jan. 2012	Effect of Cooperative Learning on High School Students' Mathematical achievement and retention using TAI and STAD methods
	Journal of Educational & Psychological Research, Vol.2(1), pp.62-68	Jan. 2012	A Study of Contemporary Values Manifested in School Teachers in Relation to their Locality and Qualifications
	Mier Journal of Educational Studies, Trends And Practices, Vol.2(1), pp.21-33	May 2012	Co-operative Learning : An Efficient Technique to Convert Students into Active Learners in Classrooms
	JERSD, pp.8-18	Jan 2012	Job Satisfaction of Secondary School Teachers in Relation to Some Demographic Variables: A Comparative Study
	The Educand, Journal of Humanities and Social Studies, Vol.2(1).	July- Dec. 2012	Effectiveness of Co-operative Learning Strategy (STAD) on the Mathematical Achievement and Retention Among Ninth Graders in Relation to Their Intelligence
	Maa Omwati Journal of Educational Research & Development, Vol.3(1), pp.1-6.	July 2011- June 2012	Understanding Inclusive Education From Theory to Practice
	International Journal of Education & Management Studies, Vol.2 (1), pp.7-12.	2012	Individualized Educational Programme (IEP): Effect on Academic and Occupational Skills among

			Mentally Challenged Children
	Academecia: An International Multidisciplinary Research Journal, Vol.2 (2), pp. 111-121.	February 2012	A Study of Values Manifested Among Secondary School Teachers in Relation to Some Demographic Variables
	Mathematics, Learning Community: An International Journal of Education and Psychology, Vol.3 (2), pp.385-393.	Dec. 2011	Team Assisted Individualisation (TAI): Impact on Achievement and Retention
	New Frontiers in Education, Vol.44 (4), pp.427-436.	Oct.-Dec. 2011	Cooperative Learning versus Traditional Learning: Effect on Achievement
Dr. Kamlesh Dhull	Pramana Research Journal Vol. 1(4), pp 215-217	April –June, 2012	Revitalization of inservice teacher Education
	Humanities and Social Sciences : Interdisciplinary approach Vol. 4,pp 32	June, 2012	‘A study of teaching effectiveness of teachers trained through formal and distance mode’
	‘Drashta’ Research Journal Vol. 5, pp 176-180	Dec.2012-Feb. 2013	‘A comparative study of value patterns between secondary school teachers working in Govt. and private schools in Haryana
	‘Chintan’, Vol.	Jan. –Mar. 2013	‘A comparative study of value patterns between male and female teachers working in secondary schools in Haryana State
Dr. Anju Sachdeva	International Journal of Education and Allied Sciences Vol.4 No.2, pp.63-66	July-Dec., 2012	Female Foeticide: A curse to Indian Society
	Advanced International Research Journal of Teacher Education Vol. 1 No. 1, pp. 83-86	March 2013	Attitude of Urban Society towards Female Foeticide

**3.2.6 Give details of the awards, honors and patents received by the faculty members?**

**Ans.**

<b>Sr. No.</b>	<b>Name of the Teacher</b>	<b>Title of Awards</b>	<b>Presented By</b>
	Dr. Manju Jain	Valuable services rendered to mentally handicapped persons at RCIMHC, Rohtak during the year 1991.	Indian Red Cross Society
		Valuable services rendered to the Red Cross in Rohtak on 8th May 1993.	District Branch, Rohtak
		Meritorious work for a Base Line Survey held by HRDFA for its project Family Welfare and MCH Services (Sanctioned by Ministry of Health and family welfare, Govt. of India) on 1st Jan. 1995	
		Got the first Prize in 'Low Cost Teaching Aids Competition' in 1995 at RCIMHC, Rohtak.	
		Best Services and Achievements in the domain of the Red Cross, Mentally Handicap in Haryana State in the year 1995-1996	
		Excellent Work in the field of Music, Dance and Hostel Supervision for RCIMHC, Rohtak in 1997-1998.	
		Certificate of Appreciation 2008-2009	Dean Student's Welfare Office

		Certificate of Appreciation 2009-2010	Dean Student's Welfare Office
		Certificate of Appreciation 2010-2011	Dean Student's Welfare Office
		Certificate of Appreciation 2011-2012	Dean Student's Welfare Office
	Dr Taruna Malhotra	Got Distinction in Psychology & Sanskrit in 12th Class (Session 1989-1990)	M.D University Rohtak & Govt. College for Women Rohtak
		Gold Medalist & 4th position in merit list of M.D. University in B.A. 1st year & Topper in Govt. College for women, Rohtak in B.A. 1st(Session 1990-1991)	M.D University Rohtak & Govt. College for Women Rohtak
		Gold Medalist & 7th position in merit list of M.D. University in B.A. 2nd year. (Session 1991- 1992)	M.D University Rohtak & Govt. College for Women Rohtak
		Gold Medalist & 6th position in merit list of M.D. University in B.A. Final year. (Session 1992- 1993)	M.D University Rohtak & Govt. College for Women Rohtak
		Gold Medalist & 1st position in merit list of M.D. University in B.Ed. & Topper in Vaish College of Education, Rohtak (Session 1993- 1994)	M.D University Rohtak & Govt. College for Women Rohtak
		Received certificate of Appreciation for the services rendered to college for upliftment of cultural	Dean Students' Welfare Office, Maharshi Dayanand University, Rohtak

		activities among students during the Zonal Youth Festival Rohtak Zone on Feb. 25, 2009( Session 2008- 2009)	
		Received certificate of Appreciation for the services rendered to college for upliftmet of cultural activities among students during the Zonal Youth Festival Rohtak Zone on Feb. 4, 2010 (Session 2009- 10)	Dean Students' Welfare Office, Maharshi Dayanand University, Rohtak
		Certificate of Appreciation for organizing Introductory course in Scouting and Guiding 2012-13	The Haryana State Bharat Scouts & Guides Sector-14, Chandigarh
	Ms. Jyoti Ahuja	Certificate of Appreciation 2011-2012	Dean Students' Welfare Office, Maharshi Dayanand University, Rohtak
		Certificate of Appreciation for organizing Introductory course in Scouting and Guiding 2012-13	The Haryana State Bharat Scouts & Guides Sector-14, Chandigarh
	Dr. Nidhi Kakkar	Certificate of Appreciation for organizing Introductory course in Scouting and Guiding 2012-13	The Haryana State Bharat Scouts & Guides Sector-14, Chandigarh

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

**Ans.** In the last five years our research output has greatly increased as:

- Four of the staff members Dr. Nidhi Kakkar, Dr. Anju Sharma, Dr. Pooja Pasrija, Dr. Jyoti Goel has successfully completed their doctoral work and has been awarded Ph.D. degree from M.D. University, Rohtak.
- Four of the staff members, Dr. Anju Sahdeva, Dr. Sudesh Gupta, Dr. Mamta, Dr. Kamlesh Dhull have successfully completed their doctoral work and has been awarded Ph.D. degree from CMJ University.
- One of the staff members Ms. Jyoti Ahuja is persuing Ph.D. in Education from M.D. University, Rohtak.
- One of the staff members Ms. Preeti Dahiya has completed Pre-Ph.D. course in 2012from M.D. University, Rohtak.
- 100 percent of the M.Ed. staff has Ph.D. degrees.
- A number of Faculty members have publications to their credit.
- National seminar/ yearly credit workshops have been successfully organized in the college.

### 3.3 Consultancy

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

**Ans.** Yes, the institute provides free consultancy service to sister concern schools.

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

**Ans.** Yes, the faculty members of the institute are competent to undertake consultancy.

Areas of competency of the staff members are:

- Participation in Career advancement
- Action Research
- Programmes related to Language Education
- Training, Placement & Counseling
- Research, Development & Publications
- Science Education
- Computer & Information Technology
- Mathematics Education
- Nutrition and Home Science
- Value Education
- Yoga Education
- Gender related issues
- Usage of Physiotherapy

Steps initiated by the institution to publicize the available expertise. The available expertise are not publicized formally however, by word of mouth our experts are always in demand.

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

**Ans.** The consultancy service is provided free of cost. Basically, the consultancy done by the staff members of the institution is honorary. Every teacher- educator acts as a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit.

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

**Ans.** Not applicable

**3.4. Extension Activities**

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

**Ans.** Contribution of the institution through Community work and outreach programmes, partnering with NGO's and GO's -

The main objectives of our institution with respect to community work and various outreach programmes are

- To inculcate values like co-operation, sincerity, sympathy, gentleness, humanity, compassion, courtesy, team-work towards community.
- To provide opportunities to serve the community in various ways and also in different roles expected from working teachers.
- To render remedial teaching in the subjects English, Mathematics, Hindi
- To provide awareness and exposure to the students through various co-curricular activities.

Faculty members and students play an active role for the benefit of local community under the guidance of Management and Principal.

Different community based projects are in the core part of B.Ed. Curriculum Viz:

- Out of School Children Enrolment Drive
- Recycling of the waste paper
- School/Classroom Ambience: Interior Decoration including Drawing and Painting
- Polio Drive and First Aid(Preparing awareness material e.g. Posters/Hand Bills)
- Serva Shiksha Abhiyaan
- Alternate School Monitoring-Support Teaching
- Out Reach Programme (Marginalized Children i.e. Special Needs/Economically/SC/St/Girls)
- Mid Day Meal
- Organizing Parent-Teacher Meeting

Out of the above list, in this session Institution is offering School/Classroom Ambience: Interior Decoration including Drawing and Painting, Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills). Mid Day Meal Organizing Parent-Teacher Meeting, Serva Shiksha Abhiyaan.

1. Participation in community programmes and preparation of report there on is in the core part of D.Ed. Curriculum.
2. Students of M.Ed. Prepare Dissertations based on community and Educational issues, which is also a core part of their curriculum.

**Local community benefited from the institution in the following ways:**

- Students visit Old Age Home of the city in order to know about the problems of senior citizens living in the Ole Age Home. The interactions prove to be beneficial for the students as they are sensitized about the social problems and issues.
- Visits are also arranged to special institutes like ‘Sharvan Institute of Special Education and Research’ State Institute of Rehabilitation Training & Research Centre ( SIRTAR) , ‘Arpan Mentally Handicapped Institute’. In this way the teacher-trainees are oriented to the problems being faced by the students as well as teachers of special schools.
- Youth Red Cross Club of our Institute is associated with Red Cross Society of Haryana.
- Our B. Ed student teachers carried out remedial teaching for those students who were at academic risk. Some of the students who were coached through remedial teaching performed extremely well at the board examination, which was acknowledged and highly appreciated by the organization.
- One of our staff member is an active member of ‘ Support for Child Education Society’, a registered NGO and has adopted one unprivileged child by paying his educational expenses.
- Our student teachers have offered their services also in the nearby locality catering to those communities which are needy and wanting help.
- The student teachers tried to understand the problems faced by the people who were Economically Backward. Our student teachers sensitized the children and their parents from slums on various social issues like female infanticide and foeticides, drug abuse, child marriage, child labour, hygiene etc.
- Providing Primary Education to the Children of Labour class working in the institution campus.
- Campaign for Aids Awareness
- Campaign against Social evils
- Campaign for Health & Hygiene
- Tree plantation
- Organizing yearly workshop on yoga
- Organizing Blood Donation camp in collaboration with Red Cross society, Rohtak
- Creating awareness about the deadly diseases & their eradication ( Breast cancer, Dengue)



- Organized three days ‘Scouting & Guidance camp’ was organized in the college to give the knowledge of their tactics which may be helpful in the difficult days of survival like earth quake/ flood

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

**Ans.** The community also benefits this institution in the form of intellectual, moral, spiritual inputs and exchange of thoughts through interactions. There is strong institution community networking.

- Institution organizes parent teacher meeting on annual basis, where feedback and valuable suggestions given by the parents and alumni are implemented by the institution.
- Feedback is taken by the employers where our alumni are working taken and the suggestions given by them are used for the benefit of upcoming batches.
- Guest lectures of educational peers
- Practical Knowledge of inclusive education is imparted through educational visits to Blind School, Orphanage, viewing educational films.
- Lecture on First Aid was organized.
- Workshop on cleanliness was organized to benefit the society
- Environment club of our college sensitizes the students by organizing different competitions on environmental related issues.
- Institute organizes Health checkup camps’ from the reputed doctors of our society.

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

**Ans.** The College would also like to deepen community involvement by conducting researches on social problems of the old, the destitute and the women. Programmes on Environment Awareness are organized every year in the college in which the students do their best to create awareness among the society about hazards of Environmental Pollution by organizing exhibitions and rallies. We plan to conduct more researches on such issues. Social issues related to environment awareness, value education, AIDS awareness, drug abuse, gender sensitization etc. will be taken up more vigorously. The institution organized three days’ Scouting & Guidance camp’ in the college this year and would continue this practice in future also.

The institute also applied in M.D. University to start NSS in the campus but university gives NSS to only those colleges where at least the session is for two years or more. The session running for a year can not take up the provision of NSS.

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

**Ans.** The projects are in the form of individual research projects by M.Ed. students. AIDS awareness programs are undertaken by organizing lectures by doctors/experts on AIDS awareness so that the prospective teachers can spread this awareness among the students and teachers in the schools as the problem of HIV/AIDS is a challenge not only for the country but for the world as a whole. **Red Ribbon Club** which is a part of Youth Red Cross associated with Red Cross Society is actively working in the college. Legal Literacy is also assuming an important place in the educational programmes of the college. We have a **Legal Literacy Cell** in the college coordinated by a faculty member with students and staff as members of the cell. Various activities like declamation contest, poetic recitation, slogan writing, on the spot painting competition etc. are organized from time to time on issues like women harassment at work place & at home, domestic violence, fundamental duties, right to information etc. Moreover, we have established a women cell to empower women and create awareness among girls through awareness programs & extension lecture related to the rights and duties of women. Many competitions and activities are organized from time to time.

A list of the programmes which are frequently organized in this area is as under:

- Moral Education
- Tree Plantation

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

**Ans.** To develop critical awareness about the social realities we organize visits to Old Age Homes, Orphanage & special schools.

- To sensitize students about emerging issues such as child Labour, Gender Equality, AIDS Awareness, we organize rallies.
- To develop critical awareness about the social realities, quiz, debates, seminars are organized.
- To promote capabilities among the students and for inculcating national and religious values, morning Assembly is the regular event of our institute which includes Prayer ,News Reading, Talk of the day by Pupil Teacher ,Moral Talk by Teacher Educator, National Anthem, other academic talks.
- To develop managerial and organizational skills among the students, they are given freedom to organize the events on their own and teachers are there to guide and support them time to time.
- To develop the skills needed for becoming effective teachers, various micro skills training is given to the students.
- To appreciate rich cultural heritage of India in the area of Health Education, Yoga workshops are organized.
- To develop team building and spirit of sportsmanship, organization of sports event is a regular feature of our institute.
- To develop tactics at the time of danger of life, Scouts & Guidance camp is organized in our college.

- To develop morality values, various extension lectures are organized on value education, character building, spiritual awareness etc. which foster the citizenship values among the students.

### 3.5 Collaborations

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

**Ans.** The institution collaborates with about 8 schools for teaching practice and final skill-in teaching examination. A feedback is received from the Principals of practicing schools about the lesson plans, teaching aids and innovative methods used by the pupil teachers. This feedback is utilized by us in implementing the practice-teaching programme in the next years. During the span of practice teaching, the Principal and Incharge of skill-in teaching of the college visit every school to discuss the strategies to fill the gaps between theory and practice.

Details of Linkage and the benefit theses with

Sr. No.	Organization	Nature of Linkage	Benefits
1	Rotary Club	Informal	Health Awareness Galleon
2	Inner Wheel Club	Informal	Women Empowerment Activities
3	NCERT	Informal	Faculty members and students of M.Ed. visit for research purpose
4	Jamia Millia Islamia	Informal	Faculty members and students of M.Ed. visit for research purpose
5	M. D. University, Rohtak	Formal	<ul style="list-style-type: none"> <li>• Member of Governing Body of our institute</li> <li>• Faculty members and students of M.Ed. visit for research purpose</li> <li>• B.Ed. and M.Ed. course is affiliated</li> </ul>
6	SCERT, Gurgaon	Formal	<ul style="list-style-type: none"> <li>• Faculty members and students of M.Ed. visit for research purpose</li> <li>• D.Ed. course is affiliated</li> </ul>

The members of the faculty also collaborate with various National Level organizations to abreast with the latest researches in the field of their related subjects. The list of membership of various professional studies is given below:

**Members of All India Association of Teacher Educators (AIATE):**

- Dr. Manju Jain
- Dr. Taruna Malhotra
- Dr. Madhu Sahni
- Ms. Jyoti Ahuja
- Ms. Preeti Dahiya
- Dr. Nidhi Kakkar

**Members of All India Teacher Educator Association (AITEA):**

- Dr. Manju Jain
- Dr. Taruna Malhotra
- Dr. Madhu Sahni
- Ms. Jyoti Ahuja
- Ms. Preeti Dahiya
- Dr. Nidhi Kakkar

**Members of Haryana College Teachers' Association (HCTA):**

- Dr. Manju Jain
- Dr. Taruna Malhotra
- Dr. Madhu Sahni
- Ms. Jyoti Ahuja
- Ms. Preeti Dahiya
- Dr. Nidhi Kakkar

**3.5.2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

**Ans.** The college strives to establish linkages with international organizations. The college is planning to organize International seminar in near future.

### **3.5.3 How did the linkages, if any, contribute?**

**Ans.** The whole B.Ed. and M.Ed. teaching programme is enriched through such linkages. The knowledge is updated that helps in understanding the new trends concerning evaluation of curriculum, text books, innovative methods for curriculum transaction and evaluation, remedial teaching and need based learning

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

**Ans.** The institution has established a close linkage with the schools in its vicinity. Most of the schools of the city and the surrounding areas have Principals who are pass outs of this college. So, they also have a personal association with the college. The teachers working in the schools are also the products of this college. They are invited to the college on various occasions especially on Alumni Meets and a healthy sharing takes place which results in mutual enrichment and cordial relationship.

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

**Ans.** Yes, the members of the faculty are actively engaged in schools and they have healthy interaction with the teachers. During their stay in the schools while practice teaching days, the faculty members share their experiences with the teachers and appraise them of the new methods, strategies and innovative practices in the field of education whenever they get a chance. The faculty members also receive feedback from the Principal and teachers to improve the practice teaching programme.

### **3.5.6 How does the faculty collaborate with school and other college or university faculty?**

**Ans.** The College collaborates with other faculty members of colleges and university. Some of them are specially invited to interact with the faculty and students, to deliver extension lectures College faculties also visit the college to participate in seminars, workshops, during inspections, examinations or for extension lectures. Such interactions yield mutual benefits in the form of updating the knowledge.

## **3.6 Best Practices in Research, Consultancy and Extension**

### **3.6.1 What are the major measures taken by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

**Ans.** The VCOE faculty has been encouraged by the management and principal to conduct action researches based on educational problems. Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials and relevant technology, sabbaticals, release time.

Every teacher- educator is encouraged to be a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit of these students.

Senior faculty members of VCOE have been providing their valuable insights to those newly setup B.Ed. colleges regarding the functioning, infrastructure required, resources needed etc.

**3.6.1(B) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

**Ans.** The institution has taken the initiative to develop Instructional Material in the form of CDs, Power Point Presentations, to help the student teachers mastering the contents of B.Ed. and M.Ed. syllabus.

- Educational projects based on community problems have been undertaken through community outreach programmes.
- The college has developed Instructional material in the area of English, Science, Social Study, Commerce, Economics, Mathematics, Yoga and Value education.
- Eminent educationists are invited from time to time to address the faculty and the students.
- Faculty members attend the seminars/workshops/conferences organized by other institutes and present papers.

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

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

The Valuable suggestions given by NAAC peer team are given below:-

**Suggestion No. 1**

**In view of research credentials of its faculty, VCOE can now attempt to develop a culture of research with main focus on action/classroom research. This would have a salutary impact on professional development of its faculty as well as quality improvement of its programme.**

**Ans.** The following action measures have taken to implement the valuable suggestions given by the NAAC peer team.

- VCOE has five teacher educators who have been completed Ph. D degree in the tenure of last five years. A number of other teacher educators have registered for Ph. D.
- Action research at institution level have been regularly taken up by the teacher educators to promote research culture, at the same time all the students of VCOE conduct action research.
- Over the duration of five years teacher educators have published various articles in educational based journals.
- Publication of college magazine has been initiated.
- The teacher educators have presented paper at various national and international seminars and conferences.

### **Suggestion no. 2**

**Development of Question Bank needs to be made a continuous activity for its enrichment and up gradation. VCOE could make it a priority area and seek collaboration from other teacher education institutions through on campus workshops.**

**Ans.** Library has the facility of Question Bank. During examination students use this facility.

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

With regard to Research, Consultancy and Extension, the institution has taken initiation

**Research:** Research is a pursuit for the truth and action research aims at solving the immediate problems faced teachers and students in schools. Each student has to conduct an action research project attempting to probe into an observed problem and taking appropriate measures to solve them. Teacher educators undertake research projects to find out facts and improve educational practices. 75% of the teacher-educators have attained a Doctorate Degree and some are pursuing the Ph. D.

**Publications:** Student teachers and teacher educators are encouraged to write articles for the college publications such as the Annual College Magazine:- 'Pragya'

**Networking:** The College endeavors to keep links and contacts with other teacher-training colleges, other institutions and research institutions. Experts are invited from various colleges to conduct workshops and lectures.

**Attended /Conducted Workshops, Conferences:** The institution ensures professional

growth of the teacher by encouraging the teacher-educators to attend workshops conducted by other colleges of education, universities and other institutions. The teacher educators also conduct workshops in the college to develop specific skills of the student teachers.

**Paper presentations at National/International level:** The teacher educators participate in presenting Papers at both national and international level. It is a pursuit towards capacity building in most of the academic areas. The exposure to various contemporary issues through presenting and attending paper presentations equip the teachers with up-to-date knowledge in the field of education.



# ***CRITERION – IV***

## ***INFRASTRUCTURE & LEARNING RESOURCES***



**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.**

**Ans.** Yes, the institution has the physical infrastructure as per NCTE norms. The College campus is within area of 7.1 acres, which is beautifully maintained. It is situated in the heart of the city with lush green lawns. Moreover, the college campus is well connected with transport network.

There are sufficient funds invested to meet the expenses for developing the infrastructure. The college has separate sections for D.Ed., B.Ed. and M.Ed. course and separate faculty for each course. The college has adequate number of classrooms, laboratories and rich library to run educational programmes effectively. The library has three sections-one for the B.Ed and D.Ed. students, the second for the M.Ed. students and the third for the Teacher educators. The library is partially computerized and internet facility is available for students and teachers.

The college has a well resourced Computer Centre. There is a multipurpose hall, a Conference Hall and an Auditorium facility for organizing different activities like seminars, exhibitions, awareness programs and extension lectures from time to time.

A brief description of these resources is given here in order to understand the present status of the college. The resources are:

1. Double storey Main Building.
2. Grassy lawns and play grounds
3. Well established library with modern facilities (automation)
4. Science laboratory
5. Home Science Laboratory
6. Social Science/History Laboratory
7. Mathematics Laboratory
8. Fully air-conditioned Computer/ICT Laboratory
9. Psychology Laboratory
10. Work Experience Laboratory/Art and Craft Room
11. Audio-visual/ET Lab
12. Language Laboratory
13. Placement Cell/ Career Guidance Cell
14. Conference Hall
15. Multipurpose Hall
16. Women Cell
17. Canteen
18. Auditorium
19. Office of IQAC
20. M.Ed. Block
21. B.Ed. Block
22. D.Ed. Block
23. Boys Common Room

24. Girls Common Room
25. Administrative Block
26. Music Room
27. Professor/Reader Room
28. First Aid Room

Annexure – Master Plan of the institute.

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

**Ans.** As per the intake capacity, the institution follows the norms set by NCTE for the expansion of infrastructure. It is done by making the provisions in the annual budget for purchase of latest technological aids for teaching-learning activities. Physical facilities are added on priority bases in infrastructure.

**Resources of funding:**

To meet the requirement of the University related to the above mentioned areas of development, the following would be the sources of funding

- The existing resources of the college
- Grant-in-aid from the UGC for upgrading specific areas of studies and infrastructure
- Self financing courses of study would supplement the expenditure of the university
- Involvement of Alumni Association for extending financial support

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

**Ans.** The students make optimum use of all physical and material resources that are well maintained by the college. Conscious efforts are made to provide the best infrastructure for the students. A congenial learning environment, well ventilated classrooms, suitable furniture, LCD Projector, LED TVs, Computers and many CDs, Cassettes, Camera, Internet facility, Display Boards, musical instrument, sports material, gym equipments like exercise cycle, twister etc. and spacious common rooms separate for boys and girls are available. The college has enough stocks of material and equipment for the games like Table Tennis, Badminton, Cricket, Football and Hand Ball, Yoga and athletic events. The college has material and equipment for various indoor games like carom, chess, skipping ropes etc. The college has two generators for power back-up.

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

**Ans.** The entire infrastructure mentioned above is solely meant for the students of M.Ed, B.Ed & D.Ed. classes as the college is running these three courses. However college building is used for personal contact program of B.Ed., M.D.U. Rohtak and M.A(Edu.). CDLU, Sirsa and also centre for various competitive Exams and Spot Evaluation. Play grounds of Vaish Education Society, which is common for all institutions, are used for sports and

athletic events. Stadium is equipped with two multipurpose halls separately for boys and girls in collaboration with sister concerns.

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

**Ans.** To ensure the wellbeing of the staff members and student teachers, college campus has provision of first aid room which has all the basic facilities for first aid. The service of Dr. Kedar Nath Garg (Consultant Doctor) is always available in the hours of need. Mahatma Gandhi Memorial Hospital & Physio Therapy Center run by Vaish Education Society located near the college campus is used for Medical services. Emergency cases are referred to Manav Sewa Sangh which is quite near to the college. **Free Health & Dental check up camps** are organized in the college. Lectures on dental care and health care are regularly organized so that the students are aware of the life style diseases like cancer, eye problem, HIV aids etc. and are able to avoid them by adopting **good health practices** in their daily lives.

The **staff room** of the college is very well managed and furnished with wash room facility. Good curtains add to the elegance of the staff room which is regularly supervised by the concerned incharge. Provision of dustbins at various locations is made to maintain the cleanliness of the institutions. For providing pure drinking water, water coolers are fitted with water purifiers. Separate washroom facilities for girls and boys are provided by the institution.

Separate common room facility is also provided for girls and boys where they can relax during recess. The college has provision of hygienic canteen with proper seating arrangement. The canteen is well equipped with refrigerator and microwave oven. An advisory committee of three members' viz. Dr. Nidhi Kakkar, Dr. Sudesh Gupta and Mr. R.C.Gupta is constituted to ensure the quality and to take care of proper functioning of the canteen.

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

**Ans.** No, but the paying guest rooms are made available if required by the students. We have also applied for the Women's hostel in UGC.

**4.2. Maintenance of Infrastructure a proposal for the construction of hostel to university Grant Commission.**

**4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of infrastructure?**

**Ans.** Budget is allocated in the beginning of the year optimally and spent fully. Supplementary budget provisions are made during the year if required. The budget allocation and utilization in the last five years are mentioned under leaf

**Budget allocation for last five years**

Sr. No.	TITLE OF EXPENDITURE	2008-09	2009-10	2010-11	2011-12	2012-13
1	Building (Maintenance)	1000000	40000	50000	350000	7000000
2	Furniture & Fixtures	200000	100000	50000	30000	300000
3	Audio-Visual Equipments	20000	20000	10000	20000	50000
4	Teaching Aids	10000	0		100000	150000
5	Computers & Peripherals	5000	5000	350000	1600000	500000
6	Library Books	15000	50000	15000	250000	100000
7	Laboratory & Psychological Apparatus	15000	15000	20000	32000	400000
8	Sports Equipment				10000	70000
	<b>TOTAL</b>		<b>230000</b>			

**Utilisation for last five years**

Sr. No.	TITLE OF EXPENDITURE	2008-09	2009-10	2010-11	2011-12	2012-13
1	Building (Maintenance)	1198997	33296	72939	323952	6120146
2	Furniture & Fixtures	135100	122252	0	364070	460523
3	Audio-Visual Equipments	0	0	0	17956	58940
4	Teaching Aids	0	0	0	213680	176719
5	Computers & Peripherals	7200	2750	387754	1691230	417533
6	Library Books,/ Expenses	0	175579	<u>14297</u>	308215	7550
7	Laboratory & Psychological Apparatus	0	0	0	29490	390228
8	Sports Equipment	0	0	0	7715	89474
9	Stadium		206626	693532	142954	182354
	<b>TOTAL</b>	<b>1341297</b>				

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

**Ans.** The Institution regularly plans and ensures that the available infrastructure is optimally utilized. This institution has a staunch faith in the generation and expansion of its infrastructure continuously which is the index gate of progress. The institution focuses on the maintenance of its infrastructure on priority basis which is one of the indicators of its vision and commitment.

The college has been spending funds for the maintenance of physical infrastructure under different heads as detailed below:

- Regular white wash of buildings
- Cleaning blockages in drains
- Cleaning of roofs before the start of rainy season
- Regular check up & repair of electric points/fittings
- Regular check up & servicing of computers, fax machine, Photostat machine, printers, AC and generator, etc.
- [REDACTED]
- Removing of cobwebs
- [REDACTED]er
- Regular check up of distilled water in batteries of invertors
- Regular weeding out of weeds in grass
- Regular cutting of plants to give a beautiful look
- Regular replacement/refilling of Fire-extinguishers
- Cleaning and chlorination of water tanks
- Spray of anti termite medicine
- Replacement and repair of old furniture
- Regular maintenance of Labs.

#### **4.2.3 How does the institution consider the environment issues associated with the infrastructure?**

**Ans.**

- Pollution free campus with beautiful lawns brings the perfect balance between teaching and learning.
- Teachers inculcate the value of protection of environment among the students.
- Tree plantation is a regular activity of the institution.
- Four lawns are allotted to four different houses constituted of teachers and students of the college for their maintenance.
- All rooms when not in use are kept under lock and key to reduce electricity consumption.
- Each room is well ventilated, requiring no lights to be used.

#### **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)?**

**Ans.** Institution has a qualified Asst. librarian and other technical staff viz.

- Ms. Seema Garg (M.Com., M.Lib.), Asst. Librarian
- Sh. Chhote Lal, Lib. Restorer
- Mrs. Geeta, Lib. Attendant
- Mrs. Rajbala & Mrs. RajRani

**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.)**

**Ans.** The College has a rich, well-equipped, computerized library and information centre with all modern facilities. It has assumed great height under the dynamic leadership of Principal Dr. A.K.Saraswat and able and energetic Asst. librarian Ms. Seema Garg and the staff. With a seating capacity of 100 readers, it has a circulation counter, Newspaper Section; separate Reading Section for D.Ed., B.Ed. and M.Ed. students and faculty members. It has about **13998 books** on education, and other subjects of knowledge and 182 back volumes of journals. It subscribes to 16 journals, **9 Newspapers** 15 Magazines and **has 35 CDs** on different subjects like Mathematics, Social Science, Life Science, Physical Science, English, Encyclopaedia, 10 Video Cassettes & 50 Audio Cassettes.

### **Library Automation**

The library is partially automated.

The college library has purchased a new software package **LIB GURU**. It has electronic cataloguing resource management tools to simplify the library administrative tasks.

The reader can use this software himself/herself just clicking the mouse and can seek inquiries on various fields such as Author, Title, Publisher, Accession no., Subjects etc.

The Inquiry is not only for books but also for the Newspapers, Journals and Magazines. With the help of this software, Reports regarding each module can be taken at the shortest time.

Circulation Counter remains open from 9:00 a.m. to 3:30 p.m. for issue and return of books.

Books in the library are classified according to the Accession Numbers. Reference books are shelved separately in the Reference Section. The college library has a book bank. Needy and deserving students are provided with books during the session.

The library also has a CD Collection related to various subjects. The following other facilities are also available in the college library:

- Photocopier
- Computers
- Internet

- Audio-video cassettes

**Annexure - List of Encyclopaedias, Journals, Books, Magazines, Newspapers and Dictionary.**

**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.**

**Ans.** Yes the institution has in place, a mechanism to systematically review the various library resources for adequate access, relevance. There is a library committee which holds meetings twice a year to discuss latest acquisitions and requirements. The newly refurbished library is a result of the unstinting efforts of this committee. Tutorial incharge and class representatives closely interact with the student teachers and if any suggestion is made known to the library committee.

***Library Committee***

Dr. Anil Kumar Saraswat (Off. Principal)	President
Dr. Taruna Malhotra	Convenor
Dr. Nidhi Kakkar	Member
Dr. Anju Sharma	Member
Mrs. Seema Garg	Member
Mr. Yogesh (B.Ed. student)	Member
Ms.Rekha ((B.Ed. student)	Member
Ms. Sushma Jain (B.Ed. student)	Member
Anil (M.Ed. student)	Member
Mamta (M.Ed. student)	Member

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

**Ans.** Yes, the library is partially computerized. Books details are available in software. Internet facility is also available for the teachers and the students.

**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.**

**Ans.** Yes, these facilities are available in the library of the college and the students are availing the same. On an average **100 students** avail the facility of the library everyday.

The library caters to the needs of faculty and students in the following manner:

- Faculty & students have the facility to borrow books.
- Consultation of reference materials like encyclopaedias, research literature, abstracts etc.
- There is a reading room for the faculty & students.
- College Library has facility of book bank. The students, who cannot afford to purchase course books, get them issued for the whole academic session through book bank.



- The library has internet connection, which helps the faculty & students to get required information.
- Journals with their back issues are available for the faculty and students.

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

**Ans.** No.

**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.)**

**Ans.** The library is open from 9:00 a.m. to 3:40 p.m. on all working days, and in vacations from 9:00 a.m. to 1.30 p.m.

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

**Ans.** Jackets of New arrivals are placed on the display boards.

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

**Ans.** The college library has a book bank well utilized by the students.

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

**Ans.** The college library is accessible to all the students. It is well planned, open shelved library. Much attention is paid in this regard that visually & physically challenged students also get an equal access to the library. In the ground floor of the building, the physically challenged students are allowed to use internet facility there.

**4.4 ICT as Learning Resource**

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

**Ans.** ICT facilities available in the institution:

1. Computer
2. Internet
3. T.V.
4. Tape recorder
5. O.H.P.
6. Slide Projector
7. Epidiascope
8. Digital camera

9. Head phones
10. L.C.D. Projector
11. Screen
12. Transparencies
13. C.D. Player
14. Sound system
15. Educational C.D.s
16. Pictures, charts, models, maps, globes

In addition to all these facilities, the institution has the following;

- 7 Laptops for the teacher-educators
- Internet facility is available in different areas of the college.
- WI-FI connections in the computer lab.

The College provides training in ICT to teacher educators, student teachers and administrable staff. Training is given in preparing power point presentations and the use of Microsoft Excel and administrative staff surfing the internet to get vast pool of information. The students are trained in the basic uses of the MS-Office package such as PowerPoint, Word and Excel as these are used as per the syllabus during their simulated lessons.

**4.4.2 Is there a provision in the curriculum for imparting computer skills to all students?**

**Ans.** The B.Ed students are provided with compulsory basic computer education. Orientation on Microsoft office, Microsoft word, Power point and Internet is provided and the students learn it with great care and attention.

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

**Ans.** VCOE uses innovative technologies to a very great extent and we have halls equipped with computers, LED projectors which are used by the teacher educators as well as student teachers during the lectures, workshops and seminar, Presentations, Admissions, internal assessment and in all other correspondence is done through computer applications. Extra information for various topics is procured through internet.

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

**Ans:** Students use technology in practice teaching such as preparing lesson plans, classroom transaction — viz question answers, illustration with examples, explanation etc.

The major areas in which the student teachers use technology in practice teaching are;

- In the preparation of lesson plans: the student teachers are encouraged to refer educational websites for reference in terms of the content as well as in the use of innovations that they may come across.

- Classroom transaction: Student teachers use the power point which they prepare as part of their Computer Assisted Instruction package and give at least one lesson using this technique. Student teachers also use OHP for their lessons.
- Preparation of additional information to be used in lessons: Student teachers download information from the computer using internet facility.
- Teaching aids in the form of picture, etc. are downloaded from the internet.

#### 4.5 Other Facilities

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

**Ans.** The instructional infrastructure is optimally utilized. The lessons in the form of Power Point Presentation is prepared by the students. These lessons are of practical value for the schools and other colleges of teacher education. Community is also benefitted ultimately by the optimum use of technology. The pupil-teachers who are trained in the college, carry the image of technology savvy product which is a great service to the society.

##### 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?

**Ans.** The various audio-visual materials available with the institution are:

- Teaching Aids
- Charts
- Maps
- Tape-recorders/ CD player
- OHP+ Transparencies
- Educational CD's, Audio, Video Cassettes
- Power point presentations.

The student-teachers make optimum utilization of the audio-visual materials during simulated and practice teaching lessons.

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

**Ans.** The various general and methods laboratories available with the institution are as mentioned below:

Methods lab Yes  
College has following labs under Method Lab:

1. Language Lab
2. Home Science Lab
3. Social Sciences Lab
4. Maths Lab

Psychology lab	Yes
Science Lab(s)	Yes
Educational Technology lab	Yes
Computer lab	Yes
Workshop for preparing teaching aids/ Art craft Room	Yes

Qualified staff has been appointed to maintain the science laboratory as well as the computer laboratory. Budgetary allocation is also made for enhancing the equipments required for each of the facilities.

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

**Ans.** Following facilities are available with the institution:

- Multipurpose Hall - The College has multipurpose hall for conducting morning assembly and co-curricular activities.
- Workshop –We have a workshop in the form of Art & Craft Room for fabricating teaching aids where student-teachers prepare teaching aids in their respective teaching subjects and learn practical skills and prepare themselves for effective teaching.
- Music Room - The Music Room of the college is equipped with musical instruments like harmonium, sitar, dholak etc.
- Sports Room – The sports room has provision for indoor games such as table tennis, carom, chess etc. Students take part in outdoor games such as cricket, badminton, football etc.
- Transport - No.

**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.**

**Ans.** We have a Multipurpose Hall, an Auditorium and a Conference Hall with, LCD, projector, LED T.Vs with the facility of operating pen drives. The teacher educators can come to the class simply with a pen drive and the whole presentation can be made. Laptops are also provide to faculty members which are used with their tutorial groups for academic enrichment of students.

In future also there is no financial or administrative constraint in providing technology to all the classrooms. Gradually we plan to make all the classrooms equipped with

technology. Moreover, white boards, green boards, O.H.P. are available in the class rooms.

#### **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?**

**Ans.**

- Establishment of symbiotic relationship with the schools/ institutes to bridge the gap between the theory and application.
- Developing logical and analytical minds with a view to achieve proficiency in problem solving.

In this connection it can be noted that it is the endeavour of the administration of the college to change the mind set of the teachers with regard to use of technology. The entire environment is changed with the use of technology in order to improve quality.

Quality maintenance, quality sustenance and quality enhancement are the key notes that are struck. Thus, students and teachers are encouraged to make optimum use of the infrastructure and learning resources.

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

**Ans**

- We have well equipped computer lab available with systems where communication and information is facilitated. Well qualified staff is available in computer lab to help the students in learning computer skills and preparing their lessons.
- The entire range of activities for both teaching and learning is covered by the use of ICT
- All the students are encouraged to use the computer lab and enhance their skills
- Some of the students prepare their lessons on power point and deliver them in their final skill-in teaching exam.
- Seminar on ICT was organized to enhance computer efficiency of the students
- Students use ICT lab for presentation in seminar, assignment, synopsis and dissertation writing work etc.
- The computer lab is also used for college work like preparing reports, updating college records, admission procedures, maintaining college accounts, for providing internal assessment record to university, etc.
- Website is updated from time to time and all information is available on the website

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

**Ans.** College focuses on the proper planning and management of infrastructure and learning resources and ensures optimal utilization of resources to yield higher quality of education.

**Additional Information to be provided by institutions opting for Re accreditation/Reassessment**

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

**Ans.** It was suggested to include students among library advisory committee. Implementing on this suggestion 5 students from B.Ed. (Aided & S.F.) and M.Ed. are taken under the library committee. These students help the library members in various issues of the library.

Library has been partially computerized with latest software 'Lib Guru'. Facility of photocopy is provided in library. Audio, Video Cassettes, printer & scanner are also housed in library.

For the quality education various CDs develop by NCTE and other instructional material are purchased for the library.

Faculty uses the computers and multimedia packages for teaching learning, they surf the internet and uses it for updating their knowledge and apply it in their teaching.

Students use the internet facility for their research work. Students are provided with these ICTs facilities. They also use it in the various competitive examinations.

**Q.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?**

**Ans.** ICT has become regular feature of the teaching learning process wherein each Lecturer has been provided with their own laptops.

We have extended and renovated the infrastructure of the college. Now we have two big multipurpose halls, one conference hall, which are equipped with ultra modern multimedia facilities.

We shifted our library to 1st floor of the building which is newly constructed. It is quite spacious and have adequate sitting capacity.

Our library is partially computerised with latest software Lib Guru. It has open access system for students.

Every year new text books/ Reference books & Journals are added to the stock of the library.

The Library also subscribes to on line Journals which are used for references.

# ***CRITERION - V*** ***STUDENT SUPPORT &*** ***PROGRESSION***



## 5.1 Student Progression

### 5.1.1 How does the institute assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional educational programme (students' prerequisite knowledge and skill to advance) to completion?

**Ans.** The institution is running under the affiliation of MDU, Rohtak so institution has no freedom to assess students' preparedness for B.Ed. programme because the admission of B.Ed. (Regular) course are through centralized counseling. However for the awareness of B.Ed. students, an orientation program in general and then with individual faculty further deepen awareness of individual needs. After orientation talent search programme is held in the college to find out the interest of the students' in different non-academic activities.

After the inaugural session orientation programme is conducted in the college:

#### Orientation Programme (2011-12)

- Havan Yajna
- Principal's Address and welcoming the Chief Guest
- Introduction of the staff
- Blessing by the Chief Guest
- Vote of thanks
- Orientation about
  - Compulsory Papers
  - Examination System
  - Facilities of the college
  - Teaching Subjects
  - Optional Papers
  - Work Experiences
  - Teaching Practice
  - Library
  - Literary activities
  - Cultural Activities
  - Time Table etc.

Various competitions at college and at Inter-college level are organized to develop creativity and professional competency skills among the students.

- Students are also informed about the college programmes from time to time through verbal announcements in the classrooms and morning assembly and information in the form of notices are also displayed on the notice-board.
- Formation of groups of students and assigning tutors and house incharges in the ratio of 1:25 was done. Various activities are done in the supervision of house incharges.



- Throughout the year different co-curricular activities are organized by the concern incharges. Various competitions like: singing, dancing, poetry recitations, rangoli, poster making etc. are organized to actively participate the students in college activities.
- For developing Pedagogical skills among the pupil-teachers group-discussion, seminars and brain storming techniques are used.
- Annual college magazine is published for self-expression of the students.
- Under Sports Committee Athletic Meet is organized.
- Various Indoor and Outdoor games are there for students.
- Participation in the cultural activities is another channel that nurtures aesthetic sensitivity among teacher-trainees.
- For developing teaching skills the college organizes various training programme of “Micro Teaching”. In this training session, micro lessons and mega lessons in simulation and observation lessons are practiced.

**5.1.2 How does the Institute ensure that the campus environment promotes motivation, satisfaction development and performance improvement of the students.**

**Ans.** The campus environment is very congenial and comfortable as it takes care of the students’ needs. The campus has airy classrooms, an ideal library, computer room, rest room and canteen. Education here is transforming experience that provides students with a unique set of skills and values, an enduring relationship with the vital extended community and a foundation for a life time of leadership. The institution performs following functions:

**1. House System and Tutorial Group:**

All the students are divided into 4 Houses which are named after the prominent educationists and social reformers. Students are divided into tutorial groups and tutors are assigned in the ratio of 1:25.

Each House has to perform various duties in the college. They conduct Morning Assembly, Thought for the day, Maintaining Board of the Entrance, cleanliness and maintaining discipline and other duties of the college.

**2. Motivational and welfare measures for students:**

The students’ holding positions in various competitions were motivated by giving prizes, trophies and certificates. The names of the students achieving positions in inter-college/university level have been displayed on notice board and also motivated by the Principal and faculty members in Morning Assembly.

Poor and needy students are provided financial help as well as SC, BC scholarship as per the policy of the State Govt.

**3. Development of various aspects of Personality:**

For the various aspects of Personality such as Physical Development (Games and Sports Activities), Moral Development (Morning Assembly and Cultural Activities), Social

Development (Celebration of various functions like Diwali, Lohri, Communities services and Educational Tour), Vocational Development (through Guidance and Counseling Cell and guidance through teachers), Nationalism (Celebration of important national days like Republic Day, Independence Day and Martyrdom Day etc. are celebrated)

#### 4. **Performance Improvement:**

Various activities are done for the performance improvement of the students.

For teaching	:	Micro, Mega and Real Teaching
For Academics	:	Test, Seminars, Assignments, House Exam. Etc.
For Practical Work	:	Community based Projects

Tutorial groups are formed and problems, difficulties and grievances are handled by the respective tutorial teacher educator. Alumni meet is held once every year. Grievances are also tackled through the Grievance and Redressal Cell to ensure performance improvement.

#### 5. **Facilities available in the college:**

**Book Bank Facility:** Students of B.Ed. and M.Ed. course avail the book bank facility. Books are issued to the students for the whole session.

**Train/Bus Pass Facility:** Students are availing the monthly Bus Pass/Train Pass facility.

#### 6. **Mentors for Teaching Practice:**

For developing effective training skills among our student-teachers, institute lays much emphasis on the proper arrangement during teaching practice.

M.Ed. students are there with B.Ed. students with one group of B.Ed. students M.Ed. student is attached as mentor which provides proper guidance to the B.Ed. students for planning and delivering their lessons. Mentors along with teacher incharges participate in demonstration lesson delivered by subject teachers.

#### 7. **Feedback Mechanism:**

There is a provision for collecting feedback from the students because feedback is considered as a boon for the growth and development of the institution, faculty and students. Students are encouraged to write their opinions, suggestions etc. about the environment of the college (infrastructure, library, laboratory facilities, canteen or any other issue related to the institution).

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

**Ans.**

**B.Ed. (Aided)**

Year	Dropout Rate	
	Female	Male
2007-08		
2008-09		
2009-10	5	2
2010-11	5	1
2011-12	1	1

**B.Ed. (Self-Finance)**

Year	Dropout Rate	
	Female	Male
2007-08		
2008-09		
2009-10	2	
2010-11	3	1
2011-12		

**M.Ed.**

Year	Dropout Rate	
	Female	Male
2007-08		
2008-09		
2009-10	1	1
2010-11		
2011-12		

**D.Ed.**

Year	Dropout Rate	
	Female	Male
2008-10	01	05
2009-11		
2010-12		01

As seen from the above table the dropout rate is low in our institution. If any student found facing difficulty to complete the session due to some family or other personal reason he/she is personally attended by the faculty.

In case of non-attendance of students, strict action is taken. The university eligibility conditions are strictly followed by the institute i.e. a student must have 75% of class attendance.

The compulsory activities for the students

- 2 House Examination
- Class Test
- 2 Discussion Lessons to be delivered by the students (one in each teaching subject)

**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 two years?**

**Ans.** The institution encourages and provides support in helping the student teachers secure jobs and motivating them to pursue higher education. Student teachers are encouraged to learn new skills methodologies through different college activities. During B.Ed. course the staff members always encourage students to prepare for competitive examination and provide them necessary awareness and guidance.

- The institute provides books and reading material in the library to the students for competitive examination.
- Number of Extension lectures on Personality Development, Communication Skills and how to face interview are organized for students.
- Placement and Counseling Cell of the college help the students to choose their career.
- Free internet facility is provided to the students at various places of the institution.
- Remedial Teaching for the weaker students has become a priority and most faculty members have been meticulous about giving personal and extra help to students in need.
- A substantial number of students join higher studies for doing M.A., M.Sc., and M.Phil. in different P.G departments of universities and colleges.

**List of students qualified NET**

<b>Session</b>	<b>Name</b>
2010-11	Vimmy Aggarwal
2010-11	Vikas
2010-11	Ruchi
2011-12	Rashi Gupta
2011-12	Pooja
2011-12	Parveen
2011-12	Menka
2011-12	Sumita
2011-12	Yogesh
2011-12	Anju

### **Students in Higher Studies**

<b>Anil</b>	<b>Persuing M.ed</b>
<b>Ruby</b>	<b>Persuing M.ed</b>
<b>Mamta</b>	<b>Persuing M.ed</b>
<b>Sachin</b>	<b>Persuing M.ed</b>
<b>Somvir</b>	<b>Persuing M.ed</b>
<b>Avinash</b>	<b>Persuing M.A (English)</b>
<b>Ravi</b>	<b>Persuing M.A (Psychology)</b>
<b>Neera</b>	<b>Persuing M.A (Sociology)</b>
<b>Shalu</b>	<b>Persuing M.A (Hostory)</b>
<b>Sapna Yadav</b>	<b>Persuing M.A (English)</b>
<b>Kavita</b>	<b>Persuing M.A (English)</b>
<b>Parminder</b>	<b>M.Sc (F&amp;N)</b>
<b>Mala</b>	<b>M.Sc (F&amp;N)</b>
<b>Sarita</b>	<b>M.Sc (F&amp;N)</b>
<b>Manjari</b>	<b>M.Sc (F&amp;N)</b>
<b>Ruchi</b>	<b>L.L.B</b>
<b>Rajesh</b>	<b>Persuing M.A ( English)</b>

### **Students Qualified Competitive Examinations**

<b>Jyoti</b>	<b>HTET</b>
<b>Geeta</b>	<b>HTET, CTET</b>
<b>Sakshi</b>	<b>UPTET</b>

Namrata	RTET
Mamta	HTET
Ritu bala	HTET
Anju bala	HTET
Sukhvinder dhiman	SSA, (RRB)
Sonam gandhi	Bank-clerical exam
Urmil	HTET
Mohita	HTET
Rakhi	HTET
Meenakshi	HTET, STET
Ravinder	HTET
Aarti	CTET, HTET

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

**Ans.** The institution is yet to make a future a plan on the same. However, alumni do visit to institute off and on in case they need any help/use of facility, the same is provided to them.

With all these the institute provides the following facilities:

- The institute has adequate equipment like Digital Camera, Slide projector, multimedia projector, LCD TV, Laptops, LCD Projector, OHP etc. Teacher Trainees are given first hand experiences with regard to handling and operating of Audio-Visual equipments and also how they can use them in their teaching under the guidance of trained members of faculty assisted by a technician.
- College library provides Book Bank facility to students..
- The number of books, infrastructural facility and conducive environment motivate the students for self-study.
- LAN facility, photocopier, scanner, CD writer and computers are available. Internet facility is provided to staff and students for exploring the latest development in the field of education and research.
- Latest newspapers, journals are made available to them in 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 the students who have benefited.**

**Ans.** Yes, the college provides placement services to students. There is Training, Placement and Counseling Centre which provides the following services to the student-teachers:

The following services are provided to the student-teachers:

1. Identifying the requirements and vacancies of various schools.
2. Advertisements of different schools are displayed on notice board especially meant for providing placement services to students.
3. How to prepare curriculum vitae?
4. How to face Interview?
5. Preparation of demo class.
6. Students participated in various skill-in-teaching competitions to build competency among teacher trainees.

To facilitate placements for student-teachers a number of students were sent to different educational institutions.

List of Educational Institutions invited for campus interview:



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

**Ans.** The competition for the employment is increasing everyday and placement service is becoming an essential requisite for any institution.

Some problems faced are as follows:

- The new session begins in schools in April and expected date of joining in the school and the B.Ed. annual examination coincides with each other.
- Communication problem of Hindi medium students.
- Salary and perks may not be upto expectations.

- Adhoc Appointment.

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

**Ans.** Yes the institution has tied up with all practice teaching schools. Students of that school give positive feedback of our pupil teachers. The institution recommends suitable candidates to the heads/management of the practicing schools to be appointed as teachers, whenever required by them.

**5.1.10 What are the resources (financially, human and ICT) provided by the institute to the placement cell?**

**Ans.** The members of Placement Cell cooperate and coordinate with the students and schools in the process of their appointments.

- Computer Lab with an Internet connection; Air Conditioned Conference Hall, LCD Projectors, OHP, Educational CD's, Printers, etc. are provided to the Placement Cell whenever required.
- Placement Cell of our institute coordinated with various schools for placements of B.Ed. and M.Ed. students and keep the students updated about the vacancies of other schools.

**5.2. Student Support**

**5.2.1 How are the curricular (Teaching-Learning processes) and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives & effective implementation of the curriculum?**

**Ans.**

- In the beginning of every academic year, academic calendar is prepared for the forthcoming year for the smooth functioning. It provides the information to the staff and students about the action plan of various curricular and co-curricular activities throughout the session.
- Regular staff meetings are held to discuss and ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective rules in the various activities.
- The students and faculty members are informed timely about the teaching learning process by displaying the notices on the Notice Board and by circulating such notices to the faculty members.
- At the end of each activity the staff members review the activity and prepare a report on how the activity could be improved.

**Evaluation**

- At the end of the session feedback is taken from the students.



- Suggestion Box is there to get the feedback from the students regarding teaching learning process.
- Tutor File is prepared in which students' record is maintained.

**Annexure: Academic Calendar of M.Ed.**

**Annexure: Academic Calendar of B.Ed.**

**Annexure: Academic Calendar of D.Ed.**

The institution provides specific platform to students to participate in various competitions.

Prize winners (National/State/District Level Competition)

<b>Activity</b>	<b>Name of the participant</b>	<b>Session</b>	<b>Position</b>
Debate in Inter-Zonal Youth festival	Amandeep (B.Ed.)	2009-10	1 <sup>st</sup>
Debate in Inter-Zonal Youth festival	Neeraj (B.Ed.)	2009-10	2 <sup>nd</sup>
Debate in Inter-Zonal Youth festival	Neeraj (B.Ed.)	2009-10	3 <sup>rd</sup>
Rangoli Competition in C.R. EDUFEST	Suresh (B.Ed.)	2009-10	1 <sup>st</sup>
Poster Making Competition in C.R. EDUFEST	Pooja (B.Ed.)	2009-10	3 <sup>rd</sup>
Declamation Contest in G.B. College of Education, Rohtak	Neeraj (B.Ed.)	2009-10	2 <sup>nd</sup>
Declamation Contest in G.B. College of Education, Rohtak	Sangeeta (B.Ed.)	2009-10	3 <sup>rd</sup>
Poster Making Competition in Inter-Zonal Youth festival	Sarika (B.Ed.)	2010-11	1 <sup>st</sup>
Shaloka Uchharan in Inter-Zonal Youth festival	Renuka (B.Ed.)	2010-11	2 <sup>nd</sup>
Poetic Recitation in EDUFEST	Anupam (M.Ed.)	2010-11	2 <sup>nd</sup>
Photography in Inter-Zonal Youth festival	Aditi (B.Ed.)	2011-12	1 <sup>st</sup>
Light Music Bhajan in Inter-Zonal Youth festival	Harjeet (B.Ed.)	2011-12	2 <sup>nd</sup>
Folk Song in Inter-Zonal Youth festival	Shivangi (B.Ed.)	2011-12	2 <sup>nd</sup>
Indian Classical Music in Inter-Zonal Youth festival	Shivangi (B.Ed.)	2011-12	3 <sup>rd</sup>
Sanskrit Shaloka Uchharan in Inter-Zonal Youth festival	Khem Chand Sharma (B.Ed.)	2011-12	3 <sup>rd</sup>
Quiz in Inter-Zonal Youth festival	Poonam, Anil (B.Ed.)	2011-12	3 <sup>rd</sup>
Poetic Recitation in Inter-Zonal	Monika (B.Ed.)	2012-13	1 <sup>st</sup>

Youth festival			
Poster Making in EDUFEST	Monika (B.Ed.)	2012-13	3 <sup>rd</sup>
Poster Making in Sir Chhotu Ram College, Rohtak	Monika (B.Ed.)	2012-13	1 <sup>st</sup>
Patriotic Song Competition in MDU, Rohtak	Jai Parkash (B.Ed.)	2012-13	Consolation

**Result of B.Ed. (Session 2009-10)**

**Pass% 92 %**

**Number of First class-158**

**List of Top Ten students**

<b>Sr. No.</b>	<b>Name</b>	<b>Position</b>
1.	Swati	First Position
2.	Preeti	Second Position
3.	Anamika	Third Position
4.	Nupur Gupta	Fourth Position
5.	Devi Rani	Fifth Position
6.	Preeti Narula	Sixth Position
7.	Vineet Jain	Seventh Position
8.	Vaishali Nawal	Eighth Position
9.	Monika	Ninth Position
10.	Shafali Jain	Tenth Position

**Result of M.Ed. (Session 2009-10)**

**Pass % 83 %**

**Number of First class-03**

**List of Top Ten students**

<b>Sr. No.</b>	<b>Name</b>	<b>Position</b>
1	MEDHA SHARMA	First Position
2	BHARTI	Second Position

3	MANDEEP KUMARI	Third Position
4	PREETI MATHUR	Fourth Position
5	GEETA	Fifth Position
6	MUKESH KUMAR SINGLA	Sixth Position
7	SUMAN LATA	Seventh Position
8	PARVEEN KUMAR	Eighth Position
9	KIRAN BALA	Ninth Position
10	RAMESH KUMAR DUBEY	Tenth Position

**Result of B.Ed. (Session 2010-11)**

**Pass %94 %**

**Number of Distinctions-53**

**Number of First class- 142**

**List of Top Ten students**

<b>Sr. No.</b>	<b>Name</b>	<b>Position</b>
1	Nidhi Jindal	First Position
2	Renu Malik	Second Position
3	Neha Chitkara	Third Position
4	Jitender	Fourth Position
5	Priyanka	Fifth Position
6	Ishanki Bhardwaj	Sixth Position
7	Preeti	Seventh Position
8	Savita Bishnoi	Eighth Position
9	Preeti	Ninth Position
10	Jodha Singh	Tenth Position

**Result of M.Ed. (Session 2010-11)**  
**Pass% 94 %**  
**Number of Distinctions- 04 Number of First class- 13**  
**List of Top Ten students**

<b>Sr. No.</b>	<b>Name</b>	<b>Position</b>
1	Bindia	First Position
2	Anupam Bhardwaj	Second Position
3	Vimmy Aggarwal	Third Position
4	Mohita Arora	Fourth Position
5	Jyoti Gupta	Fifth Position
6	Priti Sharma	Sixth Position
7	Nisha Rani	Seventh Position
8	Sangeeta Yadav	Eighth Position
9	Anju Rohilla	Ninth Position
10	Sima	Tenth Position

**Result of B.Ed. (Session 2011-12)**  
**Pass% 96%**  
**Number of Distinctions – 09**  
**Number of First Class-120**  
**List of Top Ten students.**

<b>Sr. No.</b>	<b>Name</b>	<b>Position</b>
1	Richa	First Position
2	Ritu Chugh	Second Position
3	Parul jain	Third Position
4	Harminder	Fourth Position
5	Swati Gupta	Fifth Position
6	Poonam	Fifth Position
7	Sangeeta	Sixth Position

8	Rashmi	Seventh Position
9	Sachin	Eighth Position
10	Mona	Ninth Position

**Result of M.Ed. (Session 2011-12)**

**Pass %- 86%**

**Number of Distinctions - 24**

**Number of First class- 29**

**List of Top Ten students**

<b>Sr. No.</b>	<b>Name</b>	<b>Position</b>
1	Rashi Gupta	First Position
2	Preeti	Second Position
3	Pooja	Third Position
4	Kavita	Fourth Position
5	Seema	Fifth Position
6	Rambir Sharma	Fifth Position
7	Mamta	Sixth Position
8	Reshu Garg	Seventh Position
9	Seema	Eighth Position
10	Rajab	Ninth Position

### No. of students qualified NET

Session	Name
2010-11	Vimmy Aggarwal
2010-11	Vikas
2010-11	Ruchi
2011-12	Rashi Gupta
2011-12	Pooja
2011-12	Parveen
2011-12	Menka
2011-12	Sumita
2011-12	Yogesh
2011-12	Anju

Few steps are taken for effective curricular and co-curricular programmes:

- Students are fully oriented with the overall activities and programmes which are conducted in the college throughout the year.
- For continuous evaluation of the students Seminar, Discussion and Assignments are also given to students. Class tests are also taken by the concerned teachers to check the performance of the students.
- College organizes various cultural, academic and sports activities as well as encourage students to participate in various inter college competitions.
- There is also provision for training related to fundamentals of computers for Teaching, Non-teaching staff as well as for the students.
- Publication of Magazine for developing creativity and writing skills of the students.
- Orientation is given regarding using technology to teachers as well as to students.
- Students present their paper in seminars used LCD projector.

#### Regular Activities of the college:

The aim of Education is 'All Round Development of the personality of child'. Our college is always tries to fulfill this aim. For this various activities are the part of regular curriculum of the institution. Activities for social, moral, emotional and intellectual development are organized regularly.

Following measures are done:

- Morning Assembly is the Regular feature of the college, which is not only attended by all the faculty members and students by also they express their views also.
  - ❖ Prayer to God.
  - ❖ Aaj ka Vichar (write on the Board and its explanation).
  - ❖ Motivational thoughts by teachers and students.
  - ❖ Devotional songs or bhajan
  - ❖ News updates
  - ❖ Information regarding any special day or some important information of college.
  - ❖ Students' Attendance
  - ❖ National Anthem
- Students are divided into 4 houses and weekly meetings are organized in which there is discussion among students and teacher on the various issues.
- Moral/Value education is given to students through various activities.
- Celebration of Independence day, Republic day, Communal Harmony & National Integration day to sensitize students towards National Development and integration.

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

**Ans.** We had student teachers in the present session with physical disabilities and for that we did not face any problem in teaching so, we followed our general curricular programme for such students. However, whatever activities the student teacher could not handle were modified according to the convenience of the student teacher.

- 3% seats are reserved as per the policy of the govt.
- Wheel chair, are available for these students.
- Computer with internet facility is available for them at ground floor.

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

**Ans.** Yes, the institute has mentoring arrangement. Faculty members are appointed as mentors/tutors to provide academic and personal guidance to students teachers. This mentoring practice helps to fill the gap between students and teachers.

*Hierarchy followed is given below:*



Mentor helps the students to solve the problems of the students and convey the Principal about the special help or guidance required by any students. But this is a group technique.

Individual technique begins when M.Ed. students act as Mentors with teacher educators. They guide the B.Ed. students about various academic problems related to curriculum. They help the B.Ed. students during planning of Micro-lesson, Mega Lessons, and Discussion lessons as well as solving the problem related to real school teaching. They guide the B.Ed. students how to tackle the problems of classrooms e.g. Indiscipline, Absenteeism, etc.

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

**Ans.** The college organizes various workshops, extension lectures and seminars at college level for enhancing the effectiveness of faculty in teaching. Teachers are very sincere to attend the orientation, refresher courses, and various international/national/state level seminars/conferences and present their papers as well as publish it into reputed journals. All these help the teacher educators updated with the latest development in their field of education.

Besides regular studies in the college, various extension lectures, co-curricular activities, discussions etc. are organized by each tutorial group which helps the student teachers to enhance problem recognition and problem solving capacity in them.

##### **Provision to support effectiveness in teaching:**

- Teachers are given 'Duty leave' for attending seminars, workshops, conferences and orientation programme.
- Provision of Laptops to students and faculty members for presenting their papers in seminar/conferences.
- Faculty development programme are organized regularly for updating the knowledge of teachers.
- Faculty members and students are provided with free internet facility at various places of the institute.
- Most of the faculty members are engaged in research work either guiding research scholars at M.Ed./M.A./M.Phil. level.
- Teachers are motivated to publish their articles/Research papers in reputed journals.

##### **Provision to support effectiveness in mentoring:**

- Institution provides separate time to support mentoring system in time-table.
- Regular meetings are held between principal and mentors to solve specific problems of any student.
- Regular meetings are held between mentors and students in which students discuss their personal and academic problems.



The following programmes have been organized at the college in the session 2010-11:

Specification of the activity ( <b>Academic</b> )	Date	Topic	Special features
Two-days Computer Literacy Programme	Oct. 29-30, 2010	Fundamentals of Computer	Mr. Chandan Jain (Computer Instructor)
One-day Workshop	Nov. 8, 2010	'Physio Therapy: Therapeutic Management of disorders'	Chief Guest: Dr. Swati Jain, Physio therapist, Gandhi Memorial Physio therapy Hospital
Extension Lecture	Nov. 11, 2010	'How to prevent from the drastic disease Dengu'	Eminent Speaker: Dr. Kedar Nath Garg, MBBS, MD, Senior Consultant, PGIMS, Rohtak
Awareness Programme	Nov. 16, 2010	'Various opportunities for prospective teachers'	Resource Person: Mrs. Sheela Bhardwaj, Chief Administrator, RDM, Jhajjar
Extension Lecture	Nov. 20, 2010	'Vastushastra'	Eminent Speaker: Sh. Luxmi Narayan Gupta
One-day Workshop	Feb. 5, 2011	*;ksx o ;kSfxd vkgkj dk egRo*	Chief Guest: Mr. S. K. Jain, Yoga Expert
One-day Workshop	March 9, 2011	'Basic Statistics'	Chief Guest: Dr. Govind Singh, Asstt. Prof., Dept. of Pharmacy, MDU, Rohtak
Extension Lecture	March 10, 2011	'Shiksha and Charitra Nirman'	Eminent Speaker: Viney Muni ji Alok
Extension Lecture	March 25, 2011	'Aids Awareness'	Eminent Speaker: Dr. Kedar Nath Garg, MBBS, MD, Senior Consultant, PGIMS, Rohtak

Specification of the activity ( <b>Cultural activities /Celebration of Days</b> )	Date
Celebration of Teacher's Day	Sept. 4, 2010
Participated in Inter-Zonal Youth Festival (Renuka, Sarika got the prizes)	Oct. 20-22, 2010
Celebration of Haryana Day MDU, Rohtak	
Diwali Celebration	Nov. 2, 2010
National Education Day	Nov. 11, 2010
Lohri Celebration	Jan. 13, 2011
Republic Day	Jan. 26, 2011
Essay Writing Competition under	Jan. 20, 2011

Legal Literacy Cell	
Poster Making Competition under Legal Literacy Cell	Feb. 24, 2011
Mehendi Competition	
Poster Making Competition by Red Ribbon Club	March 25, 2011

The following programmes have been organized at the college in the session 2011-12:

Specification of the activity (Academic)	Date	Topic	Special features
One-day Workshop	Oct. 8, 2011	^orZeku le; esa ;ksx o ;kSfxd vkgkj dk egRo* & 'The importance of Physio Therapy'	Chief Guest: Mr. S. K. Jain, Yoga Expert & Dr. Swati Jain, Physio Therapist, Gandhi Memorial Physio Therapy Hospital
Extension Lecture	Dec. 1, 2011	'Aids Awareness'	Eminent Speaker: Dr. Kedar Nath Garg, MBBS, MD, Senior Consultant, PGIMS, Rohtak
Awareness Programme	Dec. 8, 2011	'Eye Donation'	Resource Person: Dr. Joginder Singh, Sr. Prof. PGIMS, Rohtak
One-day Workshop	Nov. 2, 2011	^LoPNrk thou dk vk/kkj*	Chief Guest: Sh. Pramod Gupta, Manager VCOE, Rohtak
Community based programme	Feb. 21, 2012	'Growth and Development'	Resource Person: Dr. D. K. Diwan, Former Principal, VCOE, Rohtak as well as active member of Rotary club, Rohtak
Extension Lecture	Feb. 23, 2012	'Pedagogical Analysis'	Eminent Speaker: Dr. Kusum Jain, Former Principal, VCOE, Rohtak
Awareness Programme under Placement Cell	March 3, 2012	'Personality Development through Communication skills for Job Placement'	Resource Person: Prof. Asha Kadyan, Head, Department of English & Foreign Languages
Awareness Programme	March 13, 2012	'Human Rights'	Chief Guest: Mr. Madan Lal Vidyarthi Crime Specialist, Crime Branch, Delhi Police
Awareness Programme under	March 14, 2012	'Facing an Interview and self-	Chief Guest: Dr. Sonia Malik, Associate Prof.

Placement Cell		Empowerment'	Deptt. Of Psychology, MDU, Rohtak
Extension Lecture	March 15, 2012	'Awareness of Breast Cancer'	Resource Person: Dr. Shyam Singla, Senior Prof. PGIMS, Rohtak
Community based programme	April 18, 2012	'Save Water'	Collaboration with Dainik Bhaskar-National Daily
Awareness campaign	April 19, 2012	'Aids'	Under Youth Red Cross Club

Specification of the activity ( <b>Cultural activities/Celebration of Days</b> )	Date
Celebration of Teacher's Day	Sept. 5, 2010
Mehendi Competition	Oct. 14, 2011
Diwali Function	Oct. 22, 2011
Organized Zonal Youth Festival with sister concern Vaish College, Rohtak	Nov. 11-13, 2011
Lohri Celebration	Jan. 13, 2012
Republic Day	Jan. 26, 2012
Athletic Meet	Feb. 4, 2012
Women Day Celebration	March 7, 2012
Collage Making Competition under Women Cell	March 7, 2012
Ambedkar Jayanti	April 14, 2012
Alumni Meet	May 13, 2012
International Environment Day	June 5, 2012
B.Ed. farewell party	June 6, 2012

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

**Ans.** Yes, the institution has its own dynamic website [www.vaishcollegeofeducationrohtak.com](http://www.vaishcollegeofeducationrohtak.com). It provides the following information:

- Vision of the College
- Mission of the college
- Objectives of the college
- Values
- Principal's Message
- Courses Profile
- Admission Procedure

- List of Faculty members with qualification
- Facilities provided (ICT Lab., Psychology Lab., Science Lab., Home Science Lab., Work Experience Lab., Maths Lab., Canteen, Library etc.)
- Alumni Association
- Examination Results
- Academic Calendar

As per the requirement and need of the institution website is updated frequently with discussion with the Principal.

Annexure: Copy of the website.

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

**Ans.** Students' weakness are diagnosed through the class test, house examinations, oral testing and assignments. After diagnosing the weakness, appropriate remedial teaching is provided to the low achievers.

After preparing the list of students who need individual support (depending upon nature and extent), remedial teaching programme is organized for them.

The following measures are adopted to improve the performance of academically low achievers:

- There is provision of Remedial Classes in the Time-Table for academically low achievers.
- To facilitate understanding among the vernacular medium students extra classes are conducted.
- Special attention is given to such students in the class who are academically low achievers.
- Timely guidance is given to low achievers to keep them at par with the other student teachers.
- Encouraging student teachers to visit library frequently.
- Tips are given to them as how to write the answer script in a better way.

**Staff Notice**

After the House Examination for the session 2012-13 the students who need remedial help in their respective subjects, it has been decided to start remedial classes from 8<sup>th</sup> June, 2013 to 20<sup>th</sup> June, 2013 so that weak students should be benefited.

**Schedule for Remedial Classes (B.Ed. Aided)**

Paper I	:	Dr. Taruna Malhotra/Ms. Preeti Dahiya
Paper II	:	Dr. Anil Kumar Saraswat/Dr. Manju Jain
Paper III A	:	Dr. Taruna Malhotra
Paper III B (Yoga Education)	:	Ms. Jyoti Ahuja
Paper III B (EVS)	:	Dr. Nidhi Kakkar
Paper III B (EVG)	:	Dr. Madhu Sahni

Paper III B (Health & Physical Education)	:	Dr. Taruna Malhotra
Paper IV A	:	Dr. Nidhi Kakkar
Paper IV B	:	Dr. Manju Jain/Ms. Preeti Dahiya
Paper V	:	Dr. Madhu Sahni/Ms. Jyoti Ahuja
Teaching of English	:	Ms. Jyoti Ahuja/Ms. Preeti Dahiya
Teaching of Hindi	:	Dr. Manju Jain
Teaching of S.S.	:	Dr. Nidhi Kakkar
Teaching of Physical Sc./Life Sc./Home Sc.	:	Dr. Anil Kumar Saraswat/ Dr. Nidhi Kakkar
Teaching of Maths	:	Dr. Madhu Sahni
Teaching of Commerce/Economics	:	Ms. Meenu Gupta

#### **Schedule for Remedial Classes (B.Ed. Self-Finance)**

Paper I	:	Dr. Anju Sharma
Paper II	:	Dr. Anju Sachdeva/Dr. Jyoti Goel
Paper III A	:	Ms. Sunita Aggarwal
Paper III B	:	Dr. Anju Sachdeva/Ms. Menu Gupta
Paper IV A	:	Dr. Jyoti Goel/Dr. Sudesh Gupta
Paper IV B	:	Ms. Sunita Aggarwal
Paper V	:	Ms. Meenu Gupta/Dr. Sudehs Gupta
Teaching of English	:	Dr. Anju Sharma
Teaching of Hindi	:	Dr. Anju Sachdeva
Teaching of S.S.	:	Dr. Sudehs Gupta
Teaching of Physical Sc./Life Sc./Home Sc.	:	
Teaching of Maths	:	Dr. Pooja Pasrija
Teaching of Commerce	:	Ms. Meenu Gupta
Teaching of Economics	:	Ms. Sunita Aggarwal
Teaching of Sanskrit	:	Dr. Jyoti Goel

#### **Schedule for Remedial Classes (M.Ed.)**

Paper I	:	Dr. Mamta
Paper II	:	Dr. Kamlesh Dhull
Paper III	:	Dr. Pooja Pasrija
Paper III	:	Dr. Mamta
Paper IV	:	Dr. Kamlesh Dhull, Dr. Pooja Pasrija
Paper IV	:	Dr. Mamta
Paper V	:	Dr. Pooja Pasrija
Paper VI	:	Dr. Anju Sharma
Paper VI	:	Dr. Kamlesh Dhull

#### **5.2.7 What specific teaching strategies are adopted for teaching?**

- a) Advance learners, and
- b) Slow learners

**Ans.** The institution follows the specific teaching strategies listed below:

Both Advance learners and slow learners need individual attention. So following strategies should be used:

- Group learning
- Brain storming
- Extra material for various topics is made available.
- Assignments
- Special assistance is given to students regarding writing answer script.
- Team teaching
- Class Presentations
- Discussions
- Advanced/Reference Books in the library.

Slow learners:

- Remedial Classes
- Assignments
- Assigning Extra Work
- Tutorials
- Discussions
- Special attention in the class
- Co-operative and Group Learning
- Time to Time feedback from the concerned subject teachers.

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

**Ans:** The various guidance and counseling services available to the students are as follows:

**1. Academic guidance and counseling:**

- Students are motivated and guided to choose their teaching subjects, specialization and work experiences.
- Library rules and Book Bank facility
- Bus/Train pass facility
- Scholarship provision
- Scheme of Examination, criteria for Internal Assessment
- Schedule of class test/Assignment/House test.
- Rules of the college (College uniform etc.)
- Leave rules
- Different academic programmes organized by the institution
- Co-curricular activities to be organized during the year
- Guidance and counseling on preparing lesson plans for discussion and final lesson is also provided.

**2. Personal guidance and counseling:**

- Students are provided with guidance and counseling in tutorial groups.
- Lecture by gynecologists for female students.
- Faculty members also provide the counseling to the students as per their needs.

### **3. Vocational Guidance:**

Under the guidance and counseling cell Vocational/Career guidance is provided to students.

### **4. Guidance and counseling for Research work:**

M.Ed. students select their topic for dissertation work under the guidance of faculty members. Time to time guidance related to preparation of synopsis and its presentation is given to students.

### **5. Guidance and counseling for Redressal:**

A committee of senior members of the faculty provides guidance to the students if there is any dispute.

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

**Ans.** The institute has its own mechanism to redress the grievances of the students. It has different cells:

- Grievance Redressal Cell under the incharge of senior faculty member.
- Women Cell
- Anti Ragging Committee
- Tutorial Groups
- Student's council for students' welfare.
- Suggestion Box

With all these students personally contact with Principal and any faculty member regarding his/her problem which are solved immediately.

Major Grievances redressed during last two years:

- No. of books in the library are insufficient so the no. of books was increased to meet the needs of the students.
- Library timings were made flexible as per the requirement of the students.
- Providing sufficient water coolers and purifier.
- Provision of more sports material in Sports Room.
- Improving House keeping/cleanliness in classroom, Labs. and Rest rooms.

#### **5.2.10 how is the progress of the candidates at different stages of programs monitored and advised?**

**Ans.**

**Academic Progress:**

- The continuous process of evaluation is adopted by the faculty members in which class tests, assignments, class presentations are the regular feature.
- The attendance records are maintained by teachers in-charge and a report is given to the principal if a student teacher is absent on a regular basis.
- During teaching practice the performance of student teacher is monitored and timely tips are given to student teachers.

**Progress in other fields:**

- At college level various activities and competitions are organized which help in enhancing various cultural and social skills of the student teachers.
- Participation in Morning assembly, tutorial group meetings and discussions also help in monitoring the performance of the students.

After monitoring the progress of the students in different areas, necessary advice and guidance is provided to student teacher for betterment in future.

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

**Ans.** Before going to practice teaching schools the concerned in-charges ensures that the student teacher are well prepared To develop the competency among student teachers following steps are taken:

**Pre-Practice preparations Details:**

Before going to real teaching schools following preparation are done:

- Thorough study about Bloom's Taxonomy.
- Students are well versed in all the micro-teaching skills prescribed in the syllabus.
- Demonstration lesson to students and educate pupil teachers about making lesson plans.
- Selection and effective use of teaching aids.
- After practicing different teaching skills, the pupil teachers are required to deliver mega lesson (including two discussion lessons) which require the integration of different teaching skills. Then the pupil teachers are sent to different schools for practice teaching.

**Real Teaching Practice**

After simulated teaching student-teachers are sent to schools for teaching practice where they have to deliver 20 general lessons and 1 discussion lesson in each subject. They are also required to observe the lessons delivered by their peers.



### The follow up support in the field (Practice Teaching)

- Every lesson taught by the student is observed and feedback is provided in the lesson plan.
- After the lesson, teacher educator gives his/her feedback, remarks and suggestions to student teachers to improve teaching competency.
- Peer lesson observation helps the student teachers also to improve their teaching skills.
- The M.Ed. students attach with teacher educator also give the feedback and suggestions for further improvement.

### 5.3 Student Activities

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

Yes  No

List the current office bearers

Sr. No.	Name of the Office Bearer	Office Bearers
1	Dr. Anil Kumar Saraswat	Patron
2	Ms. Krishna Gupta	Chairperson
3	Dr. Kusum Jain	President
4	Mr. Anil Arya	Vice-President
5	Mr. M. L. Singhal	Secretary
6	Mr. Brij Mohan	Treasurer
7	Dr. Manju Jain	Program Action Coordinator
8	Dr. Taruna Malhotra	Executive Committee Member
9	Dr. Madhu Sahni	Executive Committee Member
10	Dr. Anju Sahdeva	Executive Committee Member
11	Dr. Nidhi Kakkar	Coordinator

Institution has an 'Alumni Association' established in 2002. Last 'Annual Alumni Meet' was held on May 13, 2012. Last meeting of the Executive Committee of Alumni Association was held on Sept. 8, 2012.

Some of our Alumni are at reputed posts e.g. Vice-President Principals, officers, Assistant Professors, Associate Professors, Bank Managers, Doctors Directors of Schools, working as

Teachers in Govt. and Private Schools and colleges. 'The Alumni Association' contributed a lot in the college progress. In the following ways:

- Acting as liaison between their place of work and the college.
- Act as guide for the present students.
- Helps in arranging lectures of educationists of repute.
- Delivering Extension Lectures on various topics.
- Delivering Demonstration Lessons on various topics to help pupil teachers to develop their teaching skills.
- Sharing their experiences with Principal, staff and students etc.

Following reputed alumni visited the college on different occasions in the last two years:

Specification of the Activity	Date	Objectives/Outcomes of the activity	Participation of our Alumni
Talent Search Competition	Sept. 21-22, 2011	To search talent among the students	Guest: Ms. Madhu, Asst. Prof., Vaish College of Engineering, Rohtak
Inter-Zonal Youth Festival	Nov. 11-13, 2011	To judge the talents of the students and give opportunity to express it	Judge: Pawan Bansal Manager, PNB, Rohtak
Republic Day	Jan. 26, 2012	To develop patriotic feeling among students	Hon'ble Guest: Dr. Kusum Jain
Extension Lecture	Feb. 23, 2012	To educate the students about Pedagogy of Teaching	Eminent Speaker: Dr. Kusum Jain, Former Principal, VCOE, Rohtak
National Seminar 'Moral Education: A challenge in Present Scenario'	Feb. 22-23, 2012	To formalize students and teacher about Moral Values	Guest of Honour: Dr. Kusum Jain, Dr. A. P. Sangal, Dr. D. K. Diwan

Our Prominent Alumni:

Sr. No.	Name	Designation/Place of Work
1.	Ms. Krishan Gupta	Ex-Vice President, Governing Body, Vaish Education Society, Rohtak
2.	Dr. Vandana Mehra	Prof. Punjab University, Chandigarh
3.	Dr. Kusum jain	Principal, Sunrise College of Education, Sonapat
4.	Dr. Madhu Lata Goyal	Principal, VAKM, Bahadurgarh
5.	Dr. Anuradha	Associate Prof., K. M. College of Education, Bhiwani
6.	Mr. Anil Arya	Director, DPS School, Rohtak
7.	Dr. Manju Jain	Asst. Prof., Vaish College of Education,

		Rothak
8.	Dr. Taruna Malhotra	Asst. Prof., Vaish College of Education, Rothak
9.	Dr. Madhu Sahni	Asst. Prof., Vaish College of Education, Rothak
10	Ms. Meenu Gupta	Asst. Prof., Vaish College of Education, Rothak
11	Dr. Anju Sachdeva	Asst. Prof., Vaish College of Education, Rothak
12	Ms. Sunita Aggarwal	Asst. Prof., Vaish College of Education, Rothak
13.	Mr. M. L. Singhal	D.Ed. Incharge, Vaish College of Education, Rohtak
14.	Ms. Rakhi	Lecturer, Vaish College of Education, Rohtak
15.	Ms. Sapna Gupta	Clerk, Vaish College of Education, Rohtak
16.	Ms. Madhu	Asst. Prof., Vaish College of Engineering, Rohtak
17.	Ms. Monika Goel	Asst. Prof., Vaish Mahila Maha Vidyalaya, Rohtak
18.	Ms. Anita Gupta	Asst. Prof., Vaish College, Rohtak
19.	Ms. Vimmy	Asst. Prof., Loren's College of Education, New Delhi
20.	Mr. Janardhan Yadav	Principal, Jain Boys Sr. Sec. School, Rohtak
21.	Mr. pawan Goel	Principal, Vaish High Sr. Sec. School, Rohtak
22.	Ms. Anita Narula	Vice-Principal, Vaish Sr. Sec. School, Rohtak
23.	Mr. Bansal	Bank Manager, Canera Bank, Rohtak
24.	Mr. Manoj	Food Inspector, Chandigarh
25.	Mr. Pawan Bansal	Bank Manager, PNB Bank , Rohtak
26.	Ms. Geeta Gupta	Asstt. Prof. ,Vaish Mahila Mahavidyalya,Rohtak
27.	Vinod Hooda	Excise Officer
28.	Vijay Rathi	Sub Inspector, Delhi Police
29.	Sanjay jahagir	Asstt. Manager,L.I.C.,Hanumangarh
30.	Simmi	ADA
31	Vinod Hooda	Agricultural statistical officer,sonapat
32	Vidya Rani	PNB,VCC Rtk
33	Deepak Dalal	Principal,R.K Public school
34	Lalita Sharma	D.P. S., Dubai
35	Dr Anand Sharma	Govt. College Bhiwani
36	Puspha Sardana	Principal, Vaish Public School
37	Aruna Bansal	Incharge, Sr. Wing, Vaish Public School

38	Deepika Bansal	Principal, Vaish Sr. Sec. School for Girls, Rohtak
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### **Alumni in Different Schools**

<b>Parveen Bansal</b>	<b>Vaish Boys Sr. Sec. School Rohtak</b>
<b>Priya Jain</b>	<b>Vaish Boys Sr. Sec. School Rohtak</b>
<b>Meenakshi Gupta</b>	<b>Vaish Boys Sr. Sec. School Rohtak</b>
<b>Mukesh</b>	<b>Vaish Boys Sr. Sec. School Rohtak</b>
<b>Ritu Gupta</b>	<b>Vaish Boys Sr. Sec. School Rohtak</b>
<b>Baldivas</b>	<b>Jain Boys Sr. Sec. School Rohtak</b>
<b>Jyoti</b>	<b>Jain Boys Sr. Sec. School Rohtak</b>
<b>Kavita Jain</b>	<b>Jain Girls Sr. Sec. School Rohtak</b>
<b>Rajesh Hooda</b>	<b>D.P.S. Rohtak</b>
<b>Naveen Dahiya</b>	<b>Govt. Teacher, Sonapat</b>
<b>Swati</b>	<b>Teacher PGT Chuchakwas</b>
<b>Kishore</b>	<b>Clerk in Metro Delhi</b>
<b>Nitika Gupta</b>	<b>Vaish Public School Rohtak</b>
<b>Sweta Sinha</b>	<b>Asstt. Prof. Veerayatan B.Ed. College, Nalanda Bihar</b>
<b>Vikas</b>	<b>Nalanda Teacher's Training College</b>
<b>Mohita</b>	<b>Govt. School Rohtak</b>
<b>Madhuri</b>	<b>Model School, Rohtak</b>
<b>Kusum Lata</b>	<b>Tagore International School, Baligali</b>
<b>Geeta</b>	<b>Charan Singh Govt. School, Sampla</b>
<b>Medhaaa</b>	<b>Govt. School Lakhan Majra</b>
<b>Aditi</b>	<b>Sadhu Vaswani International School for Girls</b>
<b>Gunjan</b>	<b>Maurya Public School Bahadurgarh</b>

<b>Usha</b>	<b>Govt School, Nangloi</b>
<b>Isha Gupta</b>	<b>Pragti Public School Dwarka , New Delhi</b>
<b>Rekha</b>	<b>S.R.S. school Rohtak</b>
<b>Nisha Garg</b>	<b>Talent search Academy Rohtak</b>
<b>Bharti</b>	<b>Govt. School, Bahadurgarh</b>
<b>Deepak Arora</b>	<b>Govt. School, Gohana</b>
<b>Puspha</b>	<b>R. K. P. , Madina</b>
<b>Mohinder Sachdeva</b>	<b>S. D. Public School, New Delhi</b>
<b>Rachna</b>	<b>Govt. High School, bhiwani</b>
<b>Preeti</b>	<b>G. P. School. Jasia</b>
<b>Sangeeta</b>	<b>M. D. N. Public School, Rohtak</b>
<b>Devraj</b>	<b>I. P. Senior Secondary School, Jhajjar</b>
<b>Anuja Pasrija</b>	<b>D. A. V. Public school Rohtak</b>
<b>Ashok Kumar</b>	<b>D. P. S. Bhiwani</b>
<b>Suman</b>	<b>M. D. N. Public School, Rohtak</b>
<b>Mamta</b>	<b>Convent School, New Delhi</b>
<b>Mukesh</b>	<b>Govt. School, Bhiwani Road Rohtak</b>
<b>Amita</b>	<b>Model School. Kalanaur</b>
<b>Lalita</b>	<b>Vishwakarma school for Boys, rohtak</b>
<b>Jitender</b>	<b>Vaish Public School, Rohtak</b>
<b>Ritu</b>	<b>I. C. College Rohtak</b>
<b>Anu Dalal</b>	<b>P. D. M. Eng College Bahadurgarh</b>
<b>Sonia Khokher</b>	<b>Jat College Rohtak</b>
<b>Parveen Kajala</b>	<b>Vaish College Rohtak</b>
<b>Parveen</b>	<b>Govt. School Tavado</b>

<b>Sarita</b>	<b>Govt. School, Karnal</b>
<b>Asaram</b>	<b>Govt School , Dwarka</b>
<b>Shilpa</b>	<b>Guest faculty, Vaish Mahila Mahavidayla</b>
<b>Savita Bhardwaj</b>	<b>G. C. W. Rohtak</b>
<b>Romilla Pasrija</b>	<b>Telephone Exchange, New Delhi</b>

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

**Ans.** The Principal and the teacher educators motivate the student teachers to participate in various co-curricular activities. The students in tutorial groups are encouraged by incharges to take participation in various activities. Various competitions are organized by different clubs like Language Club, Environment Club, Cultural Club and Maths Club etc.

- Personal talents of the individuals are exhibited in Talent search programme.
- Morning Assembly is the regular feature of the college.
- Celebration of National festivals and Special Days, students participate in these activities.
- Students are also encouraged to participate in different events at college, District, State and National Level.
- Students who show remarkable performance are awarded with prizes and certificates.
- Student-teacher performance in different activities (as per the requirement of Paper XI - Participation in Co-curricular activities) is evaluated & grades are given. Following activities are included:
  - a) Communication skills and Functional (use of Language Lab)
  - b) Bharat Scouts and Guides
  - c) Literary Activities
  - d) Cultural Activities
  - e) National/International Days
  - f) Sports Activities

### **Achievements of students (Sports) 2011-12**

#### **Inter-House Athletic Meet Feb. 4, 2012**

<b>100 m Race</b>	<b>Sachin</b>	<b>1<sup>st</sup> Position</b>
	<b>Sunil</b>	<b>2<sup>nd</sup> Position</b>

	<b>Kishore</b>	<b>3<sup>rd</sup> Position</b>
<b>200 m Race</b>	<b>Ravi</b>	<b>1<sup>st</sup> Position</b>
	<b>Avinash</b>	<b>2<sup>nd</sup> Position</b>
	<b>Kishore</b>	<b>3<sup>rd</sup> Position</b>
<b>400 m Race</b>	<b>Anil</b>	<b>1<sup>st</sup> Position</b>
	<b>Sandeep</b>	<b>2<sup>nd</sup> Position</b>
	<b>Deepak</b>	<b>3<sup>rd</sup> Position</b>
<b>Javlion</b>	<b>Anil</b>	<b>1<sup>st</sup> Position</b>
	<b>Kishore</b>	<b>2<sup>nd</sup> Position</b>
	<b>Sunil</b>	<b>3<sup>rd</sup> Position</b>
<b>Kabbadi</b>	<b>Aditi</b>	<b>1<sup>st</sup> Position</b>
	<b>Swati</b>	<b>2<sup>nd</sup> Position</b>
	<b>Kavita</b>	<b>3<sup>rd</sup> Position</b>
<b>Lemon Race</b>	<b>Poonam</b>	<b>1<sup>st</sup> Position</b>
	<b>Rubi</b>	<b>2<sup>nd</sup> Position</b>
	<b>Gunjan</b>	<b>3<sup>rd</sup> Position</b>

**Achievements of students in co-curricular activities 2011-12**  
 International Aids Day on 1<sup>st</sup> Dec. 2011,

<i>Slogan Writing Competition</i>		
<b>Position</b>	<b>Name</b>	<b>Roll No.</b>
1 <sup>st</sup> Position	Pinki (B.Ed.)	168
2 <sup>nd</sup> Position	Sarita (B.Ed.)	111
3 <sup>rd</sup> Position	Vikas (M.Ed.)	35
<i>Poster Making Competition</i>		
1 <sup>st</sup> Position	Kulwant Singh (B.Ed.)	91
2 <sup>nd</sup> Position	Sarika (B.Ed.)	103
3 <sup>rd</sup> Position	Renu (B.Ed.)	119

2<sup>nd</sup> Nov. 2011 ('Swatchta Diwas').

<i>Poster Making Competition</i>		
<b>Position</b>	<b>Name</b>	<b>Roll No.</b>
1 <sup>st</sup> Position	Ravi Kumar	90
2 <sup>nd</sup> Position	Harjeet	40
3 <sup>rd</sup> Position	Gunjan	50

Celebration of Mehendi Competition dated 14.10.2011

<i>Mehendi Competition</i>		
<b>Position</b>	<b>Name</b>	<b>Roll No.</b>
1 <sup>st</sup> Position	Harminder (B.Ed.)	52
2 <sup>nd</sup> Position	Manju (B.Ed.)	112
3 <sup>rd</sup> Position	Anjali Gupta (B.Ed.)	155
Consolation	Ruby (B.Ed.)	1

Celebration of Diwali Function dated 22.10.2011. Rangoli, Diya, Greeting Card and various cultural activities were organized during this function.

<i>Rangoli Competition</i>		
<b>Position</b>	<b>Name</b>	<b>Roll No.</b>
1 <sup>st</sup> Position	Sonia (B.Ed.)	102
2 <sup>nd</sup> Position	Pinki (B.Ed.)	125



3 <sup>rd</sup> Position	Rekha (B.Ed.)	106
<b><i>Greeting Card Competition</i></b>		
1 <sup>st</sup> Position	Harminder (B.Ed.)	52
2 <sup>nd</sup> Position	Aditi (B.Ed.)	27
3 <sup>rd</sup> Position	Gunjan (B.Ed.)	55
<b><i>Diya Decoration Competition</i></b>		
<b>Position</b>	<b>Name</b>	<b>Roll No.</b>
1 <sup>st</sup> Position	Ruby (B.Ed.)	1
2 <sup>nd</sup> Position	Swati (B.Ed.)	21
3 <sup>rd</sup> Position	Harjeet Kaur (B.Ed.)	40

Students name related to their participation in different events in Youth Festival:

- Ms. Shivangi d/o Sh. S. K. Kaushik participated in Indian Classical Music event and got 3<sup>rd</sup> Prize.
- Ms. Harjeet Kaur d/o Sh. Amarjeet participated in Light Music Vocal (Geet/Bhajan) event.
- Mr. Anil Kumar, Mr. Sunil Kumar, Ms. Kavita, Ms. Asha, Ms. Sonia and Mr. Sachin participated in Haryanvi Skit Competition.
- Mr. Khem Chand Sharma participated in Sanskrit Shaloka Ucharan and got 3<sup>rd</sup> Prize.
- Ms. Poonam, Mr. Anil Kumar participated in Quiz and got 3<sup>rd</sup> Prize.
- Ms. Aditi participated in Photography Event and got 1<sup>st</sup> Prize.
- Ms. Harminder participated in Best out of waste.
- Ms. Jyoti Rohilla participated in Rangoli.

Lohri was celebrated in the college on Jan. 13, 2012.

Women Cell of the college. A collage Competition was organized on the topic 'Female Foeticide' on March 7, 2012.

<b><i>Collage Competition</i></b>		
<b>Position</b>	<b>Name</b>	<b>Roll No.</b>
1 <sup>st</sup> Position	Sumit (B.Ed.)	191
2 <sup>nd</sup> Position	Aditi (B.Ed.)	27

3 <sup>rd</sup> Position	Anil (B.Ed.)	82
Consolation	Sunil (B.Ed.)	97

**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.**

**Ans.** The college publishes its annual magazine named 'Pragya' means 'Third Eye'. Teaching, Non-teaching staff and students all are encouraged to contribute for the magazine. Teacher educators act as Editors of various sections. Students are also encouraged to act as sub-editors of the magazines.

The Editorial Board comprise of-

- Chief Editor
- Editor (English Section)
- Editor (Hindi Section)
- Editor (Science and Home Science Section)
  
- Editor (Maths Section)
- Editor (Education Section)
- Editor (S.S. and Commerce Section)
- Editor (Sanskrit Section)
  
- Various articles, poems, Jokes, stories etc. are submitted to the respective subject editors for publication.
- Various activities are organized by various clubs such as Language Lab., Environment Club, Language Club, Cultural Club and Maths Club etc.
- Students write 'Thought of the day' in English and Hindi on the two chalk boards in either side of the corridors.
- Students are also free to express their ideas on display and bulletin boards.

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

**Ans.** As per the Haryana Government rules, no institute can form a student council so no formal student council is formed in the college however to ensure democratic functioning Class Representative are chosen, they act as a bridge between teachers and students.

With this we have:

1. **House System** – All the B.Ed. & M.Ed. students are divided into 4 houses. Each house performs its duty for a week. Various programmes and activities are arranged by the house like conducting morning assembly, writing news and thought for the day, cleanliness and discipline maintenance of the college, organizing functions and activities and other responsibilities are maintained by the members of the houses.
2. **Alumni Associations:** The old students of the college have formed an Alumni Association. The old students guide the present students about the career and other college related activities.

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

**Ans.** Our institution believes in child centered approach. Principal and Teacher Educators always try to give opportunity to all the student teachers for becoming part of every activity done in the college. The class representative acts as a bridge between teachers and students to convey their messages. The following committees which have student representatives are as follows:

1. Alumni Association
2. House System
3. Science Club
4. Mathematics Club
5. Language Club
6. Environment Club
7. Women Cell
8. Legal Literacy Cell
9. Red Ribbon Club
10. Cultural Committee
11. Discipline Committee
12. Refreshment Committee
13. Magazine Publication Committee
14. Tour and Excursion Committee
15. Grievance Redressal Committee

All these committees in collaboration with Teacher Educators and students representatives help in smooth functioning of the college.

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

**Ans.** The feedback gives us the information for further improvement in the mechanism of the institution. There are several formal and informal ways to get feedback from the students:

- Institution has a '**Suggestion Box**', which is installed to encourage students to give their suggestions on any of the issue so that possible changes can be done.
- Students also give their feedback on teachers' performance on the prescribed performan. It is based on the Teachers' effectiveness component such as knowledge of subject matter, behavior, punctuality etc. with all these students' also share their experiences in written form to the 'Tutorial Incharges'. This includes the information regarding the infrastructural facilities, labs., and library facilities etc.
- After receiving the feedback from student's necessary improvements are done in the institution.
- During house meeting and in tutorial group informal meetings and interaction with student teachers also helps to give chance to express their views.
- The suggestions and views are communicated to the principal and with consultation with the faculty members improvements are done.

## **5.4 Best Practices in Student Support and Progression**

### **5.4.1 Give details of institutional best practices in student Support and Progression?**

**Ans.** Our institution follows the 'Student-control approach'. As we know they are the future builders of our society and nation so they are always been the prime focus of all the activities. All the activities are done by involving student-future life.

#### **Some distinct programmers' which are worth**

Mentioning:

- Students are involved in the organization and decision- making activities of the institute.
- Educational Trips and visit to ARPAN and SHRAVAN to interact with special children.
- The old students of the college are enrolled as members of the Alumni Association. They are the constant source of inspiration and guide for the student- teachers.
- Socially and economically deserving students are provided with financial support as well the books facilities also.
- Remedial help is given by the concerned in charges to the slow learners.
- Community outreach programmers involving student's lectures.
- Lectures, Awareness programmers personal and caller guidance to the students' teachers by dedicated faculty.
- Guidance is given to students for preparing for competitive exams.
- Feedback from students on curriculum and Teacher's Evaluation for better teaching.
- Well equipped library and various labs of the institute some of the best features of the institute.
  1. Tutorial and house system
  2. College website
  3. Book bank facility for students
  4. Water cooler with RO purifier facility
  5. Best infrastructure facility
  6. Highly qualified experienced and dedicated staff always ready for providing the best possible academic administrative and moral support to the students.

7. Suggestion & Complaint Box
8. Different Committees for smooth functioning
9. Guidance and counseling cell
10. Women Cell
11. Placement cell
12. Grievances and red resall cell
13. Alumni association
14. Time to Time activities for physical, Intellectual social development of the students.

### **Additional Information for Re-accreditation/Reassessment**

#### **Q.1 What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

**Ans.** It was suggested by NAAC Peer Team to launch a programme through Alumni Association with a view to make it alumni stakeholders in its future development and to create database on them. Following provisions are made in this regard:

1. List of invited alumni on different events of the college.
2. In different Vaish Schools our alumni are placed on reputed post they help our college in placing our students.
3. Our Alumni are Directors and managers of reputed schools and colleges they help our students in providing Educational and Vocational guidance to our present students.
4. Our Alumni also help us in giving lectures related to different issues.

College also has a active Placement Cell. In collaboration with Balaji Placement we recruit the students.

- We continuous in touch with different schools to place our students.
- Notices are there in Notice Board to inform students about various vacancies in different school, colleges and offices.

#### **Q.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?**

**Ans.**

**Individual attention:** Students teachers who require special care or attention are provided special assistance from the teachers.

**Team-Teaching:** The student teachers sit together in groups and study. It gives them time to intellect with each other, solve doubts and problems, share notes and help each other whenever required.

**Library hours:** To develop regular and self-study habits among the students. Library hours are given where they got the time for referring books.

**Seminars/Presentations:** Students are involved in giving presentations and discussion is held on some burning issue.

**ICT Based Teaching:** Students and Teacher both uses the OHP and PPF's to deliver lectures. Use of Technology in the class rooms enhances the teaching-learning process.

## ***CRITERION – VI***

# ***GOVERNANCE & LEADERSHIP***



**6.1.1 What are the institutional stated purpose, vision, mission and values? How are they made known to the various stake holders?**

**Ans.**

***VISION***

To groom the students through self-learning and presentations for developing an analytical mind and pragmatic approach for churning out professionals in the field of education.

***MISSION***

To train and equip the future teachers to face the emerging challenges of education in the 21st Century with dedication, compassion and discipline.

***OBJECTIVES***

The institute sets its general objectives and specific objectives that include all the vital aspects like intellectual, academic training, emotional, social, community and national development and demands for developing universal brotherhood among the learners.

The *general objective* of the institution can be stated as below:

To establish itself as an Institute of Brilliance in Teacher Education based on Ancient Vedic Ethnicity and perception coupled with contemporary values.

The *specific objectives* of the institution are:

- To facilitate the future teachers in identifying challenges in the process of teaching & learning.
- To accentuate ‘How to Do?’ instead of merely ‘What to do?’ or ‘Why to do?’
- To believe in ‘SWADHYAY’ (self learning) and ‘SADHYAY’ (Group learning).
- To keep pace with information and communication technology
- To initiate and experiment innovations in teacher education.
- To enable prospective teachers to act as medium between the college and the environment.
- To instill the Indian-Ethos and culture in prospective teachers for further transmitting in to the learners and environment.
- To transform learners into accountable, devoted teachers and valued citizens.
- To explore pioneering teaching learning practice for the educational world.
- To create sensitivity among the prospective teachers for reaching out to the disadvantages.



## VALUES

“Educating a child should be holistic, not just a process of stuffing their head with information..... human values need to be cultivated for the sake of the mind and the body. Food for the mind is reflected in the body and vice versa. These principles are the basic on which you can start building your idea of human values.”

-H. H. Srisri Ravi Shankar

- Contributing to *Universal Brotherhood, fraternity and democracy*.
- Fostering *social, emotional and intellectual competencies* among learners.
- Inculcating a *value system* among learners to be self reliant.
- Enhancing the use of *technology*.
- Developing the sense of *responsibility* and spirit of *cooperation* among learners.
- *Environment* and *Gender sensitization*
- To be ‘*Hermane*’ in all dealings.
- Developing *quality of leadership* and enhancing the feeling of *team spirit*.

Institutional Purpose, Vision, Mission and Values are made known to the various stake holder through different modes:-

- By displaying at important places in the college, in all the labs, corridors, outside the conference hall etc.
- By displaying during the function of the college
- By displaying on website of the college
- By publishing it in various documents,college Magazine

### **6.1.2 Does the mission include the institutions goal and objectives in terms of addressing the needs of the society, the students it seeks to save, the school sector, education institutions traditions and value orientations?**

**Ans.** Yes, the mission of the institute is to develop the intellectual, creative, competent, qualified, ignited, far-sighted, responsible and innovative skills among the pupil-teachers which enable them to meet the challenges in the field of education and also to lead by taking innovative initiatives and thus advancing the nation to a knowledgeable enlightened society.

The mission of the college is communicated and attained -

- Through organizing awareness programme, seminars, Workshops , activities and personal contact
- Inculcating the values of vision, creativity, responsibility and commitment in the faculty and students personally and as a group and in the association with the schools
- Focusing on the formation of the students as leaders

- Endeavoring to motivate all in every sector so that identification with goals becomes a personal cooperative reality.
- By organizing different campaigns & Rallies.

**6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process (functioning and composition of various committees and board of management, BOG etc.)**

**Ans.** Vaish Education Society, Rohtak is the apex body of the Vaish institutions. The President of the Governing Body of the college takes all the critical decisions in accordance with norms of NCTE, University and Commissioner, Higher Education, Govt. of Haryana.

Governing body of the institution comprises of –

- President
- Vice President
- Secretary
- Manager-cum-Treasurer
- Principal of the college
- Vice Chancellor's Nominee
- HEC Nominees
- Teacher Representative- One
- Eleven member to be nominated by the president

The Governing Body of the college is constituted according to statutes. It is executive and advisory body, which coordinates and confirms decisions and ensures that University and government norms are maintained.

**Members:**

<b>S.No.</b>	<b>Name</b>	<b>Post</b>
1	Sh.Ram Bharosa Goel	President
2	Sh. Narender Gupta	Secretary
3	Sh. Raj Kumar Mehmia	Manager, V.C.Engg.
4	Sh. Parveen Jindal	Manager, V.I.M.T
5	Sh. Pankaj Gupta	Manager, V.I.P.E.R.
6	Sh. Amit Goel Advocate	Manager, V.S.B.
7	Sh. Vikas Jain	Manager, V.I.H.M.C.
8	Sh. Ajay Singhanian	Manager, V.C.L.

9	Sh. Rakesh Kumar Goel	President
10	Sh. Subhash Gupta	Vice President
11	Sh. Ashok Kumar	Gen. Secretary
12	Sh. Subhash Chand Gupta	Manager, VPS
13	Sh. Lokesh Jain	Manager, VHS
14	Sh. Khajan Chand Gupta	Manager, VTI
15	Sh. Vijay Goel	Manager, VGHS
16	Sh. Naveen Jain	President
17	Smt. Krishna Gupta	Vice President
18	Sh. Sushil Gupta	Gen. Secretary
19	Sh. Ritesh Gupta	Manager, V.C.
20	Sh. Parmod Gupta	Manager, V.C.E.R.
21	Sh. Purshotam Dass	Manager, V.M.M.R.

All the members are committed to disseminate quality education. They are acting as guiding pillars of the college and show the path of development.

Academic leadership is provided by the Principal of the college. He gives advice, direction, and support and encourages the faculty for their enrichment.

The distinctive characteristic of the management is that Principal is empowered by the Managing Committee to take decisions for the overall development of the college.

Various issues are taken up in the meetings of staff council and decisions are taken unanimously. There is independent functioning of Sub Committees in order to accomplish the desired tasks.

Besides this, academic freedom is the hall mark of this college. Members of faculty are free to suggest and to work out new ideas and innovations. Student-teachers also have the liberty to organize innovative and functional educational activity which helps to develop excellence in their professional life. At college level, for smooth functioning & to maintain quality of education, different committees are formed by the principal.

#### **6.1.4 How does the management/head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

**Ans.** To ensure proper communication of responsibilities of the staff, meetings are frequently organized under the chairmanship of Principal. The minutes of the meetings are recorded and the proceedings are circulated in the form of duties/notice in staff file. These duties are properly signed by the faculty members for implementation of the responsibilities.

#### **6.1.5 How does the management /head of the institution ensure that valid information (from feedback to personal contact etc.) is available for the management to review for the activities of the institutions?**

**Ans.** Feedback obtained from various sources like students, parents, teachers, resource persons, guests Alumni, stakeholders etc are assessed and validated through dialogues and respective relevant persons. After analysis of feedback, appropriate decision is taken. These decisions are communicated where needed and changes and revisions are made where necessary.

**6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

**Ans.** The college identifies and addresses the barriers in achieving the vision/mission and goals in the following manner:

- Thinking on the issues/problems
- Developing and implementing mechanism in the formal/informal/direct/indirect way
- Different committees have been constituted for the smooth functioning of the college. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution and the management.
- Remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The concerned committees work for various quality related issues pertaining to teacher-education being imparted by the college.

**6.1.7 How does the management encourage and support involvement of the staff for improvement of the effective and efficiency of the institutional process?**

**Ans.** During the Governing Body Meetings, the management considers the suggestions of the staff members, encourages, appreciates and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. The college authorities actively involve in professional growth of the faculty members and teacher-trainees by organizing extension lectures, seminars and workshops, awareness Programme in the institution and also encourage them to participate in various seminars, conferences, workshops faculty develop programme such as orientation programme or refresher course organized by other educational institutional. T.A./D.A is also provided to faculty members for participating in various activities organized by other institutions.

Moreover, the management encourages and support involvement of the staff by -

- Delegating the responsibilities
- Constant meetings
- Acceptance of suggestions where possible
- By organizing different programmes in collaboration with sister concerns

Besides these, the college is traditionally known for its educational, social and welfare programmes for its students, employees, (teaching and non teaching) etc.

Some of the welfare programmes are:

- Provision of CPF/GPF, pension, gratuity for its employees
- Fee concession to the wards of the staff (Teaching and non teaching).

- Punjab National Bank & Union Bank are available at the Vaish College Complex.
- A partially automated open access library is available for both students and teachers.

**The employees of the college have the privilege of getting advances out of provident fund for following purposes:**

- To meet the expenses in connection with the illness of the subscriber or member of his/her family
  - To pay the expenses for overseas passage for health reasons or education of the subscriber or member of his/her family
  - To meet the expenses on education-academic, professional, technical or vocational outside India for the ward of the subscriber
  - To meet the expenses for medical, engineering and technical or specialized courses in India for the ward of the subscriber
  - To meet the expenses in connection with the marriage of subscriber or member of his/her family
  - To meet the expenses in connection with funeral or other ceremonies of the subscriber's family
  - To pay expenses towards purchase of land/house/repair of house
  - To meet any other expenses considered reasonable by provident fund committee under exceptional circumstances
- Distribution of uniforms and footwears to all the supporting staff (class IV) in beginning of new Academic session.
  - Institution provides opportunity to faculty for participating in orientation & refresher courses under UGC scheme to upkeep their knowledge in the field of education.

**Following faculty members attended orientation/refresher courses in the last 5 years:**

<b>Name of the Faculty</b>	<b>Course</b>	<b>University</b>
<b>Dr. Manju Jain</b>	<b>UGC Sposored Orientation &amp; Refresher Course</b>	<b>G.J.U Science &amp; Tech. Hissar</b>
<b>Dr. Taruna Malhotra</b>	<b>UGC Sposored Orientation &amp; Refresher Course</b>	<b>G.J.U Science &amp; Tech. Hissar</b>
<b>Dr. Madhu Sahni</b>	<b>UGC Sposored Orientation &amp; Refresher Course</b>	<b>G.J.U Science &amp; Tech. Hissar</b>
<b>Ms. Jyoti Ahuja</b>	<b>UGC Sposored Orientation &amp; Refresher Course</b>	<b>G.J.U Science &amp; Tech. Hissar</b>
<b>Ms. Preeti Dahiya</b>	<b>UGC Sposored Orientation &amp; Refresher Course</b>	<b>G.J.U Science &amp; Tech. Hissar</b>
<b>Dr. Nidhi Kakkar</b>	<b>UGC Sposored Orientation Course</b>	<b>B.P.S Univ. Khan Pur Kalan, Sonipat</b>

Staff progresses professionally by attending International & National Level Seminars, workshops and FDP equip themselves with latest technology of teaching (list given in criteria III)

- Institution also provides leave to its faculty members for their professional growth.
- Staff members have proper locker facilities and proper furniture to carry out their work effectively and to guide/counsel individual students in their rooms
- Internet & Wi-Fi connectivity is available in the college premises.

**6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilisation of resources for the preparation of students?**

**Ans.** The Principal of the institution plays a dynamic role in governance and management of the curriculum, administration allocation and utilization of resources as:

- The Principal of the college is well coordinated with the management, Administrator/ staff and students.
- The Principal of the institute provides requisite leadership to the teaching and nonteaching staff and gives suggestions for their improvement.
- The head of the institution constitutes various committees and assigns the work to these committees. The work of each committee is coordinated by a convener. The recommendations of these committees are considered and approved in the staff meetings.
- The Principal provides administrative and academic leadership in association with the various faculty members. Strategies are evolved for academic growth and development of the college.
- The head of the institution takes care and fulfills the requirements of the faculty.
- Individual appreciation, personal care & concern for the staff members, student-teachers are taken into consideration by the head of the institution and the management.
- The Principal of the institution is always available to the student- teachers and staff members for redressal of their grievances and also acts as a liaison between the student teachers, faculty members and the Administrator/management. The employees and student-teachers, however, also have a direct access to the management as and when required.
- He has efficient and effective internal coordinating and monitoring system (by delegating the responsibilities to faculty members).
- The Principal is aware about the modern managerial concepts such as strategic planning, team work, decision making and computerization and total quality management.
- Various committees have been constituted and regular meetings are held for the improvement of the institutional process.

**6.2 Organizational Arrangement**

**6.2.1 List of different committees constituted by the institution for management of different institutional activities? Give detail of the meetings held and decision made regarding academic management, finance, infrastructure, faculty, research, extension and linkages and Examination during the last years?**

**Ans.** The college encourages participatory management practices and team work between the different components of the college. To assist the principal in academic work various committees are constituted. These committees plan, execute and coordinate the activities in their respective areas of the college.

The following committees have been constituted in the college:

Sr. No.	Club/Committee	Teacher Incharge
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1	Admission Committee B.Ed Course	Dr. Jyoti Ahuja Dr. Anju Sachdeva
2	Admission Committee M.Ed Course	Dr. Mamta
3	Time Table Incharge (Academics)	Dr. Jyoti Ahuja
5	Sr. Tutors	Dr. Manju Jain(Gr-1) Dr. Taruna Malhotra(Gr-2) Dr. Anju Sachdeva(Gr-3) Ms. Meenu Gupta(Gr-4)
6	Cultural Committee	Dr. Nidhi Kakkar
7	Garden Maintenance	Dr. Madhu Sahni
8	Discipline Committee	Ms. Preeti
9	Skill & Teaching Practice	Ms. Jyoti Ahuja
10	Examination	Dr. Taruna Malhotra
11	Attendance	Ms. Jyoti Ahuja
12	Library Committee	Dr. Taruna Malhotra
13	Sports Committee	Dr. Madhu Sahni
14	Extension Lecture	Dr. Taruna Malhotra
17	Media & Press	Ms. Jyoti Ahuja & Ms. Preeti
18	Grievance & Redressal Cell	Dr. Madhu Sahni
19	Guidance, Counselling & Placement Centre	Dr. Taruna Malhotra
20	Seminar Incharge	Dr. Manju Jain
21	Alumni Association	Dr. Manju Jain
22	Science Club	Dr. Anil Kumar Saraswat
23	Mathematics Club	Dr. Madhu Sahni
24	Social Science Club	Dr. Nidhi Kakkar
25	Environmental Club	Dr. Nidhi
26	Language Club	Dr. Manju Jain
27	Legal Literacy Club	Dr. Nidhi
28	Anti Corruption Committee	Dr. Taruna Malhotra
29	Research Committee	Dr. Mamta Dr. Pooja Pasrija
30	RTI Cell	Dr. Madhu Sahni
31	Feed back from students regarding teaching learning Process	Dr. Manju Jain
32	Educational Tour & Trip	Dr. Nidhi
33	Women Cell	Dr. Madhu Sahni
34	UGC Committee	Dr. Taruna Malhotra
35	NAAC Committee	Dr. Manju Jain
36	Magazine Committee	Dr. Taruna Malhotra
37	Purchase Committee	Dr. Madhu Sahni
38	SC/ST Cell	Ms. Preeti Dahiya
39	Youth Red Cross	Dr. Manju Jain

40	Research Committee	Ms. Mamta, Dr. Pooja Pasrija
41	Feedback from Students	Dr. Manju Jain

### **Academic Management**

In educational institutions, academic management is done by preparing academic calendar during the planning Phase and also time table is prepared in the beginning of the session to run the classes properly.

Besides this, meetings are held for organizing different activities properly as-

- Provision of House in time table, period of House to plan/assign different duties/responsibilities to pupil teachers for holding morning assembly and preparing for the cultural activities in college programmes or at inter college/intra House meet/Youth Festival is allotted.
- Meetings for organizing different Seminars, Workshops and Conferences in the college.
- Organizing intra and inter college activities
- Activities related to Red Ribbon Club , Legal Literacy Cell and Women Cell.
- Essay Writing Competition
- Greeting Card making Competition
- Slogan Competition
- Collage Competition
- Poster making Competition
- Diya Decoration
- Mehendi Competition
- Rangoli Competition
- Sports Meet & other co-curricular activities

### **Finance**

There is one Bursar, one superintendent, three Clerks for different accounts of B.Ed(Aided), B.Ed. (S.F.), M.Ed. (S.F.)

Post of Head Clerk is vacant & is in the process of advertisement.

Bursar, Purchase Committee, Building Committee are responsible for the expenditure and purchase of items in the college. Each and every financial bill is recommended for payment by at least two or three members of the faculty depending on the amount. Then this bill is checked by Accounts Clerk, followed by superintendent and the Bursar of the college.

### **Extension Lectures and Linkages**

The college has made arrangements for organizing extension lectures by experts on different topics related to different issues. (Attach List)

### **Examination**

In our institution, Examination Committee is constituted which consists of one convenor two teaching staff members, one clerk. They plan the schedule for continuous evaluation of the



students i.e. one assignment of each subject, class tests and house examinations. This committee also maintains the quality of question papers.

**6.2.2 Give organizational structure and detail of academic and administrative bodies of the institution.**

**Ans.** The Principal plays a vital role in taking all the academic and administrative decisions for the smooth and efficient running (progress and growth) of the institution. The different sections of the college under the management of the Principal are:

- The Teaching faculty
- The Non Teaching staff
- The Maintenance staff/supporting staff that works under the supervision of the Head superintendent.
- The students of B.Ed and M.Ed class The Principal is responsible for interaction with stake holders, govt., UGC, NCTE and University. He is easily available to interact with parents, teachers, students, ex-students, visitors etc.

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

**Ans.** Decentralization and delegation of authority at various levels of command is built into the organization structure for ensuring efficiency, interior economy and initiative by the administrative staff at all levels for greater satisfaction of stakeholders. The administration is decentralized in terms of administrative staff, accounts Staff, support and maintenance Staff and students' representative

**Administrative Staff**

Administrative staff supports the principal in dealing with administrative matters, networks with the university, with staff and students. The college office is responsible for the database of students, result records, communication with university and, DGHE, Haryana general interaction regarding college affairs.

They are responsible for documents regarding staff appointments, promotions and staff database.

**Accounts Staff**

Accounts staff is totally responsible for all financial aspects of college. They liaise with Government university and NCTE and are responsible for maintaining the database of staff members' salary structure.

**Support and Maintenance Staff**

They are responsible for cleanliness and maintenance of infrastructure and ground. They also provide facilities for functions and activities. Their work is monitored by the supervisor who in turn is accountable to the administrative staff.

### **Class Representative**

They are admirable in their organization for Co curricular activities in the institute. They are also largely responsible for the discipline. They also represent the institute in various seminars, conferences etc.

#### **6.2.4 How does the institution collaborate with other sections/deptts. and school personnel to improve and plan the quality of educational provisions.**

**Ans.** Meeting of school authorities with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from the heads of teaching practice schools. School teacher are also consulted while developing the academic plan and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the school. During teaching practice the student- teacher of the institution are provided a platform to participate in different activities of the school. They organize morning assemblies and learn how to maintain different records of the school. The college provides models, charts and required teaching materials to practice teaching schools to improve the quality of educational provisions.

#### **6.2.5 How does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details?**

**Ans.** Yes, the institution uses the various data and information obtained from the feedback in decision-making and performance improvement.

- Feedback from students on teachers given in manual for self appraisal of teacher education institution.
- Students' overall evaluation of programme and teaching.
- Self appraisal report of teachers.
- Feedback from students on library.
- Feedback for educational peers.
- Feedback from alumni.
- Feedback form Principals' of teaching practice schools.

Analysis of feedback received from different sources is done and relevant suggestions are implemented. Flaws (if any) are rectified or modified accordingly.

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

**Ans.** For promoting co-operation among the faculty members, various committees are constituted for executing the institutional work and teaching-learning activities. The committees consist of various faculty members and one of them acts as convener.

Respective committee members cooperatively work as a team for the work they have been assigned. The Principal monitors the functioning of all the committees. Suggestions

regarding various activities of the institution are placed before the Principal and decisions are taken after discussing the matter in staff meetings. The college also works for the empowerment of the faculty. Extension lectures, seminars and workshops are organized in the college premises. The faculty members are also motivated and sponsored to participate in the seminars and workshops organized in other institutions. The faculty members are provided with the platform to upgrade their skills for using ICT in teaching. The institution takes initiative in promoting co-operation, sharing of knowledge, innovation and empowerment of the faculty through the following activities:

- Staff Meetings
- Interactive Meetings
- Team Teaching
- Faculty development programme by organising seminars/conferences/workshops in the institution
- Orientation programmes
- Discussions, Brain Storming exercises etc.

### **6.3.1 Strategy Development & 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?**

**Ans.** Yes, the institution has an MIS (Management Information System) in place to select, collect, align and integrate data and information on academic and administrative aspects of the college. The information is obtained through the following services:-

- a) Feedback from the students and other stake holders
- b) Analysis of previous performance of the students
- c) Taking feedback from students regarding academic and administrative aspects of the institution.
  - Through suggestion and complaint box.
  - Informal discussions of tutor and students through interaction with the parents.
  - Class Representative.
  - Through Interaction with the Parents

#### **6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

**Ans.** Various committees of the institutions are entitled to access and recommended the resources needed for carrying out the academic and co-curricular activities. The objectives of various activities are decided in advance and at the end it is decided how much of goals are achieved and future action plans are decided accordingly. The concerned committees forward the recommendations to the principal and then the Principal and the management members consider the recommendations for allocations of the human and financial resources.

The changes resulting from the action plans are accomplished and sustained by proper allocation of the human and financial resources.

**6.3.3 How are the resources, needed (human and financial) to support the implementation of the mission and goals, planned and obtained.**

**Ans.** To achieve the mission and goals of the institution an academic calendar is prepared in the beginning of academic session. It Reflects the entire programmes of the session. Duties are assigned to the faculty members accordingly. On the bases of academic calendar, various academic and non-academic activities are conducted in the college. Sufficient finances are allotted to conduct these activities. The management allocates annual budget for the college to run smoothly. Whenever financial need is felt, supplementary budgetary allocations are made. The respective incharges and other members of the committee interact with the students and make a list of the requirements. These requirements are communicated to the Principal to provide the required resources, both human & financial.

**6.3.4 Describe the procedures of developing academic plan. How are the practice teaching school teachers' faculty and administrator involved in the planning process?**

**Ans.** An academic calendar and time-table are prepared well in advance at the beginning of the academic session.

- Practice Teaching schedule is prepared in advance by collaborating with the Principals of practicing schools so that teaching practice is carried out accordingly.
- Practice school principals and faculty are engaged with regard to allocation of classes and syllabus to pupil-teachers' for smooth functioning.
- Time-Table is prepared in consultation with Time-Table incharge of the respective schools.
- During various activities of the college Principal & faculty members are invited as judges, Chief Guest, Resource Persons and as participants also.

**6.3.5 How are objectives communicated and deployed at all levels to ensure individual employees contribution for institutional development?**

**Ans.** Objectives are communicated through following way:-

- Entire schedule/programme of the session is worked out in advance in the form of academic calendar
- In the light of academic calendar, duties/responsibilities are assigned to each and every member of the faculty.
- Staff meetings are organized regularly
- Follow up review after each and every programme and the feedback is utilized for future programmes
- Time to time, notices are circulated among the staff members.

Thus, through faculty meeting, collective decision making is ensured. Both students and faculty stand motivated to carry out various jobs assigned to them. Moreover, all the members are self motivated to give their contribution in the activities of the college.

### **6.3.6 How and with what frequency is the visions, mission and implementation plans monitored, evaluated and revised?**

**Ans.** To ensure the quality and to assess academic standards of the college vision, at the end of the session Annual Report is prepared which helps in evaluating the strength and shortcomings of every session. Accordingly objectives, goals are framed for the next session.

Monitoring:-

- To assess the work being done and also the progress in the areas related to the vision and mission of our college, our Principal take rounds during the lectures and take feedbacks from the Class Representatives about the completion of the syllabus and methodology adopted by the faculty.

Evaluation:-

- During teaching practice feedback is taken from the school authorities about the level of teaching done by our students.
- Feedback is taken from students also for the faculty members and library.

Revision:-

- After Evaluation, thrust areas are analyzed and accordingly suggestions are implemented. Suggestions, comments and observations of faculty are also implemented.

### **6.3.7 How does the institution plan and deploy new technology?**

**Ans.** The institution plans and deploys the new technology for effective and efficient transaction of teaching-learning process. ICT has become the integral part of the institution.

- Faculty members use ICT, some topics are taught with the help of Power Point presentation.
- Students prepare their lessons on PPT for delivering during teaching practice and during their class presentations.
- Students and faculty use internet facility in different labs, library etc.
- LCD, OHP are used in the classroom teaching as well as in the seminars, conferences and workshops conducted in the college.
- E-mail is used for communication with Commissioner Higher Education, University and Management.
- Laptops are provided to students and teachers for attending seminars/workshops.
- For dissertation work internet facility is provided to M.Ed. students.
- Computer Literacy Programmes are organized for Teaching/ Non Teaching staff.
- Various Lectures are organized on fundamentals of computers for the students.

## **6.4 Human Resource Management**

### **6.4.1 How do you identify the faculty development needs and career progression of the staff?**

- Ans.** Human resources are the biggest asset of the institute and management is always concerned about the development of faculty in all the areas Academic freedom is provided to the faculty to organize and participate in different professional development activities. and for that following mentioned programmes are organized from time to time:-
- Faculty development programmes are organized as well as attended by the staff.
  - Faculty members are motivated to attend UGC sponsored orientation /Refresher course.
  - Eminent educationists are invited to share their expertise for the development of faculty members.
  - They are motivated to publish articles in Research Journals and try out new strategies of instruction.
  - Computer Literacy Programmes are organized for Teaching/ Non-Teaching staff.
  - Various Lecturers are organized on ‘Fundamentals of Computers’ for the students.
  - Faculty is also motivated for improving their Qualification as well as necessary facilities. are provided to them.
  - Faculty is also encouraged to give Extension lecturers in different colleges.
  - They are motivated to attend Seminar/Workshop/Conference etc. organized by other institutes or universities.
  - The participation fee TA and DA is met out by college.
  - They are given Duty leave for attending Seminar/Workshop/Conference etc.
  - Discussion on Different topics (viz NCF, Rules and regulations of NCTE, UGC, and Latest Trends in education and Educational Policies etc) are held among faculty members.
  - They are provided with new technologies to update their knowledge.
  - They are given different Paper/topics to teach.

**6.4.2 What are the mechanisms in place for performance assessment (teaching, research and service) of faculty and staff? (Self appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluation to improve teaching, research and service of the faculty and other staff?**

- Ans.** Evaluations and performance appraisal have always been part of the college procedure. These are conducted personally through self-appraisal report as well as by the students in each academic year which highlights the teaching performance, research progress and the participation in the other institutional activities like sports and culture events, innovative practices adopted to contribute to the academic development etc. Based on the above said report, the performance of faculty is evaluated by the Principal of the institution. The self assessment report is an important yardstick for the promotion of the faculty. It also gives a picture of needs of the faculty in the area of their research and other activities. The college makes efforts to identify and meet such needs to encourage the faculty. They are also given opportunities to participate in developmental activities such as conference, seminar etc. in national level. Members of the faculty are also encouraged to organize seminars, conferences, workshops at the institution level and also undertake research activity. Teachers’ also fill their ‘Annual Confidential Report’ and with the remarks of the Principal it is further submitted to the chairman. Suggestions mentioned in self appraisal to improve the academic system provided by the faculty are also taken into account to improve the teaching, research and service

conditions of teaching faculty and other members of the staff. At the end of the academic session, the students also conduct teacher performance appraisals and evaluation of various facilities. Students' suggestions are taken into consideration. Initiatives are considered, plans are made, advice is sought, grievances are represented, trouble spots are located and guidance is given. These interactions have paid dividends in the organization and management of the activities. Class representatives remain in constant touch with the offices and develop liaison between the staff and the students.

The institution provides freedom for initiative, creativity, human resource development and team work not only horizontally but vertically also. There is an emphasis on effective communication systems and participative processes at every level. Most quality initiatives taken by the college have arisen from grass roots. Once a suggestion is made and found feasible by the Principal it is implemented.

**6.4.3 What are the welfare measures for the staff and faculty? (Mention only these which affect and improve staff well being, satisfaction and motivation).**

**Ans.** The institution provides a conducive, friendly and democratic environment for efficient team work. The college takes care in providing necessary facilities to the staff i.e. individual rooms/cabins to the staff members. They also have almira's and proper sitting arrangement to carry out their work effectively and to guide individual student in their room.

- Internet connectivity is available in respective labs/rooms.
- The regular staff members are paid as per govt. norms.
- They are placed in next higher grade/scale whenever it is due.
- Each regular faculty enjoys contributory Provident fund facility as per govt. rules.
- They are provided TA/DA and entry fee etc. for participation in workshops, seminars, official meetings, conferences, external work related to teaching or evaluation or research.
- Faculty are encouraged to complete M.Phil & Ph.D.
- They can take loan from PF (Provident fund account).
- Duty leave is given to the staff going out for any academic work i.e. research work, extension services or for attending meetings, conferences, seminars etc.
- Leave is also given to the staff members going for refresher course, orientation course, higher studies etc.
- Fee concession & book grant have been given to the wards of teaching and non-teaching staff members.
- In the beginning of academic session, free liveries (uniform) and footwears are provided to all the class IV employees.
- During Emergency like illness, casualty of any family member of the faculty 'Emergency leave' or 'Short leave' is also provided.

**6.4.4 Has the institution conducted any staff development programme for skill upgradation and training of the teaching and non-teaching staff? If yes, give detail.**

**Ans.** Yes, the college organizes the developmental programme for teaching and non-teaching staff from time to time. It focuses on the teaching methodology, personality development and skill up gradation and training for teaching & non-teaching staff.

The institution pays equal importance for the professional growth of non-teaching staff.

- National Seminar/ Workshop have been organized in the institution in which staff members and the students were involved actively.
- Every year FDP's are organized to update faculty members in various fields of the study.
- Computer training programmes are also organized for non-teaching staff.

**6.4.5 What are the strategies and implementation plans of the institution to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills (recruitment policy, salary structure, services conditions) and how does the institution align these with the recruitment of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

**Ans.**

- Proper advertisement is published in two leading national newspapers for the recruitment of faculty.
- The selection is done by constituting a committee comprising of University nominee and subject experts.

### **Strategies and Implementation plans for Recruitment**

Appointment of teaching and non-teaching are done as per NCTE and UGC norms

**Number of posts decided on basis of need**

**Newspaper advertisement in 2 leading newspaper**

**Scrutiny of application as per vacancy, qualifications and experience  
(candidates also send one copy of application/ Resume to DCDC, College  
Branch, M D University, Rohtak for scrutiny on university's basis)**

**Fixation of Selection Committee**



**Verification of documents**



**Interview before the committee**





## Selection of candidate



### Selection Proceedings are sent to University for approval Strategies and Implementation plans for Retainment

- Annual Increments\
- Additional Increment for qualification enhancement
- House Rent Allowances
- Medical Allowances
- City Compensatory Allowances
- Provident Fund
- Housing Scheme

Salary Criteria is as per UGC/ Haryana Govt. norms

**6.4.6 What is the criteria for employing part time/adhoc faculty? How the part time/adhoc faculties are different from the regular faculty? (eg. salary structure, work load specialization)**

**Ans.** All the faculty members are employed on regular basis only. However some of the class IV employees are employed on part time basis and salary, fixed by management from time to time.

**6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (eg budget allocation for staff development, sponsoring for advance study, research, participation in Seminar, Conferences, Workshops etc. and Supporting and active involvement in local State, National and International professional associations) ?**

**Ans.**

- Seminars, conferences, workshops, courses are made known and the faculty members are encouraged to attend and broaden their mental horizon
- Brochures of seminars, conferences are put on the staff notice file
- Faculty members identify the course they need for developing professional skill
- College pays TA/DA fee and registration fee for attending these programmes
- College also provides huge collection of national, international journal, research encyclopedia text books etc.
- It enables the faculty members to make effective use of these resources for research and advance study
- They are also given leave for participation in seminars, conferences and workshops etc.
- Rs. 4000/- per faculty members teaching and
- Rs.1000/- per Non-teaching staff are allocated for different development programmes.

- Membership in professional Association :- AIATE(All India Association of teacher Education), HCTA(Haryana College Teacher Association), All India Teacher Association (AITA)

**6.4.8 What are the physical facilities provided to faculty? (Well maintain and functional office, instructional and other space to carry out their work effectively)?**

**Ans.**

- Well maintained furnished and air conditioned staff room for staff members with proper facility of almirah & lockers.
- Staff members are provided with computers, laptops & Internet facilities
- Lab incharges have seating arrangement in their respective labs.
- Provision of residential flats for Teaching & Non-teaching staff.
- Indoor & outdoor sports.
- Canteen
- Facility offer health maintenance in the form of Mahatma Gandhi Memorial Hospital established by Vaish Society
- Reading room for the faculty members in fully air-conditioned library
- Spacious, well ventilated & comfortable class rooms
- Facility of Power backup
- Facility of RO system

**6.4.9 What are the major mechanisms in place for faculty and other stake holders to seek information and or make complaints?**

**Ans.** *Formal mechanisms present in the institution are-*

College has its own website where all the details are provided for ready references to seek information

- E-mail ID of the institution helps stake holders to make complaints (if any)
- Staff, students and other stake holders are given equal importance. The grievance and complaints received from them are given serious consideration. The institute treats these grievances and complaints as suggestions for improvement. Therefore, a suggestion box has been fixed in the college for the purpose. Till now very rarely or never these formal mechanisms are used as the need is not there.
- Through circulars.
- Yearly alumni meets are organized.
- Regular PTM are being organized.
- Our college has three cells for seeking information and for making complaints i.e. RTI cell, Grievance and Redressal Cell, Anti- corruption cell.

Apart from this, the institution has the tradition of keeping personal relationships and close networking, which facilitate in the acquisition of information and redressal of complaints.

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

**Ans.** Besides teaching, faculty is involved in all the activities of the college viz. teaching, administration, research, monitoring, working with schools and community. They are the part and parcel of the running of the college. They are incharges of various cells organized.

Moreover, workload to teaching faculty is distributed according to the norms laid down by the statutory bodies like NCTE, M. D. University, Rohtak, and Govt. of Haryana. Papers are given to the concerned teachers according to their capability and interest in the subject for teaching.

Supervision of Research work of Post Graduate students is given according to their interest and caliber which helps them to grow professionally and supervise the students effectively. They are also involved in organizing different co-curricular activities.

**6.4.11 Does the institute have any mechanism to reward and motivate staff members? If yes give details?**

**Ans.** Staff members who excel in making constructive contribution to teaching learning process, bring out innovative ideas, contribute effectively in the development of the college are awarded as:

- Staff members are acknowledged formally in different programmes such as staff meetings during ‘votes of thanks’
- Their performance is also acknowledged in ‘annual confidential reports’.

**6.5 Financial Management and Resource Mobilization**

**6.5.1 Does the institution get financial support from the govt.? If yes, mention the grants received in the last three years under different heads. If no give details of the resource and revenue and income generated?**

**Ans. B.Ed Aided**

The college receives grant for the salaries of sanctioned staff from State Govt. (Govt. of Haryana). Other salaries are paid from the College Fund. The college has received grant for development under the UGC XI plan scheme also. The detail is given in the budget. The college generates other funds from fees and interest from investments.

<b>Grant in Aid</b>	<b>Amount Sanctioned</b>	<b>Amount Utilized</b>
<b>31.03.2012</b>	<b>10,50,000/-</b>	<b>355245/-</b>
<b>25.08.2012</b>	<b>24,82,000/-</b>	<b>22,34,000/-</b>
<b>30.03.2013</b>	<b>20,83,000/-</b>	<b>20,64,066/-</b>

### M.Ed & B.Ed (SFS)

Course	2010-11		2011-12		2012-13	
	Intake	Income/ Revenue	Intake	Income/ Revenue	Intake	Income/ Revenue
<b>B.Ed. Aided</b>	100					
<b>B.Ed. Additiona l</b>	100		96		100	
<b>M.Ed.</b>	35	14,78,085/-	35	14,59,150/-	35	14,72,675/-

**6.5.2 What is the quantum of resources mobilized through donation? Give information for the last three years?**

**Ans.** Not applicable.

**6.5.3 Is the operating budget of the institution adequate to cover the day to day expenses? If no, how is the deficit met?**

**Ans.** Yes, operational budget of the institution adequate to cover the day to day expenses. The College is covered under grant-in-aid system of Govt. of Haryana. It receives grant from UGC under various schemes. The college is lying under Vaish Education Society which has adequate funds. The budget is prepared in advance to meet all the requirements during the year. Principal got the autonomy and freedom in day to day working and he is responsible for all the expenses of the college. In budget substantial amount is spent on Research, Extension, Library, students' welfare and other expenses of the college. So each year because of efficient management and wise investment there has never been any problem to meet day to day expenses.

**6.5.4 What are the budgetary resources to fulfill the missions and other quality programmes? (Budget allocations over the past five years depicted through income expenditure statements, future planning, resources, allocated during the current year and excess/deficit.**

**Ans.** The budget is adequate to meet normal maintenance and even to meet the expenditure for improved facilities. The audited accounts are upto date and will be made available.

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

**Ans.** Yes, the accounts are audited regularly. There is both internal and external audit procedure and information. The management has given full freedom and autonomy to the Principal in the day- to- day working and made him responsible and accountable for each and every penny spent.

The efficiency of office staff is regularly monitored by the Principal, various inspection teams and audit parties. The names of various parties are mentioned as:-

- Audit Parties deputed by Higher Education Commissioner, Haryana to audit maintenance grant and scholarship grants.

Besides, dealing Clerk, Bursar and Principal regularly and thoroughly check accounts and cash books. As a result of the regular monitoring of accounts, books of accounts are properly maintained and got audited regularly every year. Audit of all the accounts including the maintenance grant have been completed upto 31 March of every year.

**6.5.6 Has the institution computerized its finance management system? If yes give details?**

**Ans.** The institute operates its accounting system in a complete computerized environment. The payroll package and the day to day transactions are computerized.

## **6.6 Best Practices**

**6.6.1 What are the significant best practice in Governance and leadership carried by the institution?**

**Ans.**

- 1 The vision and goal of the college - To groom the students through self-learning and presentations for developing an analytical mind and pragmatic approach for churning out professionals in the field of education. This is reflected in:
  - Daily morning assembly for aesthetic, ethical and spiritual orientation.
  - Using innovative teaching-learning methods, problem solving approach etc.
  - Using ICT by the faculty and the students in teaching and learning
- 2 Working strategies of IQAC are
  - Systematic Management of time;
  - Proper Future planning;
  - Proper Evaluation; and
  - Proper Financial resource management.
- 3 Decentralization and delegation of powers has resulted in an ambience of creativity initiative and innovation. This is done by dividing the students of B.Ed./M.Ed. in different tutorial/House System.
- 4 Academic freedom is given to the faculty and they are accountable to the duty given to them.
- 5 The expertise and experience of management and leadership strategies of corporate, academicians, administrators and resource persons in the form of seminars and interactive meet are utilized to orient and grow the faculty professionally in their respective area.
6. For consistent growth of faculty and expansion of the institution, the college-

- collaborates with other agencies such as NCTE, AIAER, KUK, MDU, CTE, UGC, Rotary Club, Red Cross, Scout and Guides, etc. for organization of various activities like seminars, conferences, workshops, interactive meet etc.
- encourages the faculty to avail leave etc. for improving their qualification
- encourages the faculty to get major/minor research projects from UGC.

7. The aspirations and vision for excellence at grassroot level is encouraged and supported by the management at the level of students, teaching faculty and nonteaching staff by

- Earn while learn scheme to the poor and deserving students
- Providing book bank facility to needy students
- Providing scholarship to SC/BC candidates
- Fee remitted for SC students of low income group.
- Buss/Rail Pass facility at nominal rate to the students
- Jobs on compassionate ground to the spouse or ward of the deceased one
- Liveries (uniform) and sweets are distributed to the class IV employees
- Personality development programmers are also organized for students & teachers
- Staff welfare and professional enrichment aids
- Community service or programmes are organized by the institution.
- Fee concession to needy and family members of the employees.

**Additional information to be provided by Institutions opting for Re-accreditation/Re-assessment.**

**1. What were the evaluative observations made under Governance & leadership in the previous Assessment Report and How they been acted upon?**

The Valuable suggestions given by NAAC peer team are given below:-

**V.C.O.E needs to institute Midsession and session-End Review of its B.Ed. programme to generate for quality improvement of its programme.**

- For quality improvement, our college has institutionalized the review meetings after completion of any Major Activity and the proceedings of review meetings are properly documented to improve the functioning of the programme.
- Reviewing every activity has become pertegral part of the system.
- Feedback Mechanism is set up for the successful realization of the objectives and for allaining the institution's goals.
- Reports are made after the mid session review and session –End review- to keep a check on the implementation of suggestions made.

**The college should develop its academic calander that reflects its vision, the activities through which it can be attained and the education system and the society it claims to serve.**

- Academic plan is developed keeping in mind that the curricular as well as co-curricular activities acts as a means to attain the vision and objectives.
- Our college plans and organizes such activities in D.Ed.,B.Ed.,M.Ed. course to groom the students and develop analytical minds as per the schedule in academic calendar.

**The management may provide some short duration professional development programmes for non-teaching staff especially those in office to help upgrade their workskills.**

- To improve the performance of Non-teaching staff-professional development programmes such as computer training programme, accountant training, maintenance of attendance record, salary maintenance had been organized.
- Orientation programme on ICT was also organized for administrative staff.

**Functional computer literacy programmes may be organized for all faculty members to enable them to utilize ICT resources to enrich their teaching and learning.**

- The institution plans and deploys the new technology for effective and efficient transaction of teaching learning process.
- Orientation programmes about “Utilization of ICT Resources in teaching learning process” had been organized for all the teaching staff members.
- Two day program on “How to prepare power point presentation effectively” was organised for teaching staff.
- Faculty Members use ICT, power point presentations for delivering their lessons.

**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 are:**

Some of the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to governance and leadership are/

### **Dynamism and change in vision and mission of the Institution**

With the changing needs of society, aims, objective the vision and mission of college have been modified with an intention to produce future teachers to face emerging challenges of education with dedication, compassion and discipline.

### **Revamp in the infrastructure of the organization**

A complete face-lift has been executed extending the new building with new spacious and airy class rooms, new staff room and added physical facilities, language lab, canteen & multi purpose hall the management has spent a considerable amount of its finances in modifying and upgrading structure and facilities provide in the institution.

## **Techno-Savvy approach**

1. The institution has provided each teacher educator with a laptop there bringing in the cultural of technology in all programs.
2. Training programs are conducted by the computer section on the usage of the different programs.
3. Student teachers are also given hands on training on how to use computer.

## **Faculty enrichment and career progression**

1. The institution has devised ways to enrich the faculty through the following ways:
2. By providing opportunities for the teacher educators to attend seminars, workshops
3. and paper presentations at local, national and international level.
4. Encouragement to the teachers-educators to undertake the various short term research projects.
5. Encouragement to the teachers-educators to pursue their doctoral degree.
6. Sending teacher educators for the orientation and refresher programs.
7. Research and publication was our major thrust area.

## **Effective feedback mechanisms designed**

The institution has devised effective feedback mechanisms for taking feedback from its various stakeholders. Several feedback forms have been designed for collecting feedback from student-teachers and teacher-educators regarding their performance and performance appraisal. The information obtained from these feedback mechanisms have been effectively used for improving the practices of the organization.



# ***CRITERION - VII*** ***INNOVATIVE PRACTICES***



## **7.1 Internal Quality Assurances 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?**

**Ans.** The college has taken strategic studies to become a leading institution by imparting Quality Education. To develop an action plan for the academic year, to interact with students, staff and college management, to assess and elicit suggestions improving the infrastructure facilities etc. and to share the best practices with others is the goal of Internal Quality Assurance Cell (IQAC). The detailed information regarding IQAC is as under-

The year of establishment of the IQAC - September 2012.

#### **Composition of the Internal Quality Assurance Cell –**

**1. Chairperson - Dr. Anil kr. Saraswat**

**2. Coordinator - Dr. Taruna Malhotra**

**3. Nominees from Local Society –**

Dr Devender Dhull, Director Sports

Dr Uma Mangal , Former Principal ,VCOE

**4. Members(College)-**

Dr. Manju Jain,

Dr. Madhu Sahni

Ms. Jyoti Ahuja

Ms. Preeti Dahiya

Dr. Nidhi Kakkar

Dr Mamta

Dr Pooja Pasrija

Dr Kamlesh Dhull

Ms. Meenu Gupta

Dr Anju Sachdeva

Dr Anju Sharma

Dr Sudesh Gupta

Dr Jyoti Goel

Ms Sunita Aggarwal

**5. Administrative Officers –**

Ms. Seema (Librarian)

Mr. Gourav (Clerk)  
Ms.Pariksha (Computer Expert)

**6. Alumni Association(Students)-**

Adivi, Anil, Pooja, Rashi,Mukesh

**7. B.Ed.Students(2012-2013)-**

Hitesh, Pooja, Sonu, Anil, Yogesh, Sukhvinder

**Major Activities Undertaken**

The mechanism for internal quality checks in an educational institution for enhancing its efficiency, effectiveness and productivity. The major activities under taken by the IQAC are:

- Documentation of All Major Activities.
- Encouragement to Research Activities.
- Commencement of the Various Clubs.
- Organization of Workshops.
- Proper Implementation Of Academic Calendar
- Emphasis on The Use Of ICT In Teaching And Learning Process
- Formal Feedback System
- Innovative Teaching Techniques
- Effective Evaluation Procedures
- Effective Use of Teaching Aids
- Technological Advancements
- Faculty Enrichment
- Library Enhancement
- Community Work
- Maintenance of Discipline

**7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives?**

**Ans.** The institution has developed a well knit coordinating and monitoring mechanism. It functions through decentralization of powers and shared responsibilities. All the programmes of the institution are executed in team spirit. Each members of the faculty is assigned specific jobs to be accomplished in a stipulated span of time. The progress report is received either individually or in the meeting of staff.

In the tutorials, tutorial group teachers develop rapport among students on one to one basis and check the individual performance of student teachers. Individual attention is given to guide them at personal and professional level. The outcome of the feedback is

discussed with the teacher educators and changes are brought about in consultation with the management.

The outcomes of the evaluation are discussed initially at the staff meeting and solutions are arrived at with the consensus of all the teacher educators. The networking developed by the management with the principal, teacher educators, and student teachers helps in the smooth functioning of all the activities.

The teacher educators are the backbone of the teacher education program. Hence the quality of their transactions will decide the quality of the student teachers and to maintain quality in their performance different evaluation mechanisms are being used like self appraisal by teacher educators, student appraisal of teacher educators, monitoring and appraisal of teacher educators by the principal.

Feedback, help and co-operation is provided by the principal and other senior members of the staff regarding evaluation of specific goals and objectives of the institution in each academic session. The attainment of the objectives in the area of co curricular activities is also checked through formal and informal mechanisms like seminars, debates, discussions, collaborative and cooperative learning methods, practice teaching lessons and project work (viva-voce). We also have the grievance redressal cell, and a suggestion box which helps in understanding the problems and addressing it to realize the objectives. There is provision of tutorial groups and house system in the institution where students and teachers interact and discuss the various issues so informally we also have the mechanism of evaluation.

### **7.1.3 How does the institution ensure the quality of its academic programme?**

**Ans.** The college adheres to norms and conditions laid by NCTE, Jaipur, Haryana Govt. and MDU, Rohtak to ensure the quality of its academic programme. Academic Calendar is prepared at the beginning of new session and faculty members plan to carry out academic work week wise, month wise for the whole session and maintain their Teachers Diary. Continuous appraisals, exposure to current trends through seminars, conferences, workshops organized at Local, State and National level independently and collaboration with different organizations ensure that academic quality is not only maintained but enhanced. The institution ensures quality in all its academic endeavors by emphasizing quality improvement, particularly its focus on the results; Involving the teacher educators directly in all academic improvement processes, by conducting staff meetings, by following students centered approach in all type of academic and co-curricular activities, by discussing with respect to reviewing work done, evaluating and bringing modifications wherever necessary. Timely feedback on one to one basis and support rendered to improve student teachers educational performance. Use of technology in the academic spectrum, availability of report about institutional performance and achievements to stakeholders, modifications to meet the dynamic educational environment through the use of ICT, conducting of workshops, using innovative teaching methods in the class room, observation of teacher educators lectures by the Principal during the academic year, reviewing and updating the method of transaction of curriculum, use of e-learning, nurturing skills among students. College also follows shift in the paradigm from cognitive learning domain to affective learning i.e. building self

confidence, eco-sensitivity and right approaches to life process. Extension lectures are organized to broaden the outlook of students.

Many staff members act as resource persons at various seminars & workshops. Institute is planning to launch orientation in preparing power point presentation in computer, training in numerical skills, orientation to operate hardware like OHP, LCD and seminars on presentation of research topics in the M.Ed. Course. Eminent educationists are invited from time to time to interact with the faculty and the students.

#### **7.1.4 How does the institution ensure the quality of its administration and financial management process?**

**Ans.** The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. Broad guidelines in organization and financial management are given by the management. Financial Management is ensured through checks and balances constantly. The internal auditor audits the accounts at regular intervals and does the final annual audit at the end of the financial year. The mandatory external government audit is done by the college regularly and the govt. auditors have expressed satisfaction with the efficiency of account keeping.

The financial unit is headed by Head Clerk of Administrative department under the overall control of Principal and Bursar which cover the following activities.

- ⇒ Preparation of Annual Statements Of Accounts
- ⇒ Auditing of Records
- ⇒ Fee Submission
- ⇒ Fee Concession
- ⇒ Refund of Security Money
- ⇒ Salary of Teaching And Non-Teaching Staff
- ⇒ Leave Record of Teaching And Non-Teaching Staff

Monthly reports related to activities conducted are to be submitted by the Principal to the management Board. A consolidated report of the entire year's is prepared at the end of the year which is presented to the management board by the Principal. Expenditure report is to be submitted with respect to all expenditures incurred during an academic year.

#### **7.1.5 How does the institution identify and share good practices with various constituents of the institution?**

**Ans.** The institution, running B.Ed. (Aided), B.Ed. (Add.), and M.Ed. (Add.) courses, identifies and shares good practices with the various constituents (academic and administrative) of the institution by getting their views in the form of feedback from time to time and by making proper coordination between them. The students give their feedback at the end of academic session through feedback Performa meant for

betterment. Institution also receives feedback through interaction in house meetings. Members of the faculty in staff meeting interact and discuss their achievement and limitations in the organization of the various activities and methods to improve further. Suggestion and feedback from the stake holders, managements are also used for the betterment of the college. Governing Body of the college (consisting of members of the Management, Principal of the college and staff representatives) also shares different ways and means for the betterment of the institution.

The institution has also constituted some committees of teacher educators and students to critically evaluate the growth and efficiency of the institution and its stakeholders. The administration of the college is a totally decentralized one, where teaching, nonteaching, student-teachers, the management of the institution as well as members of the community participate.

## **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?**

**Ans.** Admission Policy ensures the inclusion of all irrespective of ability, creed, ethnic, social and economic background—in an open learning environment. Thus, institution takes care of the needs of all section of students who come from the General category, SC/BC/Physically Disabled, Backward area etc. The college is coeducational institute and takes care the needs of female and male students. In our institution, there are some disable students enrolled who are treated on equal basis.

Faculty members and students are sensitized towards national policies and the school curriculum through discussion on issues of inclusion, organizing extension lectures, with the help of audio visual aids, by giving examples of distinguished persons with disabilities and their contribution in the society, through research journals, through orientation on different disabilities.

Faculty is encouraged to take extra classes of differently abled students to make up for the deficiency and enable them to compete with other students. The paper on psychology of the learner gives an insight into the different learning disabilities and its implications. Community survey at Shravan Institute of Mentally handicapped and Arpan was conducted to develop insight about the problems faced by the teachers and parents of disable children in adjusting the disable students. Participation of all the students in the World's Disabled Day is also the special feature of our college. Visit to special education schools are some other activities which help in sensitizing the student teachers. With all these programmes various facilities like wheel chair, etc. are available in the college for needy students. The students of M.Ed. class also take their research work on disable students to find out their problems.

### **7.2.2 What is the provision in the academic plan for students to learn about inclusion and expectation as well as gender differences and their impact on learning?**

**Ans.** The college follows Haryana Government's Reservation Policy in the matters of admissions. There is reservation of seats for SC/ST, OBC and also for disabled children. There are some provisions in the curriculum for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning: the knowledge regarding various disabilities, gender differences and their impact on learning is imparted to the students while teaching the paper iv b – inclusive education, paper ii -- learner, learning and cognition and paper iii b opt. ii – educational, vocational guidance at B.ED. level. At M.ED. level, special education and guidance & counseling as optional paper is introduced for M.ED. Students which further enhance the awareness of students to this important aspect of teaching. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning. Various extension lectures and awareness programmes are organized in the institution to sensitize the students on the various of gender discrimination. Moreover, students are made aware of individual differences and the faculty makes use of methodology variations to elicit responses from under achievers and further enrich the highly capable. Discussion are organized for the students and teachers on different types of disabilities—identification and prevention, how to help the children with disabilities in classroom and at home, gender differences and their impact on learning. Teachers and students are also sensitized towards inclusion and gender differences by holding seminars, conferences & extension lectures on this issue, organizing debates, discussion, declamation contests, speech, symposia etc. and by organizing visits of the faculty and the students to institution of special education. M.Ed. Students are also encouraged to conduct the research on the topics related to inclusion and exceptionalities for their research work.

### **7.2.3 Detail on Various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation?**

**Ans.** College has established extensive contacts with local educational institutions, practicing schools, colleges, social service organizations like District Red Cross Society and Rotary Club for taking and giving them the benefit of their professional expertise and knowing the emerging need of the society. The various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation are:

- Orientation programmes are organized to sensitize students to the history of the college and to counsel them on selection of courses and specialization.
- Giving regular assignments and projects in each curricular area.
- Seminars, Quiz Competitions and Group Discussions are adopted for continuous assessment of student performance.
- Designing and organizing various community based projects.
- Organizing Scouting and Guiding Camp in the college for active involvement of the students in Community and National Development.

- Classroom activity, micro-teaching, mega-teaching, pedagogical skill development is done to keep abreast of modern pedagogical advancement.
- College offers a variety of method courses and work experiences to enhance the competency of the students and to sustain their positive academic interest.
- Interactive teaching-learning strategies are adopted in transacting the curriculum. Some topics are taught through questioning, group discussions, seminars, workshops etc.

Various other activities are incorporated through the curriculum which fosters positive social interaction and self motivation. They are achieved through:

- Morning Assembly
- Election of Student's Representative
- Educational Visits
- Organizing Seminars
- Co Curricular Activities Like Sports Meet, Annual Day Etc
- Tutorials And House System
- Self Study Periods
- Practice Lessons
- Organization of Health Camps, Scout Camp, Blood Donation Camp And Dental Checkup Camp
- Celebration of National And Public Festivals
- Community Services

Different Informal activities & pedagogical practice which are parallel to formal activities for developing self motivation and positive social transaction are -

- Members of staff and students meet every week and discuss on issues on self development and sharpen thinking skill.
- Value education is given for inculcation of human, moral and spiritual values.
- Morning assembly is also organized daily in the college.
- Interactive sessions are organized for competency building and development of personality.
- Writings and quotations are displayed to develop professional commitment and creativity.
- Science & Home Science Lab., Maths Lab., Psychology Lab., Language Lab and Computer Lab. helps in enhancing practical skills, understanding and developing scientific temper among the students and teachers.
- Arts & Craft Center also helps in developing artistic skills and creative talent among students.
- Organizing cultural and co-curricular activities and celebration of festivals in the college is a distinct feature of the institution.
- Encouraging students to participate in social activities like Blood Donation Camp, Scouting and Guiding Camp, Tree Plantation, Hygiene and Cleanliness, Aids Awareness And Save Water Event etc.
- In order to promote self learning, development of study skills and thinking skills, the institution encourages the students for self study in library.
- Assignments and Projects are given to encourage self-study habits among the students.



- Annual publication of Magazine for encouraging the students' to express themselves and motivate them for self-learning.



**Rally on Swachhta Diwas**



**Rally on Aids Awareness**

**7.2.4 How does the institution ensure that student teachers develop proficiency for working with children form diverse backgrounds and exceptionalities?**

**Ans.** The student-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities through several subjects included in the curriculum at B.Ed. & M.Ed. level. Papers like Psychology of teaching and learning, Inclusive Education, Special Education and Educational and Vocational Guidance helps the student-teachers to learn about the barriers in the way of learning and various strategies to remove them.

Further, the institution sensitizes the students on the issues of disability and right to education for all children through group discussions, audio-visual aids, giving information and examples of distinguished persons with disabilities. Visits to special schools are also regular feature of the institution. This helps them to understand special needs of differently abled students. Personality development programmes are also organized for those who have low self-esteem. Enrichment programmes are also organized for bright and talented students and they are deputed to participate in various curricular and co-curricular activities at State and National Level.

**7.2.5. How does the institution address to the special need of the physically challenged and differently abled students enrolled in the institution?**

**Ans.** The college understands the needs of differently able students. Therefore, special attention and considerations are made for physically challenged and differently abled students enrolled in the institution. They are as under-

- Parental counseling.
- Regular training and orientation of teacher-educators for dealing these students.
- Providing remedial teaching as per their needs.
- While framing time table and allotting different rooms, differently-able students are allotted rooms on ground floor.
- Encouraging them to participate in curricular and co-curricular activities with the normal students.
- Writers are arranged to write examinations for handicapped students if required.
- Financial assistance is provided to the students under the Earn - While Learn Program.
- Fee concessions are given to students.
- The institution provides wheel chair facility to physically challenged students.
- Individual attention is given to these students to solve the problems of these children.

**7.2.6 How does the institution handle and responds to gender sensitivity issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

**Ans.** The institution is well prepared to handle and respond to gender sensitivity issues. Special care is taken to avoid any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes. Sufficient numbers of women teachers are available in the college. The institution has also established women cell. The activities of Women Cell dealing with gender sensitive issues are as follows -

- Women Cell in our college is a regular feature of our Institute.

- Women Cell of the institution looks into the problems faced by girl students and female members of the faculty. For this purpose we have framed Complaints and Grievance and Redressal Cell. An incharge of this cell is the co-ordinator of Women Cell.
- The members of Women Cell discuss the problems with the authorities and suggest appropriate suggestions
- Celebration of International Women Day is a regular activity performed by Women Cell.
- Lectures and Awareness Programmes are organized related to Gender Sensitive issues to sensitize the student teachers' of the institution.
- As per memo no. 1/1-2011 Co (3) dated 21.03.2013 of DGHE, Haryana, our college has appointed two staff members of college of launch of Anemia Prevention and Control Campaign.
- Various competitions like Debate, Declamation, Speech, Painting, Poetic Recitation, Seminars on emerging women problems and issues are organized. But it is fortunate that we never faced any major problem.

### **7.3 Stake Holder Relationship**

#### **7.3.1 How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stake holders?**

**Ans.** The institution believes that the growth and success of any organization depends upon strengthening partnership between teachers, students, parents and the principal of the college. The institution adopted different ways to ensure the access to the information on organizational performance (academic and administrative) to the stake holders. Regular meetings are arranged by the institution with the stake holders. They are involved in decision making process related to all programmes of the institution. The institution from time to time organizes various debates, seminars and extension lectures etc. involving different stake holders. The institution maintains records of alumni and provides them with all the necessary information on organizational performance. Institution delegates duties to the students to organize various activities. Appreciation certificates are awarded to deserving students. Notices regarding various activities organized in the college are circulated to each staff member and displayed on the notice boards also. The college website is updated from time to time about the new developments in the Institution. Stakeholders can have access academic and administrative information through the institutions: Website – [www.vaishcollegeofeducationrohtak.com](http://www.vaishcollegeofeducationrohtak.com), College magazine, Administrative Records, Financial Records, Appraisal Records of teacher educators and also through the performances of the student teachers at the University Examination.

#### **7.3.2 How does institution share and use the information data and failure of various processes, satisfaction of students and stakeholders for bringing qualitative improvement?**

**Ans.** The institution shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing

qualitative improvements through staff meetings, creating various committees, by working in close collaboration with practice teaching schools and keeping an active touch with the alumni. The institute developed a strong relationship with their stake holders-students, parents, heads of the practicing schools, alumni etc. Every one is provided with equal opportunities to put forward their demands and issues for the welfare of the institution.

The various programmes/activities/process are reviewed and revised as per feedback from students and other stake holders. There are other formal and informal platforms such as meetings, discussions, seminars/workshops, peer interaction etc. where students and stake holders share the information data on success and failure of various processes. Internal quality Assurance Cell (IQAC) has also established with the objective of not only maintain but enhancing the quality of academic and administrative activities.

**7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, alumni and other stake holders on program quality? How does the institution use the information for quality improvement?**

**Ans.** The institution has different feedback mechanisms to collect data from students, professional community, alumni and other stake holders on program quality. Feedbacks on prescribed Performa from students are collected at the end of every academic session. Informal feedback is collected through Suggestion Box. College also provides the facility to the parents to be able to know about the child progress, interact with teachers, provides suggestion and to give feedback on overall institutional operation. All the students are divided into houses. B.Ed. and M.Ed. students are divided into 4 houses: Maharishi Dayanand House, Mahatma Gandhi House, Swami Vivekanand House and Ravinder Nath Tagore House. The house Incharge seeks suggestions of the students on existing curriculum, ways of transaction and reports it to the principal for further actions. Feedback from Alumni during alumni meet is taken every year regarding professional needs of school teachers. Feedback is taken from principals and faculty of schools in which pupil teachers do their practice teaching. Staff meetings with principal and management board are also held to identify the positive and negative aspects of teaching learning programmes.

The institution uses the information collected through different feedback mechanisms to improve the quality of teaching and learning by improving in lecture programmes, change in the attitude of teacher educators, preparedness of teacher educators for their lectures, intervention of ICT by teacher educators, understanding student teachers problems, providing the guidance to pupil teachers by teacher educators, Practice lessons given by the pupil teachers. Follow ups is also done to check the improvement and the implementation of the suggestions.

**7.4 Other Features of Significance**

- Value added courses on skill and personality development are in place.
- Efforts to enhance community skills add value to students' behavioural learning.
- System of institutional quality assessment is in place.

- The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.
- Women Cell addresses gender relative issues.
- It has excellent rapport with alumni and parents.
- Students have good relations with faculty.
- Environment is learner-friendly.

## **Additional Information to be provided by Institutions opting for Re-accreditation**

### **How are the core values of NAAC reflected in the various functions of the institution?**

The technological advances, globalization effects and liberalization move of the present era have brought the world closer than ever before and with it have grown many challenges of living the values of any profession.

Keeping this in mind, Vaish College of Education Rohtak has taken cognizance of the core values framed by the NAAC while disseminating all its transactions:-

1. **Contributing to National Development:** National development has been an implicit goal of any educational institution. Vaish Education Society is no exception and it is sharing its responsibility through its motto of 'Education for All'. To achieve this Management has left no stone unturned and has traversed a long way. The educational journey which began in 1921 in the form of vaish public school boasts today of having 16 educational institutions under its wings establishing this education college in 1969 which not only has state-of-art infrastructure with latest technology but also highly qualified staff.

Vaish College of Education is contributing in its own way in the form of resource development and capacity building by producing quality teachers. Vaish College of Education was sanctioned an additional B.Ed. division with 100 student-teachers in session(2006-2007). Also permission was granted for M.Ed. additional (25 seats) in session (2007-2008).

Presently our services are rendered to run the B.Ed.(100 seats) grant in aid, B.Ed.(100 seats) additional and M.Ed.(35 seats) additional smoothly at our college campus. Consultancy and guidance is provided to students .Capacity building at all levels is constantly addressed by all the faculty members participating and presenting papers in various national as well as international seminars, conferences and workshops and by being resource persons at various forums.

2. **Fostering Global Competencies:** The world today is a global village therefore, education should prepare the learner to be a global citizen. To do so, Vaish College of Education has initiated a number of collaborative activities to realize its goal. International workshops were attended by our teacher educators to get an orientation of the latest methodologies. Latest technologies used in all the transactions helps every individual to be technosavvy. A number of community activities are conducted to inculcate a value system among students. There is a realization that the world today needs moral and spiritual revolution, this view is also reflected in Vaish College of Education' mission, the institute assures that through its value-based transactions the teacher-educators are encouraged to have humane approach towards all dealings.

A number of projects are undertaken to this effect, a few are mentioned below:

- Rigor in daily Morning Assembly.
  - Workshop on Value-Education.
  - Extension activities are conducted which inculcate values like equality, justice, gender equality, women issues etc.
  - Community work done with immense love and empathy, student-teachers spent quality time with deprived children and took up diagnostic and remedial teaching. Values like love, compassion, empathy and above all being altruistic were development through this and many other similar projects.
3. **Promoting use of Technology:** Vaish Education Society has always been on the fore-front for pioneering innovations in all its institutions. VCOE is no exception in this matter and today the institute uses innovative technology in practically all its transactions as:
- The conference hall is equipped with LCD projector, Computer and audio system.
  - Every teacher-educator is given a personal laptop to develop educational programmes.
  - The student teachers are provided with a well equipped computer laboratory in which they can have hands on experiences.
  - Provision of language lab.
  - Workshops are conducted on use of technology in the classroom, power-point presentation etc.
  - VCOE's library, accounts section and other offices are well equipped with computers, internet and on-line facilities.
4. **Quest for Excellence:** At the outset in the journey of excellence, VCOE has revised its vision , mission and objectives thereby, aligning them with the societal needs of the day. Capacity building is at the epi-centre in all areas of transactions. Faculty enrichment programmes like

orientation, refresher workshops, seminars, conferences and paper presentations at national as well as international levels are encouraged. Collaborations with various organizations have been initiated. Thrust areas like research and publication have been strengthened by encouraging teacher educators as well as student teachers. A sound feedback mechanism have been devised and used effectively to check the attainment of our vision, mission and objectives. The institute's infrastructure has been enhanced as per the requirements. Library has been upgraded with latest technology and reference material. VCOE primarily focuses on community works which helps the student to realize that they owe immensely to the community thereby developing in them social and personal skills and altruistic values. Quality which leads towards excellence is perceived as a value and a way of life in all the endeavors.

5. **Environmental Values:** Today's student teacher will be tomorrow's teacher in the classroom will influence the future generations to come hence a need was felt to sensitize the would be teachers about the burning environmental issues like global warming, energy crisis, pollution in various areas to address these issues various activities were undertaken as below. Environment club was formed. Poster competition, slogan competition, skits, composing songs, etc were organised in college on the themes related to environment issues e.g. Save water , tree plantation, hygiene and cleanliness.

Since the last two years VCOE has been contributing in a great way in bringing about awareness and sensitization about environmental degradation and the role of the teacher in preservation and conservation of the environment through our various activities.

6. **Democracy:** Democracy must allow for compromise, for accommodation, and for recognition of differences, VCOE not only recognises the differences, but we also accommodate the differences in our institutions. This is reflected through our practice teaching schools where student teachers are exposed to aided schools, unaided/private schools and municipal schools. This brings in awareness among the student teachers to the learning needs of the society. Democracy as a value is a part of the institution's daily interactions which is seen through the decision making process. Decision making is done through discussions among the Principal and the teacher educators. Principal adopts the open door policy thereby giving every stake holder the freedom to step in to the office and express their opinions.
7. **Humaneness:** For education to be complete, it has to be humane, it is not just the refinement of the intellect but also the spirit and soul, that we humans can help each other is one of our unique human capacities, we at VCOE instill the value of love and compassion through our dealings with student teachers. These values are reflected by the student teachers during their practice teaching, community work and all other activities that they undertake. Somebody has very aptly said that "The noblest search is the search for excellence". Quality teaching and training is the mantra of VCOE. Excellence in all arenas has contributed to the progress of the institution.

The cooperativeness among Management, Principal, Teaching, Non teaching staff of VCOE and the students has helped the institution to develop cohesiveness in all its endeavors by working in tandem towards attaining the set goals.

The analysis and synthesis of all the transactions of the institution have been put together criterion wise which reflect the Vision, Mission, Objectives and the values of the Institution. Above all we truly believe in the sayings of Mahatma Gandhi, “It’s the quality of our work which will please God and not the quantity.”



*Mapping Of  
Academic  
Activities Of  
The  
Institution*



# *ANNEXURES*

**Recognition Order by NCTE of B. Ed. (Grant in Aid)**

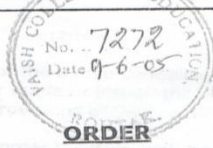
राष्ट्रीय अध्यापक शिक्षा परिषद्  
(भारत सरकार का एक विधिक संस्थान)  
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION  
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

गुरुर्गुरुतमो घाम  
NCTE

Northern Regional Committee



BY SPEED POST / REGISTERED POST

F. NRC/NCTE/F-3/HR-172/2605

ORDER

**Vaish College of Education, Rohtak (Haryana) - 124001** submitted an application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition of additional intake in **B.Ed. course** of one Year duration in terms of section 15(1) of NCTE Act, 1993.

2. Now, therefore, in exercise of the powers vested under Section 15(3)(a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to **Vaish College of Education, Rohtak (Haryana) - 124001** for an **additional intake of 40 seats (Forty) total (60+40=100)** in **B.Ed. course** of one Year Duration **w.e.f. 01<sup>st</sup> June 2005** subject to compliance of the following before the commencement of the session: -

- Appointment of the faculty members duly qualified and staff as per the norms of NCTE/ State Govt./UGC is to be completed before the commencement of the session.
  - The countersigned statement of all faculty members from the Registrar of the concerned University should be submitted before the commencement of the academic session.
  - The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
  - The institution shall within one month of the receipt of Recognition order, convert the Endowment Fund account into a Joint Account in the form of FDR for a period of not less than 60 months (Five years) in a Nationalized Bank only to be operated along with an official of the Regional Committee.
  - That the Reserve Fund for an amount equal to three months salary of the Teachers & Staff be created within one month from the date of issue of this order and maintained in the form of FDR in favour of the management/institution, for a period of not less than sixty months (Five years) in a Nationalized Bank.
  - Non-compliance of the above mentioned conditions shall cause action under section 17 (1) of NCTE Act, 1993.
3. The Recognition is subject to the condition that the affiliating University shall ensure that, among other things, the institution has appointed required number of faculty members (including Principal / Head of Department), as per the norms of the NCTE / UGC / Affiliating University.
4. Further, the recognition is subject to fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government, etc.
5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University / State Directorate of Education about the appointment of faculty members and the Statement of Annual Accounts duly audited by a Chartered Accountant.

Contd.2...

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

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

## Recognition Order by NCTE of B. Ed. (Self Finance)

F. NRC/NCTE/F-7/

Date: 02.12.2006

### ORDER

The 27 institutions mentioned in para 2 below submitted applications to the Northern Regional Committee of National Council for Teacher Education for grant of recognition to B.Ed./M.Ed./STC and STC additional and NTT etc. in term of section 14(1) and 15(1) of NCTE Act 1993 among others.

2. The NRC at its 111<sup>th</sup> meeting held on 30<sup>th</sup> November and 1<sup>st</sup> December 2006 at NCTE Hqrs New Delhi, considered application of the institutions included in the Agenda for the meeting and after careful examination of relevant documents, Replies received from the institution, Visiting Team Reports, Video Recording, Original File etc. as per the case found the institutions mentioned in para 2 below fit for grant of recognition of the course and intake mentioned against their names subject to the condition of appointment of qualified staff through duly constituted selection committee as per the norms of NCTE/State Govt. /Affiliating University/Body given effect before the commencement of the course etc.

S. NO.	Name and address of the institution	Course	Intake
<b>I Rajasthan</b>			
1	Shri Vaidehi Devi Mahila Shikshak Prashikshn Mahavidyalaya, Alwar, Rajasthan. RJ -435. B.Ed.	B.Ed.	100
2	Shree Balaji Mahila Shikshak Prashikshan Mahavidyalaya, Jodhpur, Rajasthan.	B.Ed.	100
3	Mahipal Shikshan Sansthan, Jodhpur, RJ -543., B.Ed.	B.Ed.	100
4	Eminent T.T. Girls College, Jaipur Road, Diggi, Tehsil - Malpura, Tonk, Rajasthan. (RJ-748, STC)	STC	50
5	Veena Memorial College of Education, Gram Padeva, Post-Rampur Dhavai, Karauli, Rajasthan (RJ-712, STC)	STC	50
6	IGM B.STC School, Sector-93, Agarwal Farm, Mansarovar, Jaipur, Rajasthan (RJ-778, STC)	STC	50
7	Lucky Institute of Professional Studies, Jodhpur, Raj., RJ-728 - ETE (Addl)	STC add.	50 ( Total 50+50 =100)
8	Arjun Ram Shikshan Prashikshan Vidyalaya, Sikar, RJ-768 - STC	STC	50
9	NIMT Mahila B.Ed. College, SP-3-1, RIICO Industrial Area, Keshwana, Kotputli, Jaipur, Rajasthan (RJ-699, ETE)	STC	50
10	Shri Gurunanak Khalsa Shikshak Prashikshan Mahavidyalaya, Hanumangarh, , RJ-772 - STC	STC	50
11	Mahavir NTT School, Kiran Path, Near Power Hourse, Sector-4, Mansarovar, Jaipur, Rajasthan. (RJ-771, NTT)	NTT	50
12	NIMT Mahila B.Ed. College, SP-3-1, RIICO Industrial Area, Keshwana, Kotputli, Jaipur, Rajasthan (RJ-698, NTT)	NTT	50

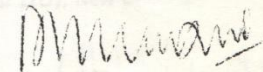


Contd. -2

<b>II Haryana</b>			
1	Swami Devi Dayal College of Education, Village-Golpura, Barwala, Panchkula, Haryana (HR-263, M.Ed.)	M.Ed.	25
2	Netaji Subhash Chander Bose College of Education, Bhiwani, Haryana, HR -389, B.Ed.	B.Ed.	100
3	Maharana Pratap College of Education, Vill & PO Dhamonda, Distt. Mahendragarh (HR-368)	B.Ed.	100
4	Aravali College of advanced Studies in Education, Faridabad, HR -400, B.Ed.	B.Ed.	100
5	Smt. Bhagwani Memorial Institute of Higher Education, Faridabad, HR-411, B.Ed.	B.Ed.	100
6	Ch. Kartar Singh College of Education, Sonapat, Haryana.	B. Ed.	100
7	Baba Jai Ram Das College of Education, Mohindergarh, H.R. -350, B. Ed.	B. Ed.	100
8	Vaish College of Education, Rohtak, H.R., HR-424 - B. Ed (Addl)	B.Ed. addl.	100
9	Shri Krishna College of Education, Diwan Colony, Behind DSP Office, Railway Road, Mahendragarh, Haryana (HR-273, JBT)	JBT	50
<b>III Delhi</b>			
1	Sant Hari Das Educational Society, Najafgarh, Delhi. DH-355	B.Ed.	100
<b>IV Punjab</b>			
1	Angels College of Education, Pathankot, PB - 405	B.Ed	100
<b>V Uttar Pradesh</b>			
1	Smt. Laxmi Devi Mahila Educational Institute, Shamsabad, Agra, U.P. (UP-2054, Course - B.Ed.)	B.Ed.	100
2	Dadhichi College of Education, Mawan Road, Meerut, (UP-2102, Course - B.Ed.)	B. Ed	100
3	Brahmdutt Dwivedi Smarak Sewa Samiti, Amodha, Basti, U.P. (UP- 2098, Course -B.Ed.)	B.Ed.	100
4	Prabha Devi Mahavidyalaya, Mukhlispur Khailabad, Sant Kabir Nagar, U.P., UP-2139 - BTC	BTC	50

3. The institutions shall ensure the fulfillment of the following:-

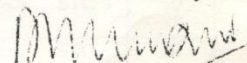
- The institution shall maintain the teaching staff strength as per the NCTE norms & standards for its respective approved courses.
- The institutions shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
- The institutions shall within one month of the receipt of the Recognition order, convert the Endowment Fund account into a Joint Account in the form of FDR for a period of not less than 60 months (Five Years) in a Nationalized Bank only to be operated along with an authorized official of the Regional Committee.



Contd.. 3

- (d) That the Reserve Fund for an amount of Rs. Three lakhs be maintained in the form of FDR in favour of the Managements/Institutions.
  - (e) Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC/SCERT (as per the approved course) and State Government etc.
  - (f) The institutions shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University /State Directorate of Education/SCERT as per the approved courses about the appointment of faculty members and the Statement of Annual Accounts duly audited by a Chartered Accountant.
  - (g) The institutions shall regularly update their website.
  - (h) The institutions intending to run the teacher training programme approved above in a rented premises are required to shift to their permanent building. They are required to submit report in compliance of the requirement of NCTE Regulations on the subject.
4. The order of recognition for every institution shall follow separately.
5. If any of the institutions contravene any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and / or under made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act, 1993. The NCTE Hqrs. may also cause inspections under Section 13 of NCTE Act, 1993.

By order

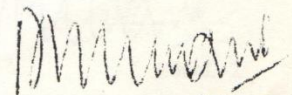
  
( Dr. B. Krishna Reddy )  
Regional Director

To

1. All the institutions concerned.


Copy to:

1. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi.
2. The Education Secretary of the respective State Govts.
3. The Director, Elementary/Secondary/Higher Education of the respective State Govts.
4. The Registrar of the concerned Universities of the respective States in respect of Secondary/Higher education programmes - To ensure compliance of the para 3 (a) & (e) of the order.
5. The Director, SCERT / SIERT of the respective States in respect of elementary programmes - To ensure compliance of the para 3 (a) & (e) of the order.
6. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing - II, 1, Bahadur Shah Zafar Marg, ( Near ITO), New Delhi -2.
7. Computer Cell, NRC, Jaipur.

  
Regional Director

## Recognition Order by NCTE of M. Ed. (Self Finance)

MOHD. AKHTAR SIDDIQUI  
CHAIRPERSON

  
गुरुपुरुक्तो धाम  
NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्  
(भारत सरकार का एक विधायक निकाय)  
National Council for Teacher Education  
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)  
Hans Bhawan, 1, Bahadur Zafar Marg,  
New Delhi-110 002  
Office: 011-23370114 Fax: 011-23370110  
E-mail: cp@ncte-india.org


D.D.No. 49-4/2010/Pt/NCTE/N&S/  
30<sup>th</sup> July, 2010

Dear Sir,

Taking cognizance of the shortage of trained teacher educators in teacher education institutions in the country, the National Council for Teacher Education has decided to enhance the intake capacity of one unit of M.Ed. Course from the existing 25 students to 35 students from the current session 2010-11. The enhancement in the intake of M.Ed. programme has been duly notified vide National Council for Teacher Education (Recognition Norms and Procedure) Second Amendment Regulations, 2010 in the Gazette of India on 26<sup>th</sup> July, 2010 and can be accessed on NCTE website ([www.ncte-india.org](http://www.ncte-india.org)). The amended Regulations stipulate that this increase be allowed, without insisting on any corresponding increase in the infrastructure and faculty.

You are, therefore, requested that the intake of students in the approved M.Ed. programme of 25 students may be enhanced to 35 students from the existing session 2010-11 so that a larger number of qualified M.Ed. are available for appointments in the teacher education institutions, in a short time.

With regards,

Yours sincerely,  
  
(Mohd. Akhtar Siddiqui)

The VCs of Universities having approved M.Ed. programme.



### ACADEMIC CALANDER (B. ED. 2012-13)

Sr. No.	Month/Working Days	Activities in Class Room	Practical Work/ Evaluation/Co-curricular Activities	Seminar/Workshop/ Extension Lecture	Days of Celebration	Holiday
	22 Sept. 2012 to 31 Sept. 2012 Academic Days=07	Formal Introduction Nomination of House Incharge Talent Search Programme	Teacher Apptitude Test Formation of students Council	Orientation of Building etc., Syllabus, Rules, Houses, Tutorials		02-Sunday 09-Sunday 16-Sunday 23-Sunday 16-Sunday 30-Sunday
	1 Oct. 2012 to 31 Oct. 2012 Academic Days=29	Regular Class	Cultural Activities Preparation for Youth Festival Seminar by Placement Cell		Gandhi Jayanti Maharshi Valmiki Day Celebration	2-Gandhi Jayanti 7-Sunday 14-Sunday 16-Maharaja Agrasen Jay 21-Sunday 24-Dussehra 27-Id-UI-Juha 28-Sunday 29-Mahrshi Valmiki Birthd
	1 Nov. 2012 to 30 Nov. 2012 Academic Days=21	Regular Class	Release of College Magazine Competitions		Haryana Day Diwali Festival Children's Day Communal Harmony and National Integration	1-Haryana Day 2-Karva Chauth (RH) 4-Sunday 11-Sunday 13-Diwali 14-Vishkarma Day 18-Sunday 25-Sunday 28-Guru Nanak Birthday
	1 Dec. 2012 to 31 Dec. 2012 Academic Days=24	Regular Class	Refresher Party		International Aids Day Human Rights Day	2-Sunday 9-Sunday 16-Sunday 23-Sunday 25-Christmas Day 26-Saheed Udham Singh's 30-Sunday

Cont.....

Sr. No.	Month/Working Days	Activities in Class Room	Practical Work/ Evaluation/Co-curricular Activities	Seminar/Workshop/ Extension Lecture	Days of Celebration	Holidays
	1 Jan.2013 to 31 Jan 2013 Academic Days=13	Regular Class	Micro Teaching Mega Teaching	Demonstration Lesson	Lohri Celebration Republic Day Celebration	1 to-14- Winter Break 18-Guru Gobind Singh 20-Sunday 25-Id-E-Milad (RH) 26-Republic Day 27-Sunday
	1 Feb. 2013 to 28 Feb. 2013 Academic Days=22	1st Discussion Lesson Regular Classes	Teaching Practice 1 day Educational Trip	Health Checkup Camp National Seminar on Moral Education:A challenge in Present Scenario		3-Sunday 10-Sunday 15- Chhotu Ram Jayanti Panchami 17-Sunday 24-Sunday 25-Guru Ravi Dass Ja
	1 Mar 2013 to 31 Mar 2013 Academic Days=23	2nd Discussion Lesson Regular Classes	Competitions Competition by Legal Literacy Cell & Women Cell	Awareness Programme by Legal Literacy Cell Programme on Gender Sensitization by Women Cell	International women's Day Collage Competition Martyrdom Day of Shahid Bhagat Singh	3-Sunday 7-Maharshi Dayanand Jayanti 10-Maha Shivratri (Sun) 17-Sunday 23-Shahidi Diwas of B 27-Sunday 27-Holi 29-Good Friday RH) 31-Sunday
	1 Apr 2013 to 30 April 2013 Academic Days=22	Final Discussion Lesson Regular Classes	Placement Cell Activity Youth Red Cross Activity	Internal Assessment of Compulsory Subjects.	Introduction to Scouting and Guiding	7-Sunday 13-Vaisakhi 14-B.R.Ambedkar Jay 19-Ram Navmi 21-Sunday 24-Mahavir Jayanti 28-Sunday
	1 May 2013 to 31 May 2013 Academic Days=26	House Examination Remedial Teaching	Alumni Meet			5-Sunday 12-Sunday 19-Sunday 25-Budh Purnima 26-Sunday

Sr. No.	Month/Working Days	Activities in Class Room	Practical Work/ Evaluation/Co-curricular Activities	Seminar/Workshop/ Extension Lecture	Days of Celebration	Holidays
	1 Jan. 2013 to 31 Jan 2013 Academic Days=13	Regular Class	Micro Teaching Mega Teaching	Demonstration Lesson	Lohri Celebration Republic Day Celebration	1 to 14- Winter Break 18-Guru Gobind Singh 20-Sunday 25-Id-E-Milad (RH) 26-Republic Day 27-Sunday
	1 Feb. 2013 to 28 Feb. 2013 Academic Days=22	1st Discussion Lesson  Regular Classes	Teaching Practice 1 day Educational Trip	Health Checkup Camp  National Seminar on Moral Education: A challenge in Present Scenario		3-Sunday 10-Sunday 15- Chhotu Ram Jayanti Panchami 17-Sunday 24-Sunday 25-Guru Ravi Dass Jayanti
	1 Mar 2013 to 31 Mar 2013 Academic Days=23	2nd Discussion Lesson  Regular Classes	Competitions  Competition by Legal Literacy Cell & Women Cell	Awareness Programme by Legal Literacy Cell  Programme on Gender Sensitization by Women Cell	International women's Day Collage Competition Martyrdom Day of Shahid Bhagat Singh	3-Sunday 7-Maharshi Dayanand Jayanti 10-Maha Shivratri (Sun) 17-Sunday 23-Shahidi Diwas of B 27-Sunday 27-Holi 29-Good Friday (RH) 31-Sunday
	1 Apr 2013 to 30 April 2013 Academic Days=22	Final Discussion Lesson  Regular Classes	Placement Cell Activity  Youth Red Cross Activity	Internal Assessment of Compulsory Subjects	Introduction to Scouting and Guiding	7-Sunday 13-Vaisakhi 14-B.R.Ambedkar Jayanti 19-Ram Navmi 21-Sunday 24-Mahavir Jayanti 28-Sunday
	1 May 2013 to 31 May 2013 Academic Days=26	House Examination  Remedial Teaching	Alumni Meet			5-Sunday 12-Sunday 19-Sunday 25-Budh Purnima 26-Sunday

Cont.....

Sr. No.	Month/Working Days	Activities in Class Room	Practical Work/ Evaluation/Co-curricular Activities	Seminar/Workshop/ Extension Lecture	Days of Celebration	Holiday
	1 Jun 2013 to 23 June 2013 Academic Days=15	Guidance to Students for B.Ed. Theory Exam.	B.Ed. Farewell Party on 22.06.2013		International Environment Day	2-Sunday 9-Sunday 16-Sunday 23-Sunday
Summer Vacation - June 24, 2013 to Aug 22, 2013						
Total Working Days - 239						
Academic Days (2012-13) - 191						

## ACADEMIC CALANDER (M. Ed. 2012-13)

Vaish College of Education, Rohtak  
Academic Calender M.Ed. 2012-13  
Pre-planning for session 2012-13

Activities to be undertaken	Schedule Date
Day of Admission	6 Dec., 2012
Display of Time-table & other relevant informations for students	10-11 Dec., 2012
Obtaining RollList, Attendance Registers ... Etc from Principal	10 Dec., 2012
Instructions to Faculty by Principal w.r.t. to various academic aspects	15 Dec., 2012
Submission of 1. Research Problem 2. Assignments of 1st Sem, and 2nd Sem. 3. Synopsis 4. Dissertation 5. Field Work	15 March, 2013 & 25 Sept., 2013 25 March, 2013 7 Oct., 2013 7 Oct., 2013
<b>Induction Programme (From Dec. 10, 2012 onwards)</b>	
Addressing students by Faculty in new semester and introduction of staff (Teaching & non-teaching) and students	10 Dec., 2012
Orientation of students for building for including labs., Library, classrooms, office, house and rules of the college etc. and talent research programme.	10 Dec., 2012
Orientation of students for M.Ed. Syllabus. Announcement of activities of Tutorial groups and houses.	11 Dec., 2012
Orientation of students for various compulsory papers/Optional papers (03)	11 Dec., 2012
Orientation of Research Work & Introduction of their respective guides	18 Dec., 2012
Orientation of students for various community based projects, formation of students association council.	18 Dec., 2012
Teaching Aptitude Test and filling up of subject performa.	20 Dec., 2012

**Cont.....**

Sr. No.	Month/Working Days	Activities in Class Room	Practical Work/ Evaluation	Seminar/Workshop/ Extension Lecture	Days of Celebration	Holiday
	1 Apr 2013 to 30 April 2013 Academic Days=23	Presentation of Research Proposal Remedial Teaching Guidance to students for M.Ed. Theory Exams.	Placement Cell Activity Youth Red Cross Activity Field Work (Application of Environmental Awareness Test)		Introduction to Scouting and Guiding	7-Sunday 13-Vaisakhi 14-B.R.Ambedkar Jayan 19-Ram Navmi 21-Sunday 24-Mahavir Jayanti 28-Sunday
	1 May 2013 onwards	Final Examination of M.Ed. 1st Sem. Summer Break				
	Jun 2013	Summer Break - May 22, 2013 to July 15, 2013				
M.Ed. - 2nd Sem. July 16, 2013 to Nov. 30, 2013						
	16 July 2013 to 31 July 2013 Academic Days = 14	Orientaion to Psychological Test	Dissertationa Work Visit to Central Library Application of Psychological Tests (Field Work)	Orientation of Syllabus of lind Sem.		21-Sunday 28-Sunday
	1 Aug 2013 to 31 Aug 2013 Academic Days=23	Regular Class Introduction to Case Study and Creativity	Mehendi Competition Dissertation Work Cultural Activities		Celebration of Teej Independence Day Celebration	4-Sunday 9-Id-ul-Fitta 10-Teej 11-Sunday 15-Independence Day 18-Sunday 25-Sunday 28-Janamashtami

**Cont....**

Sr. No.	Month/Working Days	Activities in Class Room	Practical Work/ Evaluation	Seminar/Workshop/ Extension Lecture	Days of Celebration	Holiday
	1 Apr 2013 to 30 April 2013 Academic Days=23	Presentation of Research Proposal Remedial Teaching Guidance to students for M.Ed. Theory Exams.	Placement Cell Activity Youth Red Cross Activity Field Work (Application of Environmental Awareness Test)		Introduction to Scouting and Guiding	7-Sunday 13-Vaisakhi 14-B.R.Ambedkar Jayanti 19-Ram Navmi 21-Sunday 24-Mahavir Jayanti 28-Sunday
	1 May 2013 onwards	Final Examination of M.Ed. 1st Sem. Summer Break				
	Jun 2013	Summer Break - May 22, 2013 to July 15, 2013				
M.Ed. - 2nd Sem. July 16, 2013 to Nov. 30, 2013						
	16 July 2013 to 31 July 2013 Academic Days = 14	Orientaion to Psychological Test	Dissertationa Work Visit to Central Library Application of Psychological Tests (Field Work)	Orientation of Syllabus of IInd Sem.		21-Sunday 28-Sunday
	1 Aug 2013 to 31 Aug 2013 Academic Days=23	Regular Class Introduction to Case Study and Creativity	Mehendi Competition Dissertation Work Cultural Activities		Celebration of Teej Independence Day Celebration	4-Sunday 9-Id-ul-Fitta 10-Teej 11-Sunday 15-Independence Day 18-Sunday 25-Sunday 28-Janamashtami

**Cont....**

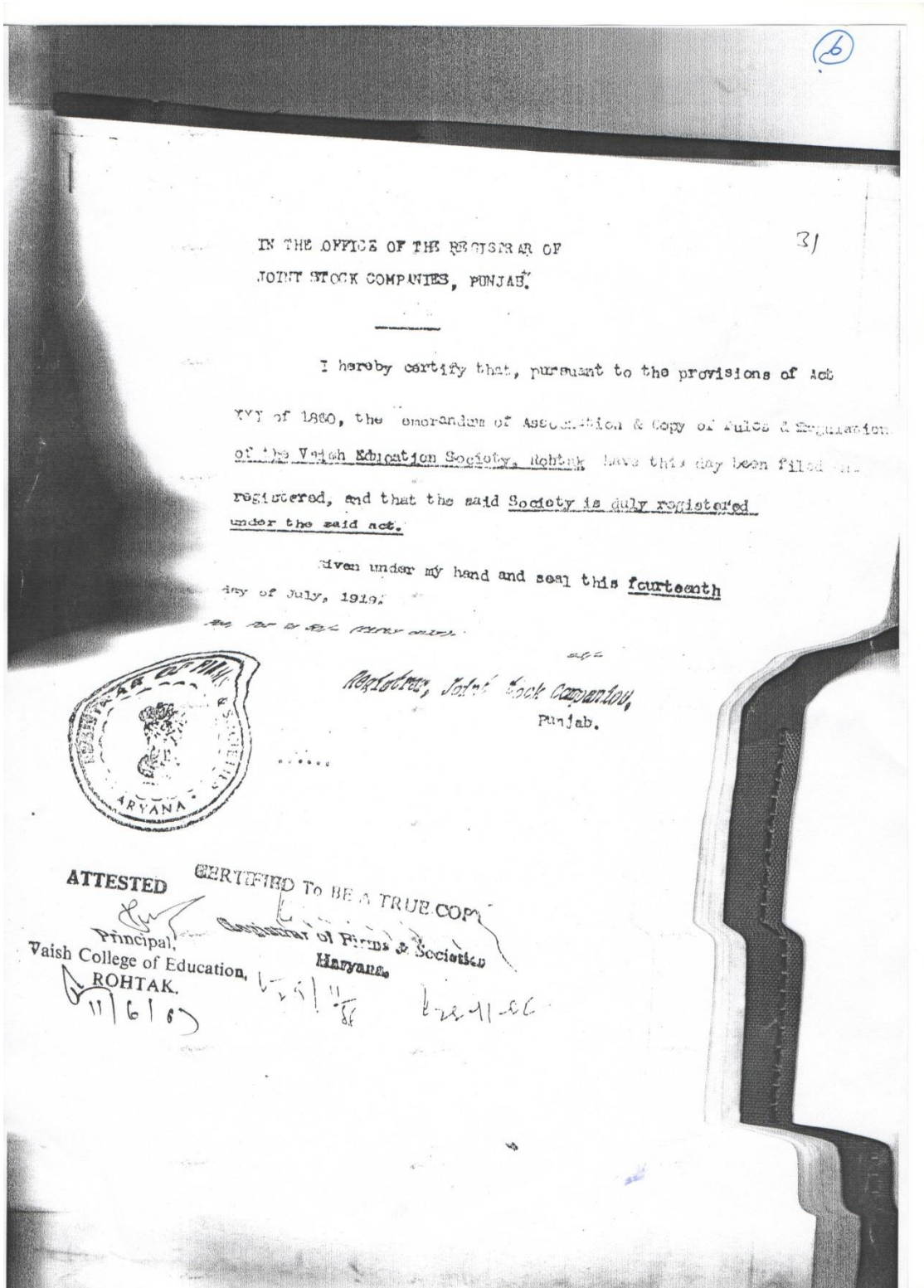
Sr. No.	Month/Working Days	Activities in Class Room	Practical Work/ Evaluation	Seminar/Workshop/ Extension Lecture	Days of Celebration	Holiday
	1 Sept 2013 to 30 Sept 2013 Academic Days=24	Regular Class Introduction to Achievement Test	Dissertation Work Formation of Achievement Test Debate Competition	Extension Lecture on Literacy Day	Teacher's Day Literacy Day Hindi Diwas	1-Sunday 8-Sunday 15-Sunday 22-Sunday 23-Haryana Shahidi Diwas 29-Sunday
	1 Oct 2013 to 31 Oct 2013 Academic Days=23	Regular Class	Presentation of Assignments Submission of Dissertation & Field Work		Gandhi Jayanti Maharshi Valmiki Celebration	2-Gandhi Jayanti 5-Maharaja Aggarsen Jayanti 6-Sunday 13-Dussehra (Sunday) 16-Bakra Id 18-Valmiki Jayanti 20-Sunday 27-Sunday
	1 Nov 2013 to 30 Nov 2013 Academic Days=24	Internal Assessment Test of 2nd Sem. Remedial Teaching	Competitions and Cultural Activities		Haryana Day Diwali Festival Children's Day Communal Harmony and National Integration	1-Haryana Day 3-Diwali (Sunday) 4-Vishkarma Day 10-Sunday 17-Guru Nanak Jayanti (Su) 24-Sunday
<b>Academic Days (2012-13) - 97 (1st Sem.)and 108 (2nd Sem.)</b> <b>Total = 205</b>						



## ***LIST OF PRACTICE TEACHING SCHOOLS***

- 1. Jain Girls Sr. Secondary School, Rohtak**
- 2. Vaish Public School, Rohtak**
- 3. Vaish Sr. Secondary Girls School, Rohtak**
- 4. Vaish Boys Sr. Secondary School, Rohtak**
- 5. Nalanda Public School, Rohtak, Rohtak**
- 6. S. D. Public School Rohtak, Rohtak**
- 7. Gita Vidya Mandir, Rohtak, Rohtak**
- 8. Jain Boys Sr. Secondary School, Rohtak**

# Society Registration & Bye Law



# *Faculty At A Glance*

## **List of Teaching Faculty**

### **B.Ed. (Aided)**

<b>Sr. No.</b>	<b>Name</b>	<b>Qualification</b>
1.	Dr. A.K.Saraswat	M.Sc., M.Ed., Ph.D.(Edu.)
2.	Dr. Manju Jain	M.A. (Hindi) (Music), M.Phil (Edu)
3.	Dr. Taruna Malhotra	M.A. (Hindi), M.ED., Ph.D(Edu.)
4.	Dr. Madhu Sahni	M.Sc (Math)., M.Ed. SLET(Edu),Ph.D. (Edu.)
5.	Ms. Jyoti Ahuja	M.A.(Eng.), M.Ed., M.Sc.(Comp.Sc.) ,M.Phil (Eng.,Edu.) NET ( Edu.) ,Ph.D.(Pursuing),
6.	Ms. Preeti Dahiya	M.A. (Eng.), M.Ed., NET (Edu.), Pre-P.hd.
7.	Dr. Nidhi Kakkar	M.Sc. (Food & Nutrition), M.Ed., Ph.D. (Edu.), NET (Edu,Home Sc.), M.A. (His.)

### **M.Ed. (SELF-FINANCE)**

1.	Dr. Mamta	M.Sc (Math). M.Ed., M.Phil(Maths),NET(Edu),Ph.D. (Maths)
2.	Dr.. Pooja Pasrija	M.Sc (Maths), M.Ed., M.Phil(Edu.),Ph.D.(Edu.),NET(Edu.)
3.	Dr. Kamlesh Dhull	M.A.(Sociology & English),M.Ed.,M.Phil,Ph.D.(Edu.)
4.		

### **B.Ed (SELF-FINANCE)**

1.	Mrs. Meenu Gupta	M.Com., M.Ed.,M.Phil (Edu)
2.	Dr. Anju Sachdeva	M.A.(Hindi), M.Ed.,M.Phil (Edu.),Ph.D.(Edu.)
3.	Dr.Anju Sharma	M.A (English & Sociology), M.Ed, NET (Edu),Ph.D. (Edu.)
4.	Dr. Sudesh Gupta	M.A. (Pol.Sc.& Eng.), M.Ed.,M.Phil.,Ph.D.(Edu.)
5.	Dr. Jyoti Goel	M.A. (Skt.),M.A.(Edu), M.Phil(Edu) , Ph.D.(Edu.)
6.	Mrs. Sunita Aggarwal	M.A. (Eco), M.Ed., ,M.Phil (Edu.)

## **List of Non-Teaching Staff**

<b>Sr. No.</b>	<b>Name</b>	<b>Qualification</b>
1	Sh.Brij Mohan Singla	B.A.-II
2	Sh. Chhote Lal	Matric
<b>List of Non-Teaching Staff(Self- Finance)</b>		
<b>Sr. No.</b>	<b>Name</b>	<b>Qualification</b>
1	Sh. R.C. Gupta	B.A., Certificate Course of Lib. Sc.
2	Ms. Seema Garg	M.Com.,M.Lib.
3	Ms. Pariksha	B.C.A.,M.B.A.,APGDCA
4	Mr. Gourav	M.Com.,M.Lib.
5	Ms. Sapna Gupta	B.Com.,B.Ed.
<b>Peons (Aided)</b>		
<b>Sr. No.</b>	<b>Name</b>	
1	Sh. Ram Dev	
2	Ms. Geeta	Retired on 30.04.2013
3	Sh. Ramesh Kumar	
4	Sh. Pawan Kumar	
<b>Peons (Self-Finance)</b>		
<b>Sr. No.</b>	<b>Name</b>	
1	Ms. Raj Bala	
2	Ms. Tarawati	
3	Ms. Lalita	
4	Ms. Raj Rani	
5	Sh. Vishnu Bansal	
6	Ms. Monika Goel	
7	Ms. Sunita	
8	Sh. Naresh Gupta	
9	Ms. Bharpai	
<b>Two Temporary Sweepers (Self-Finance)</b>		
1	Mr. Ashok	
2	Ms. Kamlesh	

## List of Various Committees

Sr. No.	Club/Committee	Teacher Incharge
1	Admission Committee B.Ed Course	Dr. Jyoti Ahuja Dr. Anju Sachdeva
2	Admission Committee M.Ed Course	Dr. Mamta
3	Time Table Incharge (Academics)	Dr. Jyoti Ahuja
5	Sr. Tutors	Dr. Manju Jain (Gr-1) Dr. Taruna Malhotra (Gr-II) Dr. Anju Sachdeva (Gr-III) Ms. Meenu Gupta (Gr-IV)
6	Cultural Committee	Dr. Nidhi Kakkar
7	Garden Maintenance	Dr. Madhu Sahni
8	Discipline Committee	Ms. Preeti
9	Skill & Teaching Practice	Ms. Jyoti Ahuja
10	Examination	Dr. Taruna Malhotra
11	Attendance	Ms. Jyoti Ahuja
12	Library Committee	Dr. Taruna Malhotra
13	Sports Committee	Dr. Madhu Sahni

14	Extension Lecture	Dr. Taruna Malhotra
17	Media & Press	Ms. Jyoti Ahuja & Ms. Preeti
18	Grievance & Redressal Cell	Dr. Madhu Sahni
19	Guidance, Counselling & Placement Centre	Dr. Taruna Malhotra
20	Seminar Incharge	Dr. Manju Jain
21	Alumni Association	Dr. Manju Jain
22	Science Club	Dr. Anil Kumar Saraswat
23	Mathematics Club	Dr. Madhu Sahni
24	Social Science Club	Dr. Nidhi Kakkar
25	Environmental Club	Dr. Nidhi
26	Language Club	Dr. Manju Jain
27	Legal Literacy Club	Dr. Nidhi
28	Anti Corruption Committee	Dr. Taruna Malhotra
29	Research Committee	Dr. Mamta Dr. Pooja Pasrija

30	RTI Cell	Dr. Madhu Sahni
31	Feed back from students reg. Teaching Learning Process	Dr. Manju Jain
32	Educational Tour & Trip	Dr. Nidhi
33	Women Cell	Dr. Madhu Sahni
34	UGC Committee	Dr. Taruna Malhotra
35	NAAC Committee	Dr. Manju Jain
36	Magazine Committee	Dr. Taruna Malhotra
37	Purchase Committee	Dr. Madhu Sahni
38	SC/ST Cell	Ms. Preeti Dahiya
39	Youth Red Cross	Dr. Manju Jain
40	Research Committee	Ms. Mamta, Dr. Pooja Pasrija

## Student Feedback Forms

VAISH COLLEGE OF EDUCATION  
 ROHTAK, <sup>Haryana</sup> 124001-124001

### Feedback from Students on Course

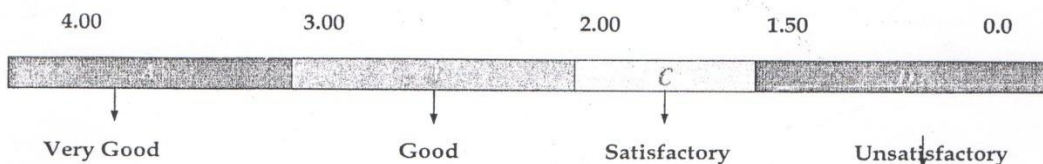
#### Questionnaire No. 1

Programme: B.Ed.

Department: ~~Education~~


Session: 2012-13

Students are required to rate the course on the following attributes using the 4 -point scale shown.



Course- B.Ed

<i>Parameters</i>	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		✓		

 Roll No - 1  
 Signature of Students B.Ed.



VAISH COLLEGE OF EDUCATION  
 ROHTAK, Haryana 124001-124001  
**Feedback from Students on Course**

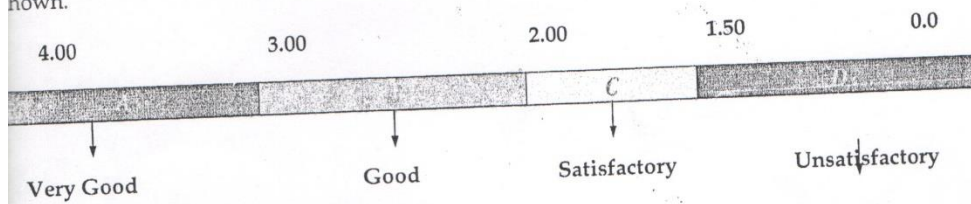
**Questionnaire No. 1**

Programme: B.Ed.

Session: 2012-13

Department: Education

Students are required to rate the course on the following attributes using the 4-point scale shown.



Course- B.Ed

	A Very Good	B Good	C Satisfactory	D Unsatisfactory
<i>Parameters</i>				
Depth of the course content including project work if any	✓			
Extent of coverage of course		✓		
Applicability/relevance to real life situations				
Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	✓			
Clarity and relevance of textual reading material		✓		
Relevance of additional source material (Library)			✓	
Extent of effort required by students	✓			
Overall rating		✓		

*Anil Kumar*  
 Signature of Students

VAISH COLLEGE OF EDUCATION  
ROHTAK, <sup>Haryana</sup> 124001-124001

Feedback from Students on Course

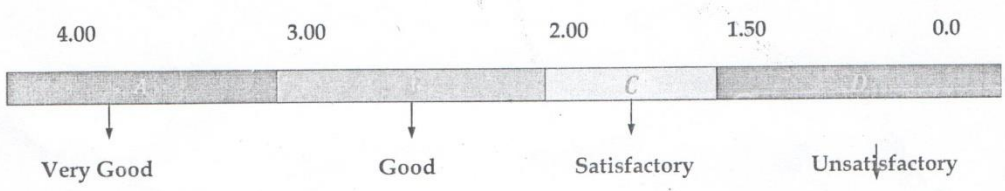
Questionnaire No. 1

Programme: ~~B.Ed.~~ **M.Ed**

Department: ~~Education~~

Session: **2012-13**

Students are required to rate the course on the following attributes using the 4 -point scale shown.



Course- B.Ed

<i>Parameters</i>	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				

*Anil (Roll No. -35)*  
Signature of Students

# Self Appraisal Performa of Staff

## VAISH COLLEGE OF EDUCATION ROHTAK Teacher appraisal Reports (Source: UGC)

Format- 1

### PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

- a) Name : Dr MANJU JAIN
- b) Address (Residential) : 26/20 Mr. R.K.Jain Ph. No. : 8950607560  
26/20 Behind Palace
- c) Designation : Theater Palace Uihar
- d) Department : ASst Prof Rohtak  
- Education
- e) Date of Birth : 7 March 1961
- f) Area of Specialization : Hindi, Psychology, special Edu

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Board	Eng, Hindi, Math, Soc, Home Sci	1976	IInd 53.8
Higher Secondary or Pre-degree	M.D.U	Psy, Sociology, English, Hindi	1977	IInd 52
Bachelor's Degree (s)	M.D.U	Psy, Music, English, Sans	1980	IInd 54.1
Master's Degree (s)	M.D.U Music	Indian music	1982	Ist 60.1
	" " Hindi	Four Sem	1991	IInd 55.8
Research Degree (s)	Bed M.D.U	Teaching Hindi, Sst	1983	IInd 51.71
	M.Ed. "	Psy, Soc	1984	Ist 62.3
Other Diploma / Certificates etc.	m.Phil "	Education	1985	Ist 62.1
	Ph.D "	Research in Education	2007	Awarded

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

Other Diploma	RCI	National Bridge Course	Regu. 1274	23-11-98 23-12-98
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2

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Correlation between achievement and intelligence and in relation to <del>extrovert</del> extrovert.	M.D.U Rohtak
Ph.D.	Effect of individualized training programme	M.D.U Rohtak
Post-Doctoral M.ed	A study of Creativity in relation to personality traits	M.D.U Rohtak
Publications (give a list separately)	List- Attached (A)	
Research Guidance (give names of students guided successfully)	List Attached (B)	Vaish college of edu Rohtak M.D.U Rohtak
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 <u>C</u>	

3

iii) Teaching Experience

Courses Taught	Name of the University/ College/ Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	B.ed ① Vaish Arya Shiksha Mahila Mahavidyalaya Bahadurgarh	16 Aug 1998 to <del>17 July 2008</del> <sup>17 July</sup> 2008.
v) P.G. (M.A./ M.Sc., etc.)	B.ed ② Vaish College of Edu Rohatek	7 July 2008 to till Continue
vi) M.Phil		
vii) Any other	As per mentally Handicapped Institute Rohatek	1 Aug 1986 to 16 Aug 1998 F.N

Total Teaching Experience : 26 years 9 Month

a) Under-graduate (Pass) : 14 years 9 month (B. Ed college)

b) Under-graduate (Hons):

c) Post-graduate :

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum yes
- b) Teaching methods yes
- c) Laboratory experiments yes
- d) Evaluation methods yes
- e) Preparation of resource material  
Including books, reading materials,  
Laboratory manuals etc. yes
- f) Remedial Teaching / Student Counseling (academic) yes.
- g) Any Other :- As per Need (requirement)

9

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work  
such as values of National Intégration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.

1995, under Red-Cross Society

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

12 years devoted for Institute for Alban Mentally Handicapped  
Institute (Rontak)

b) Co-curricular Activities - yes

• Different co-curricular Activities done for Mentally Handicapped children  
• Convener (Youth festival and college Activities) 2008-2009  
2009-2010  
2010-2011  
2011-2012

c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

yes

e) Membership/Participation in Bodies/Committees on Education and National Development

No

f) Professional Organization of Teachers.

yes

3

E. (a) Membership of Professional Bodies, Societies etc.

No

(b) Editorship of Journals

No

F. Any other information

Mandju Jain  
(Signature of the Teacher)  
Dr Mandju Jain (Asst. Prof.)  
Vaish College of Edu  
Rohtak

Format- 2

PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS

A. General Information

- a) Name *Dr. MAHJU JAIN*
- b) Date of Birth *7 March 1961*
- c) Address (Residential) *W/o Mr. R.K Jain  
26/20 Behind Palace theatre  
Palace Vihar Roharkh* Ph.No. *08950607560*
- d) Designation *ASST Prof*
- e) Department *Education*
- f) Area of Specialization *Psychology, Hindi, special edu.*
- g) Date of Appointment
  - (i) in the institution
  - (ii) in the present post *7 July 2008*
- h) Honors Conferred

*List Attached "D"*

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
<i>B.Ed</i>	(1)	(2)	(3)



7

i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			Taken Extra classes to for teaching of periods missed due to some season.
ii) PG (M.A./M.Sc.etc.) M. Ed.	18	—	
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

NO

(ii) Internal Evaluation

YES.

(iii) Paper Setting

Yes, setting of paper in June 2013

(iv) Assessment of Home assignments

Yes

(v) Conduct of Examinations

Yes, House Examination Incharge in 2011-2012 in M.Ed deptt.

(vi) Evaluation of Dissertation etc.

NO.

8

- a) Design of curriculum - yes
- b) Teaching methods yes
- c) Laboratory experiments - yes. Psychological
- d) Evaluation methods - yes.
- e) Preparation of resource material including books, reading materials, laboratory manuals etc. yes
- f) Remedial Teaching / Student Counseling (academic) yes
- g) Any other AS per requirement

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.  
yes (list Attached)  
A, B, C, D

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			
Ph.D.			

b) No. of research papers published (please enclose list)

List Attached

c) Research Projects:

Title of the Project	Name of the funding agency	Duration
/	No	/

d) Details of Seminars, Conferences, Symposia organized

Yes

e) Patents taken, if any, give a brief description

No

f) Membership of Professional Bodies, Editorship of Journals etc.

No

F. Extension Work/Community Service

a) Please give a short account of your contribution to:

10

- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.  
*Worked 1995 with Indian Red-Cross Society*
- 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.

No

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution  
*12 years devoted for Institute for Asian Mentally Handicapped Institute (Rohatki)*
- b) Different Co-curricular Activities done for Mentally Handicapped children - 2008-2009  
*Convenor (Youth Festival and College) 2009-2010*  
*2010-2011*  
*2011-2012*

c) Enrichment of campus life (hostels, sports, games, cultural activities)

d) Students welfare and Discipline

yes

e) Membership/Participation in Bodies/Committees on Education and National Development

No

f) Professional Organizations of Teachers

**H. Assessment**

- a) Steps taken by you for the evaluation of the course programme taught
- I. General Data *Feed back from students, teachers stakeholders and and improving in self.*

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

11

*Manoj Kumar*  
(Signature of the Teacher)

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

*Anil Kumar*  
(Signature of the Person authorized\*)

\*By a person to be nominated by Principal/Vice-Chancellor.

### List A

Research Papers Published/Accepted/Communicated/presented:

1. 'A Study of Different Levels of Mental Retardation', Journal of Disabilities and Impairment, Vol.13, No. 1&2, 1999 pp. 52-57.
2. 'A Study of Problems of Parents About their Mentally Retarded Children With Spastic Cerebral Palsy', Journal of Disabilities and Impairment, Vol.16, No 2, 2002 pp. 123-128.
3. 'Attitudes and Problems of Working and Non-working Mothers about their Mentally Retarded Children with Spastic Cerebral Palsy', Journal of Psycho-Lingua, Vol. 34, No.1, 2003 pp. 43-46.
4. 'Mental Retardation: Identification and Prevention', Journal of Educational Review, Vol. 46, No.11, 2003 pp. 9-12.
5. 'A Study of Attitudes of Parents towards their Mentally Retarded Children with Spastic Cerebral Palsy', Journal of Recent Researches in Education and Psychology, Vol.10, 2005 pp. 14-17.
6. 'Effect of Music Therapy on Mentally Handicapped Children: An observation', Journal of Rehabilitation Council of India, Vol.1, 2005 pp. 33-37
7. 'How to Manage Behavioural Problems in Mentally Challenged Individuals', Journal of Education New Horizons, Vol. 01 No. 06, 2005 pp. 2-10.
8. 'Assessing Needs of Fathers and Mothers having Mentally Challenged Children', Journal of Disabilities and Impairments, Vol. 19 (2), 2005 pp. 119-128.
9. 'Early Intervention for Developmental Delayed Infants', Edutracks Vol.4 (9), 2005 pp.18-20.
10. 'Needs of Parents having Mild and Moderate Mentally Retarded Children', Journal of Community Guidance & Research, Vol. 23(1), 2006 pp.122-128.
11. 'A Study of Misconceptions Among the Parents having Children with Mental Retardation in their Demographic Variables', Journal of Rehabilitation Council of India, Vol. ( ), 2006 pp.
12. Chapter:- "Early intervention for infants with development delays" Perspectives on special Education Vol, pp. 57-59 year.
13. Effect of Individualized educational programme on personal and social skills among mentally challenged children global evolution Vol 2, issue 1 (Jan-June 2011)
14. Effect on Academic and occupational skills among mentally challenged children: International journal of education and management studies, Vol.2(1), PP.7-12

dist B

(B)

A list of Dissertation Topics  
Vaish College of Education, Rohtak  
2008-09

- ❖ A comparative study of effectiveness of Lecture method & programmed instruction in terms of achievement in biology of 9<sup>th</sup> Class students.
- ❖ A study of the values of college students of Rohtak city.
- ❖ A comparative study of vocational Interest among Sr. Sec. School students in relation to certain demographic variables
- ❖ A study of attitude and awareness of B.Ed. students towards AIDS

A list of Dissertation Topics  
Vaish College of Education, Rohtak  
2009-10

- ❖ Assessing needs of siblings with mentally challenged children
- ❖ Teaching competency of B. Ed. students in relation to their Emotional Intelligence
- ❖ माध्यमिक स्तर के छात्रों का पर्यावरण शिक्षा का उनके आर्थिक, सामाजिक एवं लिंग के आधार पर अभिवृत्तियों का अध्यय

12

A list of M.Ed. Dissertation Topics  
Vaish College of Education, Rohtak  
2010-11

- ❖ A comparative study of adjustment between normal and disabled children in inclusive setting.
- ❖ A study of attitudes of regular teachers towards inclusive education for intellectually challenged children.
- ❖ Job satisfaction among lecturers teaching in self-financing college of education in relation to socio-demographic variables
- ❖ असक्षम विद्यार्थियों का समेकित शिक्षा में समाजिक स्वीकृति का अध्ययन।
- ❖ A study of attitude of senior secondary school teachers towards their teaching profession.

A list of M.Ed. Dissertation Topics  
Vaish College of Education, Rohtak  
2011-12

- ❖ A study of Parental Encouragement among the Senior Secondary school students in relation to their Academic Achievement
- ❖ A study of self concept of normal and disabled students in inclusive setting .
- ❖ A study of memory of slow learners in relation to gender and locality.
- ❖ A study of adjustment among disabled and normal children in inclusive setting.
- ❖ भावात्मक बुद्धि एवं दबाव के संदर्भ में वरिष्ठ माध्यमिक विद्यालय के छात्रों एवं छात्राओं की शैक्षिक उपलब्धि का अध्ययन।



13

### LIST C

#### SEMINARS / REFRESHER COURSES/ WORKSHOPS ATTENDED

1. Attended the workshop on "MENTAL RETARDATION" at RCIMHC, Rohtak from 6<sup>th</sup> to 8<sup>th</sup> March, 1989.
2. Attended the refresher course for Professionals Working With the Mentally Retarded Persons, at Rohtak from 25<sup>th</sup> Feb. 1991 to 7<sup>th</sup> March 1991.
3. Participated in BASIC COACHES TRAINING CLINIC for the benefit of citizens with Mental Retardation from 3<sup>rd</sup> to 5<sup>th</sup> January, 1992.
4. Participated in the workshop Puppets Making and Manipulation" for the use Mentally Handicapped Children at RCIMHC, Rohtak from 14<sup>th</sup> to 15<sup>th</sup> April, 1995.
5. Participated in the workshop "Recent Trends in the Habilitation of Mentally Handicapped Persons" at RCIMHC, 28<sup>th</sup> to 29<sup>th</sup> Oct., 1995.
6. Participated in the workshop "Training Program in the Behavioral Assessment and Management of Mentally Handicapped Individuals and their Families" at Rohtak 19<sup>th</sup> to 21<sup>st</sup> Aug. 1997.
7. Attended the workshop on Identification Assessment and Intervention for Development at risk Infant and toddlers at Red Cross Institute for Mentally Handicapped Children (RCIMHC), Rohtak from 26<sup>th</sup> Oct. 1998.
8. Attended the 'National Program of bridge course' in the field of Mental Retardation and Associated Disabilities (RCIMHC) Rohtak from 23<sup>rd</sup> Nov 1998 to 23<sup>rd</sup> Dec. 1998.
9. Participated in the Third National and First International Conference on Strategy: Education at A.I.A.T.E, New Delhi 22Dec. – 23 Dec., 2002.
10. Attended the State Level Seminar on Pedagogical Analysis of Teaching at Hindu College of Education, Sonapat from 18<sup>th</sup> to 19<sup>th</sup> July 2003.
11. Participated in State Level Workshop on "Pedagogical Analysis of the Contents in teaching subjects" on 24-25 Sep. 2003.
12. Participated in State Level Training Programme on "Teaching Learning Process" at C.R. College of Education Rohtak from 11-18<sup>th</sup> Oct. 2004.
13. Attended the National Workshop on Towards Facing Challenges of the Mentally Challenged. Their Ache and its Alleviation" at Sharavan Institute of Special Education and Research, Rohtak from Feb. 12-13, 2005.
14. Attended the continuing Rehabilitation education programme at 'sharvan centre for the Rehabilitation' of mentally challenged Adult person, Rohtak from 15-02-07 to 19-02-07 in the area of integrated and inclusive education.
15. Participated in 4 weeks Orientation programmed from 17-06-2009 to 14-07-2009 and obtained Grade A at Guru Jambeshwar University of science and Technology (Hisar).

- 166
16. Attended one day divisional level seminar organized by the India Red-cross Society at G.V.M. girls college Sonipat from 24-02-2011.
  17. Participated in National Curriculum Frame work for Teacher Education, at Maharshi Dayanand University, Rohtak from Feb. 26-27 2011.
  18. Participated in UGC 3 week refresher course programme from 1 July 2011 to 21 July 2011 and obtained grade A at Guru Jambheshwar University of science and Technology (Hisar).
  19. Attended in NAAC sponsored one day state level sensitizing workshop process of Accreditation on 8<sup>th</sup> Nov. 2011 at Bhagat Phool Singh Mahela Vishwavidyalaya Khanpur kalan, Sonipat.
  20. Attended two days faculty development programme on "Transforming Teacher Education: Crafting directions for change at Amity institution of Education, New Delhi from 10<sup>th</sup> and 11<sup>th</sup> December 2012.
  21. Attended one day community health camp organized by Youth Red Cross Committee at Maharshi Dayanand University, Rohtak from 17-03-2012.
  22. participated in 'The Haryana state Bhart Scouts and Guidesat Vaish college of Education, Rohtak from 4/4/13 to 6/4/13.

#### **Papers presented**

1. Presented a paper on topic Behavioural Problems in Mentally challenged children at Government College of Education, Bhiwani from 17-18 Feb., 2010.
2. Presented a paper on topic 'Teacher preparation for promoting Inclusive Education' at B.P.S. Mahila Vishvidayalya Khanpur Kalan, Sonipat (Haryana) from 26-27 March 2010.
3. Presented a paper in UGC sponsored National seminar on 'Recommendations of National knowledge commission' prospects, possibilities and issues' at Sohhan Lal DAV College of Education Ambala from Dec 15, 2010.
4. Presented a paper in HEC sponsored National seminar on topic 'Developing to inclusive facties role of teachers and teacher education at Gaur Brahman College of Education, Rohtak Feb. 11-12, 2012.
5. Presented a paper in International seminar on topic 'Facilitation : a boon for interactive teaching' at C.R. College of Education, Rohtak Mar. 24-25, 2012.
6. Presented a paper on Topic "Moral Education: A challenge in present Scenario at Vaish College of Education, Rohtak from 23-24<sup>th</sup> Feb 2013.

LIST D



**OTHER INFORMATION / AWARDS**

1. Awarded by Indian Red Cross Society for valuable services rendered to mentally handicapped persons at RCIMHC, Rohtak during the year 1991.
2. Awarded for valuable services rendered to the Red Cross in Rohtak by District Branch, Rohtak on 8<sup>th</sup> May 1993.
3. Awarded for the Meritorious work for a Base Line Survey held by HRDFA for its project Family Welfare and MCH Services (Sanctioned by Ministry of Health and family welfare, Govt. of India) on 1<sup>st</sup> Jan. 1995.
4. Got the first Prize in 'Low Cost Teaching Aids Competition' in 1995 at RCIMHC, Rohtak.
5. Awarded for the Best Services and Achievements in the domain of the Red Cross, Mentally Handicap in Haryana State in the year 1995-1996.
6. Awarded for the Excellent Work in the field of Music, Dance and Hostel Supervision for RCIMHC, Rohtak in 1997-1998.
7. Awarded by Maharshi Dayanand University, Rohtak for her services rendered for the upliftment of cultural activities among students during the Youth Festivals 2008-09.
8. Awarded by Maharshi Dayanand University, Rohtak for her services rendered for the upliftment of cultural activities among students during the Youth Festivals 2009-10.
9. Awarded by Maharshi Dayanand University, Rohtak for her services rendered for the upliftment of cultural activities among students during the Youth Festivals 2010-11.
10. Awarded by Maharshi Dayanand University, Rohtak for her services rendered for the upliftment of cultural activities among students during the Youth Festivals 2011-12.
11. The Haryana state Bhart Scouts and Guides appreciation certificate for organizing introductory course in scouting and guiding 2012-2013.

①

**VAISH COLLEGE OF EDUCATION  
ROHTAK**

**Teacher appraisal Reports  
(Source: UGC)**

**Format-1**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

a) Name: Pooja

b) Address (Residential): 99L, Model Town  
Rohtak, Haryana

Ph. No.: 01262-211703

c) Designation: Assistant Prof.

d) Department: Education Deptt.

e) Date of Birth: 18-09-1976

f) Area of Specialization: Research Methodology, Edu. Technology  
Special Education/Inclusive Education

**A) Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	H. B. S. E. Bhiwani		1991	Ist (64%)
Higher Secondary or Pre-degree	H. B. S. E. Bhiwani	Hindi, Eng. Psy, Math. Eco	1993	Ist (73.4%)
Bachelor's Degree (s)	M. D. U. Rohtak	Hindi, Eng. Psy, Math.	1996	Ist (76.5%)
Master's Degree (s) M. Sc. (Mathematics)	G. J. U. Hisar	Applied Mathematics	1998	Ist (76%)
Research Degree (s) B. Ed.	M. D. U. Rohtak	Education	1999	Ist (66%)
Other Diploma / Certificates etc. M. Ed.	M. D. U. Rohtak	Education	2002	Ist (68%)
* 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. D. U. Rohtak	Education	2007	Ist (65.2%)
Ph. D.	M. D. U. Rohtak	Education	2011	

NAAC for Quality and Excellence in Higher Education 116

Net (Education) Dec 2011 & June 2012 qualified

Foundation Course in Education of Children with Disabilities from IGNOU, New Delhi in 2011

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Study of Risk Taking Behaviour among adolescents in relation to creativity, types of schools, legal	Kurukshetra University
Ph.D.	Relative effectiveness of Cooperative Learning Strategies on Mathematical Achievement and selection among school students at various levels of Intelligence	M. D. U. Rohtak
Post-Doctoral		
Publications (give a list separately)	List Attached (A)	
Research Guidance (give names of students guided successfully)	Manita } Seema } M.Ed Anita } (2011-2012) Vinay }	Vaish College of Education M. D. U. Rohtak affiliated to M. D. U. Rohtak
Training (please specify)	Anil, Raavi, Manita, Rajani	M.Ed. 2012-2013

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 (B)	

iii) Teaching Experience

Courses Taught	Name of the University/ College/ Institution	Duration
iv) U.G. B.Ed. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Vaish College of Education, Rohtak	25/10/2007 to 31/8/2011
v) P.G. M.Ed. (M.A./ M.Sc., etc.)	Vaish College of Education, Rohtak	1/9/2011 to till date
vi) M.Phil		
vii) Any other T.G.T (Maths) at High School	Geeta Vidya Mandir High School, Patel Nagar, Rohtak	1/4/2000 to 31/9/2007

Total Teaching Experience : 11 years 6 months 5 days

a) Under-graduate (Pass) : B.Ed. — 3 years 10 months 5 days

b) Under-graduate (Hons): M.Ed. — 1 year 3 months

c) Post-graduate : T.G.T. High School — 6 years 6 months

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum —
- b) Teaching methods using integrated methods in class.
- c)  Laboratory experiments. Yes
- d) Evaluation methods —
- e) Preparation of resource material including books, reading materials, Laboratory manuals etc. Yes, Achievement Test and instructional material prepared for IX class Mathematics
- f) Remedial Teaching / Student Counseling (academic) Yes
- g) Any Other

4

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work 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 5 years of school teaching and mathematics coaching to IX and X class students

b) Co-curricular Activities Participated in different competitions held among staff at college level.

c) Enrichment of Campus Life (Hostels, sports, games, cultural activities) ✓

d) Students Welfare and Discipline ✓

e) Membership/Participation in Bodies/Committees on Education and National Development —

f) Professional Organization of Teachers. —

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E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

*Pooja*  
(Signature of the Teacher)

(Dr. POOJA PASRIJA)

Asst. Prof.

Vaish College of Education  
Rohtak

Class	Periods	Actual work done	Reason for the absence of periods



Format- 2

PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS

A. General Information

- a) Name *Pooja*
- b) Date of Birth *18/09/1976*
- c) Address (Residential) *99 L, Model Town, Rohtak, Haryana* Ph.No. *01262-211703*
- d) Designation *Assistant Professor*
- e) Department *Education Deptt.*
- f) Area of Specialization *Research Methodology, E.T., Special Education/Inclusive Education*
- g) Date of Appointment
- (i) in the institution *25/10/2007*
- (ii) in the present post *1/9/2011*
- 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)

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Manual for Self-appraisal of Teacher Education Institutions

i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.) M. Ed.			
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 NO

(ii) Internal Evaluation YES

(iii) Paper Setting Yes, setting of paper in June 2013

(iv) Assessment of Home assignments Yes

(v) Conduct of Examinations Yes, House Examination Incharge in 2011-2012 in M.Ed deptt.

(vi) Evaluation of Dissertation etc. NO.

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C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum —
- b) Teaching methods Using Integrated Methods in class
- c) Laboratory experiments Yes
- d) Evaluation methods —
- e) Preparation of resource material including books, reading materials, laboratory manuals etc. Yes, Achievement Test and Instructional material prepared for IX class Mathematics
- f) Remedial Teaching / Student Counseling (academic) YES
- g) Any other —

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 (B)

9

**E. Research Contributions:**

a) Number of students (M.Phil./ Ph.D.)

NO

	At the beginning of the year	Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list)

list Attached (A)

c) Research Projects:

Title of the Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

NO

e) Patents taken, if any, give a brief description

NO

f) Membership of Professional Bodies, Editorship of Journals etc.

NO

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**F. Extension Work/Community Service**

- a) Please give a short account of your contribution to:
- i) Community work 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. —

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution *5 years of school teaching and Mathematics coaching to VIII and IX classes.*
- b) Co-curricular activities *Participation in different competitions held among staff at college level.*
- c) Enrichment of campus life (hostels, sports, games, cultural activities) ✓
- d) Students welfare and Discipline ✓
- e) Membership/Participation in Bodies/Committees on Education and National Development —
- f) Professional Organizations of Teachers —

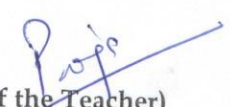
**H. Assessment**

- a) Steps taken by you for the evaluation of the course programme taught *taking feedback from students, teachers and other stakeholders and improving in self accounts that.*



**I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

  
(Signature of the Teacher)

**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 Person authorized\*)

\*By a person to be nominated by Principal/Vice-Chancellor.

**3. Value Framework for Assessment of Higher Education Institution\* and Suggested Parameters**

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> <li>⇒ More access with equity</li> <li>⇒ Developmental thrust in identification of research areas and academic programmes</li> <li>⇒ Community engagement</li> </ul>
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>⇒ Development of generic skills</li> <li>⇒ Development of application skills</li> <li>⇒ Development of life skills</li> </ul>
3. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>⇒ Value integration in academic programmes</li> <li>⇒ Value integration in management practices</li> <li>⇒ Value inculcation through co-curricular and extra-curricular activities</li> </ul>
4. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>⇒ For enrichment of learning</li> <li>⇒ For increasing the access-online programmes</li> <li>⇒ For system management</li> </ul>
5. Quest for Excellence	<ul style="list-style-type: none"> <li>⇒ Development of benchmarks of excellence</li> <li>⇒ Best Practices application</li> <li>⇒ Institutionalization of continuous improvement systems</li> </ul>

*\* The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.*

## List (A)

13

### Research Paper/Article Published

#### At National Level

1. Effectiveness of Co-operative Learning Strategy (STAD) on the Mathematical Achievement and Retention among Ninth Graders in relation to their Intelligence, The Educand, Journal of Humanities and Social Sciences, July-Dec. 2012, Vol.2(1), pp. 19-34.
2. Teacher Competencies In The Era Of Inclusion: A Glimpse, Journal of Global Research & Analysis, June, vol.1(1), pp. 151-159.
3. Effect of Cooperative Learning on High School Students' Mathematical achievement and retention using TAI and STAD methods, Indian Journal of Psychology and Education, Jan. 2012, Vol. 2(1), pp. 75-86.
4. A Study of Contemporary Values Manifested in School Teachers in Relation to their Locality and Qualifications, Journal of Educational & Psychological Research, Vol.2(1), Jan. 2012, pp.62-68.
5. Co-operative Learning : An Efficient Technique to Convert Students into Active Learners in Classrooms, Mier Journal of Educational Studies, Trends And Practices, Vol.2(1), May 2012, pp.21-33.
6. Job Satisfaction of Secondary School Teachers in Relation to Some Demographic Variables: A Comparative Study, JERSD, Jan 2012, pp.8-18.
7. Effectiveness of Co-operative Learning Strategy (STAD) on the Mathematical Achievement and Retention Among Ninth Graders in Relation to Their Intelligence, The Educand, Journal of Humanities and Social Studies, July- Dec. 2012 , Vol.2(1).
8. Understanding Inclusive Education From Theory to Practice, Maa Omwati Journal of Educational Research & Development, Vol.3(1), July 2011- June 2012, pp.1-6.

#### At International Level

1. Individualized Educational Programme (IEP): Effect on Academic and Occupational Skills among Mentally Challenged Children, International Journal of Education & Management Studies, 2012, Vol.2 (1), pp.7-12.
2. A Study of Values Manifested Among Secondary School Teachers in Relation to Some Demographic Variables, Academecia: An International Multidisciplinary Research Journal, Vol.2 (2), February 2012, pp. 111-121.
3. Team Assisted Individualisation (TAI): Impact on Achievement and Retention in Mathematics, Learning Community: An International Journal of Education and Psychology, Vol.3 (2), Dec. 2011, pp.385-393.
4. Cooperative Learning versus Traditional Learning: Effect on Achievement in Mathematics, New Frontiers in Education, Vol.44 (4), Oct.-Dec. 2011, pp.427-436.



List (B)

14

## Seminars/Workshops Participated

### At National Level Participated

1. Participated in HEC sponsored National Workshop on Co-operative Learning and Constructive Approach in Education held at Gaur Brahman College of Education, Rohtak on March 6, 2013.
2. Participated in the Two Day Orientation programme on National Curriculum Framework for Teacher Education organized by the Deptt. of Education, M.D.U. Rohtak on February 26-27, 2011.
3. Participated in National Seminar-cum-Workshop on Professional Ethics and Accountability in Teacher Education held at Ch. Kapoori Ram College of Education, Panipat on 23-24 January 2010.
4. Participated in U.G.C. sponsored National Workshop on 'Development of Competencies in Teaching Learning Mathematics Through 'Origami' and 'Animation' held at Sohan Lal D.A.V. College of Education on March 6-7, 2009.
5. Participated in U.G.C. sponsored National Seminar on 'Construction and Standardization of Research Tools in Social Sciences' held at Sohan Lal D.A.V. College of Education on November 25-26, 2008.

### Paper presented

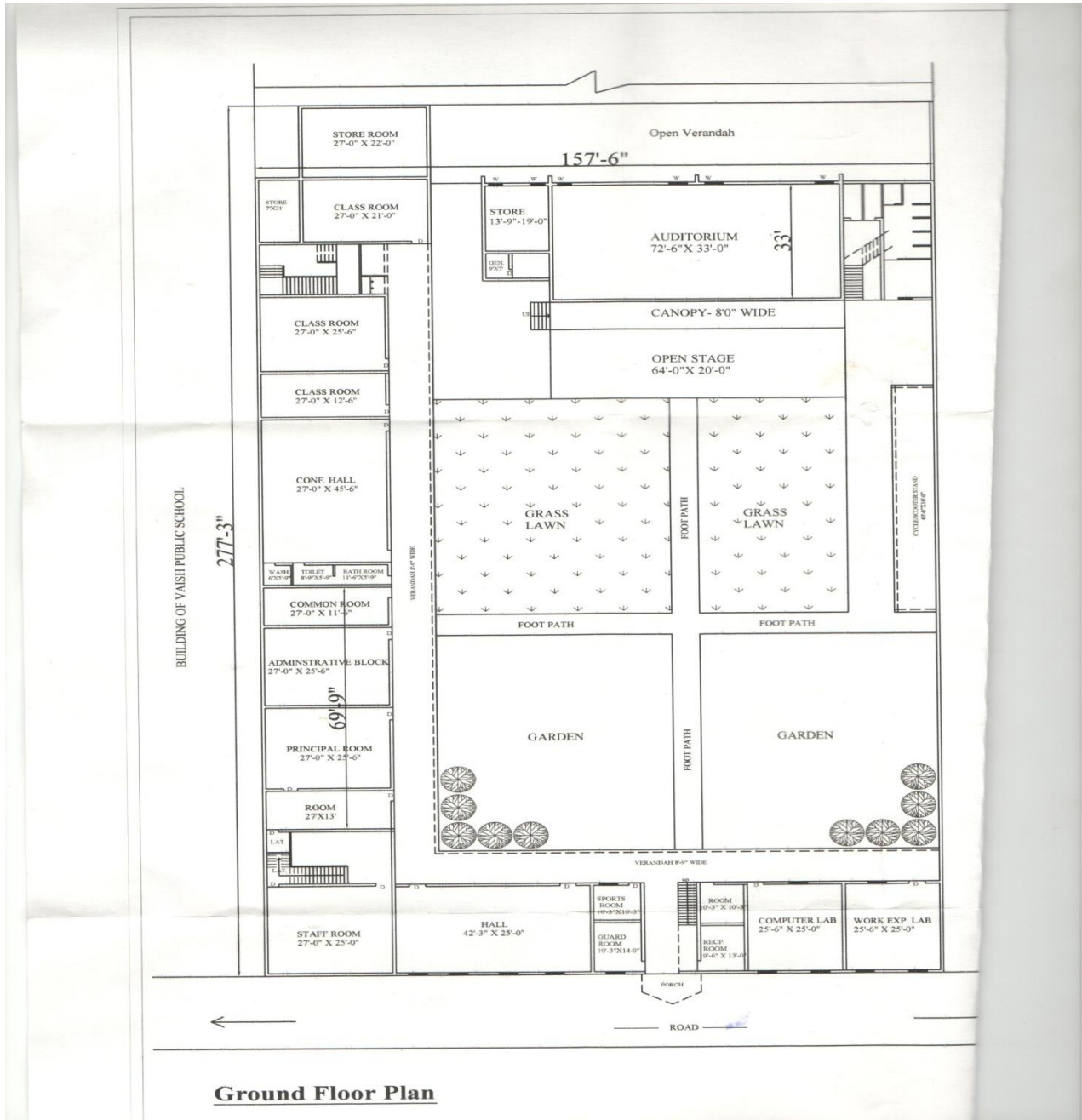
6. Presented the paper entitled 'Existing Values Among School Teachers: A Vital Study' at National Seminar on Moral Education : A Challenge in Present Scenario, organized by Vaish College of Education, Rohtak on February 23<sup>rd</sup> -24<sup>th</sup>, 2013.
7. Presented the paper entitled 'Promoting Inclusion through Teacher Education: Novel Approaches and Practice' at Two days Seminar on Revitalizing Teacher Education organized by Deptt. of Education, M.D.U. Rohtak on March 10 & 11, 2012.
8. Presented the paper entitled 'Academic Stress & Sources' in National Seminar on Academic Stress, Sources, Consequences & Management organized by the S.S. College of Education, Gohana on 12<sup>th</sup> June, 2011.
9. Presented the paper entitled 'Inclusive Education: Widening the Circle' in National Seminar on Emerging Challenges in Education organized by the Vikramaditya College of Education, Morkheri, Rohtak on 4<sup>th</sup> June, 2011.
10. Presented the paper entitled 'Teacher Competencies in the Era of Inclusion' in HEC Sponsored National Seminar on Multi Disciplinary Approach in Inclusive Education held at Gaur Brahman College of Education, Rohtak on February 11-12, 2012.
11. Presented the paper entitled 'Cooperative Learning: A Significant Determinant for Students Achievement in Mathematics' at the Seminar Organised by Deptt. of Commerce, M.D.U. Rohtak, Sponsored by ICSSR, NWRC, Chandigarh from 27<sup>th</sup> to 28<sup>th</sup> March, 2010.

### At International Level

#### Paper presented

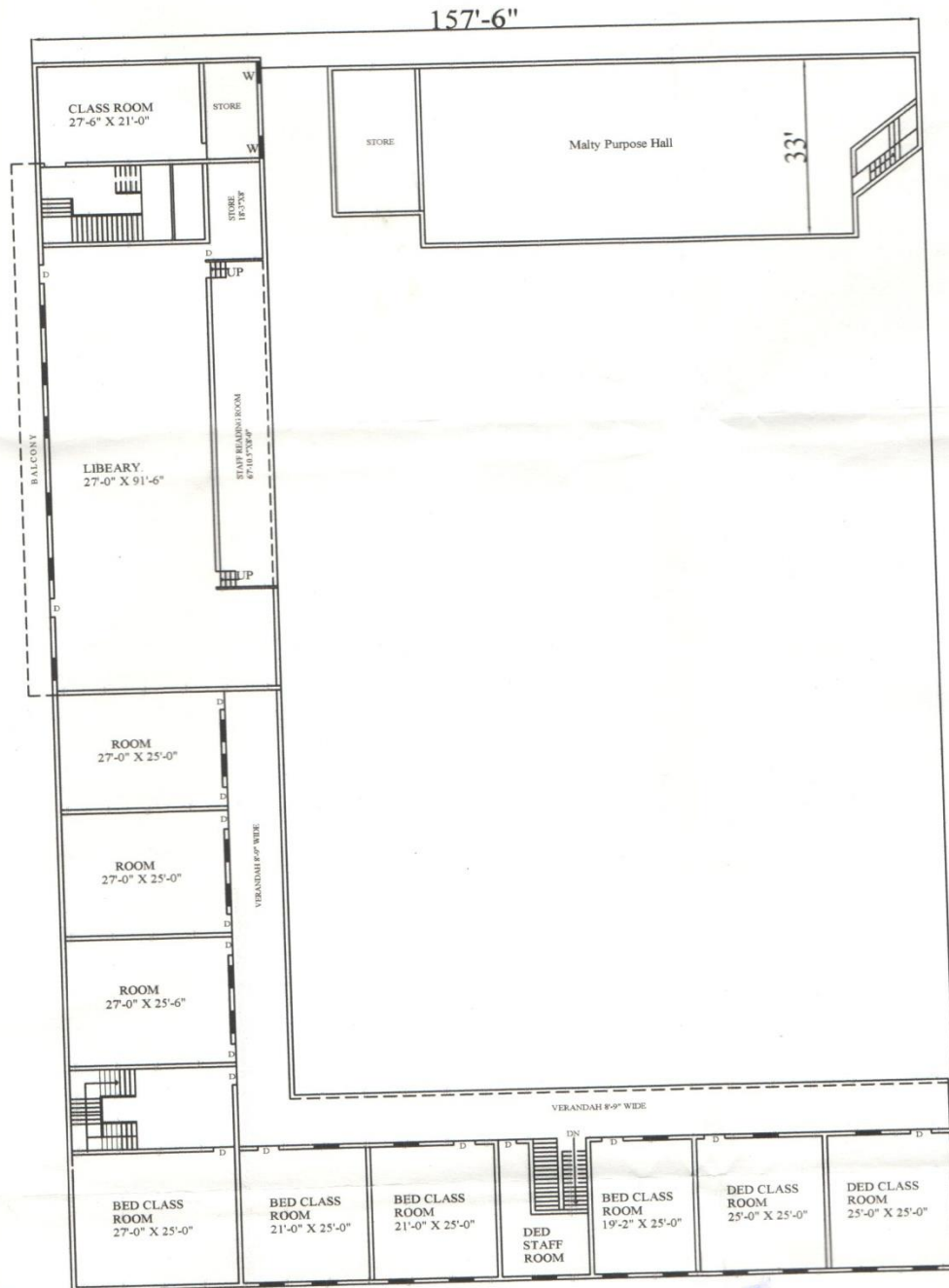
1. Presented the paper entitled 'Cooperative Learning: A Successful Practice to Transform Our Students into Active Learners' at International Seminar on Educational Psychology-An Innovative Approach in Teaching-Learning Process organized by C. R. College of Education, Rohtak on March 24<sup>th</sup> -25<sup>th</sup>, 2012.

# Building Plan



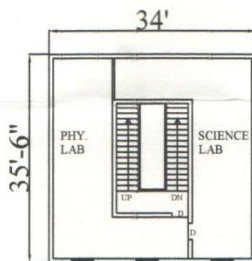
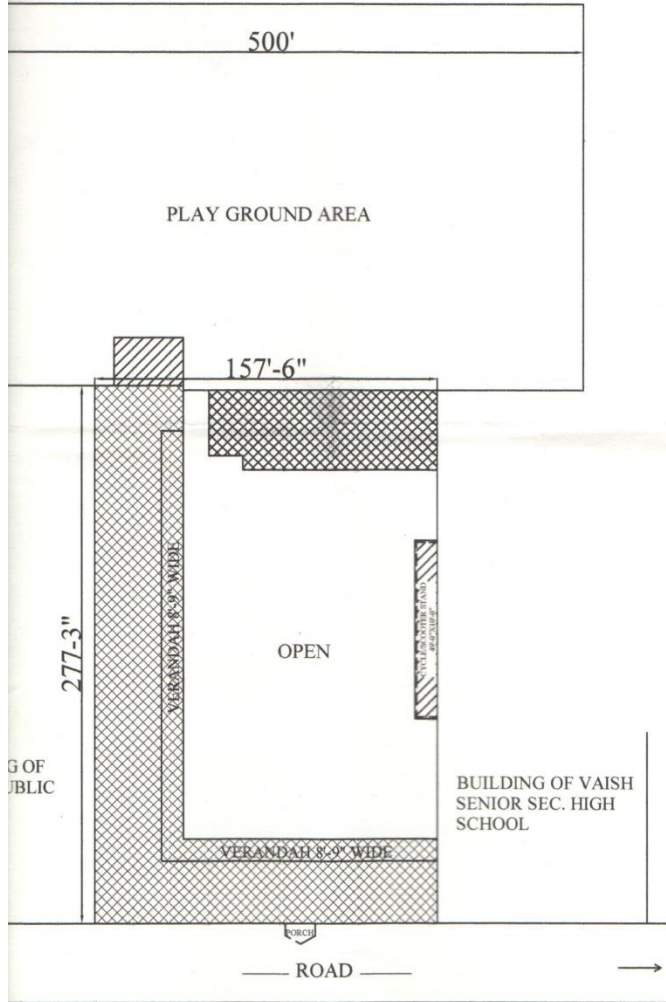
**Ground Floor Plan**





**First Floor Plan**

SITE PLAN FOR VAISH COLLEGE OF  
EDUCATION ROHTAK AT- ROHTAK  
(HARYANA)



Mezzanine Floor Plan

DATE	REVISION PARTICULARS	REV. NO
------	----------------------	---------

PROJECT:

EXISTING BUILDING FOR VAISH  
COLLEGE OF EDUCATION ROHTAK AT- ROHTAK  
(HARYANA)  
 TOTAL LAND AREA-4058.26 SQ.MT APPROX  
 G.FLOOR COVD. AREA-1749.17 SQ.MT APPROX  
 F.FLOOR COVD. AREA-1704.77 SQ.MT APPROX  
 MEZZANINE FLOOR AREA-112.17 SQ.MT APPROX  
 TOTAL BUILT-UP AREA - 3566.11 SQ.MT APPROX  
 PLAY GROUND AREA-20910.78 SQ.MT APPROX

SHEET INFORMATION

DATE	SCALE
DRG.NO.	REVI. NO.
01	○

ARCHITECT-

*(S. K. Saini)*  
 Registration No. 14/604  
 ARCHITECT-ENGINEER-APPD. VALUER  
 (O) Civil Road, Rohtak  
 (R) 570/S, Tibri Mohalla,

## Audit Report (Financial Year 2012-13)

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### VAISH COLLEGE OF EDUCATION, ROHTAK AMALGAMATED FUND INCOME & EXPENDITURE ACCOUNT FOR THE YEAR 2012-13

EXPENDITURE	AMOUNT	INCOME	AMOUNT
DEVELOPMENT FEES	1614354.00	INTEREST A/C	262210.00
MAGAZINE FEES	42802.00	MISC.RECEIPT	150.00
GAMES AND SPORTS EXP.	31531.00	ELECTRICITY & WATER CHARGE	20209.00
GENERAL EXP.	2918.00	LIBRARY FEE	72000.00
LIBRARY EXP.	4890.00	ACADEMIC GAMING	30000.00
ALLOWANCE A/C	23100.00	GUIDANCE SERVICE	30000.00
SALARY EXP.	586983.00	MEDICAL FEE	4500.00
WOMEN CELL	3000.00	STUDENTS AID FUND	5000.00
TA & DA EXP.	2049.00	HOUSE EXAM FEE	8000.00
EXTRA CO-CURRICULUM EXP.	48327.00	I. CARD	2000.00
ALL DUES A/C	16305.00	YOUTH WELFARE FEE	4700.00
STADIUM EXP.	182354.00	UNIV. SPORTS FEE	3070.00
AUDIT FEES	13933.00	EDUCATIONAL TOUR	32500.00
EXTENSION LECTURE	3705.00	HOLIDAY HOME FEE	20.00
		ENROLLMENT FEES	1000.00
		DR. RADHA KRISHAN FUND	7000.00
		UNIVERSITY EXAM. FEE	4790.00
		NSS FEE	505.00
		RED CROSS	30.00
		BUILDING FUND	30000.00
		CURRICULUM CHARGES	50.00
		MDU (PAPER CENTRE)	2.00
		EXCESS OF EXPENSES OVER INCOME	2058515.00
	<u>2576251.00</u>		<u>2576251.00</u>

#### BALANCE SHEET AS ON 31.3.2013

LIABILITIES	AMOUNT	ASSETS	AMOUNT
ACCUMULATED FUND	5298265.54	FURNITURE A/C	7995.65
LESS-EXCESS OF INCOME OVER EXP.	2058515.00	CASH & BANK BALANCES	
LIBRARY SECURITY		PNB A/C 0948000100000093	3089816.89
		PNB FDR A/C	300000.00
		190250.00 CASH IN HAND	32188.00
	<u>3430000.54</u>		<u>3430000.54</u>

*P.C. Chak*  
SUPPL. & ACCOUNTANT

*Anil Kumar*  
PRINCIPAL  
Principal,  
Vaish College of Education,  
ROHTAK

AUDITOR'S REPORT : AUDITED IN TERMS OF OUR SEPRATE REPORT OF EVEN DATE ATTECHED

Place : Rohtak  
Date :

for SARR & Associates  
Chartered Accountant

VAISH COLLEGE OF EDUCATION, ROHTAK  
BANK RECONCILIATION AS ON 31-03-2013  
AMALGAMATED FUND

BANK BALANCE AS ON 31-3-2013

AS PER PASS BOOK 3098637.89

CHEQUE ISSUED, BUT NOT CASH

1 CH. NO. 330803 DATED 05.03.2013 8821.00

BALANCE

3089816.89

## Result Information

### Results- B.Ed. (Aided & Self-Finance) (2011-12)

Pass percentage-92%  
Number of Distinctions-09  
Number of First Class-120  
List of top ten students

S.No.	Name	Position
1.	Richa	First Position
2.	Ritu Chugh	Second Position
3.	Parul jain	Third Position
4.	Harminder	Fourth Position
5.	Swati Gupta	Fifth Position
6.	Poonam	Fifth Position
7.	Sangeeta	Sixth Position
8.	Rashmi	Seventh Position
9.	Sachin	Eighth Position
10.	Mona	Nineth Position

### Results- M.Ed. (Session 2011-12)

Pass percentage-86%  
Number of Distinctions-24  
Number of First Class-29

List of top ten students

S.No.	Name	Position
1.	Rashi gupta	First Position
2.	Preeti	Second Position
3.	Pooja	Third Position
4.	Kavita	Fourth Position
5.	Seema	Fifth Position
6.	Rambir sharma	Fifth Position
7.	Mamta	Sixth Position
8.	Reshu garg	Seventh Position
9.	Seema	Eighth Position
10.	Rajab	Nineth Position