

SELF - APPRAISAL REPORT



GINNI DEVI MODI INSTITUTE OF EDUCATION

Hapur Road, Modinagar, Ghaziabad (U.P.) Pin - 201204
Email: principal1gdmie@gmail.com, Website: gdmieducation.org



Submitted To:

THE DIRECTOR

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
PO BOX NO.: 1075, NAGARBHAVI, BANGLORE - 560 072, INDIA**



Ginni Devi Modi Institute of Education

HAPUR ROAD, MODINAGAR-201204 DISTT. GHAZIABAD (U.P.)

(Approved by : N.C.T.E., Jaipur and Affiliated to C.C.S. University, Meerut)

Ref.No.....

Dated.....

To,

The Director
NAAC, Jnana Bharathi Road,
Post Box No- 1075
Nagarbhavi,
BANGALORE- 560072, INDIA

Ref: NAAC/NR/BSP/20CRIEQA/TE-15982/UP-1/Dated 25th February 2013.

Note: - Our Track ID- UPCOTE15982.

Dear Sir,

Enclosed Please find herewith Draft No.066581 dated 28/05/2013 for Rs. 56,180/= (Fifty Six thousand one hundred eighty only) (Including Service Tax @ 12.36%) (50,000+6,180) on account of Assessment and Accreditation Fee for Ginni Devi Modi Institute of Education, Hapur Road, Modinagar, Ghaziabad-201204, Uttar Pradesh.

We are submitting the Self Appraisal Report (SAR) in five (05) hard bound copies with one copy of the same in CD (word format) for your kind persual.



Mob: 09760409229

08791082220

Email- kailashbeherap@gmail.com

-principallgdmie@gmail.com

With Regards,

Dr. K.C. Behera
(Principal)

Principal
Ginni Devi Modi Institute of Education
Hapur Road, Modinagar-201204 (U.P.)

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PART-I: INSTITUTIONAL DATA

A. Profile of the Institution

- | | |
|--|---|
| 1. Name and address of the institution: | GINNI DEVI MODI INSTITUTE OF EDUCATION |
| 2. Website URL | www.gdmieducation.org |
| 3. For communication: | GINNI DEVI MODI INSTITUTE OF EDUCATION,
HAPUR ROAD, MODINAGAR,
GHAZIABAD-201204 (U.P.) |

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal/ Dr.K.C.Behera	08791082220	-	kailashbeherap@gmail.com
Vice-Principal	NIL	-	NIL
Self - appraisal Co-ordinator / Mr. Anil Kumar Sharma	09410092475	-	anilritusharma@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal -Dr. K.C.Behera	-	09760409229
Vice-Principal	-	
Self - appraisal Co-ordinator – Mr. Anil Kumar Sharma	-	08266873320



4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

2.287 Acres

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

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	2005

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

C.C.S. University Meerut

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

Month & Year

2f	MM	YYYY
	NIL	NIL

Month & Year

12B	MM	YYYY
	NIL	NIL



10. Type of Institution

a. By funding	i. Government	<input type="checkbox"/>
	ii. Grant-in-aid	<input type="checkbox"/>
	iii. Constituent	<input type="checkbox"/>
	iv. Self-financed	<input checked="" type="checkbox"/>
	v. Any other (specify and indicate)	<input type="checkbox"/>
b. By Gender	i. Only for Men	<input type="checkbox"/>
	ii. Only for Women	<input checked="" type="checkbox"/>
	iii. Co-education	<input type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. IASE	<input type="checkbox"/>
	iii. Autonomous College	<input type="checkbox"/>
	iv. Affiliated College	<input checked="" type="checkbox"/>
	v. Constituent College	<input type="checkbox"/>
	vi. Dept. of Education of Composite College	<input type="checkbox"/>
	vii. CTE	<input type="checkbox"/>
	Viii. Any other (specifies and indicate)	<input type="checkbox"/>



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	Program/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	One Year	Hindi & English
iv)	Post Graduate			Diploma		
				Degree		
v)	Other (specify)			Certificate		
				Diploma		
				Degree		



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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	<i>B.Ed.</i>	<i>F.NRC/NCTE/F-3/UP-1255/2005/4355</i> <i>DT 30-06-2005</i>		<i>100 seats</i> <i>Permanent</i>
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)



B) CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

ONE (01)

b) Fee charged per programme

Rs. 51,250/-

3. Are there programmes with semester system

NO

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

Yes		No	✓
-----	--	----	---

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

NIL



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

D.Ed.	N.A.
B.Ed.	10/8
M.Ed. (Full Time)	N.A
M.Ed. (Part Time)	N.A
Any other (specify and indicate)	N.A

6. Are there Programmes offered in modular form

Yes		No	✓	Number	
-----	--	----	----------	--------	--

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

Yes	✓	No		Number	01
-----	----------	----	--	--------	-----------

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No		Number	04
-----	----------	----	--	--------	-----------

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

Heads of practice teaching schools

Academic peers

Alumni

Students

Employers

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



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

ONE YEAR

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

Yes		No	✓
-----	--	----	---

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

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

Yes		No	✓
-----	--	----	---

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

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

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

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

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



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 | <input type="checkbox"/> |
| b) | Common entrance test conducted by the
University/Government | <input checked="" type="checkbox"/> |
| c) | Through an interview | <input type="checkbox"/> |
| d) | Entrance test and interview | <input type="checkbox"/> |
| c) | Merit at the qualifying examination | <input type="checkbox"/> |
| d) | Any other (specify and indicate) | <input type="checkbox"/> |

(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 | 08 AUG 2011 |
| b) Date of last admission | 29 AUG 2011 |
| c) Date of closing of the academic year | 20 JUNE 2012 |
| d) Total teaching days | 206 |
| e) Total working days | 246 |



3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	-	100	100	-	18	18	-	82	82
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-
	-	-		-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

N.A

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

21,825

b) Unit cost including salary component

34,401



6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous 2011-12 academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	-	50%	-	45%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	70%	25%	5%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

2	0
---	---

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

2	0
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	4
---	---

b) Total number of practice teaching days

4	0
---	---

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

4	0
---	---



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

No. of Lessons In simulation	No. 02	No. of Lessons Pre-practice teaching	No. 18
------------------------------	--------	--------------------------------------	--------

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

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	25%	75%
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---



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

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

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

Yes	√	No	
-----	---	----	--

Number	01
--------	----

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

Yes	√	No	
-----	---	----	--

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

Compulsory	<input type="checkbox"/>	Optional	<input checked="" type="checkbox"/>	Teaching Method	<input checked="" type="checkbox"/>
------------	--------------------------	----------	-------------------------------------	-----------------	-------------------------------------



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

Number	2	25	%
--------	---	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

NIL

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

Teachers are given study leave

✓

Teachers are provided with seed money

✓

Adjustment in teaching schedule

✓

Providing secretarial support and other facilities

✓

Any other specify and indicate

✓



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

Yes ☐ No ☒

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

a) Ph.D.

b) M. Phil.

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

Yes ☐ No ☒

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

Yes No Number

International journals		✓	
National journals - referred papers		✓	
Non referred papers			
Academic articles in reputed magazines/news papers	✓		03
Books	✓		02
Any other (specify and indicate)	-	-	-

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

Yes		No	✓	Number	N. A.
-----	--	----	---	--------	-------



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

	Faculty	Students
National seminars	30	10
International seminars	7	X
Any other academic forum	X	X

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

(Mark '✓' for yes and 'X' for No.)

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

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☒

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



Yes ☐ No ☒

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

Yes ☒ No ☐

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

X

16. Does the institution provide consultancy services?

Yes ☒ No ☐

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

Nil

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

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



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

4082 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 teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

20

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

6, 00,000/-



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

1, 04,000/-

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

35,000/-

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

Rs. 30, 00,000 /-

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

Yes

✓

No

9. Total number of posts sanctioned

Teaching

Non-teaching

Open Reserved

M	F	M	F
3	4		1
5			2

10. Total number of posts vacant

Teaching

Non-teaching

Open Reserved

M	F	M	F
-	-	-	-
-	-	-	-



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

	Open		Reserved	
	M	F	M	F
Lecturers	3	4	-	1
Readers	M	F	M	F
	-	-	-	-
Professors	M	F	M	F
	-	-	-	-

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

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

c. Number of teachers from

Same state

07

Other states

01



12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:12.50
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	5	-	-	2
	M	F	M	F
Temporary	-	-	-	-

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	-	-	-
	M	F	M	F
Temporary	-	-	-	-

14. Ratio of Teaching – non-teaching staff



8:7

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

38%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

6 Hour

On holidays

NIL

During examinations

6 Hour

18. Does the library have an Open access facility

Yes

☒

No

☐

19. Total collection of the following in the library



a. Books	4852
- Textbooks	3646
- Reference books	1206
b. Magazines	20
e. Journals subscribed	
- Indian journals	10
- Foreign journals	1
f. Peer reviewed journals	NIL
g. Back volumes of journals	NIL
h. E-information resources	
- Online journals/e-journals	NIL
- CDs/ DVDs	26
- Databases	01
- Video Cassettes	NIL
- Audio Cassettes	NIL

20. Mention the

176.25 sq. mts.



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

Seating capacity of the Reading room

40

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

X

Photo copying

√

Computer and Printer

√

Internet

√

Online access facility

√

Inter-library borrowing

√

Power back up

√

User orientation /information literacy

√

Any other (please specify and indicate)

X



23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	----------	----	--

24. Furnish information on the following

a. Average number of books issued/returned per day **10**

b. Maximum number of days books are permitted to be retained

By students **10**

By faculty **15**

Maximum number of books permitted for issue

For students **04**

For faculty **08**

Average number of users who visited/consulted per month **230**

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

12:1

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

10%



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					1619nos	323800/- (Approx)
Other books						
Journals/ Periodicals	News Paper(2) 1800/- E.N 240/-	2040/- (Approx)	News Paper(3) 3600/- E.N 384/-	3984/- (Approx)	NCERT 1220/- Edu. CD 1580/- NUEPA 840/- AIU 1700/- News Paper(3) 3780/- E.N 384/-	9504/- (Approx)
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						



CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programmes	2008-09	2010-11	2011-12
D.Ed.	-	-	-
B.Ed.	02	02	04
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	✓	No	
-----	---	----	--

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

20

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---



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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100%	100%	100%	-	-	-	-	-	-
Number of first classes	91	79	78	-	-	-	-	-	-
Number of distinctions	77	21	18	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

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

	I	II	III 2011-12
NET	-	-	01
SLET/SET	-	-	-
Any other (specify and indicate)	-	-	-



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

<i>Financial Aid</i>	<i>I(2008-09)</i>	<i>II(2010-11)</i>	<i>III(2011-12)</i>
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	Samaj Kalyan SC- 08	-	Samaj Kalyan SC- 19 GEN- 19

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	----------	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
-----	----------	----	--

Non-teaching staff

Yes	√	No	
-----	----------	----	--



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

Yes	✓	No	
-----	----------	----	--

If yes, number of students residing in hostels

Men

-

Women

✓

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

Sports fields	<table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table>	Yes	✓	No	
Yes	✓	No			
Indoor sports facilities	<table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table>	Yes	✓	No	
Yes	✓	No			
Gymnasium	<table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table>	Yes	✓	No	
Yes	✓	No			

12. Availability of rest rooms for Women

Yes	✓	No	
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13. Availability of rest rooms for men

Yes		No	✓
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14. Is there transport facility available?

Yes		No	✓
-----	--	----	----------

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

Yes	✓	No	
-----	----------	----	--



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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√		√		03
Inter-university		√			√	
National	√		02	√		
Any other (specify and indicate)		√			√	

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

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



18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2010-11

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 2008-09 (%)	Year 2 2010-11 (%)	Year 3 2011-12 (%)
Higher studies	15%	12%	16%
Employment (Total)	-	-	-
Teaching	20%	18%	24%
Non teaching	-	-	-



23. Is there a placement cell in the institution?

Yes ☒ No ☐

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

1 (2008-09)	2 (2010-11)	3 (2011-12)
5	4	15

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

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



CRITERION VI: GOVERNANCE AND LEADERSHIP

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

Yes ☒ No ☐

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

Governing Body/management	3
Staff council	6
IQAC/or any other similar body/committee	3
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	4

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>



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

-	-	04
---	---	----

5. Furnish the following details for the past three years

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

01

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

National	-	-	6
International	-	-	-

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

-	-	05
---	---	-----------

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

-	-	02
---	---	-----------

- e. Research development programmes attended by the faculty

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



f. Invited/endowment lectures at the institution

-	-	04
---	---	----

Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

09 Hours



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

Grant-in-aid	NIL
Fees	Rs. 51,250/-Per head
Donation	124250
Self-funded courses	-
Any other (specify and indicate)	-

9. Expenditure statement (for last One years)

	2011-12
Total sanctioned Budget	
% spent on the salary of faculty	38%
% spent on the salary of non-teaching employees	10%
% spent on books and journals	10%
% spent on developmental activities (expansion of building)	5%
% spent on telephone, electricity and water	12%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5%
% spent on maintenance of equipment, teaching aids, contingency etc.	5%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	10%
% spent on travel	5%
Any other (specify and indicate)	-
Total expenditure incurred	100%



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

Surplus in Rs.		Deficit in Rs.	
2399706/-	2009-10	-	
2272223/-	2010-11	-	
2572841/-	2011-12	-	

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Assessment	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>



Any other (specify and indicate)

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

a) For teachers

☒

b) For students

☒

c) For non - teaching staff

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐

CRITERION VII: INNOVATIVE PRACTICES

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

	Category	Men	%	Women	%
a	SC	-	-	18	18
b	ST	-	-	-	-
c	OBC	-	-	26	26
d	Physically challenged	-	-	01	1
e	General Category	-	-	55	55
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	-	-



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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	12.5%	2	28.57%
b	ST	-			
c	OBC	2	25%	2	28.57%
d	Women	5	67.5%	3	42.86%
e	Physically challenged				
f	General Category	5	67.5	4	57.14%
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I 2010-11	Batch II 2011-12	Batch I 2010-11	Batch II 2011-12
SC	13%	20%	13%	20%
ST	-	-	-	-
OBC	23%	33%	23%	31%
Physically challenged	-	02%	-	02%
General Category	64%	45%	62%	43%
Rural	54%	68%	54%	68%
Urban	46%	32%	46%	32%
Any other (specify)	-	-	-	-



PART-II: THE EVALUATIVE REPORT

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

GINNI DEVI MODI INSTITUTE OF EDUCATION, HAPUR ROAD, MODINAGAR affiliated to **C.C.S. University, Meerut** is being run by **Multanimal Modi Degree College Society** established in 1860 with the objective of Social, Educational and Economic upliftment of society in the name of **“Ginni Devi Modi Institute of Education”**. This Institute is recognized by the **NCTE** vide Letter **No.-F-NRC/NCTE/F-3/UP-1255/2005/4355** dated 30/06/2005 for **100 seats**.

This Institute is situated in district Ghaziabad and has **100** students and 08 faculty members. It has high quality infrastructure having Library, Different Labs and provision of Indoor as well as outdoor games.

The Institute being run by **Multanimal Modi Degree College Society** has the advantage of using and sharing all the civic facilities owned by the Society. Thus it avails facilities like Water Supply, Sewerage and Electrification with provision of high-powered soundless generators to ensure uninterrupted electric supply on each of the floors, Hostel and Residential Complex.

With a vision of “To prepare teachers who integrate technology in education to excel others in their profession and prove to be worthy citizens of India” the institute has been pursuing the twin policy of expanding vertically as well as horizontally expansion in either direction has of course never been attempted at the loss of quality. Additions and expansions have always been made in the relevant infrastructural facilities as well in keeping with the norms and standards fixed by the UGC the **NCTE** and the **C.C.S University** to which the institute is affiliated.

The institute has taken up itself a great deal of social responsibility to provide the best in terms of academics, extra-curricular activities, Infrastructure and environment as a whole. The carefully selected faculty members are an important asset of the institute for providing sound academic inputs blended with organization of National Seminars, Conferences, workshops and orientation programs the faculty members who are well qualified with good teaching experience. This institute provides an environment which is fully conducive to all academic pursuits while offering many faculty development



schemes for the teachers to participate in National Seminars & Conferences. Our faculty has also presented papers, chaired sessions and delivered keynote addresses in National Seminars, Workshops and Conferences. Workshops and extension Lectures have also been organized by the institute. The institute is situated on a piece of land measuring **2.287 acres**. And has a built up space of **4082 Sq. meter**. The institute has a computerized Library well stocked with specialized books, National and International Journals apart from daily newspaper, popular magazines etc. It has a well developed and a well- managed reference section housing encyclopedias, handbooks, dictionaries etc.

The institute follows a fair and transparent process of admission the seats are filled through centralized counseling seat allocation made on the basis of marks obtained by the candidates in entrance test or qualifying examination. The candidates attend the counseling and are offered seats in the Institute of their choice as per their merit. The Prospectus published by the university very transparently contains information about eligibility conditions, Last date of receipt of application form, division of seats, reservation of seats, submission of application forms for Centralized counseling, documents to be attached with the application form preparation of merit list of admission, selection Procedure and the fee structure. The merit of admission is considered only if the candidate has obtained at least 50% marks in graduation/Post graduation class and produce the detailed marks sheet for the same on his/her respective date of counseling. In case of SC/ST candidates a relaxation of 5% is allowed in minimum eligibility condition. Apart from imparting instruction to the students, the institute also pays special attention to inculcate human values and grooming its students to realize their potential while acquiring professional knowledge. A counseling cell has been created to conduct workshops on personality development and communication skills for the students and to prepare them for Job World.

The management of the Society is easily accessible, highly knowledgeable a great inspiration, motivator and guiding force. The Principal of the institute gives advice, direction and support to the staff that are responsible for the proper working of the institute.



Participation of students in sports and extracurricular activities is a regular feature in the Institute. The sports facilities include Volley Ball, Badminton, Carom Board, Chess etc. The Health Care facility is available free physical check-up camps are arranged in the Institute from time to time. The key differentiator of this Institute is to focus on overall development of the students to equip them not only in academic contents but also make them good human beings, who would be pride of the nation and would make a mark wherever they go in for their future so that they bring repute not only to themselves but also to their alma- mater.



CRITERION-WISE

EVALUATIVE REPORT



CRITERION-WISE EVALUATIVE REPORT

CRITERION 1: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

- To achieve excellence in teacher Education
- To impart latest knowledge on teacher education to the students.
- To provide a sound background in theory and practice of teacher training.
- To impart education to the disadvantaged children living in nearby areas.
- To provide equal opportunities of learning to all irrespective of caste, creed, sex, social-economic status.
- To make efforts for the all round development of the personality of the students.
- To create awareness and understanding among students and teachers regarding social needs of the community as well as of the country and prepare them for fulfilling such needs.
- To make the students aware of ecological balance in the nature.
- To create awareness among students about current environment position and its consequences.
- To impart quality and value based education.
- To enable the students to gain fruitful employment.
- To prepare teacher and teacher educators as per the global trends and demands.



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

The Institute follows rules and regulations prescribed by CCS University, Meerut to which it is affiliated.

As an affiliated self financed Institute, the Institute plays vital role in curricular development process and sends its suggestions to the University for modifications and up gradation of syllabus of B.Ed. course from time to time. For this purpose, the principal of the Institute holds a series of meeting with the faculty members, seek their suggestions, and sends the suggestions to the University for Curricular Development and its revision. Consequent upon these suggestions, CCS University has drafted the revised syllabus of B.Ed. course. This revised syllabus after being passed by the Academic Council of CCS University, Meerut is likely to be implemented w.e.f. 2012.

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

The objectives of the Institute are translated into the academic programmes, activities of the Institute by using innovative ideas of the faculty members. As inclusion of ICT and Environmental Education are the growing demands of the world in general and our Nation in particular so both these are the thrust areas of the institute. The students are motivated to give their emphasis on research in these areas. The teachers of this Institute are also actively engaged in research work in these broad areas.

Modifications in the exiting course and curriculum of B.Ed. have been initiated to meet the emerging needs of the global trends in teacher education and will be implemented from the next academic session i.e. 2013.

- Curriculum and School Management has been introduced as a separate paper.



- In paper III-B, Distance and Open Learning, Human Rights Education and Gender Sensitization in School have been included in addition to the previous papers.
- Infusion of Inclusive Education.
- Paper on Information, Communication and Educational Technology made compulsory.
- All the teaching subjects are divided into three groups instead of two groups.
- Practical paper on ICT made compulsory.
- Nine community based projects have been included, out of which the students has to opt any two projects.

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

As discussed in caption 1.1.3 with consisted efforts of the Institute, modification in the curriculum is on the anvil which will bear thrust on national issues like Environment, Value Education and ICT. However, the various steps taken to address the different issues are as under:

- In B.Ed. course, Computer Education and Computer Application have been introduced by the Institute as optional subjects.
- Students are made aware about the environment hazards by:
 - We giving more attention for the students to keep in touch with the nature and to motivate them to the Plantation programme in the Institute Campus.
 - Showing the CDs related to environmental pollution.
 - A Seminar on “Use of ICT in Teaching” at Institute level for Students of B.Ed. was held.
- The morning assembly is conducted with a view to inculcate values among the students by conduction of prayer, moral talk, regarding of highlights of News Papers, faculty and Principal’s address to the students.
- The B.Ed. students are motivated to give their practice & teaching lesson with the help of computer i.e. Power Point presentations.



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

Yes,

The institute makes use of ICT for curricular planning. The institute has introduced the option of Educational Technology and Computer Education in B.Ed. to lay thrust on ICT in the curriculum and its transaction. Free internet facility is provided to the students and the staff.

- Preparation of Slides and Transparencies.
- Preparation of Self Instructional Material

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?*

Institution attempts to provide experiences to the students through Essay writing competition and taught by using traditional as well modern methods of teaching.

- After the completion of the unit, students are invited for brain storming session. The Incharge faculty member conducts session.
- Class seminars are conducted to develop the reflective thinking among students. They are encouraged to clarify their doubts with the presenter of the paper. In this process the teacher Incharge works as a moderator.



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?

The department of education offers 08 elective Papers & 10 Teaching Methods.

Elective papers

S.No.	Elective papers	Teaching Methods	
	Paper Name OPT (V)	Group A Paper Name (VI)	Group B Paper Name (VII)
1.	Educational and Mental Measurement	Teaching of Hindi	Teaching of Social Science
2.	Educational Management and Administration	Teaching of English	Teaching of Mathematics
3.	Career Information and Career Guidance	Teaching of Sanskrit	Teaching of Biology Science
4.	Teaching Values	Teaching of Commerce	
5.	Environmental Education	Teaching of Computer Science	
6.	Computer Education	Teaching of Home Science	
7.	Population Education	Teaching of Physical Science	
8.	Elementary Education		



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.

Teacher Development Programme (**TDP**) has been initiated by the department to develop communication skills (verbal & written).

In the beginning of the session, teacher trainees are given a two-day's orientation for the use of technology in classroom instructions. Students are motivated to use technology in teaching during the B.Ed. course. After this, a workshop on integration of technology is organized for the teacher trainees. In this workshop, the following items are covered:

- Fundamental/ basics of Computer
- MS-Office (MS- Power Point, MS- Word, MS-Excel) Net-Surfing and E-mail.

Besides teacher-trainees, teacher educators also use technology in their presentations in Seminars and Conferences, Extension Lectures and developing multimedia material as well.

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

Institution ensures the inclusion of the following aspects in the curriculum as follows.

Multi-skill development- By organizing various programmes

School experience- Each student teacher gets full day school experience during practice teaching.



Work experience/Internship- SUPW (Social Useful Productive Work) Experience is given to each student teacher.

Interdisciplinary/ Multidisciplinary- Interdisciplinary/Multidisciplinary approach in teaching.

Inclusive education- The institute also provides scope for inclusive education.

Practice Teaching- The B.Ed. students undergo intensive practice teaching programme and teach 40 lesson i.e. 20 in each subject including discussion lesson. The teacher Incharge is assigned a school to observe the pupil teachers.

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?*

Feedback from students is obtained in a prescribed Performa on the curriculum, teaching-learning-evaluation, teachers, facilities, support services and overall learner centric issues. During the meeting Alumni Association the Principal of the institute chairs the session. He gets the feedback from the Alumni. Since they are one of the stakeholders they provide proper feedback and practical suggestions for revision of the curriculum.

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.*



Feedback relating to the curriculum from all these sources are collected and intimated to the management. The committee reviews the feedback and suggestions to identify the area for improvement. These areas and suggestions are sent to the University and NCTE for favorable consideration and actions.

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

Suggestions by the Institutions for curriculum development are sent to University but the implementation of the same depends on the decision of the Board of Studies of the University. The suggestions and feedback is sent by the institute to the University for Updations of the existing curriculum from time to time.

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).*

The institute is affiliated to CCS University, Meerut and transacts the course curriculum designed by the University. University has not made any major curriculum revision. However, the institute sent its proposals to revise the syllabus of B.Ed. according to the need of the society.



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.)*

For the purpose of curriculum revision and update, The Principal of the institute holds meeting with the students of the institute and tries to get their views about the changes to be made in the curriculum. The Principal and the staff members meet the Teachers, Principal and Management of Schools during practice teaching and get feedback regarding current B.Ed. Syllabus and try to get the information that type of curriculum revision and updations they require from the coming generation of the teachers.

1.5 *BEST PRACTICES IN CURRICULAR ASPECTS*

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

For quality enhancement, emphasis is laid on using information and communication technology (ICT) in teaching learning process. The faculty members are motivated to use (PPT) Power Point Presentations and LCD projector to teach the content to B.Ed. students.

Continuous evaluation of students through internal assessments.

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

It has been planned that institute will create online community of exiting and ex students of this institute, so that they learn from each other's experiences and share their problems. The institute has also planned to publish Research journal on Education to provide a platform to the students as well as teachers and teacher educators to share their researches with the outer world.

Introduction of value added course-TDP.



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?

The 100% students for the B.Ed. Programme are selected through the common entrance test as prescribed by the government of UP, and are sent to Institute for admission in B.Ed. course.

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?

- The admission programmes are advertised by the university through leading National News Papers and also posted on the web site and for admission and online counseling through advertisement and prospectus of the university.
- Wide publicity is given to the fact that ragging is a criminal offence under Law.

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

- As the institution is affiliated to C.C.S. University, the norms and standards of regulatory body are given due consideration.



- The students are admitted to the course based on the guideline laid down by the University.

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

At the times special lectures are arranged, by inviting experts who have specialization in special Education field to deal with physically challenged students.

The Institute helps the students belonging to SC, ST, OBC and Weaker Sections in getting Scholarships which are granted by the U.P. Government.

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

The students for admission in B.Ed. course are selected and sent by the University, nominated by the U.P. Govt., after passing a Common Entrance Test. Hence, there is no provision for assessing students before commencement of teaching programme.

2.2 CATERING TO DIVERSE NEEDS

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



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

- The Principal addresses all the newcomers on the orientation day and explains the academic programmes of the year. This programme gives an opportunity to the students to ask thought provoking questions and clear the doubts.
- The institution prepares the academic calendar well in advance before the commencement of the session which goes a long way in planning the classroom sessions and other activities of the College.
- Course committee and coordinators oversee the delivery of course, preparation of lesson plans by the various faculty members and setting of the sessional papers.
- The faculty members maintain a course file for their respective courses which includes course plan, lecture note, syllabi, old questions papers, assignments, evaluation pattern and attendance.
- The institution adopts an approach of ‘eliciting’ stance rather than an ‘informing’ stance.
- Interactive and participatory approach is adopted in transaction of theory. Conscious efforts are made to integrate theory and practice.
- Continuous assessment of students at regular intervals is done through class tests, assignments, unit tests etc.

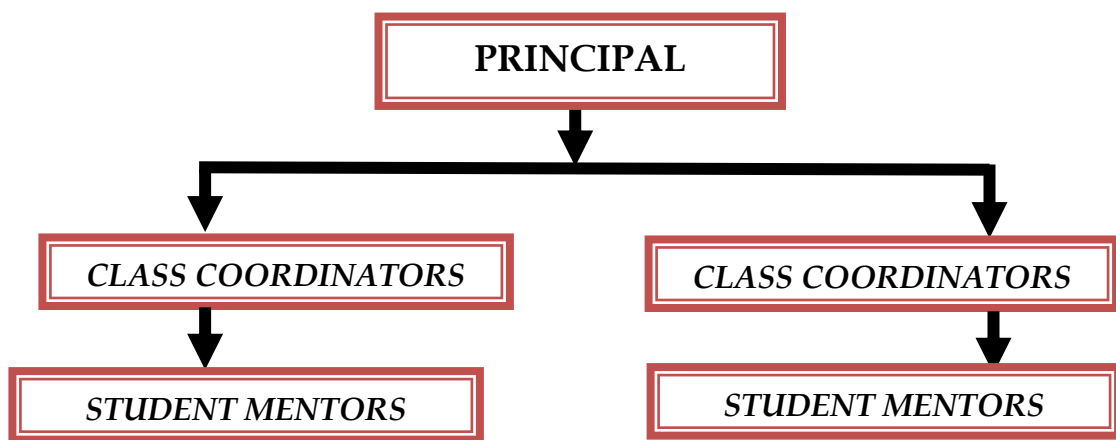


- Teaching learning process through practices such as use of charts, pictures, internet, field work, seminars, terminal examinations become a complete exercise.
- Tutorials in various subjects, where the students are given an opportunity to work out assignments, case studies and engage in group discussions.
- The institution creates a quality consciousness through various agencies.
- There is a provision of mentoring system for the counseling of the students.
- E-learning provides benefits to students to have the relevant skills and information in hand.
- Value addition programmes such as computer literacy, language skill enhancement programmes are offered to the students.
- The College organizes its own student development programmes from time to time consisting of seminars, workshops, extension lectures etc.
- The institution adheres to the examination system of its affiliating University by holding various tests such as terminals, project work, internal assessment and annual evaluation.



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

- Strategies for the Advanced Learners.
- Participation in Quiz, Debate and Problem Solving.
- Strategies for slow learners
- Tutorials, discussions, interactions and remedial coaching.



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?

- Simulated Teaching
- Practice Teaching
- Life skill curriculum including self management
- Computer based technology
- Career planning
- Creative problem solving



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

The Institute has the qualified & experienced teacher educators as per CCS University, NCTE & UGC norms.

- At the time of recruitment, the teachers with higher percentage, higher qualifications, higher competence to teach, having command over the subject and fulfilling the norms laid down by UGC, NCTE and the C.C.S. University are selected.
- To fulfill the diverse needs of the students with multicultural Lack grounds, staff with multicultural background is recruited.

At the time of recruitment the preference is given to the candidates who have passed UGC NET examination.

- Extension lectures are organized from time to time to ensure that teacher educators get acquainted with the diverse needs of the students.
- Faculty exchange programmes are organized to acquire the knowledge, skills and values related to diversity.

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?

- Practice of Teaching through Simulation
- Practice of Teaching in real School situation
- Workshops on “Development of Audio-visual Materials”



- National Seminar on “Enhancing the use of Technology for Ensuring Quality Teaching”
- Guest Lecture
- Teacher Development Programme (T.D.P.)

2.3 TEACHING-LEARNING PROCESS

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

The institution promotes active learning of students by different techniques such as:

- Student participation in various activities in and beyond the classroom.
- Visual learning in teaching and learning process as pictures, diagrams, graphs, schematics, demonstration etc.
- Problem centered and student driven activities.
- The students are encouraged to apply their knowledge and skills to design certain projects.
- Assessment tests are conducted that provide immediate feedback.
- Small groups as tutorial groups, subject-centered groups are formed to focus on individual growth and development.
- As a supplement to class work, the teachers motivate and encourage students to give demonstrations on a skill or a topic of their choice.



- The presentation of case studies based on direct interaction and observation of the differently abled children.
- The teacher acts as facilitator and resource person.
- Guest lectures are organized on current issues so that students can keep pace with the latest developments in their subjects.
- Familiarization programmes are also carried out with modern teaching and research aids.

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 students?*

- Teacher educators teach through student centered methods like discussions, assignments, project work, seminar etc.
- Students consult teachers for their personal, academic and vocational problems.
- Quiz, group discussions, debates and poetry competition are held from time to time during the year.
- Participatory learning activities such as public lectures by eminent persons with the support of the Principal.
- The students’ learning is supplemented with discussions, seminars, assessments and workshop of short duration.

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.*



- Inductive-Deductive approach is used in generalizing the concept.
- Learning is done through observation of immediate and remote phenomena
- Much of the instruction is based on Problem Solving approach.

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

- As per curriculum of B.Ed., instead of practicing different models of teaching, students are required to practice different skills of teaching during microteaching. The teacher trainees are required to master the teaching skills as definable, observable, measurable and controllable form till they attain the 'perfection in the use of the skills.
- 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.
- During the first phase of practice teaching, micro-teaching skills are organized by the institution.
- Emphasis is laid on pedagogy by organizing orientation programmes to prepare lesson plan on micro teaching skills by the faculty members.
- Demonstration lessons presented by the Principal and teacher-educators are observed by the students.



- The teacher educators use projected teaching aids like, OHP and LCD to create effective and motivating environment.
- Practice is provided for preparing micro lesson plans in five skills, namely, Skill of Probing Questions, Skill of illustrating with Examples, Skill of Explanation, Skill of Using Black Board and Skill of Stimulus Variation.
- Two lessons per skill are taught by each student teacher.
- Micro-lessons on five skills are observed by the peers.

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.*

Yes.

Micro Teaching

- a. Questioning
- b. Reinforcement
- c. Stimulus Variation
- d. Illustrating with examples
- e. Skill of Explanation
- f. Using of Black Board

Orientation Programmes



Demonstration

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

- The practice teaching is carried out in both Government and Non-Government schools.
- During practice teaching each student participates in morning assembly of the school, organizes cultural activities.
- Each student delivers forty lessons.
- Two Discussion lessons are delivered in addition to thirty lessons.
- Observation is done by the teacher educator for monitoring the performance of students.
- Each student teacher observes lessons of their peers and gives feedback.
- The school teachers also give feedback to the student teachers as and when they have vacant period.
- Students use teaching aids during their practice teaching.
- The facilities available in the schools are also utilized by the students during practice teaching.
- At the end of the teaching practice each student teacher prepares a report known as School Plan Report which contains record of morning



assembly, daily attendance, school leaving certificate, time-table, Co-Curricular activities organized during teaching practice.

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

- Block teaching in schools is arranged by the institution.
- Schools are allotted keeping in mind the place of residence of the student teacher.
- Supervision and evaluation of practice teaching is done by the teacher educators of the institution.
- ‘Teacher educators make efforts to understand and solve the difficulties faced by student teacher during practice teaching sessions.
- Suggestions in the form of observation are given in the notebook.

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

Yes,

The practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers. The first phase including microteaching and mega teaching is carried out with the help of mentor teacher. The second phase including real teaching is carried out with mentor teacher as well as with school staff.

- During micro teaching session, the students are explained how to prepare micro lesson plans. During microteaching session, the mentor teacher



helps the students about the source (the text books prescribed by the state board for particular class) material to be referred for improving their teaching plans.

- During mega teaching session, the students prepare lesson plans for 35 minutes duration and for the specific class. They learn how to prepare questions for testing the previous knowledge of the students, how the lesson is to be developed so as to ensure active participation of the students, what to write and how to write on chalk board. Many other points are also explained by the mentor teacher to the student teachers.
- During real teaching practice, the student teachers are sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the Principal of school and concerned subject teacher instructs the student teachers to prepare lesson plans. The student teachers are asked to keep in mind the locality, the age, mental level, interest, need etc. of the students while preparing the lesson plan. The suggestions given by the staff members, subject teachers and the Principal of school are given due importance for preparing teaching plans.

Thus, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers and student teachers.

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



- Feedback by the Principal and faculty members is given to the students teachers with regard to managing the diverse learning needs of the students in the schools.
- In order to have good interaction with the students, the institution arranges literary programmes, debate and declamation competition during teaching practice.
- Micro teaching sessions are organized in simulated conditions to train students in teaching skills.
- Teacher educator helps the student teacher to understand and solve the difficulties faced during teaching practice sessions.

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

- Keeping in mind the current trends and demands, the student teachers are trained to prepare instructional material in the form of Power Point Presentation.
- Training is also provided in preparation of charts, models transparencies etc.
- The institution encourages the students to develop teaching aids like Charts, Models, Maps, and Picture Cut-outs in their regular practicing schools.
- The College allows the student teachers to use the OHP and LCD projector for demonstration lessons.
- Efforts are made by the' College to give awareness to student teachers about Information Technology and Computers.



2.4 TEACHER QUALITY

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

The practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers. The first phase including microteaching and mega teaching is carried out with the help of mentor teacher. The second phase including real teaching is carried out with mentor teacher as well as with school staff.

- During micro teaching session, the students are explained how to prepare micro lesson plans. During microteaching session, the mentor teacher helps the students about the source (the text books prescribed by the state board for particular class) material to be referred for improving their teaching plans.
- During mega teaching session, the students prepare lesson plans for 35 minutes duration and for the specific class. They learn how to prepare questions for testing the previous knowledge of the students, how the lesson is to be developed so as to ensure active participation of the students, what to write and how to write on chalk board. Many other points are also explained by the mentor teacher to the student teachers.
- During real teaching practice, the student teachers are sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the Principal of school and concerned subject teacher instructs the student



teachers to prepare lesson plans. The student teachers are asked to keep in mind the locality, the age, mental level, interest, need etc. of the students while preparing the lesson plan. The suggestions given by the staff members, subject teachers and the Principal of school are given due importance for preparing teaching plans.

Thus, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers and student teachers.

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?*

The ratio of student teachers to identified practice teaching schools varied from 13 to 15. While identifying, the school for practice teaching, following points were taken into consideration:

- Availability of computer, OHP, LCD Projector etc. in schools.
- Availability of English medium students.'
- Availability of Music, Home Science and Sanskrit students in the school.

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

The feedback is provided to students throughout the session in the following ways:



- The College has mentoring system. The class coordinators give the assessment of students 'to the Principal in respect of their classroom performance. The Principal oversees the performance of the students from time to time and takes appropriate measures for improvement.
- Group discussions, seminars, project method, giving, assignments, viva-voce in different subjects are some of the measures adopted to improve the performance of students.
- To inculcate values, the feedback is provided through meetings, assembly and other functions being' organized by the College.
- Regarding their theory papers, the feedback is provided through their answer scripts and by discussing the mistakes generally committed by them.
- During micro-teaching, rating scale is used to make student know which component of skill he has practiced or not.
- During mega teaching, the students are provided feedback by the teacher concerned as well as by the peer group. Main observation points are recorded on the lesson plan notebook of student teacher.
- During real teaching practice, the students are given feedback by telling them orally as well as by writing main points in their lesson plan notebook.

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



- The institution ensures that the student teachers are updated in the knowledge on the policy directions and educational needs of the schools through seminars held by the institution from time to time.
- As the College is affiliated to C.C.S. University, so the policies laid down by the University are taken in to consideration.
- Newspaper clippings of educational needs are displayed on the display board for the students.

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

- Discussion in the class about the concerned subject.
- Going through the syllabus prescribed by state board/CBSE/ICSE during lesson plan preparation.
- Through journals, news papers and various magazines in the library.

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

The Management encourages teaching staff to participate in seminars and conferences and also to take part in research activities leading to M.Phil and Ph.D degrees.



- Personality Development Programme
- Workshop on “Development of Audio-visual Materials”
- Writing articles for journals of national repute

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

The teacher who excels in the field of teaching-learning process and using innovative ideas are provided appreciation certificate by the Principal and the management.

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.)

By providing noise and pollution free campus.

By ensuring the cleanliness of rooms and campus that makes the students mentally prepared to be present in Institute and take interest in studies.

The Institute possesses an imposing building and excellent infrastructure. It is not disturbed by the main road traffic.

Educational Technology Lab is well equipped with latest gadgets like Television, Overhead Projector, LCD Projector, CDs and AV Cassettes. The students are given training of using the equipments in teaching learning process.



Internet facility is available to work on-line. The students have and easy access to the vast world of knowledge and information.

Teacher's Qualification and Competence:

Qualified and competent staff is the biggest asset of this institute. Every teacher is highly qualified and is engaged in one or other research work.

The teachers do their best to become the role model of students. The teachers help in solving the problems of students and channelizing their energy towards perfection.

The teachers take pains for preparing their, lectures, completing the task assigned to them in a best possible way.

Every teacher is serious towards performance of the duty assigned to him.

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

Continuous assessment & evaluation of the students is done through

One pre-university examination.

Two assignments in each subject.

University examinations.

- In the beginning of each session, the total contents of each paper are divided into three terms: September to December, January to March and April to June.



- In each term, certain numbers of units are covered. Each teacher educator conducts a unit test in her class in order to facilitate learning and to get the feedback from students about teaching and learning.
- In the middle of the session, house tests are conducted in which more than 65% of syllabus in each subject is covered for the purpose of examination.
- It helps to ensure quality of teaching and understanding of student 'teachers. Wherever, there is a gap/shortcoming, timely remedial measures are adopted.
- Students are assessed through regular sessional tests and annual examination. The affiliating University has introduced the unit based curriculum. The candidates are required to answer questions from each unit. The candidates are free to apply for re-evaluation if they so desire.
- As the College is affiliated to C.C.S. University, the educational and examination reforms done by University are taken care from time to time. The institute prepares the students for University examinations, first of all by the completion of syllabus and then fifteen days time is given for revision before they appear for University examination. Whenever there are internal exams, house test, the answer scripts are shown to the students after evaluation.



- There is an internal assessment component of 20 marks which is prescribed by the University. The evaluation of internal marks is done by the subject teacher concerned. Whenever there is grievance, same is sorted out.

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

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken:

- The marked answer sheets are given to the students to give them the opportunity to look into their performance.
- When the students have seen their performance, the subject teacher discusses about each and every question attempt made by majority of the students and then tells the right way to answer those questions.
- Then the students are offered opportunity to discuss with the teacher at individual level.
- The students are given two assignments in each subject and then the performance of each student teacher is monitored.
- Besides this, the record of every student teacher in every activity is



maintained.

- The evaluation\ through annual examination is done by C.C.S. University.
- After the declaration of result by the University on its web site, Detailed
- Mark Cards are dispatched to the College concerned.

2.5.4 How ICT is used assessment and evaluation processes?

ICT is used in assessment and evaluation processes in the College in the following manner:

- The attendance, the marks obtained in the unit test and the house examination are feed to the computers for compiling and preparing reports and for sending the reports to their homes.

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

- Education for all
- Work with community

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

- Contributing to national development
- Quest for excellence



- Develop inner qualities like honesty, punctuality, co-operation and truthfulness
- Develop self- discipline

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

The institution reflects on the best practice in the delivery of instruction.

Up to great extent it involves the use of technology. These can be summarized as follows:

- Internet facility in the Computer Lab and Language Lab.
- Well equipped Technology Lab with advanced electronic gadgets.
- Innovative teaching learning methods to teach variety of students and to meet their diverse needs.



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

The institution constantly motivates its teachers to take up research in education in following manner:

- Teachers are encouraged to attend seminars, conferences, workshops, etc.
- Teachers are provided with seed money for conducting research activities.
- Adjustment in teaching schedule is usually made to help the teachers involved in research.
- Faculty members are encouraged to participate and present their research papers in national and international conferences for which they are provided academic leave.
- The institution holds seminars and workshops which facilitate the interaction with other experts.
- The institutional profile and the website of institution highlight the achievements, 'expertise and laboratory facilities to attract active researchers as faculty members.
- Research ideas through normal teaching, innovation and field work are



encouraged.

- Teachers are provided with various facilities such as free internet access online for motivating them to take up research seriously.
- Teachers are encouraged to acquire higher qualifications like M.Phil, Ph.D.
- 4 numbers of Teachers have acquired M.Phil degree based on research. 1 number of teachers has been awarded the degree of Ph.D in Music. 5 numbers of teachers have been registered for Ph.D degree.

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

The thrust areas of research prioritized by the institution are as under:

- Information and Communication Technology (I.C.T.)
- Language Teaching

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

Yes

The institution encourages action research with clear objectives in mind and achievable outcomes and impact.

Objectives:

- To make teacher trainees research minded.
- To develop quest among teacher trainees for bringing excellence in their



work.

- To change the outlook of teacher trainees in solving class room problems.
To make improvements in school practices.
- To bring qualitative output of, teaching-learning process by adopting Scientific method in classroom activities and related evaluation.
- To develop scientific attitude among the teacher trainees towards classroom and school problems.
- To initiate teacher trainees for professional improvement.
- To make the teacher trainees understand the concept

The Outcome and Impact:

- Developed problem solving ability and scientific attitude among teacher trainees.
- Made the teacher research minded.
- Helped teacher trainees in improving the efficiency of their teaching.
- The quality of teaching - learning process was improved.
- Teacher trainees were able to solve the day to day problems of school teaching.

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

The details of the conference / Seminar / Workshop attended and / organized by the faculty members in last five years are as follows:



- Workshop 12
- Seminar 30

3.2 RESEARCH AND PUBLICATION OUTPUT

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

The various instructional and other materials developed or used by the institution are detailed below:

- Self instructional material
- Print Material such as:
 - Lesson Plans
 - Charts
 - Flash Cards
 - Transparencies
 - Slides
- Non-Print materials such as Models
- Power Point Presentation
- Question Bank
- Audio Cassettes and CDs on various topics of English and Hindi
- Lesson Plan CDs



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

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

- The institution has a well equipped Computer Lab with 15 computers connected in LAN as well as in WLAN which is used for development of self instructional material, PowerPoint presentation and computer assisted learning material.
- Full equipped software based Language Lab with computers and internet connection.
- For development of print and non print material the institution has separate labs like preparing teaching aids (PTA) Lab and Educational Technology Lab equipped with LCD Projector, OHP and White Board.
- Three periods per week in the time table are allotted for preparation of teaching aids.
- Free internet service for students and faculty round the clock for all the 365 days.
- Multipurpose room for fabricating teaching aids.
- Well equipped library with following facilities:-
 - Text Books and Reference Books
 - Journal/Periodicals, Magazines and Newspapers
 - Computers



- Audio and Video Cassettes
- Internet
- Resource materials on digital media such as CDs

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

Yes

The institution has developed following ICT/technology related instructional materials:

- Lesson Plan CDs
- Subject related CDs
- PowerPoint Presentation
- Audio cassettes and CDs on various topics of English and Hindi

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

- Organized by the Institution
- Attended by the staff
- Training provided to the staff
- Workshop on “Development of Audio-visual Materials”
- The institution also organized teaching aid exhibitions frequently.
- The Institution organized training programme on instructional material development for the pupil teachers in which they were trained by the faculty members to prepare various teaching aids such as charts, transparencies and models.



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

The list of journals in which the faculty members have published papers in the last five years is as follows:

<i>Name of the Teacher</i>	<i>Topic of the Research Paper</i>	<i>Details of the Journal in which Research Paper has been contributed</i>	
Dr. K.C. Behera	Young People & the Environment	Ambikeya Journal of Education	No. 1 Biannual Feb 2013 Published in Vol. 4 ISSN 0975-9735
Dr. K.C. Behera	Human Rights in Education	Rameesh Journal of Education	No. 2 Biannual Nov 2005 Published in Vol. 2

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

One

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

Nil



3.3 CONSULTANCY

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

The institution extends its expertise for consultancy services to educational institutions and organizations in the following manner:

- Holding conferences on professional/technical skills in Teaching, Microteaching, Guidance and Counseling.
- Deputing the faculty to hold consultation sessions with head/manager of local schools for improving school education.
- Deputing the faculty to act as resource persons in orientation programmes for teachers and head of schools and colleges.
- To provide counseling through guidance cell to children of nearby villages.
- The pupil teachers are encouraged to tutor younger kids to improve their reading and writing skills.

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.*

Yes

The faculty members of the institute are competent to undertake consultancy

1. Dr. K.C.Behera, Principal (Interview & Training)



2. Mr. Anil Kumar Sharma (Mental Measurement and Evaluation)
3. Mr. Puneet Kumar (Guidance & Counseling)
4. Mrs. Mamta Sushil (Innovative Practices)

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

This is a College of Education. Consultancy is done in the field of education with a sense of devotion to the cause of education and no fee is charged by the staff for it.

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

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)

- Adult Education in slum area.
- Micro Teaching Workshop-2 Days...By NCERT expert Dr. A. K. Rajput, Associate Prof. (CIET) NCERT, New Delhi and Dr. Vinod Kanveria , Asst. Prof. C.I.E. Delhi University, Delhi.
- The pupil teachers were taken to slum areas around and nearby



villages. They met the villagers and interacted with them. They asked the reason for being not educated. The pupil teachers emphasized upon the need of education in today's world and motivated them to learn and educate their family.

- An extension lecture is organized by the institution every year in which the faculty members of medical institutions are invited.
- Population Education and Health and Hygiene Awareness:
 - Extension lecture by various doctors of medical institution were organized with the theme 'Health and Hygiene'.
 - A procession was organized for the theme 'Save the girl child' and 'Female Foeticide'.

➤ ***Outreach Programmes:***

The pupil teachers and members of the faculty are carrying out the outreach programme in the following manner:

- Providing training, placement and counseling to student teachers.
- Imparting training on selected language skills to the school children/teachers.
- Extending help to the teachers of adopted school with regard to updating their teaching competencies in different school subjects while holding seminars and workshops.
- Distributing audio-visual aids among neighboring schools.



- Anti Smoking Movement in village Niwari and Bhojpur.

3.4.2. *How has the institution benefited from the community?*

(Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution has been benefited by the community in various ways:

➤ ***Institution - school networking:***

During practice teaching, all teacher trainees interact well with the school. Besides classroom teaching, each pupil teacher is supposed to take part in the morning assembly of the school. Thus the student teachers interact with school/community to study their emerging needs and provide appropriate solutions to their problems.

➤ ***Institution - community networking:***

As the pupil teachers interact with the students after being given training, they perform well in teaching and thus help them in their placement.

Moreover, broader prospective regarding teaching develops during community interaction. The pupil teacher learns to tackle the students according to their need and psychology. When pupil teacher comes in contact with the community, variety of students interacts with them and thus their communication skills are improved. 'Community Awareness Programme' is organized. The pupil teachers are taken to various areas and are given chances to interact with various communities.



➤ ***Community participation in Institutional development:***

Schools are invited to visit the institution and varieties of teaching aids are exhibited. The schools are allowed to select teaching aids for their schools. The selected aids are gifted to schools. Their suggestions are also welcomed to improve the work done by the students and the programme organized by institute.

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

The future plans and major activities that will be taken up are as follows:

- To broaden the scope of educating down trodden people of nearby community/areas.
- Increasing the scope of community service programmes.
- Adult Education programmes.
- Provision for support to differently abled persons.
- Organization of workshops to develop communication skills in teachers and personality development.

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.*

No



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

The institutions develop social and citizenship values and skills among its students through Cultural activities and scout & guide camp etc.

- The student teachers are assigned different responsibilities in organizing educational tours.
- The student teachers share different responsibilities in organizing intra college meets in skill-in-teaching, preparing teaching aids, drawing and painting, collage making, dance, poem recitation etc.
- Student teachers are involved in plantation of trees and flowering plants for beautification of the campus.
- Various extension activities such as adult educational environment awareness, social work, AIDS awareness etc. are organized to inculcate social concern in the minds of the student teachers.

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.

Adult Education Department: Adult Education Programme and awareness about health, Dental, Blood Donation and Eye Checkup.



Teaching: The linkages with reputed institutes, NGOs and Govt. agencies help in arranging faculty exchange and academic development. Faculty from these institutions is involved in teaching and research collaboration. It has improved the quality of work and its applications.

Training: The Linkages help in gaining experience, interaction and feedback regarding various teaching skills. The students get training with modern equipment and ICT enabled hardware/software. Such students are able to compete at national level for getting jobs.

Consultancy: The linkages help to develop national and international competency and expertise in our students and members of the faculty. The institution encourages consultancy work by the faculty.

Extension: The linkages with National Organizations and the University departments lead to the development of new and innovative programmes. Such technologies are passed on to the community and stakeholders through publications in research journals and through direct outreach programmes. The linkages of the institution promote extension activities directly beneficial to the community in terms of health awareness programs, education of the rural masses, environmental awareness etc.

Publication: The members of the faculty have several publications with co-authorship of the faculty of other Universities. These publications are in recent and emerging areas and imply development of cutting-edge technologies.

Student Placement: The institution-school linkages enable the schools to fathom the depth of knowledge of students of these institutions. The students also get trained with hands on experience in relevant schools during their practice teaching. This helps in better understanding of the schools. The institution has established a placement cell for promotion of linkages between the institution and the schools in order to cater to the needs of the schools and better placement of our students.



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.

NIL

3.5.3 How did the linkages if any contribute to the following?

- **Practice Teaching:** Strong linkages with neighborhood schools help the institution in organizing the practice teaching for the student teachers.
- **Extension:-**Adult Education Department and the Health Department help the institution in organizing Adult Education programme and General Awareness about health programme.
- **Teaching**
- **Training**
- **Consultancy**
- **Publication**
- **Student Placement**

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

The institution has established extensive linkages with the school sector in respect of practice teaching, placement of the students, research and extension activities. The College has linkages with following schools:

- Rukmani Modi Mahila Inter College, Modinagar
- Dr. K.N. Modi Global School, Modinagar
- P.B.A.S. Inter College, Modinagar
- Adarsh Kanya Inter College, Govindpuri, Modinagar



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.*

Yes, the members of faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The Principal of the institution appoints teacher educators in different schools during practice teaching session. All the concerned faculty members discuss and plan out whole practice teaching schedule with the head of the school. They actively collaborate with teachers and other school personnel to design the time table of student teachers, evaluation of student teachers, organizing certain activities in the school, etc. Moreover the faculty members interact with school to study their emerging needs and provide appropriate solutions to their problems.

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

The institution has linkages of research and extension activities. Such linkages help in training the faculty in the field of research and extension programmes in service of society. Such activities also provide value addition to the academic programmes of the institution. The faculty



members collaborate with school and other College or University faculty in following ways:

- The linkages with reputed schools, college and other Universities help in academic development.
- Faculty from institution and other Colleges or University is involved in teaching and soft skills development.
- Extending help to the teachers of adopted schools with regard to updating their teaching competencies in different school subjects.
- Holding seminars, conferences and workshops on research and latest trends in education.
- Conducting guidance and counseling sessions.
- Organizing short term orientation and competency building programmes.
- Organizing special lecture series in collaboration with experts from school and other college or University faculty to improve the quality of research in teacher education.
- The institution provides consultancy services to other institutes/schools with regard to selection of teachers/staff.



3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

Research section has been established to promote research programmes for faculty members.

Editorial Board is already established to promote the publication work of the students & faculty members in the institution.

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

Institute magazine is published to promote the publication of Research Work.

Every year Audio - Visual aids Exhibition, Guest Lectures, Workshops etc. organized under extension activities.



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1. PHYSICAL FACILITIES

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

Yes, The Institution has the physical infrastructure as per NCTE norms.

➤ The institution possesses **4082 Sq. meter.** built up area for 100 B.Ed. seats with following facilities:

- 15 Classrooms
- Seminar Hall with seating capacity of 200
- Library and Reading Room
- ICT Resource Centre
- Science and Mathematics Resource Centre
- Language Lab
- Chalk Board Writing Room
- Tutorial Rooms
- Principal's Office
- Administrative Office
- Faculty Rooms
- Visitor's Room



- Girl's Common Room
- Multipurpose Hall
- Resources Room
- Canteen
- Separate Toilets for Faculty and Students
- Parking space
- Store Rooms
- Pantry
- Washroom/Restroom facility
- Open space for other activities
- The institution has a playground for outdoor games, sports room for indoor games.
- The safe guard against fire hazard has been provided in all parts of the building.
- There is a facility of hostels for girls.

The Master Plan of the building has been enclosed.



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

While planning to open the B.Ed. Institute the visionary founder of the College clearly kept in its mind that to add more courses like M.Ed., B.P.Ed., B.T.C. and increasing the number of seats of B.Ed. (Addl. Intake) a big infrastructure is required. The norms of NCTE were looked into and infrastructure was built so as to ultimately make this College a comprehensive institute of Education having B.Ed. The NCTE norms read as under:

- Additional intake of one unit of B.Ed. requires additional built up area is also available.
- But, the institution already possesses 4082 sq. meters of built up area. Thus, the institute has sufficient infrastructure to meet with the future requirements.

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

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

- Institution has a seminar hall as well as a centrally air-conditioned



spacious auditorium with a well equipped stage and modern amenities for holding a variety of programmes.

- Playground for outdoor sports like Badminton, Basketball, Athletics, Volleyball, Football etc is there.
- Sufficient sports material and kits are available.
- Institution has adequate facilities for indoor games like Chess, Carom, Table Tennis, Billiard etc.
- A multi facility gymnasium is also available on the campus.
- Different labs for work-experience (Computer lab for Computer Applications, Chalk Board Writing Room, and Multipurpose Hall for Preparing Teaching Aids) are available in the institution.

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.

Seminar hall is utilized by sister departments for holding various activities (Seminars, workshops, get-together etc.).

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

The facilities available with the institution to ensure health and hygiene of the staff and students are as follows:

- Washroom/Rest room facilities separate for men and women are there



at each floor of the building.

- Health services are provided to the students and staff through an M.D. Doctor and a Medical Attendant on the campus.
- Free dental check-u-campus is arranged in the College from time to time.
- Common rooms for girls.
- Facility of canteen for both the staff and the students.

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

Yes

CMD Girls Hostel

- a. Canteen
- b. Mineral Water
- c. Restaurant
- d. Auditorium

Sports & Games

- a. Tennis
- b. Badminton



4.2 MAINTENANCE OF INFRASTRUCTURE

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

		2007-08		2008-09		2009-10		2010-11		2011-12	
		Budget	Utilization	Budget	Utilization	Budget	Utilization	Budget	Utilization	Budget	Utilization
a)	Land	-	-	-	-	-	-	-	-	-	-
b)	Building	20	-	30	-	30	-		70	-	-
c)	Furniture	5	4	5	3	10	-	5	2	10	-
d)	Equipment	-	-	-	-	-	-	-	-	2	2
e)	Computer	-	-	-	-	-	-	-	-	10	8

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

- The institution runs from 9:00 am to 3:00 pm involving all the pupil teachers and teacher educators in a variety of programmes and thus utilizing its infrastructure to its fullest extent.
- In certain programmes, the specified rooms are utilized for more than one activity. For instance,
 - Common room for indoor sports activities.
- Seminar hall is used for morning assembly, different functions of the institution, workshops, etc.

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



Electricity is optimally used and saved.

For keeping the institution neat, clean and pollution free, following measures have been taken:

- The institution is following a plantation programme on year to year basis in its efforts to beautify the campus. The students and staff make their sincere efforts to maintain this beauty.
- The faculty members and students both are given duties to take care of the cleanliness of the institution.
- To inculcate the sense of cleanliness, dustbins are placed at different points for use.
- Environment day is celebrated in the institution wherein experts are invited to deliver lecture on the issues related to environment. Various competitions (Slogan Writing, Chart Making) are organized on this day to make the students aware of the environment problems.
- This is one paper in the curriculum christened as 'Environmental Education' in which the students are taught about the need, importance and issues related to the environment.

4.3 LIBRARIES AS A LEARNING RESOURCE

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

Yes,

The institution has a qualified librarian and adequate technical staff to support the library.

The details of the staff members are as follows:

<i>Sl.No.</i>	<i>Name of the Staff Member</i>	<i>Designation</i>	<i>Qualification</i>
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1	Sachin Malik	Librarian	B.A., MLIS
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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.)*

Volumes 4852

Titles 1248

National Journals 10

Journals International 01

Encyclopedias 10

E-Resources 26

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

Yes,



The institution has in placed a mechanism to systematically review the various library committee resources for adequate access, relevance etc. and to make acquisition decisions.

The composition of the library committee is as follows:

- Dr. K.C. Behera (Convener)
- Ms. Babita Gupta (Member)
- Mr. Sachin Malik (Member)
- Mr. Puneet Kumar (Member)

The functions of the committee are:

- The committee considers the development proposals of the library and budget allocations and policy decisions.
- Provides directions for a structured and balanced growth of the library and to provide improved facilities and innovative services.
- Suggest measures for augmenting the use of the library resources by the staff and the students.
- Review the library services from time to time.

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

Partially automated



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

Yes

The institution library has Computer and Internet. The access to internet to the staff and students is made free. The students and faculty use internet very frequently.

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

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.)

The library has about 260 working days from 9:00 a.m. to 3:00 p.m. in a year. The library services are open on all working days from Monday to Saturday.

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

The staff and students come to know of the new arrivals in the following ways:

- The staff and students come to know of the new arrivals through the new arrival section. The books, journals, magazines etc. are displayed in this section.
- Faculty members are personally informed by the Librarian about the latest additions relating to their projects and trust areas of research.
- The staff also informs the students about the new arrivals informally.



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

No

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

There are two (02) physically challenged person get admitted.

- For the physically challenged persons additional books and reading materials are issued on long term basis.
- These persons are provided books, journals etc. at the ground floor only by the library staff.
- For visually challenged persons, personal assistance is given.

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.

- The institution has a well equipped computer lab with 15 computers connected in LAN as well as in WAN. The configuration of these systems is:



- Switch
- Network wire
- LAN Card

➤ The software's available are:

- Ms-office with tools
 - Ms-Word
 - Ms-Excel
 - Ms-Power point
 - Ms-Front Page
 - Ms-Access
- Adobe Reader
- Mc Afee Antivirus
- Internet Explorer
- Nero Start Smart CD Writer
- Netscape Navigator etc.

➤ Software based language lab with 15 computers and internet connection. The ACEN interactive course in Phonetics and spoken English is used which aims at bringing out the essential features of the phonology of English by giving ample practice in both the skills of listening and speaking and imparting a culture of accuracy in the



language used for communication.

- Other software's/material available are:
 - Lesson plan CDs
 - Educational CDs on variety of topics
 - Audio cassettes for improving listening skills
 - Video cassettes on various school subjects
 - Slides, Transparencies, Charts etc.
- Audio-Visual aids like Overhead Projector, LCD Projector, Public Address System, Television set, CD Player, Cassette Player are available in the Educational Technology Lab of the institution for enhancing/improving teaching learning activities of the students.
- Other hardware facilities available are:
 - CDROMs
 - DVD Writer
 - Printer
 - Scanner
 - LCD Projector
 - Inbuilt Speakers etc.
- The pupil teachers and faculty can access the internet at any time during working hours whenever required.



The institution ensures the optimum use of the facility in the following ways:

- The above resources are made accessible free of charge to students and faculty during working hours.
- The computers are used to train and develop power point presentations to be used by students in their teaching practice as well as by teachers for the research paper to be presented in conferences, workshops etc.
- The OHP, LCD projector are used by the pupil teachers for enhancing their teaching learning activities as well as by the staff in the programmes/activities organized in the institution.
- The office section including Principal's office is provided with the computer and internet facility.

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

Yes, there is a provision in the curriculum for imparting computer skills to all the students. The curriculum includes a paper of Computer Education, Computer Application and Teaching of Computer Science which impart the following skills to the students:

- Basics of Computer
 - Use of Word-Processor
 - Ms-Excel
 - Ms-Power point
 - Change of Wall paper and Screen saver
 - Use of Word pad, Notepad



- Ms-Paint etc.
- Internet Skills
 - Use of E-mails
 - How to make searches
 - Download data etc.
- The use of various hardware devices such as CDROM, CD Writer, Printer, Scanner and Pen drives etc.
- Knowledge of Net working is provided to them which covers:
 - Functions of Computer Network
 - How the Computer network works
- Students are taught about:
 - Operating System
 - Functions of operating System
 - The Windows environment
 - Disk operating system
 - They are taught about how to teach Computer Science (Methodology of Teaching Computer Science).
 - They are told about the benefits of computers in the field of education etc.

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

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

- One paper of Computer Education is there for providing theoretical knowledge about computers to the students for which



three periods per week are assigned.

- One paper of Computer Applications of 50 marks is there for providing them the basic knowledge of computer. The paper includes changing of wall paper, screen saver, use of MS-word, MS excel etc. The number of periods for this paper is 3 per week.
- One special period per week is there for training the students to prepare plans (Power Point presentations) in the computer and they are also trained in accessing the internet.
- 3 periods per week are devoted for Preparing Teaching Aids and Handling of Available Equipments in which students are trained for preparing teaching aids such as charts, models, slides, transparencies etc. and firsthand experience is given to them in handling of the available equipments such as overhead projector, etc.
- One paper of teaching of Computer Science is there in the curriculum which is opted by students who have done graduation in Computer Science. In this paper, they are taught how to teach with proficiency they are taught how to teach with proficiency the subject of computer science in schools.

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

The major areas and initiatives are as follows:

- Preparation of teaching aids such as charts, models, slides, transparencies, Power Point presentations etc.
- Preparation of self-instructional material
- OHP, LCD projectors are used to display slides, transparencies, Power Point presentations etc.
- To improve listening skills, pronunciation of students, audio cassettes/CDs are used by pupil teachers in practice teaching.

4.5. OTHER FACILITIES



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

- The instructional infrastructure are kept open for the students and faculty during working hours and extended hours whenever required.
- Library, Computer lab, sports facilities are kept open on holidays except Sundays/extended hours for all the registered users.
- The seminar hall is used for holding morning assembly, seminar, workshops, get-togethers, examinations of the institution.
- In certain programmes the specified rooms are utilized for more than one activity. For instance:
 - Common Room is used for indoor sports activities.
 - Art & Craft room for Teaching of Music and Other Art & Craft Activates.
- The different hardware equipments such as Overhead Projector, LCD Projector and Public Address System are used in seminars and workshops organized in the institution. These are also used by the pupil teachers during simulated teaching as well as practice teaching.
- The different teaching aids prepared by the students such as charts, models, slides, transparencies, presentations are used by the pupil teacher during their simulated and practice teaching.
- Language lab is used by the faculty as well as pupil teachers for improving their pronunciation, accent and listening skills.

Yes, the institution shares the facilities with others.

- The teaching aids prepared by the students are exhibited and different schools are invited to the exhibition. These aids are gifted to schools as per their requirement.
- The equipments like LCD projector, Over head projector are issued to the sister departments as well as schools whenever they require.
- Library, Computer Lab and Language Lab and sports facilities are open for the sister departments.



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

The various audio visual facilities/ material available with the institutions are:

- Lesson plan CDs
- Educational CDs
- Self Instructional Material
- Computer assisted learning material
- Audio and Video Cassettes related to the different school subject
- Audio cassettes for improving the listening skills or pronunciation and accent of the pupil teachers
- Models, Charts, Flashcards, Slides, transparencies, etc.
- LCD projector, Overhead projector, Television set, CD player, Cassette player etc.

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

The various general and methods laboratories available with the institutions are:

- Psychology laboratory
- Science laboratories-Physical and Life Sciences
- Mathematics Lab
- Computer Lab
- Educational Technology Lab
- Multipurpose room



- Chalk Board writing room
- Language Lab
- Resource room

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

- All the staff members are allotted the above labs according to their expertise who are responsible for the maintenance and upkeep of these labs.
- Yearly stock checking is done by the authorities.
- The damaged equipments/and other items are discarded and new orders are placed.
- Regular check up and servicing of the various hardware equipments is done.
- Students are encouraged to make models (working/nonworking), charts related to their teaching subjects which are then placed in the respective labs.

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.*

The Classroom has the facility to deliver the lecture through Power Point Presentation keeping in view the need of students.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

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

- Prepares and delivers their lecture by using Power Point presentations



keeping in view the level and diverse needs of the students.

- Prepare learning packages/remedial instruction on computer for weaker students.
- Provides the subject related latest information/knowledge to their students.
- Makes use of e-mails for handling the queries.

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

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

- Power point presentations are prepared by the student teachers and then these are used by them in their school practices.
- Transparencies are prepared by teacher educators and pupil teachers for making the teaching learning process interactive and effective.
- Educational CDs are used to supplement the knowledge of the pupil teachers as well as the staff members.
- The students and staff are given free access to internet and the use of computer to develop technological skills, increase the knowledge related to their concept which in turn prepares them for their professional life.
- Self instructional material prepared by the pupil teachers and staff members is utilized for enhancement of knowledge and motivating the slow learners as well as gifted students.

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

The institution has Computer Lab with 15 computers and Language Lab and all the computer accessories with internet connection to achieve the following objectives:

- ***Objectives of the practice:***
 - To familiarize the students with computers



- To develop higher order thinking skill in them
- To enable them to complete with the technological world
- To help them in making their teaching effective while using technology in the classroom
- To bring change from teacher-centered to learner centered education
- To provided more opportunities to students in multiple ways of discovering, creating and communicating information in various formats and voices
- To expose teacher trainees to the latest knowledge so that they can update themselves and transmit the same to their students

➤ ***Description of the practice:***

In the beginning of the session, teacher trainees are given a two-day orientation in the use of technology in classroom instruction. Students are motivated to use technology in teaching during the B.Ed. course. After this, a workshop on integration of technology is organized for the teacher trainees. In this workshop, the following items are covered:

- Fundamentals/basics of computer
- MS-Office (MS-Power Point, MS-Word, MS-Excel) Net-surfing and E-mail.
- Practice in preparing portfolios in respective method courses.
- Open discussion takes place with the teacher trainees on their experiences during the workshop.

Before starting of preparing lesson plans, teacher trainees are divided into subject-wise groups. Then the students

➤ ***Description of the practice:***



In the beginning of the session, teacher trainees are given a two-day orientation in the use of technology in classroom instruction. Students are motivated to use technology in teaching during the B.Ed. course. After this, a workshop on integration of technology is organized for the teacher trainees. In this workshop, the following items are covered

- Fundamentals/ basics of computer
- MS-Office (MS-Power Point, MS-Word, MS- Excel) Net-surfing and E-mail.
- Practice in preparing portfolios in respective method courses.
- Open discussion takes place with the teacher trainees on their experiences during the workshop.

Before starting of preparing lesson plans, teacher trainees are divided into subject-wise groups. Then the students of each group make practice in the use of technology in teaching in a variety of ways like demonstration, animation, quiz, interactive presentation etc.

Besides teacher-trainees, teacher educators also make use of technology *in* their presentations at seminars and conferences and developing multimedia material as well.

- ***The outcome***
- The quality of instruction was improved.
- New directions in the use of ICT emerged
- Faculty started utilizing ICT in their presentations.
- Teacher trainees started using ICT in their teaching.
- Internet facility was introduced for the use of faculty, students and library.

➤ ***Future upgradation:***

- Experts working in various areas of ICT would be invited for seeking from them possible new inputs in the application of ICT in teacher



education.

- Well defined priority areas of research in ICT would be formulated and conducted their results would be widely circulated among the educational institutions.

➤ ***Next Level Programmes:***

- Training programmes for In-service teachers would be conducted by the institution. It will update their knowledge of ICT and enable them to use in day to day instruction in the classroom.



CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. STUDENT PROGRESSION

5.1.1 How does the institution 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 (student's pre-requisite knowledge and skill to advance) to completion?

The B.Ed. students are admitted according to the procedure as laid down by the Government/NCTE/University and as of now the eligibility condition is a pass in Graduation & P.G. Course in any discipline with 50% marks for admission to the B.Ed. Course. Entrance test is conducted by one of the Universities.

However with effect from the session 2006-2007 the admission to B.Ed. course is done on the basis of marks obtained by the candidate in the qualifying examination through central counseling by one of the University in the State authorized by the State Government.

An orientation programme of two days is conducted at the start of the academic session in which the teachers interact with the students to assess the preparedness of the students for the course.

The students are suggested ways to study effectively so that they are benefitted from the course not only academically but practically also.

The passion for teaching profession, the pedagogical skills and other requisite qualities that a teacher should possess are discussed and the students are motivated to acquire these qualities.



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

The intuitions provide such campus environment which promotes motivation, satisfaction and development and performance improvement of the students in the following ways:

Enrichment programmes in the form of workshops, seminars are organized in the institution.

- A seminar or 'Use of ICT in Technology' at College level for students of B.Ed.

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

2006-07	0
2007-08	0
2008-09	02
2010-11	02
2011-12	04

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?

Teacher's informally guide the students for higher study.



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

Yes.

For higher Studies		In Teaching Job
2008-09	15%	20%
2010-11	12%	18%
2011-12	16%	24%

After passing out B.Ed. course some of the students go for their higher education in different courses i.e. M.A./M.Com./M.Sc./M.Ed. Some of the students choose teaching as a career.

5.1.6. Does the institution provide training and access to library and other?

Education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes. The institution provides training and access to library and other education related electronic information and resources to the students during the session as well as after graduating from the institution.

Different timings are allotted to such as students so that the regular students of B.Ed. are not affected. Lasted news, Journals is made available to them in the Library.

Internet facility is also provided to the students after having been graduated from this institution.



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

Yes

	Session (2010-11)	Session (2011-12)
No. of Students Placement	04	15

The college provides placement service to students. There is placement cell consisting of 3 faculty members to conduct all the activities of the placement cell. Details of services provided are as follows:

- During practice teaching, the resumes of all Pupil Teachers are given to the Management of respective schools through Principal for suitable placement.
- Advertisements relating to job in schools are displayed on notice-boards with a view point of giving up to date information about the vacancies in different educational institutions.
- Special lectures and orientation programmes are organized in the college for developing confidence among pupil teachers to face interviews.
- Personality development programmes are arranged for developing skills required to be an effective teacher.
- The lessons delivered by the pupil teachers are comprehensively evaluated by the placement cell in order to identify pupil teachers who can be recommended to schools for ready placements.



- Mock interviews and demonstration lessons are conducted to provide exposure to the challenge of facing these in real life.

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

Students coming from rural areas lack appropriate communication skill for placement good public schools.

Some female students do not want to join service due to their personal or family reasons. They are pursuing B.Ed. only for increasing their qualifications for any future need.

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

Yes, the practice teaching schools send their vacancy list to the institution and the institution prepares a merit list of all eligible interested students.

The screening of merit list is done according to the requirements of the school. The students (ex-students by now) are the interviewed by the school recruitment committee.

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

Yes

Human Resources:

The institution had authorized the Placement Cell to contact potential recruiters by way of personally visiting the school or by telephone to various institutions. The expenditure on these activities is borne by the institution. The Placement Cell has 3 members and a typist to help them.

ICT Resources:



The Placement Cell has been provided with a computer having an internet connection. Institution has computer lab with internet connection, LCD projector, DVD player, TV, Over Head Projector, Educational CDs and Printer etc. which are provided to the Placement Cell as and when required.

5.2 STUDENT SUPPORT

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

The curricular, co-curricular and extracurricular programmes are planned, evaluated from time to time to achieve the objective and effective implementation of the curriculum as under:

The academic calendar includes the date for celebration of different educational programmes, co-curricular activities, extension lectures, important days' celebration and schedule of micro-teaching, mega-teaching, real-teaching house examination, convocation etc.

In the beginning of the session, two days orientation of pupil teachers with regard to the course and other activities is organized. The institution has a comprehensive teacher trainee programme (curricular and co-curricular) to promote interest for curricular and co-curricular activities among the student trainees.

For enhancing the capacity of the students to learn, assignments, projects, discussion, seminars, participatory teaching and peer teaching are used.

Before the start of every session, staff meeting is held. In this meeting a review of the activities of the previous year is made. Keeping in view, the gaps and the priorities, a blue print of the calendar for new session is prepared, discussed and finalized in the meeting.



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

No different planning is needed for physically challenged students as far as theory is concerned. However, they are provided adequate assistance during practice teaching.

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

Yes, the institution has mentoring arrangements. In a group of 20 students has been assigned to a Mentor known as Incharge who remains in touch with them throughout the session, monitor their potential in different areas and encourage them to participate in various curricular and co-curricular activities. Mentors are also responsible for helping them in solving their personal or academic problems throughout the session.

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?*

The Institute follows tutorial system and the faculty members identify the personal problems of the trainees and help them in their academic activities.

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

- Introduction of the Institute
- Missions, Vision and Objectives
- Courses
- Course Curriculum
- Admission Procedure
- Mandatory Disclosure
- Faculty
- Special features



- House Test
- University Examinations
- Fee Structure

The website of the institution is updated from time to time specially when there is change in the rules and regulations or change in the faculty.

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

Yes

The institution has a remedial programme for academically low achievers which are given below:

- The Institution provides extra coaching and counseling service to support low achievers.
- Tutorials are arranged for academically low achievers.
- They are guided properly to keep pace with other students.
- Encouraged to participate in discussion and other activities to overcome their deficiencies.

5.2.7 What specific teaching strategies are adopted for teaching?

- a) Advanced learners
- b) Slow learners

Strategies adopted for advanced learners:

The advanced learners are given special assignments and opportunities to learn more through individual discussion beyond classes. Such learners are given case studies and action research that help to satisfy their quest for learning. They are also involved in institutional activities like conducting morning assembly, anchoring the programmes, etc.

Strategies adopted for slow learners:

The slow learners are given personal/remedial coaching, Peer group's learners are formed and they are given extra coaching, tutorials and assignments. Such students are encouraged to have discussion and solve



problems. Remedial material is provided to slow learners. Personal and academic counseling is also done by faculty members from time to time to slow learners.

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

All the members of the faculty are available for academic and personal counseling when the students need the same.

At the inauguration of the session:

Every year at the beginning of the session, a two-day orientation programme is held in the institute for academic guidance and counseling to the newly admitted student to enable them to make a right choice in selecting subject/option/activities.

During the Session:

The faculty members provide guidance counseling to student teachers in tutorial group once a week to solve their problems.

Guidance and counseling for reformation:

Committee of senior members of the faculty guides the student for reformation if there are any grievances.

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

Yes

The grievance mechanism is adopted by the institution for student. There is a grievance cell in the institution which is headed by the Principal.

The student who approaches the cell with their grievance are listened patiently and genuine grievances are redressed otherwise counseled according to nature of grievance.

Suggestions/grievances are checked periodically.



However, it has been noted that students prefer to meet their teachers personally for different problems, Almost all the student are satisfied with the working for the institute and facilities provided by the institute. Because of cordial relations among Principal, staff and students, no serious case has ever been reported to the grievance cell during the last 3 years.

**5.2.10. *How is the progress of the candidates at different stages of?
Programs monitored and advised?***

The Placement Cell has been provided with a computer having an internet connection. Institution has computer lab with internet connection, LCD projector, DVD player, TV, Over Head Projector, Educational CDs and Printer etc. Which are provided to the Placement Cell as and when required?

Students who are lacking in studies are given additional help and guidance remedial coaching in the vacant periods.

All facilities including contingent expenses are provided by the institute.

**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?***

- To ensure competence of students to begin practice teaching following measures adopted.
- Student are explained the pedagogical analysis method courses.
- They are explained the technologies of lesson planning of different subject.
- They are explained the different skill of teaching and demonstration of five teaching skills namely skill of Explaining , Skill of Probing Questioning, Skill of Illustration with Examples, Skill of Stimulus Variation, Skill of Black Board Writing.
- They practice these skills one by one. These lessons are duly observed by the teachers as well as peers.



- The Students are explained the concept of mega teaching and teaching under simulated conditions followed by practice of mega lesson.

5.3 STUDENT ACTIVITIES

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

the current office bearers

Give the year of the last election

List alumni association activities of last two years

Give details of the top ten alumni occupying prominent position.

Give details on the contribute of alumni to the growth development of the institution.

Yes

List the current office bearers.

Mrs. Rashmi Nehra (President)

Mr. Prachi Sharma (Secretary)

Give the year of the last election- **January -2013**

List Alumni Association activities of last one year.

Meeting-2012 (**31st March**)

Meeting- 2013 (**23rd March**)



Give details of the top ten alumni occupying prominent position.

S.No	Name	Position & Organization
01	Prachi Sharma	Teacher, D.G.R Public School, Patla, Modinagar (Ghaziabad)
02	Shweta Shukla	Teacher, Baal Baari Public School Kadriabad, Modinagar
03	Deepali Chaudhary	Teacher, T.R.M. Public School, Modinagar, (Ghaziabad)
04	Nargis Khan	Teacher, UIPS, Muradnagar, (Ghaziabad)
05	Rashmi Nehra	Teacher, T.R.M. Public School Modinagar, Ghaziabad
06	Nisha Gupta	Self Coaching, NET,CTET, TET & B.Com students
07	Sweta Tyagi	Coaching for Govt. Job
08	Khushbu Bhardwaj	Teacher, B.B.P.S., Modinagar
09	Mamta	S.I.P.S., Modinagar
10	Poonam Gupta	Teacher, S.R.M. Public School, Modinagar, Ghaziabad

5.3.2 *How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.*



The Institution encourages the students go participate in extracurricular activates including sports and game is as follows:

- Evaluating student teacher performance in different activities and giving credit to them in their overall grade.
- Meeting out expenditure incurred on their participation in the programmes.
- The student trainees are given prizes and certificates of commendation for their participation in various activities.
- Students teachers who actively participated in the different activities are further involved in organization and sharing responsibility.
- The participation is given extra coaching to keep their regular studies up to date.
- Students are given sport kit materials required to participate in various programmes.

How does the institution involve and encourage students to publish materials like catalogues, wall magazines college magazines, and other material. List the major publications/materials brought out by the students during the previous academic session.

- The college students are divided into groups and subject associations.
- Incharge of each group and subject association involves and persuades the students to write for wall magazine.
- Each group/subject association is allowed to display their creative writing /paining on the wall magazine on weekly basis.

5.3.3 *How does the institution involves and encourages 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.*



Institute magazine

Souvenir

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

The institution does not have any student council.

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

Cultural & Co-Curricular Committee

Sports activities committee

Library committee

Department Level Committees

Editorial Board

Examination committee

Course Committee

Women Cell

Placement Cell

Proctorial Board

Grievance Redressal Cell

Alumni Association

IQAC

Formation of Steering Committee

Career Counseling and Guidance Cell



Parent's teachers Association

Prize Distribution Committee

NAAC Committee

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 and development of the institution?

Yes

The institution has a mechanism to seek and use data of feedback from its graduates and employers to improve the preparation of the programme and development of the institution.

Every year the college gets a feedback perform from the students to get feedback about the teacher education programme as well as the working of the institute (Both in the classrooms and outside.)

The feedback is based on 'Student feedback on Curriculum and Faculty' covering components like punctuality, knowledge of subject matter, co-operation, behavior in relation to class room staff etc. All these components are measured on a rating scale. The feedback obtained from various sources is analyzed by specially constituted committee. Feedback is used for improvement in decision making and performance.

On receiving feedback from the student teacher, the members of faculty are informed to improve their performances.



5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1 *Give details of institutional best practices in Student Support and Progression?*

The Institute extends full support in facilitating programmes like self awareness, working for community etc.

Personality development cell of the institute emphasize to develop communication, interactive and responsive skills in the teacher trainees.

Well equipped Technology Lab with advanced electronic gadgets.

Well equipped Language Lab.

Well equipped library with e-journals. Free internet facility, journals, books and news papers.

Well equipped Computer Lab.

Free internet facility is available to the students.

During teaching practice teacher trainees are encouraged to present their lessons through Power Point Presentation.

Convocation is held regularly.



CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 What are the institutions's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Purpose:

- To prepare effective teachers for the growth of the nation according to the needs of the society.
- To provide competency to teachers for meeting social, economic and academic needs of the society.
- To develop leadership quality among pupil teachers.

Vision:

- To prepare teachers who integrate technology in education to excel others in their profession and prove the be worthy citizens of India.

Mission:

- To develop prospective teachers as facilitators who have high level professional competence to create unlimited opportunities for students learning and multiple sustainable developments.

Values:

- Contributing to national development
- Quest for excellence
- Develop inner qualities like honesty, punctuality, cooperation and truthfulness.
- Develop self-discipline



Institutional Purpose, Vision, Mission and Values are made known to the various stakeholders through different modes.

- By displaying at important places in the college.
- By displaying during the functions of the college.
- By displaying during alumni association meet
- By posting on website of the college

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

Yes

The mission statement has come out of institution's goals and objectives and reflects all the value included in the vision statements of the college. As young minds want to get the best of education, skills, technical knowledge and practical exposure to succeed in various forms of life and also betterment of the society, our mission statement is turned in this direction and it addresses the needs of the society, its students, school sector, education, institution's traditions and values. The college competes with the advancements taking place globally in order to achieve its mission.

6.1.3 *Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (Functioning and composition of various committees and board of management, BOG, etc.)*

- The Management is very liberal and magnanimous in approach. They have a unique and unparalleled in concepts and ideologies. Management is broader spectrum and plays an incredibly amazing role in motivating



the staff for effective and efficient transaction of teaching learning process.

- In addition to this, the Secretary and Treasurer of the Society are the guiding pillars of the college and are torch bearers of development.
- Academic leadership is provided by the principal of the college; he is an academician par excellence and has vast administrative experience. He gives advice, direction and support to the staff. He takes up and sorts out various issues at his own level in staff meetings.

6.1.4 *How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?*

To ensure proper communication of responsibilities of the staff, meetings are organized in the chamber of the Principal. The minutes of the meeting are recorded and the proceedings are not signed by the respective faculty members for discharge of duties allotted to them.

6.1.5 *How does the management /head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?*

The feedback obtained from various sources like students, parents, visitors, teachers, visiting resource persons etc. is reviewed by specially formed committee comprising of the head of the institution and two senior faculty members. Feedback is analyzed by the committee and appropriate decisions are taken. These decisions are then



communicated to the management for review and to bring about desirable changes as required.

6.1.6 *How does the institution identify and address the barriers (if any) in achieving the vision / mission and goals?*

- In the beginning of the session, an orientation programme for two days is organized for B.Ed. students every year where the teachers identify the barriers of language and their proficiency in using computer. It is found that 30-35% students are not proficient in English and are not technology savvy. Probably the common reason for these things is their rural background. Hence, they face problems in soft skills and using computer and internet to achieve their goals.
- For addressing the above barriers, following provisions are made available in the college.
 - Remedial classes in English are organized.
 - Training in soft skills is provided in the Language Lab through software.
 - Orientations in Computer Application for B.Ed. Students.
 - Orientation in operation of hardware like OHP, LCD Projector, INTERNET.

6.1.7 *How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?*



- Management encourages and supports involvement of staff for improvement of the effectiveness and efficiency of the institutional processes in a number of ways. All the infrastructural facilities as required by the institution are readily provided without any constraint.
- Staff's involvement in new projects and research activities are motivated and appropriate financial and leave assistance is given.
- Technical support (Projected Aids, Language Learning Lab material etc.) is made readily available.

6.1.8 *Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.*

- The Principal of the institution plays a dynamic role in governance and management of the curriculum, administration, allocation and utilization of the resources because of his twin qualities of head and heart.
- Principal monitors overall activities included in the curriculum of the institution like coverage of syllabus, attendance of students, participation and organization of inter and intra college competitions, discipline, time table etc.
- Principal has excellent liaison with the management, staff and students. He has efficient internal coordinating and monitoring mechanism. He



frequently holds meetings of staff council and other committees for improvement of the institutional process.

- Principal is sensitized to modern managerial concepts such as strategic planning, team work, decision making and is well versed with the concept of ICT and total quality management.
- Principal allocates various resources to ensure its optimum use. Utilization of resources is monitored by obtaining feedback from the respective in-charge.

6.2. ORGANIZATIONAL ARRANGEMENTS

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

Academic Committee

- Preparation of Academic Calendar
- Preparation of Time- Table
- Pre- practice Teaching
- Practice Teaching
- Workshop on “Development of Audio-Visual Materials”
- National Seminar
- Publication of Journal

Examination Committee

- Internal Exam and University Examination



Proctorial Board

- Adherence to institute norms
- 100% Attendance in class & teaching practice

Cultural Committee

- Independence Day celebration
- Teacher's Day celebration
- Gandhi Jayanti celebration
- Republic Day Celebration

Sports Committee

- Carom
- Kho-Kho
- Chess
- Athletics
- Badminton
- Annual Sports

Library Committee

- Promotion to Institute Publications
- Addition of Books & Journals

Grievance Redressal Cell

- Complaints & Suggestion

Alumni Association

Editorial Board

- Question Bank
- Souvenir
- Institute Magazine



Placement Cell

- Human Resources
- ICT Resources

Formation of Steering Committee

Career Counseling and Guidance Cell

Parents teachers Association

Prize Distribution Committee

NAAC Committee

Internal Quality Assurance Cell (IQAC)

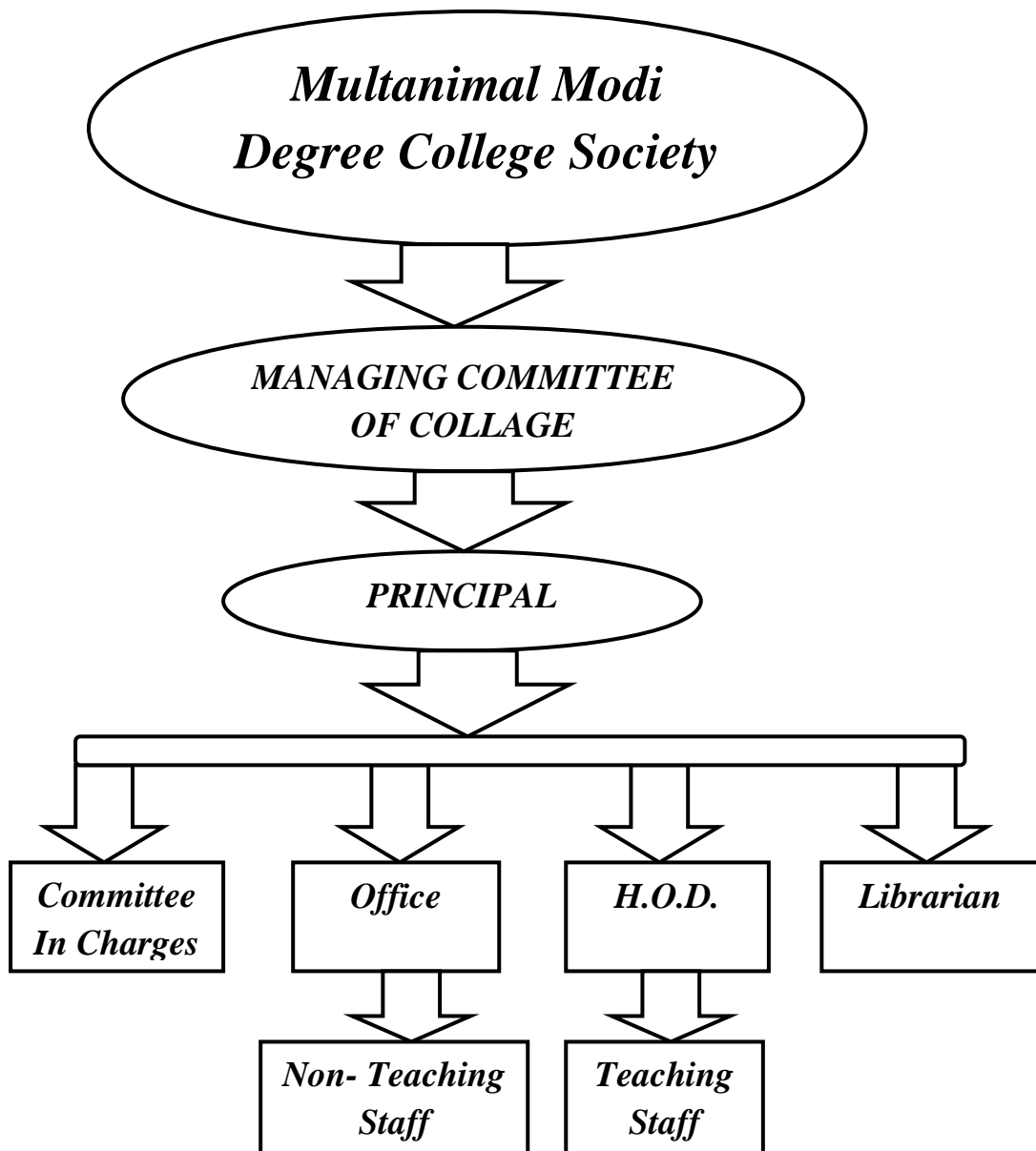
Course Committee

Women Cell



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

Organizational structure



Faculty members are represented in Board of Governors (B.O.G.). Major decisions regarding management of the institution are taken by the Governing Body of the Institute where as the academic decision are taken by different committees constituted by the principal.



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

As per the chart of the organizational structure the various positions and committees help in a decentralized administration. Powers are delegated according to the hierarchy of organization.

Chairman→ Principal→ HOD→ Staff Members.

6.2.4 How does the institution collaborate with other sections/ departments and schools personnel to improve and plan the quality of educational provisions?

Institute with different departments, schools and sections to improve the quality of educational provision in the following manner:

- AIDS awareness campaigns, tree plantations campaign, career guidance programmes, personality development programme etc. are conducted.
- Staff is deputed to attend the seminars, workshop, and conferences at different departments of University.
- Staff is deputed as experts in other colleges for delivering extension lectures and acting as resource person.
- To motivate students for good academic progress by providing meritorious certificate and cash prizes as scholarships instituted by one of the faculty member in the memory of her parents.
- Adopting the School for academic improvement of the students coming from deprived section of the society.



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

Yes, the feedback is used for decision making and performance improvement.

Every year the college administers specially designed tools for the students to get feedback about the teacher education performance.

The feedback is based on 'Student feedback on Curriculum and Faculty' covering components like punctuality, knowledge of subjects matters, co-operation, behaviour in relation to classroom management, relationship with others students and non-teaching staff etc. All these components are measured on a rating scale. The feedback obtained from various sources is analyzed by specially constituted committee. Feedback is used for improvement in decision making and performance.

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

A Journal on teacher education is being initiated with the purpose of promotion, sharing of knowledge & innovations of the teacher Education. Staff meeting → Team Teaching → Faculty Development Programme → Orientation Programme → Micro Teaching → Simulation & Practice teaching.



6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1 *Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?*

The institute has got well planned Management Information System (MIS) system and duly installed computerized mechanism to collect and analyze data.

- Feedback from students and other stakeholders.
- Analysis of previous performance of students.
- Taking verbal feedback from stakeholders.

6.3.2 *How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?*

Based upon the norms of Managing Committee and upon the scientific management techniques to identify the requirement of human and financial resources. The institute has well defined system in place for this purpose. The resource allocation remains based upon this plan and keeps undergoing regular reviews.

6.3.3 *How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?*

The requirement of resources is made known to the management through the Principal. The Society allocates human and financial resources from within and outside the organization to meet the monetary requirement arising out of changes resulting from action plan.



6.3.4 Describe the procedure of developing academic plan. How are the Practice teaching schoolteachers, faculty and administrators involved in the planning process?

- Practice teaching schedule is prepared in consultation with the Principals of the schools.
- The school faculties are involved in planning about allocation of classes to pupil teachers and its smooth conduct thereof.
- Time table in charge of respective schools are actively involved in the process.
- Teaching practice schools are also invited to take the teaching aids for use in the schools according to their needs.

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

To assure individual employee's contribution for institutional development, the objectives of the institution are communicated to them through following ways:

- Academic calendar of the institution is planned and prepared by the staff and approved by the Principal.
- The college meets the requirement given by respective teachers for development of the institution.
- Staff meetings are held at regular intervals to discuss the institutional development.
- Circulars by the management and principal.



6.3.6 *How and with what frequency are the visions, mission and implementation plans monitored, evaluated and revised?*

The implementation plans are regularly monitored, evaluated and revised quarterly by the Internal Quality Assurance Cell (IQAC). The vision and mission of the college are revised (if required) by change in norms and standards/statutes of NCTE or the affiliating university.

6.3.7 *How does the institution plan and deploy the new technology?*

- Institution plans and deploys the new technology for effective and efficient transaction of teaching learning process.
- Lesson delivered on Power Point Presentation for the students.
- Use of internet by the students and faculty.
- Use of LCD Projector, OHP by the faculty members for delivering lectures.
- Use of LCD Projector and OHP in extension lectures, seminars and workshops conducted in the college.

6.4 *HUMAN RESOURCE MANAGEMENT*

6.4.1 *How do you identify the faculty development needs and career progression of the staff?*

The faculty development needs & Career progression are identified through peer's & student's feedback on their teaching.

- By involving all teachers in different Co-Curricular activities
- By allotting new subject to teach



- Through group discussions
- Results of Examinations
- Through self appraisal reports

6.4.2 What are the mechanisms in place for performance assessment

(teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers.) Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Each of the faculty members is required to fill in a self-appraisal report in each academic year which highlights the teaching performance, research progress and the participation in other institutional activities like sports and cultural like sports and cultural events, innovative practices adopted to contribute to academic development etc. Based on the above said report the performance of faculty is evaluated by the Principal. The self-assessment report is an important yardstick for promotion of the faculty. It also highlights the needs of the faculty in terms of their research and other activities. The college makes efforts to identify and meet such needs to encourage the faculty. Faculty is given various opportunities to take part in development activities like conference, seminars etc. at national level. Faculty members are also encouraged to organize seminar, conference, workshop in the college. Suggestions to improve the academic system provided by the faculty



though Self-Appraisal Report are also taken into account by the college to improve the teaching, research and service of the faculty and other staff members.

6.4.3 *What are the welfare measures for the staff and faculty? (Mention only those, which affect and improve staff well being, satisfaction and motivation)*

Transport facility for official & personal purpose. Letter of appreciation for their sincerity, dedication towards work.

- Annual increments are granted to all without any hassle.
- Provision of medical leave
- Medical facilities are provided to the staff members and their dependents at concessional rates.
- Residential accommodation is provided to the staff in the campus at very reasonable and nominal charges.

6.4.4 *Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.*

Yes

The institution has conducted programmes on Faculty development and arranged workshops for non –teaching staff.

The institution organizes developmental programmes for teaching and non-teaching staff at the college level. It focuses on the teaching methodology and also for skill up gradation and training of non-teaching staff.



6.4.5 *What are the strategies and implementations plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)*

- Proper advertisement is published in national newspapers for the recruitment of faculty.
- The selection is done by constituting a committee comprising of university nominee and subject experts.
- While selecting teachers, no compromise is made regarding the qualification prescribed by statutory and regulatory bodies.
- The Salary structure and service conditions are as per regulations of regulatory body.
- For retaining the faculty, additional facilities like medical leave, concession for staff and their dependents in medical facilities, discount in tuition fee for the wards of faculty are provided.

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

There is no provision of employing part-time/ Ad-hoc faculty.

All the faculty members are employed on Permanent.



6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

- The college provides the faculty with a huge collection of national and International Journals, Research Encyclopedias, Textbooks etc. This enables the faculty to make effective use of these resources for research and advance study.
- The staff members are granted academic leave for participation in seminar, conferences, workshops etc.

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively.)

Well maintained staff Room,

Well Equipped office with internet facility.

Well equipped classrooms

Canteen facility

Proper storage space for keeping student's records.

All staff members have separate tables and lockers which provides the space to carry out their work effectively.

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



- The institution has a website of its own where all the details are provided for ready reference and to seek relevant information.
- E-mail ID of the institution helps stakeholders to make complaints (if any).
- Staff, students and other stakeholders are given equal importance. The grievances and complaints received from them are given serious consideration. The institute treats these grievances and complaints as suggestions for improvement. A suggestion box has also been fixed in the college for this purpose.

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

Workload of the faculty is according to the norms laid down by the statutory body like NCTE and C.C.S. University. Subjects are allotted to teacher according to their aptitude and interest.

Teachers are also engaged in different school and community services like adopting different schools for teaching the students.

6.4.11 *Does the institution have any mechanism to reward and motive staff members? If yes, give details.*

The institute decides to reward and motivate the sincere and dedicated staff members.



6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1 *Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.*

No,

The institution does not get financial support from government. The revenue and income are generated through fees.

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

Yes,

We got Rs. 124250/- from some NGO in Donation.

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

Yes.

The operational budget of the institute is adequate to cover day-to-day expenses.

6.5.4 *What are the budgetary resources to fulfill the missions and offer quality programs?(Budget allocation over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit) Budgetary resources.*



Student's fees, Bank interests, Loan from the bank & loan from society etc. are the main budgetary resources to fulfill the missions and offer quality programs.

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

Yes,

The institute has appointed an auditor (CA) to audit the accounts. There are no objections on the outcome of last two audits.

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

Yes,

Institute has computerized its finance management System. Preparation of income expenditure statement balance sheet, fee collection, salary bill etc is computerized for which different software's are used.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

➤ *Linkage of All Activities With Vision and Mission:*



All the activities of the institution are linked with the vision and mission. It has led to the growth of the college in the recent years in the field of infrastructural facilities, enhancement of teaching-learning process and image enhancement in the masses. The commitment of the Principal, faculty and staff has elicited cooperation from the alumni, parents, community and local bodies. Staff meetings are held at regular intervals to review whether the activities are being carried out in tune with vision and mission of the institution. Periodic review is one to ensure the same.

➤ ***Providing Excellent Growth Oriented Academic Environment for the Faculty:***

The members of faculty are provided conducive environment for the growth of institution and their personal growth as well. All faculty members and non-teaching staff direct their efforts towards the improvement of the institution. This had led to sharing of knowledge, innovative practices and high degree of satisfaction level among members of the staff. Self motivation and initiation are the outcomes of this constructive environment.

➤ ***Active Support of Management in College Activities:***

Management of the college actively supports and strengthens the processes going on in the institution. They provide infrastructural



facilities without any constraint and help in making the academic climate appropriate for learning and development. Support is provided readily with regard to faculty development, physical facilities and innovations in teaching. Immediate action is taken as and when required by the institution.



CRITERION VII: INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 *Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.*

Yes,

The institution has established Internal Quality Assurance Cell (IQAC).

Major Activities Undertaken:

The mechanism for internal quality checks in an education institution plays a vital role for enhancing its efficiency, effectiveness and productivity. The internal quality assurance cell has adopted certain practices to maintain quality in institutional programmes. They are stated as below.

- Invariable all the programmes are planned and executed in such a manner that each programme is a success. The comments, observations and suggestions of the faculty are solicited to plug the bottlenecks, if any.
- After the completion of each and every programme/ activity/ function, the review meetings are held to assess the strengths and weakness of the programme.

In the review meetings, critical points, constructive suggestions and observation are received from the faculty and some are incorporated



for the improvement of the quality of programme especially related to curricular programmes, finance development of the college.

MAJOR ACTIVITIES UNDERTAKEN

- Conducted internal academic and non- academic audit
- Planning for addition of new courses
- Steps for the improvement of existing courses
- Organization of some faculty development programmes
- Planning for developing a mechanism for internal quality checks

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institution has developed a well knit co-ordinating and monitoring mechanism to evaluate the achievement of goals and objectives. It functions through decentralization of powers and shared responsibilities. All the programmes of the institution are executed in team spirit. Each member 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 meetings of staff council. Feedback, necessary 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 the following manner.

- Analysis of Examination results.
- Suggestions/ Feedback from various Stakeholders.
- Academic calendar with the start and end dates.



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

Enriched library, qualified staff, and good infrastructural facilities, practical knowledge through workshop, interaction with in service teachers & school principals, TDP for future teachers etc. ensure the quality of institution's academic programmes. Teaching through Power Point, better access to internet has enabled faculty members to provide more of real time and challenging assignment to the students. The institution promotes the faculty members and students to organize seminars.

7.1.4 *How does the institution ensure the quality of its administrative and financial management processes?*

The institution ensures the quality of its administration and financial management processes in the following ways:

- Transparency in all matter concerned with staff and students.
- Administrative department maintains documentation for all major activities.
- From time to time different faculty development programme, such as seminars and orientation programmes are organized by the institution.



- To ensure quality of the faculty, merit is considered the major criterion for recruitment and no other influences are entertained by institution.

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

The Management identifies the needs of the institution through various feedback questionnaires from students, teacher educators, Non-teaching staff, alumni etc & through direct observation of the heads, Principal & Administrator.

Similarly the management shares the ways and means for the betterment of the institution in the meeting in which the Management, Principal of the institution and staff representatives interacts and gives their views regarding best practices.

7.2 *INCLUSIVE PRACTICES*

7.2.1 *How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.*

All the students are given equal opportunities and attention to fulfill their needs. The issue of inclusion reflects in the values of institution.

Through extension lectures

Through discussions on issues of inclusion.

Through research Journals.



Through Orientation on different disabilities.

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

Time to time debates, open discussions, general awareness programmes & guest lectures by experts are conducted from time to time to cater the needs of awareness towards inclusion, exceptionalities and gender differences & their impact on learning.

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

The institute undertakes & gets involved in various kinds of extension and outreach activities of its own in order to promote social interaction, active engagement in learning & self motivation.

Staff and students are extensively involved in most these activities by spending time, at certain times by spending money also.

Holding seminars and programmes like skill-in-teaching.

Organizing cultural activities and community services by the student teachers.

Whenever there is free period students go to library for self-study.

Encourage students to participate in social activities like Blood donation camps, Tree plantation etc.



There are different committees in the institution. Members meet once a week in the institution and hold group discussions.

Developing core competencies in prospective teacher through curriculum activities and skill-in-teaching.

Practicing new innovations in teaching.

7.2.4 How does the institution ensures that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The students' teachers develop proficiency for working with children from diverse backgrounds and exceptionalities through several subjects included in the curriculum like Psychology of Teaching and Learning, Education of Exceptional Children and Educational and Vocational Guidance.

Organization of the remedial classes in "English communication skills" for those who are weak in English language.

Personality development classes are organized for overall development of students.

With this value addition, rural background students are brought at par with others.

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

There are only one or two physically challenged students in session 2011-12. As such there is no specific provision for these students.



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

Institute has a women cell as part of the grievances cell. Women cell is there to deal with the gender sensitive issues of the institute, but till now there is no major or minor issue related to this report.

The institution has a Women Cell for keeping a check on untoward event. Women cell of the institution look into the problems faced by girl students and members of the faculty. The members of the Women Cell discuss the problems with the authorities and provide appropriate suggestions.

Women day is celebrated in the institution every year in which various competitions like debates, declamations and speech on emerging women problems and issues are organized.

There are provision of separate hostels for girls.

The campus is well balanced in both the genders; it seems a stage has come when no special efforts would be needed for gender balance.



7.3 STAKEHOLDER - RELATIONSHIPS

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The access to the information on organizational performance, (academic and administrative) to the stakeholders is insured by the institute in the following ways:

Regular meeting are arranged by the institute with stakeholders.

The Stakeholders are involved in the decision making process related to all academic programmes of the institution.

The Institution from time to time organizes various debates, group discussions and guest lecturers etc. involving different stakeholders.

The Institution maintains record of e-mail Ids of all the students and alumni for providing necessary information regarding organizational performance.

The Institute involves students, alumni and employers for taking feedback on academic programmes. The feedback is incorporated in all future programmes.

News papers

Letters

Notice board

Brochure



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

The Institute has developed a strong relationship with their Stakeholders. Regular meetings are arranged by the institution. The students and stakeholders are provided equal opportunities to put forward their demands and issues for the welfare of the institution. The various programmes and processes are revised as per feedback received from students and other stakeholders. There are certain formal and informal situations where students and stakeholders interact and share the information data in success and failures of various processes. Such situations are meetings, discussions, peer interaction etc.

In the background of obtained feedback, necessary changes are made for bringing qualitative improvement.

Students also provide feedback about their learning experiences from the faculty at the end of the session. This feedback is very useful in knowing students expectations from the institute. Suggestions are discussed and analyzed. Institute tries to take necessary steps to improve.



7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

To collect data from students, professional community, alumni and other stakeholders on programme quality, following feedback mechanisms are used:

- By students through prescribed feedback forms at the end of the session and through suggestion boxes.
- By holding alumni meet every year.

These views are reflected at the time of Planning. In addition to above informal feedback is periodically taken from the stakeholders.



MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION



Mapping of Academic Activities of the Institution

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission & Orientation	✓	✓	✓	✓	✓	✓	✓																										
Theory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																
Tutorials / Seminars	✓	✓	1/3																														
Sessional Work test & Assignment	✓	✓	✓	✓																													
Practical Work	✓																																
Preparation of Internship: Demonstration/ Observation of lessons/ Simulations/ Micro Teaching	✓	✓	✓	1/3																													
Practice Teaching/ Internship	✓	✓	✓	✓	✓	✓	2/3																										
Co-curricular Activities	1/5																																
Working with community/ Project Work	1/2																																
End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours.

The table should cover the entire academic session and may be extended as per the requirement.



ABOUT THE INSTITUTION

Ginni Devi Modi Institute of Education is one of the premier institutes in Modinagar. The college is now a multi faculty institute, imparting professional and value based education in the various streams. The college was started in 2005. Since then it is progressing day by day provides ample opportunities for research and innovations in the field of Education.

The institution has computerized library and a well developed infrastructure. It continuously organizes seminars, workshops and conferences etc. for integrated and multifarious development of faculty members and students.

VISION:

Establishment of an education excellence, with focus on developing teachers with positive attitude, skills to understand problems and apply knowledge for seeking desired result.

MISSION:

Explore and adopt best education practices and system for imparting knowledge with relevant practical exposure and institutionalize them in most pragmatic way, with focus on the needs of the corporate world.

OBJECTIVES:

- To create best suited environment conducive for learning and showing new ideas with an open mind.
- To appraise and reward the efforts and performance of faculty and staff members.
- To measure and monitor the students overall performance and give direction to shape their potential for excellence.



Teaching staff list

Dr. Kailash Chandra Behera

Principal

M.A. (Education)

M.A. (History)

B.Ed.

M.Phil. (Education)

Ph.D. (Education)

Exp. :- 18 Years



Mr. Anil Kumar Sharma

Lecturer

M.A. (English)

M.Ed.

M.Phil. (Edu.)

Ph.D. (Edu.) Pursuing)

Exp.:- 10 years



Ms. Mamta Sushil

Lecturer

M.Sc. (Zoology)

M.Ed.

M.Phil. (Education, Zoology)

Ph.D. (Edu.) Pursuing)

Exp:- 6 years



Mrs. Babita Gupta

Lecturer

M.A. (English)

M.A. (Sanskrit)

M.Ed.

M.Phil. (Education)

Ph.D. (Edu.) Pursuing)

Exp:- 11 years



Dr. Anju Saxena

Lecturer

M.A. (Hindi)

M.A. (Education)

Ph.D. (Music)

Exp:- 5 years



Mrs. Pooja Agarwal

Lecturer

M.A. (Economics)

M.Ed.

Exp:-2 years



Mrs. Pragya

Lecturer

M.A. (Hindi)

M.A. (English)

M.A. (Sanskrit)

M.Ed.

Ph.D. (Edu.) Pursuing)

Exp:- 8 years



Mrs. Puneet Kumar

Lecturer

M.Com.

M.A (Economics)

M.A. (Hindi)

M.Ed.

Ph.D. (Edu.) Pursuing

Exp:- 5 years



Our Institute



Office Room



Computer Lab



Language Lab



Psychology Lab



Librrary



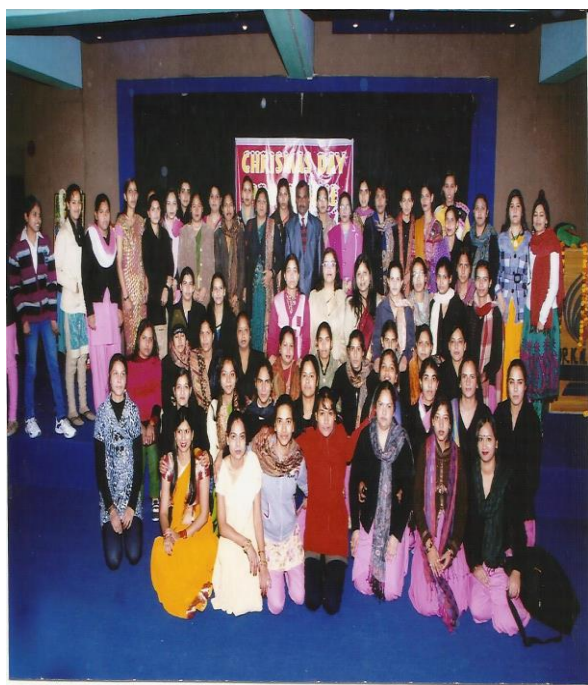
Staff Room



Class Room



Cultural Activities



CO-Curricular Activities



Scout Guide



Alunmi Meet



Guest Lecture



Work Shop & Seminars



D- Declaration by the Head of the Institution

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

This **SAR** is prepared by the Institution after internal discussions and on part thereof has been outsourced.

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

Dr. K.C. Behera

(Principal)

Signature of the Head of the Institution

With Seal;

Place: Modinagar, Ghaziabad

Date: 27/05/2013

Section - C

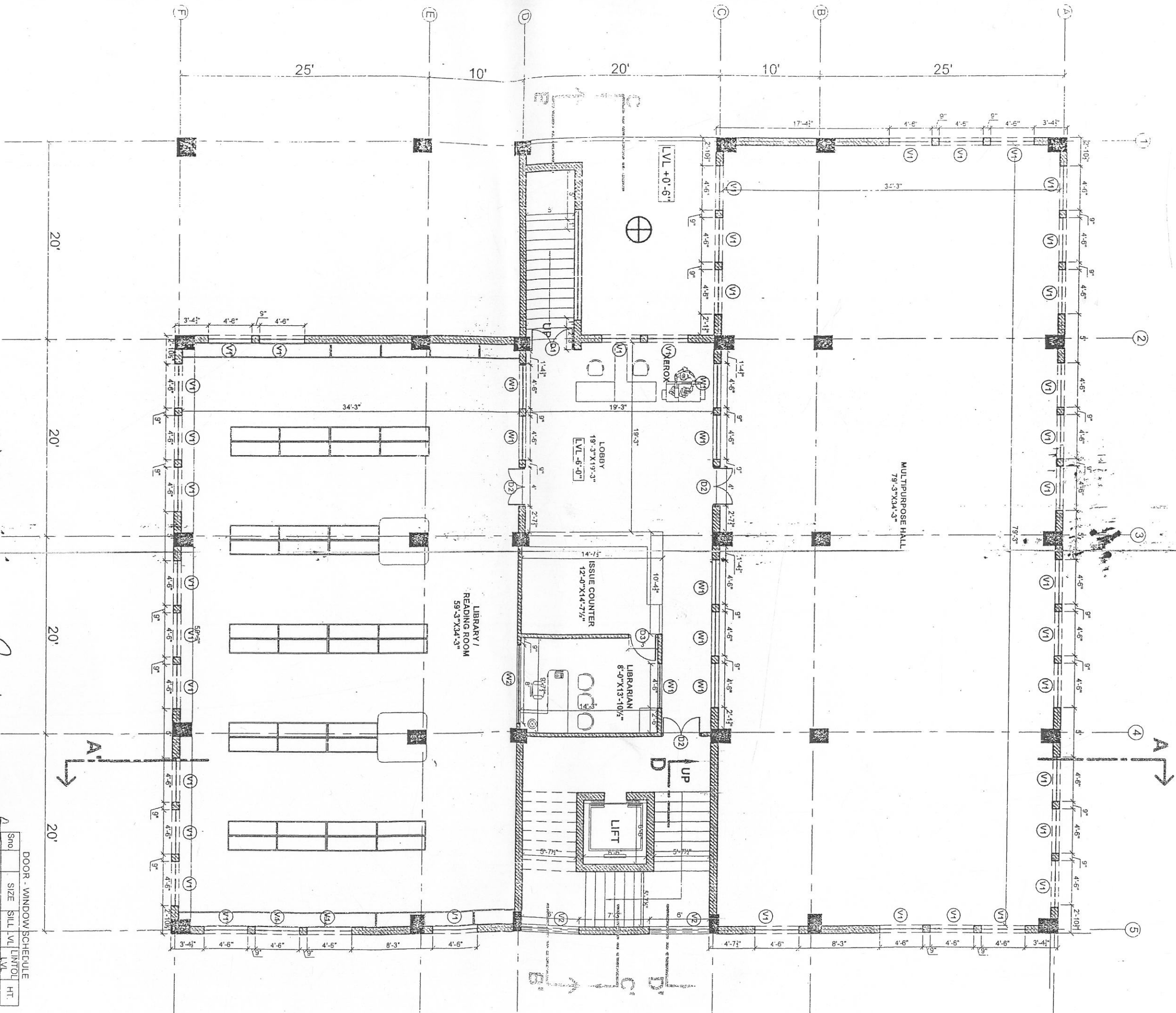
Appendix – 4 (iii)

A copy of syllabus B.Ed.

Section - C

Appendix – 4 (IV)

Master Plan of the Institution.



BASEMENT FLOOR

Ravi Kumar Gupta
RAVI KUMAR GUPTA
ARCHITECT
COUNCIL OF ARCHITECTURE
Registration No. CA/83/7739

PROPOSED B.ED.
COLLEGE AT
MODINAGAR

NOTES:
1. DO NOT SCALE ANY DRAWING. ONLY WRITTEN DIMENSIONS ARE TO BE FOLLOWED.
2. ALL SETTINGS FOR DOORS, WALLS, JAMBES, ETC. SHALL BE READ IN CONJUNCTION WITH STRUCTURAL AND MECHANICAL DRAWINGS.
3. ALL DIMENSIONS ARE IN METERS UNLESS OTHERWISE SPECIFIED.
4. ALL DIMENSIONS ARE TO FACE UNLESS OTHERWISE SPECIFIED.

REVISION:		
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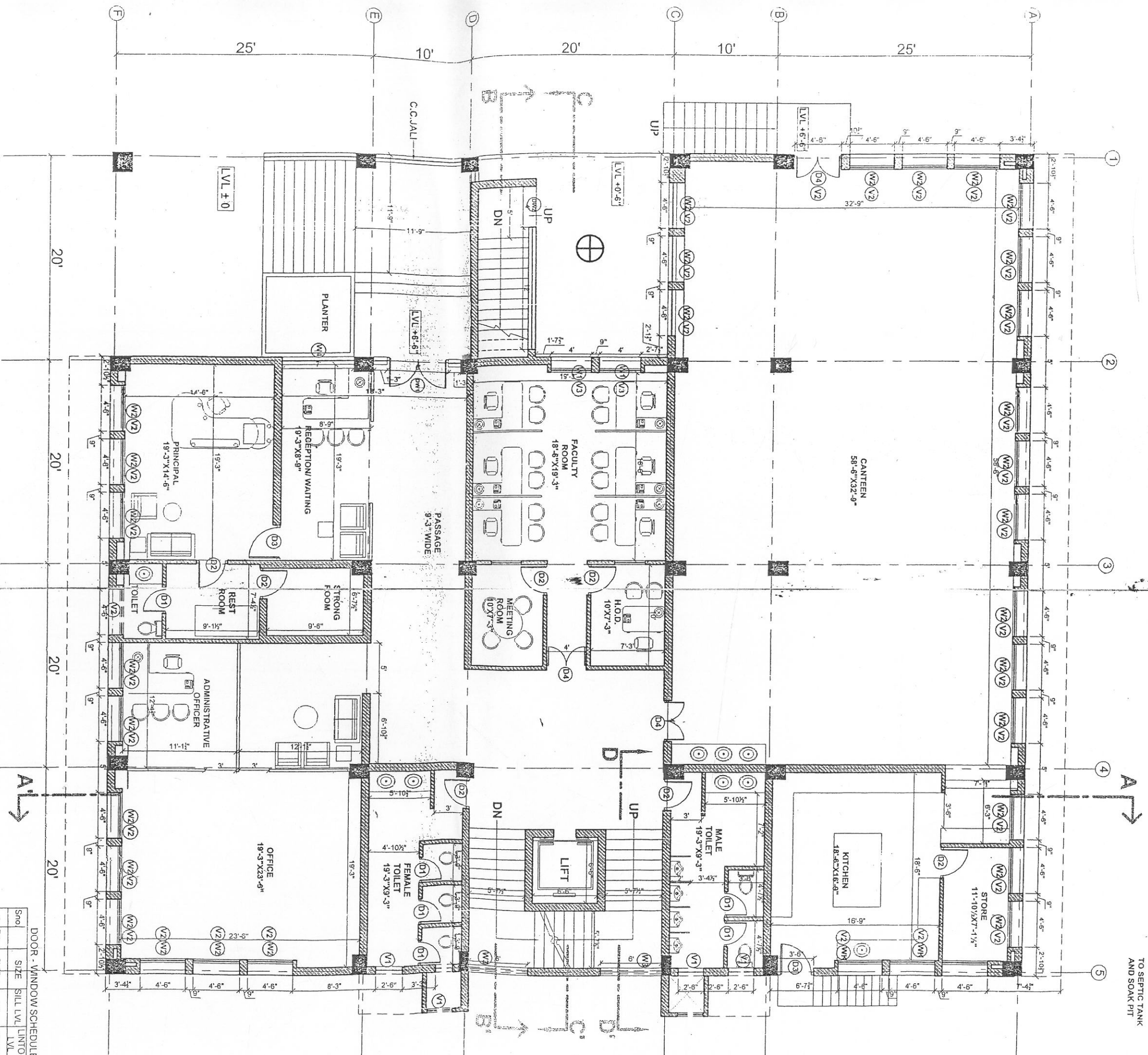
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BASEMENT FLOOR PLAN

PROJECT:
PROPOSED B.ED.
COLLEGE AT
MODINAGAR

ARCHITECT:
RAVI KUMAR GUPTA
CA/83/7739
L-1, KRISHNA MARG, C-Scheme,
JALPURI (302001), RAJASTHAN.
Ph: 0141-2360025, e-mail: rkgupta_156@yahoo.com

DRAWN BY: A. NEHA KHUNTEJA
CHECKED BY: AC. RAVI K. GUPTA
SCALE: N.T.S.
DRAWING NO.: A-03
DATE: 09/04/16

DOOR - WINDOW SCHEDULE				
Sno	SIZE	SILL	LINTOL	HT.
1 D1	4'-6"	±0	7'-0"	7'-0"
2 D2	4'-0"	±0	7'-0"	7'-0"
3 D3	3'-0"	±0	7'-0"	7'-0"
4 W1	4'-6"	+2'-6"	7'-0"	4'-6"
5 W2	8'-0"	+2'-6"	7'-0"	4'-6"
6 V1	4'-6"	+8'-9"	7'-0"	4'-6"
7 V2	6'-0"	±0	7'-0"	4'-6"
8 V3	7'-6"	+8'-9"	7'-0"	4'-6"



TO SEPTIC TANK
AND SOAK PIT

GROUND FLOOR

राविकांती अदिकारी
नगर रासिका परिवार मोदीनगर

Ravi Kumar Gupta
RAVI KUMAR GUPTA
ARCHITECT
COUNCIL OF ARCHITECTURE
Registration No. CA/83/7739

DOOR - WINDOW SCHEDULE				
Sno	SIZE	SILL LVL	UNIT	HT
1	D1	2'-6"	±0	7'-0"
2	D2	3'-0"	±0	7'-0"
3	D3	3'-6"	±0	7'-0"
4	D4	4'-0"	±0	7'-0"
5	W1	4'-0"	+3'-0"	7'-0"
6	W2	4'-6"	+3'-0"	7'-0"
7	W3	6'-0"	+8'-0"	4'-1"
8	W4	7'-0"	+3'-0"	7'-0"
9	W5	4'-6"	+3'-6"	7'-0"
10	V1	2'-6"	+7'-6"	3'-6"
11	V2	4'-6"	+7'-6"	7'-0"
12	DW1	8'-6"	+0'-6"	7'-0"
13	DW2	16'-0"	+0'-6"	6'-6"

NOTES:

- DO NOT SCALE ANY DRAWING, ONLY ARCHITECT'S DIMENSIONS ARE TO BE FOLLOWED.
- ALL DIMENSIONS TO BE FOLLOWED, SHALL BE IN METERS AND MILLI METERS.
- ALL WORK SHALL BE IN ACCORDANCE WITH STRUCTURAL AND MECHANICAL CODES OF PRACTICE.
- FOR ALL DIMENSIONS, CHECK WITH ARCHITECT, BEFORE ANY WORK BEGINS.

REVISION:

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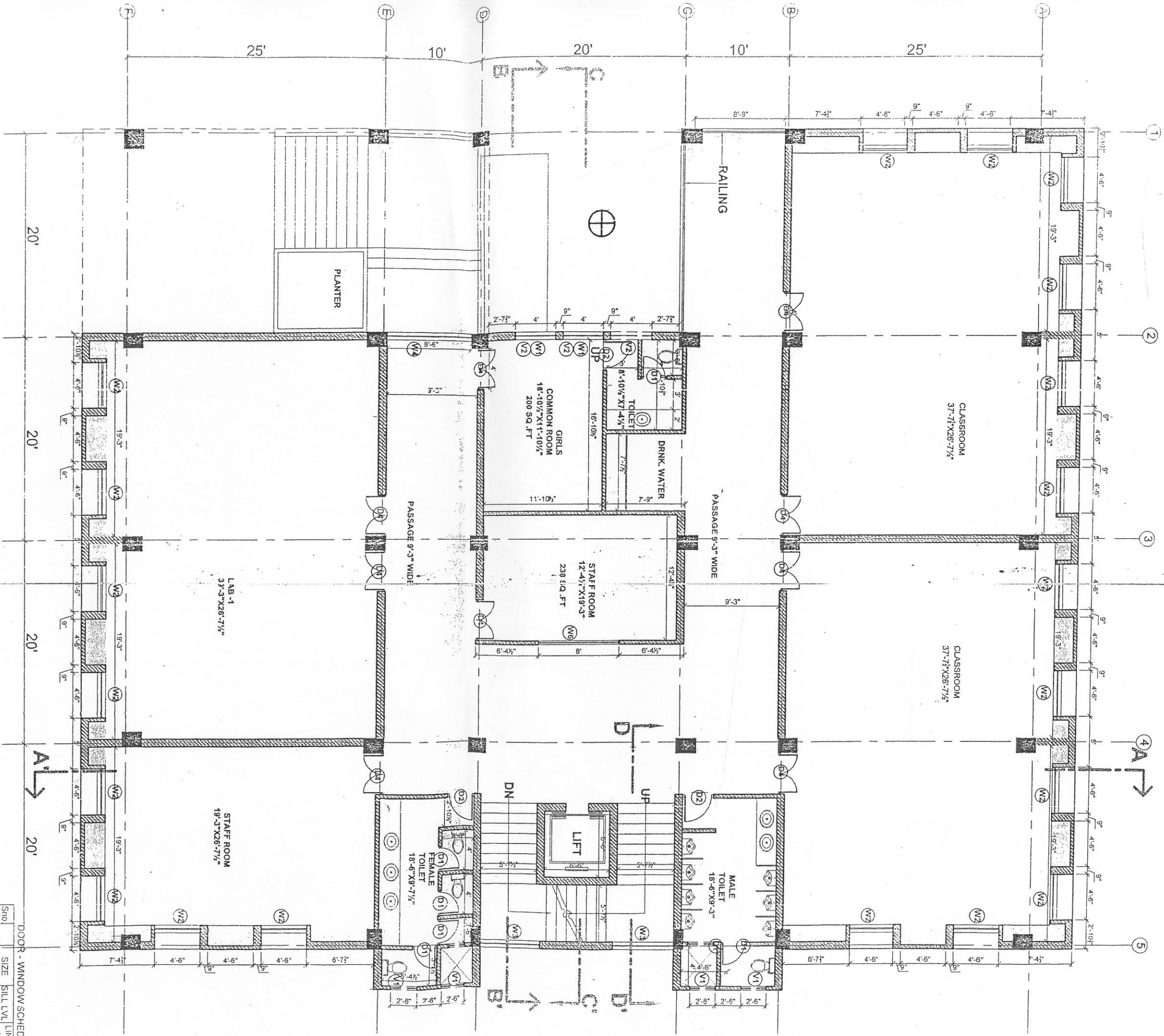
PROJECT:

PROPOSED B.E.D.
COLLEGE AT
MODINAGAR

ARCHITECT:

RAVI KUMAR GUPTA
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JAIPUR (302001), RAJASTHAN,
PH:0141-2360823 e-mail: rkgupta_15@yahoo.com

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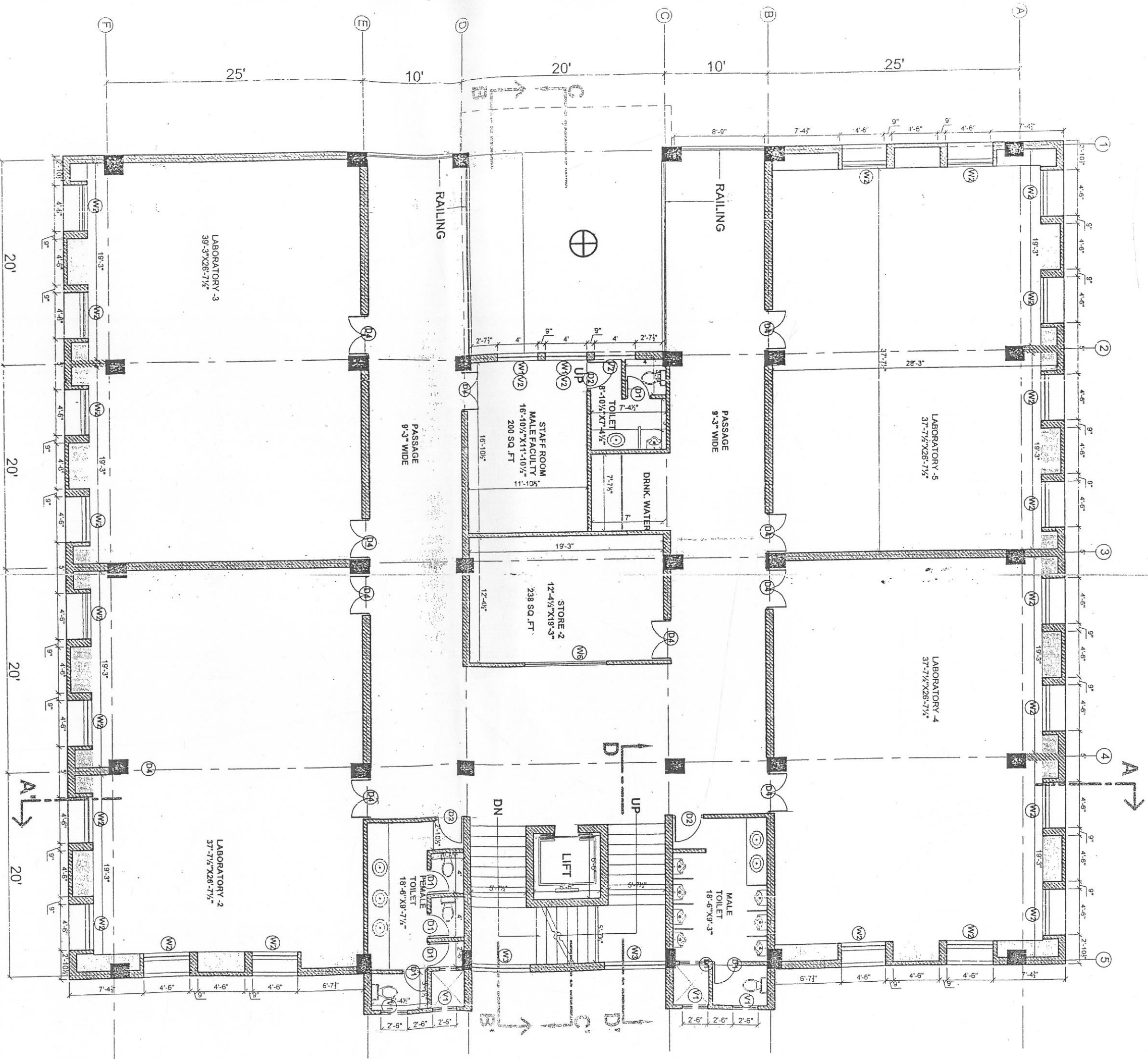
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RAVI KUMAR GUPTA
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COUNCIL OF ARCHITECTURE
Registration No. CA/83/7739

Ravi Kumar Gupta

DOOR - WINDOW SCHEDULE				
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2 D2	3'-0"	+0	7'-0"	7'-0"
3 D3	3'-6"	+0	7'-0"	7'-0"
4 D4	4'-0"	+0	7'-0"	7'-0"
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8 W4	8'-6"	+3'-0"	8'-6"	5'-6"
9 W5	8'-0"	+3'-0"	7'-0"	4'-0"
10 V1	2'-6"	+9'-0"	BEAM BOTTOM	
11 V2	4'-0"	+9'-0"	BEAM BOTTOM	

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236. ALL DIMENSIONS OF ROADS, ST					



SECOND FLOOR

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राविकुमार गुप्ता

RAVIKUMAR GUPTA
ARCHITECT
COUNCIL OF ARCHITECTURE
Registration No. CA/83/7739

Ravi Kumar Gupta

DOOR - WINDOW SCHEDULE				
Sno	SIZE	SILL LVL	LINTOL LVL	H.T.
1	D1	2'-6"	+0	7'-0"
2	D2	3'-0"	+6	7'-0"
3	D3	3'-6"	+6	7'-0"
4	D4	4'-0"	+6	7'-0"
5	W1	4'-0"	+3'-3"	8'-6"
6	W2	4'-6"	+3'-0"	8'-6"
7	W3	6'-0"	+4'-5"	8'-6"
8	W6	8'-0"	+3'-0"	7'-0"
9	V1	2'-6"	+9'-0"	4'-0"
10	V2	4'-0"	+9'-0"	4'-0"

NOTES:
1. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE SPECIFICATIONS AND STANDARDS OF THE ARCHITECT.
2. ALL MATERIALS SHALL BE OF THE BEST QUALITY AND SHALL BE SUBMITTED FOR APPROVAL BY THE ARCHITECT.
3. ALL WORK SHALL BE COMPLETED WITHIN THE SPECIFIED TIME FRAME.
4. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE LOCAL LAWS AND REGULATIONS.
5. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE ARCHITECT'S DRAWINGS AND SPECIFICATIONS.

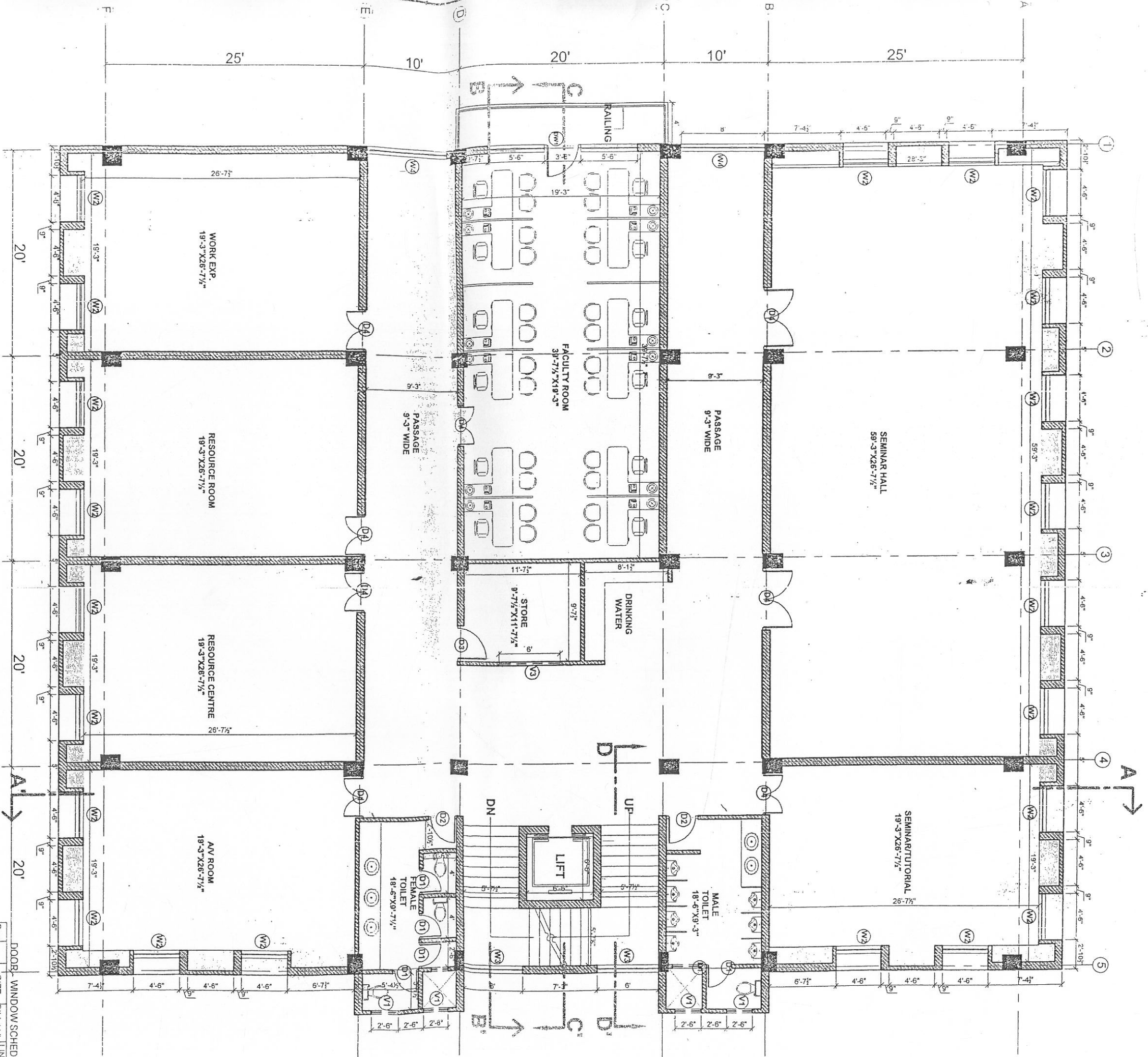
REVISION:		
REV.	DATE	DESCRIPTION

DRAWING TITLE:
SECOND FLOOR
PLAN

PROJECT:
PROPOSED B.E.D.
COLLEGE AT
MODINAGAR

ARCHITECT:
RAVI KUMAR GUPTA
CA/83/7739
L-1, KRISHNA MARG C-Scheme,
JAIPUR (302001), RAJASTHAN,
PH: 0141-2380025 email: rkgupta_1583@yahoo.com

DRAWN BY:		SCALE:		DATE:	
A. NEHA KHUNTEIA	N.T.S.	01/11/10			
CHECKED BY:		DRAWING NO.:			
A. RAVI K. GUPTA		E-04			



THIRD FLOOR

रावि कुमार गुप्ता
रावि कुमार गुप्ता
रावि कुमार गुप्ता

RAVI KUMAR GUPTA
ARCHITECT
COUNCIL OF ARCHITECTURE
Registration No. CA/83/7739

NOTES:
1. ALL DIMENSIONS ARE IN METERS.
2. ALL SETBACKS ARE TO BE MAINTAINED.
3. ALL SETBACKS ARE TO BE MAINTAINED.
4. ALL SETBACKS ARE TO BE MAINTAINED.
5. ALL SETBACKS ARE TO BE MAINTAINED.

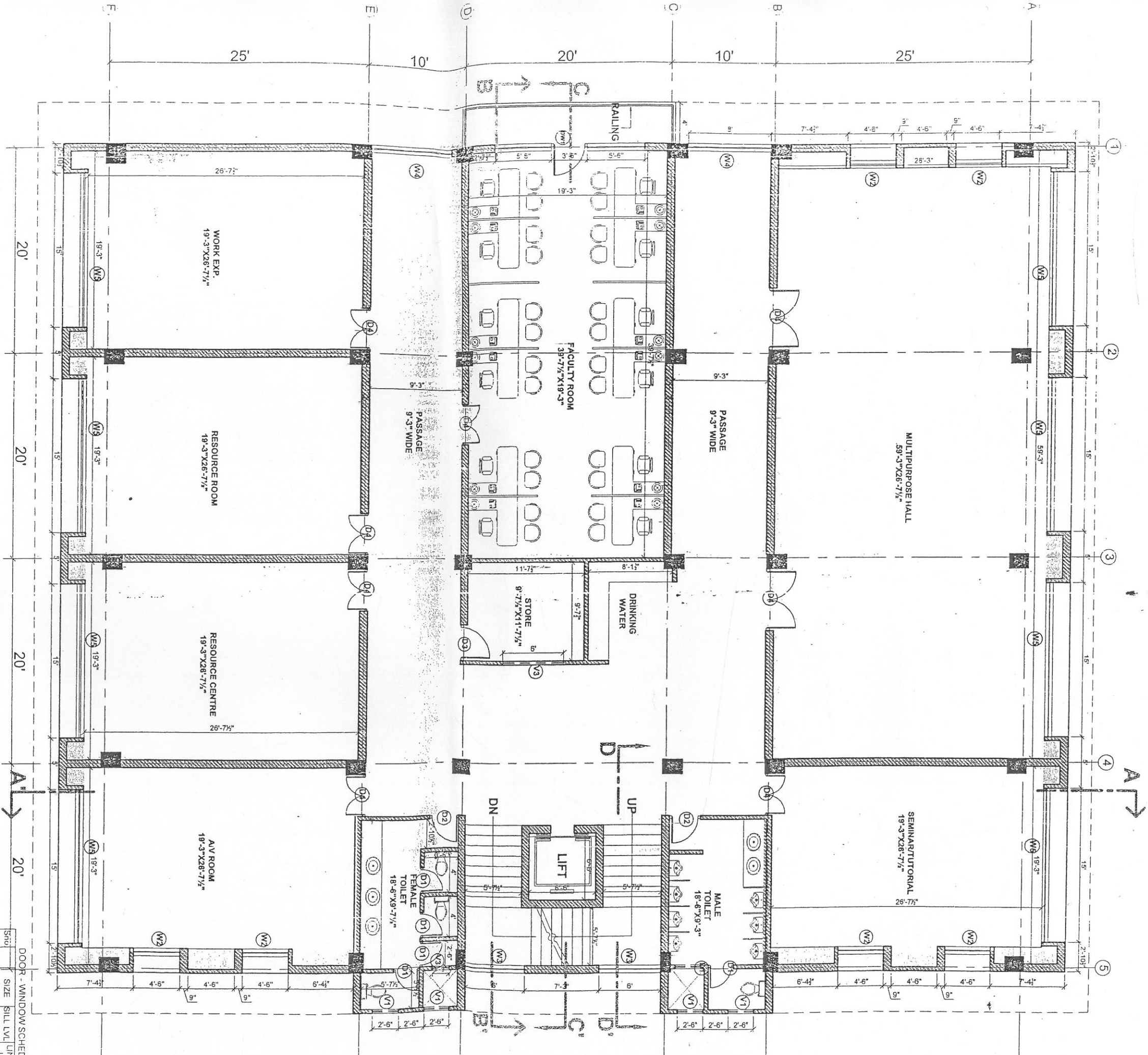
REVISION:
REV. DATE DESCRIPTION

DRAWING TITLE:
THIRD FLOOR
PLAN

PROJECT:
PROPOSED B.E.D.
COLLEGE AT
MODINAGAR

ARCHITECT:
RAVI KUMAR GUPTA
CA/83/7739
L-1, KRISHNA MARG, C-Scheme,
JAIPUR (302001), RAJASTHAN,
PH:0141-2260825 e-mail: ravigupta_15@yahoo.com

DRAWN BY:
A.C. NEHA
KHUNTEJA
CHECKED BY:
A.C. RAVIK
GUPTA
SCALE:
N.T.S.
DATE:
01/11/10
DRAWING NO.:
A-06
N



FOURTH FLOOR

रावि कुमार गुप्ता
कंसल्टिंग आर्किटेक्ट्स प्राइवेट लिमिटेड

RAVI KUMAR GUPTA
ARCHITECT
COUNCIL OF ARCHITECTURE
Registration No. CA/83/7739

NOTES:
1. ALL DIMENSIONS ARE IN METERS, UNLESS OTHERWISE SPECIFIED.
2. ALL WALLS ARE 230MM THICK, UNLESS OTHERWISE SPECIFIED.
3. ALL DOORS ARE 900MM WIDE, UNLESS OTHERWISE SPECIFIED.
4. ALL WINDOWS ARE 1200MM WIDE, UNLESS OTHERWISE SPECIFIED.
5. ALL FLOORS ARE 150MM THICK, UNLESS OTHERWISE SPECIFIED.
6. ALL ROOFS ARE 150MM THICK, UNLESS OTHERWISE SPECIFIED.
7. ALL CEILING ARE 150MM THICK, UNLESS OTHERWISE SPECIFIED.
8. ALL LIGHTING ARE 150MM THICK, UNLESS OTHERWISE SPECIFIED.
9. ALL SANITARY ARE 150MM THICK, UNLESS OTHERWISE SPECIFIED.
10. ALL ELECTRICAL ARE 150MM THICK, UNLESS OTHERWISE SPECIFIED.

REV.	DATE	DESCRIPTION

DRAWING TITLE:
FOURTH FLOOR
PLAN

PROJECT:
PROPOSED B.ED.
COLLEGE AT
MODINAGAR

ARCHITECT:
RAVI KUMAR GUPTA
CA/83/7739
L-1, KRISHNA MARG, C-Scheme,
JAIPUR (302001), RAJASTHAN,
Ph: 0141-2300255 e-mail: ravigupta_15@yahoo.com

DRWN BY:	SCALE:	DATE:
AC. NEHA KHUNTEJA	N.T.S.	01/11/10
CHECKED BY:	DRAWING NO.:	
AC. RAVI K. GUPTA	E-07	

Sl. No.	SIZE	SILL LVL	UNIT	HT.
1	D1 2'-6"	±0	7'-0"	7'-0"
2	D2 3'-0"	±0	7'-0"	7'-0"
3	D3 3'-6"	±0	7'-0"	7'-0"
4	D4 4'-0"	±0	7'-0"	7'-0"
5	W1 4'-0"	±0	8'-6"	5'-6"
6	W2 4'-6"	±0	8'-6"	5'-6"
7	W3 6'-0"	±0	8'-6"	5'-6"
8	W4 8'-0"	±0	8'-6"	5'-6"
9	W5 15'-0"	±0	8'-6"	5'-6"
10	V1 2'-6"	±0	8'-6"	5'-6"
11	V2 4'-0"	±0	8'-6"	5'-6"
12	V3 1'-0"	±0	8'-6"	5'-6"
13	V4 6'-0"	±0	8'-6"	5'-6"
14	DW1 14'-6"	±0	8'-6"	8'-0"

Section - C

Appendix – 4 (v)

Sample of student feedback on curriculum & faculty

The format which includes only general college observation about academic, administrative, sports and extracurricular activities etc. the performance provides an opportunity to the student for giving their suggestion for further development and better results. The limitation of this feedback was that specific question answers were guided and only general impressions and views are ascertained. The information received by learner immediately after each of their response during a sequence of programmed instructions which indicates the correctness of the response. Communication of response to teacher by a learner in a feedback classroom. Co-curricular activities, educational tour, annual sports meet, annual cultural function, paper presentation, project making competition, records of these activities should be kept. Feedback is a means of automatic control in which actual state of a process is measured and used to obtain a quality that modified the input to initiate the activity of the control system.

Feedback from students is obtained in a prescribed Performa on the curriculum, Teaching Learning Evaluation, Teachers, Facilities, Support services and overall learner centric issues. The Performa is attached with the **SAR** Report.

HAPUR ROAD, MODINAGAR-201204 DISTT. GHAZIABAD (U.P.)
(Approved by : N.C.T.E., Jaipur and Affiliated to C.C.S. University, Meerut)

Ref. No.

Dated.....

Current Session:

Name : Date :

Designation : Subject :

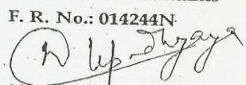


Feedback/ Suggestion :

229

Section - C

Appendix – 4 (vi)

Audited income expenditure statement for the previous financial year.

MULTANIMAL MODI DEGREE COLLEGE SOCIETY, MODINAGAR (U.P.)		
<u>Branch: Ginni Devi Modi Institute of Education</u>		
<u>Balance-Sheet as at 31st March, 2012</u>		
SOURCES OF FUNDS	Schedule No.	As at 31-Mar-2012 (Rs)
Corpus Funds:	1	14,431,739
TOTAL		14,431,739
APPLICATION OF FUNDS		
Fixed Assets:	2	8,812,123
Written Down Value		9,750,368
Less: Depreciation		938,245
Investments: (Long term & short term):	3	850,000
Current Assets, Loans & Advances	4	683,605
Less: Current Liabilities	5	1,414,927
Net Current Assets:		-731,322
Interunit Balances:	6	5,500,938
TOTAL		14,431,739
The Schedules referred to above form an integral part of balance sheet		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Subject to our Report u/s 10B of the Income Tax Act, 1961.</p> <p>For Naveen Upadhyaya & Associates Chartered Accountants F. R. No.: 014244N  (CA. Naveen Upadhyaya) Partner M. No.: 093781</p> <p>Place: Camp Modinagar (U.P.) Date: Sep. 27, 2012</p> </div> <div style="width: 50%;"> <p>For Ginni Devi Modi Institute of Education</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  (President) </div> <div style="text-align: center;">  (Secretary) </div> </div> </div> </div>		

SELF APPRAISAL REPORT
GINNI DEVI MODI INSTITUTE OF EDUCATION, MODINAGAR

MULTANIMAL MODI DEGREE COLLEGE SOCIETY, MODINAGAR (U.P.)

Branch: Ginni Devi Modi Institute of Education

Income & Expenditure Account for the year ended 31st March, 2012

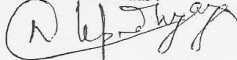
Particulars	Schedule No.	Year Ended 31-Mar-2012 (Rs)
INCOME		
Fees Income	7	5,768,387
Donations Received	8	124,250
Interest Income	9	120,322
Total		<u>6,012,959</u>
EXPENDITURE		
Personnel Expenses	10	1,257,570
Administrative Expenses	11	1,244,303
Depreciation	2	938,245
Total		<u>3,440,118</u>
Surplus/ Deficit (-) transferred to Corpus Fund		2,572,841

The Schedules referred to above form an integral part of Income & Expenditure Account

Subject to our Report u/s 10B of the
Income Tax Act, 1961.

For Naveen Upadhyaya & Associates
Chartered Accountants

F. R. No.: 014244N



(CA. Naveen Upadhyaya)

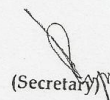
Partner

M. No.: 093781

For Ginni Devi Modi Institute of
Education



(President)



(Secretary)

Place: Camp Modinagar (U.P.)

Date: Sep. 27, 2012

SELF APPRAISAL REPORT
GINNI DEVI MODI INSTITUTE OF EDUCATION, MODINAGAR

Naveen Upadhyaya Associates
Chartered Accountants

MULTANIMAL MODI DEGREE COLLEGE SOCIETY, MODINAGAR (U.P.)

Branch: Ginni Devi Modi Institute of Education

Schedules of Balance Sheet as at 31st March, 2012

Schedule : 1 : Corpus Funds:

S No	Particulars	As at 31-Mar-2012 (Rs)
1	As per last Year	11,858,898
2	Surplus/Deficit (-) for the year	2,572,841
	Total	14,431,739

Schedule : 3 : Investments (Long term & short term):

S No	Particulars	As at 31-Mar-2012 (Rs)
1	Fixed Deposit Receipts	850,000
	Total	850,000

Schedule : 4 : Current Assets, Loans & Advances :

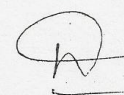
S No	Particulars	As at 31-Mar-2011 (Rs)
1	Advance to Staff	27,100
2	Bank Balances	645,944
3	TDS Deducted by Party	10,561
	Total	683,605

Schedule : 5 : Current Liabilities :

S No	Particulars	As at 31-Mar-2012 (Rs)
1	Amount Payable	1,114,950
2	Duties & Taxes	6,129
3	Sundry Creditors	293,848
	Total	1,414,927

Schedule : 6 : Interunit Balances :

S No	Particulars	As at 31-Mar-2012 (Rs)
1	M M Degree College Society	5,500,938
	Total	5,500,938



1 (1 of 2)

SELF APPRAISAL REPORT
GINNI DEVI MODI INSTITUTE OF EDUCATION, MODINAGAR

Naveen Upadhyaya Associates
 Chartered Accountants

MULTANIMAL MODI DEGREE COLLEGE SOCIETY, MODINAGAR (U.P.)

Branch: Ginni Devi Modi Institute of Education

Schedules of Balance Sheet as at 31st March, 2012

Schedule : 2: Fixed Assets & Depreciation :

S. No.	Particulars	Dep Rate	WDV as on 01-Apr-11	Addition upto September'11	Addition After September'11	Sales	Total Amount	Depreciatio n for the year	WDV as at 31-Mar-12
			(1)	(2)	(3)	(4)	(5) [(1+2+3)-4]	(6)	(7)
1	Buildings								
	Building	10%	6,724,743	1,192,312	527,780		8,444,835	818,095	7,626,741
2	Furniture & Fixtures								
	Furniture	10%	324,967		28,056		353,023	33,899	319,123
3	Electrical Equipment	10%	-	772,510	180,000		952,510	86,251	866,259
	Total		7,049,710	1,964,822	735,836	-	9,750,368	938,245	8,812,123

GDMIE

SELF APPRAISAL REPORT
GINNI DEVI MODI INSTITUTE OF EDUCATION, MODINAGAR

Naveen Upadhyaya Associates
Chartered Accountants

MULTANIMAL MODI DEGREE COLLEGE SOCIETY, MODINAGAR (U.P.)

Branch: Ginni Devi Modi Institute of Education

Schedules of Income & Expenditure for the year ended 31st March, 2012

Schedule : 7 : Fees Received :

S. No.	Particulars	Year Ended 31-Mar-2012 (Rs)
1	Fees Recd.	5,168,387
2	Hostel Fees	100,000
3	Registration Fees	500,000
	Total :	5,768,387

Schedule : 8 : Donations Received :

S. No.	Particulars	Year Ended 31-Mar-2012 (Rs)
1	Dr. K.N.Modi Foundation, Modinagar	28,850
2	Dr KNMIPER Trust	95,400
	Total :	124,250

Schedule : 9 : Interest Income :

S. No.	Particulars	Year Ended 31-Mar-2012 (Rs)
1	Interest on SB A/c-SBI	120,322
	Total :	120,322

Schedule : 10 : Personnel Expenses :

S. No.	Particulars	Year Ended 31-Mar-2012 (Rs)
1	Salary Paid	1,257,570
	Total :	1,257,570

Schedule : 11 :Administrative Expenses :

S. No.	Particulars	Year Ended 31-Mar-2012 (Rs)
1	Repair & Maintenance	931,768
2	Accounting Charges	79,416
3	Bank Charges	922
4	Examination Expenses	5,000
5	General Expenses	10,865
6	Hostel Expenses	138,600
7	House Keeping & Cleaning Expenses	25,876
8	Internal Audit Fees	37,281
9	Printing & Stationary	2,344
10	Travelling Expenses	10,190
11	Web Host Renewal Expenses	2,041
	Total :	1,244,303

3

SELF APPRAISAL REPORT
GINNI DEVI MODI INSTITUTE OF EDUCATION, MODINAGAR

Naveen Upadhyaya Associates
Chartered Accountants

MULTANIMAL MODI DEGREE COLLEGE SOCIETY, MODINAGAR (U.P.)
Branch: Ginni Devi Modi Institute of Education

Lists of Income & Expenditure & Balance Sheet as at 31st March, 2012

List : 1 : Salary Paid :

S. No.	Particulars	Year Ended 31-Mar-2012
		(Rs)
1	Honarium	1,000
2	Salary Paid	1,256,570
	Total	1,257,570

List : 2 : Repair & Maintenance :

S. No.	Particulars	Year Ended 31-Mar-2012
		(Rs)
1	Painting Expenses	29,210
2	R&M Building	834,658
3	R&M Electric	46,500
4	R&M Furniture	21,400
	Total	931,768

List : 3 : Advance to staff :

S. No.	Particulars	As at 31-Mar-2012
		(Rs)
1	Miyan Anish	25,000
2	Lalmani	2,000
3	Ved Prakash	100
	Total	27,100

List : 4 : Bank Balances :

S. No.	Particulars	As at 31-Mar-2012
		(Rs)
1	BOB Scholarship 27258	535,565
2	SBI Modinagar	110,379
	Total	645,944

List : 5 : Tax Deducted by Party :

S. No.	Particulars	As at 31-Mar-2012
		(Rs)

GDMIE

4 (1 of 2)

SELF APPRAISAL REPORT
GINNI DEVI MODI INSTITUTE OF EDUCATION, MODINAGAR

Naveen Upadhyaya Associates
Chartered Accountants

1	TDS on FDR 11-12	10,561
Total		10,561
List : 6 : Amount Payable :		
S. No.	Particulars	As at 31-Mar-2012
		(Rs)
1	Interest rcvd on Scholarship	14,066
2	Scholarship	1,100,884
Total		1,114,950
List : 7 : Duties & Taxes :		
S. No.	Particulars	As at 31-Mar-2012
		(Rs)
1	TDS on Contractor	4,893
2	TDS on Professional	1,236
Total		6,129

List : 8: Sundry Creditors :		
S. No.	Particulars	As at 31-Mar-2012
		(Rs)
1	Ravi Kumar Gupta	51,020
2	Stale Cheque	242,828
Total		293,848



Section - C

Appendix – 4 (vii)

A copy of the latest recognition order issued by NCTE.

अध्यापक शिक्षा परिषद
एक विधिक संस्थान
उत्तर क्षेत्रीय समिति

गुरुगुरुतमो धाम
NCTE

NATIONAL COUNCIL
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

By Regd. Post/Speed Post
DATE: 30 JUN 2005

F. NRC/NCTE/F-3/UP-1255/2005/ 435
CODE NO. APN00727

ORDER

Ginni Devi Modi Institute of Education, Ginni Devi Modi Girls (PG) College Campus, Modinagar (UP) submitted an application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition for B.Ed. course of one Year duration in terms of section 14(1) of NCTE Act, 1993.

2. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Regional Committee hereby grant recognition to Ginni Devi Modi Institute of Education, Ginni Devi Modi Girls (PG) College Campus, Modinagar (UP) for an annual intake of 100 seats (One Hundred only) in B.Ed. course of One year duration with effect from 28th June 2005 subject to compliance of the following conditions before the commencement of the academic 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 fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government, etc.

Contd.2...

Office : A-46, Shanti Enclave, Modinagar, Jaipur-302004 (Rajasthan)
Jurisdiction : U.P., Uttaranchal, Delhi, Punjab, Chandigarh, H.P., Sikkim
E-mail : ncte@raj.nic.in
Website : <http://www.ncte.in>

फोन नं. : 0141-2623501 (O), टेलिफोन नं. : 0141-2620115 (R.D.)

SELF APPRAISAL REPORT
GINNI DEVI MODI INSTITUTE OF EDUCATION, MODINAGAR

:: -2- ::

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.
6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and/or order made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act, 1993.
7. Please acknowledge receipt of this order together with its enclosures.

By Order,

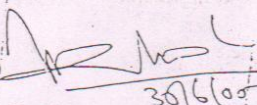
(N.R. Murali)
Regional Director

The Manager,
Government of India,
Department of Publications, (Gazette Section),
Civil Lines,
Delhi - 110054

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, Govt. of U.P., Secretariat, Lucknow (U.P.)
3. The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of Uttar Pradesh, Directorate, Allahabad (U.P.)
4. The Registrar, C.C.S. University, Meerut, U.P. - to ensure compliance of the clause 3 of the recognition order. In case the institution is not found to have complied with the said requirements; the concerned department shall withhold the affiliation and report the same to NRC, NCTE.
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg (Near ITO), New Delhi - 110 002
6. The Manager, Ginni Devi Modi Institute of Education, Ginni Devi Modi Girls (PG) College Campus, Modinagar (UP) - A copy of procedure for creation of fixed deposit in joint account towards Endowment Fund and Reserve Fund is enclosed.
7. The Under Secretary, Computer Section, NCTE, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg (Near ITO), New Delhi - 110 002.
8. Computer cell (NRC)




30/6/05
Regional Director

Section - C

Appendix – 4 (viii)

University results for previous academic year(2011-2012)

The last two year academic result of the college is 99.5%.

Section - C

Appendix – 4 (ix) - a

Sample Feedback by Staff of Practice Teaching Schools

To,

The Principal
Ginni Devi Modi Institute of Education
Hapur Road, Modinagar

I extend my warm regards with my all staff to the principal of Ginni Devi Modi Institute of Education that they gave a chance to our school children for academic programme (Teaching practice) by their pupil teacher of session 2011-12 in the month of November all the pupil teacher worked hard by deliberating the teaching skills & methods in wider perspective. I complement all the teacher educators for further pursuance of the knowledge in this direction.

With warm regards,

Principle
Rukmani Modi Mahila Inter College,
Modinagar

Section - C

Appendix – 4 (ix) - b

Sample feedback by peers Staff of practice teaching school

We are glad to express our views regarding the teaching practice experience with our pupil teacher in the Rukmani Modi Mahila Inter College, Modinagar.

The teaching practice school deserves congratulation for their staff co-operation as well as the students. We are also delighted to see performance of our pupil teacher and also proud to be a part of such a noble work for improving and enhancing the quality and practical knowledge with excellence.



Ginni Devi Modi Institute of Education

HAPUR ROAD, MODINAGAR-201204 DISTT. GHAZIABAD (U.P.)
 (Approved by : N.C.T.E., Jaipur and Affiliated to C.C.S. University, Meerut)

Ref.No.....

Dated.....

Session: 2010-11

TEACHING PRACTICE SCHOOL :

Date : To Class : Subject :

Name of the Student : Course :

	Excellent	Good	Average
1. Pupil Teacher's knowledge about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Class discipline and control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teaching methodology (Use of ICT/Teaching Aids.etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Knowledge about student's psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Micro Teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student's response in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Overall rating of student, in terms of the knowledge gained from B.Ed. curriculum and its utilization in current 10+2 classes pattern.			

.....

8. Comment on the B.Ed. Teachers who have gone to the Teaching Practice school along with student.

.....

Suggestion / Comments.

.....

.....
 B.Ed. Faculty Name & Signature

.....
 School Faculty's Name & Signature with seal

Note: - Tick the right alternative. Your response shall be kept secret. Give suggestions for improvement.

Section - C

Appendix – 5

Data Sheet to record the “Best Practice”

Education for All

In India, at this point in time, exists in two different words. They survive side by side, but worlds apart. There are various fields where India has made substantial achievements, especially in the field of science and technology. India has embraced knowledge economy, become a centre for technological development and manufacturing, and expanded its service sector. Over the last five years it has seen its highest ever economic growth, revealing that of many high-income countries.

Many schools in India are of a high standard. They could easily be comparable to any school of international standard. India has affluent schools affiliated with international boards, with best of facilities, with best of the teachers- who are well paid and are beginning to match corporate pay packets.

In 1993, the Supreme Court of India declared that education up to fourteen years of age is to be considered as a fundamental right of children in India. The entire school education can be divided into four parts, namely, primary, upper primary, secondary and higher secondary levels. The National Policy of education (1968& 1986) and its revised formulation(1992) envisaged a uniform pattern of school education (10+2) pattern i.e., 12 years of schooling) across all Indian states.

Historical development towards “Education for All”

Free and compulsory education for all children upto the age of fourteen years in the Constitutional commitment in India (Article 45). At the time of the adoption of the Constitution in 1950, the aim was to achieve the goal of Universalisation of Elementary Education(UEE) within the next three years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. To facilitate the achievement of UEE goal, the National Council of Educational Research & Training (NCERT), The National Institute of Education Planning & Administration (NIEPA) and many other institutes were set up in 1960's as resource, research and training centers.

At the time of Independence in the year 1947, India inherited a system of education which was not only quantitatively small but also characterized by the persistence of large intra-and interregional as well as structural imbalances. Only fourteen percent of population was literate. Population and universal education for all in the age group of 6-14 was recognized as a crucial input for nation building and was given due consideration in successive five years plans.

The fifth All India Educational survey-1986 mentions that, the disparity in enrollment still persisted between the states at the primary level. To tackle these problem, the Govt. of India formulated a new Education Policy in 1986. In this policy, along with the universal access, enrollment and universal retention of children up to 14 years of age, a substantial improvement in the quality of Education, was emphasized. This policy gave the highest priority to solving the problem of children dropping out of the school. This is evident from the emphasis given on non-formal Education in the policy.

Literacy

India's progress in literacy has been tremendous during the last five decades. However, a feature that remains consistent in the literacy situations in India is the existence of large disparities in Literacy achievements between different sections of populations, based on gender and residence.

Growth of Literacy in India 1951-2001

Year	Total	Male	Female	Sex Disparity
1951	16.67	24.25	7.93	0.54
1961	24.02	34.44	12.95	0.48
1971	29.45	39.45	18.69	0.38
1981	36.23	46.89	24.82	0.33
1991	42.49	52.68	32.52	0.27
2001	65.38	75.85	54.16	0.22

Note- Literacy rate for 1951, 1961, 1971 and 1981 related to population aged 5 and above. Literacy rate of 1991 and 2001 related to population aged 7 and above.

Source:-Census of India, 2001 Provisional Population Totals.

Education for All in the Indian context

In the Indian context Education for all would imply:-

- (i) Expansion of early childhood care and development activities including family and communities, especially for poor, disadvantaged and children.
- (ii) Universal Elementary Education (UEE) , viewed as a composite Programme of access to elementary education for all children up to 14 years of age, ~~universal participation till they~~ complete the elementary stage through formal or non-formal education programme, and universal achievement of at least the minimum levels of teaching.
- (iii) Drastic reduction in illiteracy, particularly in the age of 15-35 age groups, bringing the literacy level in this age group at least to 80% in each gender and for every identified disadvantaged group, ensuring that the levels of three R's are relevant to the living and working conditions of the people.
- (iv) Provision of opportunities to maintain, use and upgrade their education, and provision for the facilities for development of skills, to all persons who are functionally literate and those who have received primary education through the formal and Non- formal channels.
- (v) Provision of opportunities to maintain, use and upgrade their education, and provision for the facilities for development of skills, to all persons who are functionally literate and those who have received primary education through the formal and none—formal channels.

2

Schemes and Programme, in pursuance of National Policy of Education

The goal and objectives of education for all in India are as follows (Annual Report 1997-98)

Access:-Universal enrolment of all children, including girls and persons belonging to Scheduled Castes and Scheduled Tribes; Provision of Primary School for all children within one kilometer of working distance and of facility of non-formal education, and improvement of ratio of Primary to upper Primary school to at least 1:2. Various scheme were introduced to improve the enrolment, one of the prominent one was the mid day meal,

Retention:-Reduction of dropout rates between classes I to V and I to VII; and improvement of school facilities by Revamping Operation Blackboard, to be extended to upper primary level also. Policy of no detention up to the Grade V was introduced.

Achievement:-Achievement of minimum levels of learning by approximately all children at the primary level, and introduction of this concept at the middle stage on a large scale.

Monitoring:- Local level committee, with due representation to women and teachers, to assist in the working of primary education to oversee its functioning and improvement of the monitoring system for universalisation of elementary education.

In accordance with the Constitutional commitment to ensure free and compulsory education for children up to the age of 14 years, provision of universal elementary education has been a salient feature of national policy since Independence. This resolve has been spelt out emphatically in the National Policy since Independence. National Policy of Education (1986, NIPE) and the Programme of Action (POA) 1992. Over the years, number of schemes and programme were launched in pursuance of the emphasis embodied in the NIPE and Loathes included the scheme of Non-formal Education (NFE); Operation Blackboard (OB); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP); Bihar Education Project (BEP); Uttar Pradesh Basic Education Project; Lok Jumbish (LJP) in Rajasthan; National Programme of Nutritional support to primary education (MDM); District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), Education Grantee Scheme, Minimum levels of learning (MLL)

Subject-Education for ALL

This programme organized in Vijay College of Education, Mahendra Enclave, and Ghaziabad. All students participated in this programme.

All students wrote his slogans and paste those on the thermo cal sheet. The main aim of this programme is that "**Value of Education**" and "**Awareness about Education**" We want to increase the curiosity of more learning and doing in every student. This programme help us to achieve this goal.

The preparation of this programme would be going on before two and three days. Students showed their slogans in a very attractive way. And every person liked them. Every student wanted to write better slogan then other. At last all of them showed best slogans to us.

COMMUNITY DEVELOPMENT IN INDIA

Community Development in India: An overview presented at the Asia productivity organization, Tokyo, Japan seminar on the comparative study on planning process of community development, component of people's participation.

As India has the largest population of people, community development has assumed high priority. The initial programme aimed at upliftment of the rural poor, covered agriculture, animal husbandry, roads, health, education, housing, employment, social and cultural activities. However, food security being the main cause of concern, agriculture received significant attention.

In 1957, a three tier system of rural local government called "panchayati Raj (rule by local councils) was established. These were gram panchayat (village level), panchayat samiti (Block level) and zila parishad (district level). The aim was to decentralize the process of decision making and encourage people's participation.

In 1987, the planning commission decided to consider block as the basic unit for development planning. The task of planning at the district level was entrusted to the district planning and development council which had wider representation of the society. Panchayati raj reforms were introduced through the 73rd constitutional amendment to facilitate planning at the micro level and strengthen the Gram Sabha (village assembly).

BACKGROUND:-

After 53 years of independence and a population of One billion, India is the largest democracy in the world. To sustain this democracy and freedom, it is necessary you ensure economic empowerment and better quality of life for all the citizens. Unfortunately, the annual per capita Gross National Product of USD 370 in India is one of the lowest as compared to USD 860 in China, USA 2450 in Asia, USD 5170 in the world and over USD 20,000 in the developed countries. Despite significant advancement in industrial development, Indian economy is dependent on agro based activities.

COMMUNITY DEVELOPMENT PROGRAMME:

The concept of community development in India was initiated well before independence. Even during the struggle for independence under the leadership of Mahatma-Gandhi, the father of nation, considerable attention was given to rural upliftment and reconstruction. He emphasized on a constructive programme for complete independence by truthful and non-violent means. He often warned the leader that true independence could be enjoyed only when the rural equity, social equity, dedication from alcohol and narcotics, promotion of "khadi" and village industries, sanitation, health care, education and empowerment of women. The aim was to generate gainful employment in rural areas and to improve the quality of life (Gandhi, 1941).

After the independence of India, community development assumed high priority. In 1948, a pilot community development project was launched through the Etawah project. This programme was multidimensional but the major emphasis was placed on agricultural production,

as the area selected for launching the project work located in irrigated areas or where the rainfall was assured.

MULTI LEVEL PLANNING FRAMEWORK FOR COMMUNITY DEVELOPMENT IN INDIA

Level	Administrative Head (government)	Non-official Head
Nation	Planning Commission	Prime –Minister/Chairman planning commission
State	Development Commissioner	Consultative committee
District	District Collector/chief Executive Officer.Zp	Chairman district development community
Block	Block development Officer	President panchayati samiti
Village	Village level worker	Chairman gram panchayat

PANCHAYATI RAJ INSTITUTION

In 1957, five years after launching the community development programme, the government appointed the Balvantrai Mehta committee to suggest measures to remove obstacles implementing the programme. The aim was to decentralize the process of decision making and to shift the decision making center closer to the people, encourage their participation and place the bureaucracy under the local people's control.

In mid sixties, the national priority was shifted to agricultural production and a distinct technological orientation was given to agriculture. Under the fourth and fifth year plans (1969-74 and 1974-79), The central government introduced independent Administrative higher archives to carry out special programmes, bypassing the panchayati raj institutions.

EMPHASIS ON PEOPLE'S PARTICIPATION

In spite of many drawbacks in launching community development programmes, the panchayati raj has made significant contribution to the development of the country by creating awareness among the public and by developing political leadership. The system has also helped in reducing the gap between the bureaucracy and the people. centralization of power and non-involvement of people in the process of development have been the major concerns ever since the introduction of panchayati raj. Although, it was widely acknowledged as the only hope for activating people's participation which is the soul of a democratic system, The system had generated tension and factions. This necessitated panchayati raj reforms through the 73rd constitutional amendment in 1992, which empowered the PR institution to should the responsibility of development and decentralized planning. Till then, all the functions were carried out by the government machinery and there was no scope for participation by the villagers.

5

ROLE OF NON-GOVERNMENT ORGANIZATION

The major factor influencing the successful implementation of rural development in India is motivation of the poor families to ensure their active participation. Development of suitable people's organizations is also necessary to avail the benefits of various schemes, particularly by the illiterate poor. To ensure people's involvement in the development process and to take them in to confidence, they should be involved in the programme, right from the stage of planning. Several innovative programmes implemented on a pilot scale have shown that many rational suggestions made by even the poor people can be easily implemented to produce good results. Such an approach demands flexibility in the programme, while the implementing agencies should play the role of catalyst. In this task of integrated rural development, voluntary agencies can play an important role.

PEOPLE'S INITIATIVES PROGRESS

Farmers in several state has established cooperatives for processing sugarcane, oil-seed, milk, fruits and vegetables with professional management and application of modern technologies. These organization have brought economic stability and eliminated exploitation by intermediary traders. Encouragement is being given to strengthen such organization through out the country.

Section - C
Appendix – 6

GLOSSARY

Academic bodies	- Various statutory bodies or any other important bodies like Boards of Studies, Academic Planning Board, Academic Council, etc which are responsible for academic decision-making.
Academic calendar	- the schedule of the institution for the academic year giving details like dates of reopening and closing, holidays, exams, results, convocation, etc.
Academic growth of the institution	- Enhancement in the teaching, learning, research and extension activities of the institution in quality as well as quantity.
Access	- a term used in discussions of the opportunities that an educational or training system offers regarding entry requirements (exam qualifications, etc.) so as to offer wider access, i.e., entry opportunities for a much wider range of applicants than was traditionally the case.
Accreditation-	- Certification of an academic institution with reference to quality provision that is valid for a fixed period. In the case of NAAC's accreditation, the period of validity is five years.
Achievement	- Accomplishment or proficiency of performance in a given scale or body of knowledge ¹ . Achievement or Performance in school or college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum ² .
Action plan	- Specific actions that respond to short-and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment.
Action research	- On the spot research aimed at solving of an immediate practical problem or for providing information for decision making at the local level: class room in case of B. Ed programme.

1 - Dictionary of Education, Edited Carter V. Good; Mc Graw-Hill Book Company, New York/New Delhi

2 - International Directory of London (1977).

Active learning	- Active learning refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicum, independent study projects, peer teaching, role playing, or written documents. Students involved in active learning often organize their work, research information, discuss and explain ideas, observe demonstrations or phenomena, solve problems, and formulate questions of their own. ³
Advanced learners	those who have already learnt the basics or Students who have performed at higher level
Affiliated college	- a college which functions under the governance of a university which legislates on courses of study, holds examinations centrally on common syllabi and awards the degree
Assessment	- performance evaluation of an institution or its unit (also see evaluation)
Assessors	- trained specialists who assess the performance of the institution (Also refer panel of peers)
Assignments	- work produced by students and used by the teacher educators for the purposes of interaction and evaluation
Audio-visual	- Specifically, a term used to describe instructional materials or system which uses both sound and vision; more generally, a term used to describe all educational communication media.
Audio – visual aids	- Audio – visual aids use the senses of both sights (seeing) and sound (hearing) collectively or sometimes individually. These aids include Sound Films; Filmstrips; Tapes/slides, broadcast television, Closed Circuit Television (CCTV), video-Recording etc. Recently, microprocessors have also been used in computer-assisted learning/training.

3 - Baldrige National Quality Program- Education Criteria for Performance Excellence (2005) . Web site : www.baldrige.nist.gov

- Autonomous colleges** - Colleges that have been conferred the special status to design their curriculum and conduct examinations within the broad frame work of the parent university. However, the degree awarding power is vested with the university.
- Basic learning needs** - basic learning needs comprise both essential learning tools (such as literacy, oral expression, numeracy, problem solving etc.) and the basic learning content (such as the knowledge, skills values, attitude, etc.) required by human beings to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.
- Best practices** - Practices which when effectively linked together, can be expected to lead to sustainable world class out comes in quality provisions, student satisfaction, flexibility timeliness, innovations and cost effectiveness.
- Bridge course** - Courses designed for students who have general difficulties to cope with a curriculum owing to the sudden transition to a higher level of study. The bridge course is often of a short duration and it intends to bridge the gap between two levels of competence, one, present and the other, to be acquired.
- Budget** -
1. budget is a quantitative statement and usually in financial terms of the planned allocations and use resources
2. An itemized list of expected income and expenditure for specific future period^{3a}. It is the annual financial statement of income and expenditure of government for a fiscal year and is generally approved by a committee constituted for the purpose.
- Capital expenditure** - capital expenditure is the expenditure for assets that last longer than one year, and includes expenditure incurred on the purchase of land, construction of building of an educational institution, fitting, fixtures, development of play ground, hedging, protection walls of the institution and on development of institutional infrastructure that last for more than a year.
- Chairperson** - an eminent educationist chosen to lead the peer team (with reference to this document)

^{3a} - International Dictionary of Management, by H. Johanssen and G. Terry Page, Kogan Page, London.

Co-curricular activities	- Activities which support the curriculum such as field trips, display of academic achievements (as in science exhibition) etc.
Communication	- Keeping everyone in touch and promoting TQM within the institution. This involves upward, downward and horizontal communication.
Community engagement	- Is primarily aimed at bringing in awareness and helping people within a local community to identify social needs, to consider the most effective ways of meeting these and to set about doing so, in so far as their available resources permit.
Community orientation	- Acclimatization to the ethos of an organization, be it a college community or that which is in the neighborhood. Often it refers to the latter.
Competence	- A broad term used to describe the range of abilities that people can demonstrate. Competences are often expressed in the form of 'can do' statements, such as 'can work effectively as a member of a team'
Competencies	- Ability to apply to practical situations the essential principles and techniques of a particular subject matter ⁴ .
Composite college	- Is a college in which more than one level and type of courses in Higher Education are offered? For E.g. colleges offering BA, BSc, MBA and B.Ed. courses
Computer-aided (assisted) assessment,	- An assessment through an examination or test that is constructed and/or administered and /or marked with the aid of a computer.
Conflict of interest	- The element of prejudice and personal bias, which may be in conflict with a free and uninhibited discharge of a duty or function.
Constituencies of an institution	- Various departments in the institution including administration and other wings.
Constituent colleges	- Colleges run or managed by the university directly.
Consultancy	- Activity with or without remuneration for which the expertise and the specific knowledge base of the faculty become the major input.
Content	- The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary level. Content also refers to the professional field of study (e.g. special education, early child-hood or school administration)
Core values	- Are the values to which all Higher Education Institutions should relate in the accreditation context? As enumerated by NAAC, these are five: 1. Contributing to National Development, 2. Fostering global competencies among students, 3. Inculcating a value system in students, 4. Promoting the use of technology, and 5. Quest for excellence.

⁴ - Directory of Education, edited by Carter V. Good; Mc Graw-Hill Book Company, New York/New Delhi

Counseling	- Exhorting, assisting and guiding students individually or collectively for academic, career, personal and financial decision-making.
Course	- a course is a planned series of learning experiences in a particular range of subjects or skills, offered by an institution and undertaken by one or more learners ⁵ .
Course outline	- outline for the prescribed course content framework of a course of study
Courseware	- (a) a term that is becoming increasingly used as a synonym for instructional software; (b) the actual instructional material, including both the content and the instructional technique, that is incorporated in the computer based instruction system, as opposed to the software, which is taken to refer to the computer program that controls the computer's operation.
Criteria	- Pre-determined standards of functioning of an institution of higher education that forms the basis of assessment and accreditation by NAAC.
Criterion statements	- these, listed under criterion broadly encapsulate the best practices envisaged under that criterion
Cultural Background	- The context of one's life experience as shaped by membership in groups based on caste, religion, socioeconomic status, gender, exceptionalities, language and geographical location.
Curricular aspects	- Features of a curriculum – goal orientation, design, updating, relevance, practicability, flexibility etc and the processes by which these are made possible.
Curricular design/model	- a curriculum is the way of selecting and organizing courses of study offered to learners on the basis of the educational policy of an agency; the pattern of organization may be called 'design'; the different ways in which the design is made manifest are 'models'. The UGC, for instance, organizes courses at the U.G level of study in terms of core, foundation and elective courses; there are also other models such as the cafeteria model popular in the West
Curriculum	- Courses, experiences and assessments necessary to prepare, student teachers to teach or work with students at a specific age level and / or to teach a specific subject areas or sections covered within a specified course of study.

⁵ - EFA, the year 2000 Assessment – Technical Guidelines, UNESCO, Paris,

Curriculum transaction	- actions carried out in order to implement a curriculum
Deficit budget	- Deficit budget is that budget when current expenditure is in excess of the current income or revenues of the institution.
Diversity	- Differences among groups of people and individuals based on caste, socioeconomic status, gender, exceptionalities, language, religion, and geographical location.
Drop out	- A dropout is the pupil who leaves the institution before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of education ⁶ .
E – format	- Format for enabling submission of institutional data, mostly quantitative, in electronic mode; this data also needs to be put on institutional website for the benefit of various stakeholders.
Education Management Information System (EMIS)	- EMIS is a formal method of providing educational managers with accurate and timely information so that decision making, planning, project development and implementation and other management functions and operations can be carried out effectively. ⁷
Educational innovation	- Educational innovation refers to an idea or practice new to specific educational context that meets specified needs. It is the introduction or promotion of new ideas and methods that are devised in education or school practices which have substantial effects on changing the existing patterns of behaviour of a group of groups involved.
Educational program	- educational program is a set of organized and purposeful learning experiences with a minimum duration of one school or academic year, usually offered in an educational institution. ⁸
Educational technology	- the development, application and evaluation of systems, techniques and aids to improve the process of learning
Elective options	- a choice available to students to select from among a large number of subjects.

6 - Primary Education in Lesotho Indicators 1992, by International Inst, for Educational Planning, Paris.

7 - Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan.

8 - Evolution of NGO Projects under MHRD Scheme of Innovative and Experimental Programmes of Elementary Education. NCERT, New Delhi, 2001.

Evaluation	<ul style="list-style-type: none">- Evaluation is an important tool for ensuring accountability.<ul style="list-style-type: none">(a) A series of activities designed to measure the effectiveness or value of a course, instructional programme, exercise, etc.(b) Evaluation and impact assessment can be summative or formative. Summative processes are carried out to determine how effective project was, whereas formative processes are carried out during the programme (on going) for providing feedback into the program reformulation and effecting mid-course changes.
Exceptionalities	<ul style="list-style-type: none">- A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or service.
Exit meeting	<ul style="list-style-type: none">- The concluding session of the on-site visit which is attended by various representatives of the institution where the Chairperson of the Peer Team will share the highlights of the completed assessment exercise.
Expenditure	<ul style="list-style-type: none">- Expenditure means the sums of money actually spent on a project, activity, program etc by the institution during the year.
Expenditure (Revenue Account)	<ul style="list-style-type: none">- Expenditure (Revenue Account) includes all expenditure excluding capital expenditure.
Extension	<ul style="list-style-type: none">- The aspect of education which emphasizes neighborhood services. These are often integrated with curricula as extended opportunities intended to help, serve, reflect and learn. The curricular-extension interface has educational value; especially in rural India.
Faculty appraisal	<ul style="list-style-type: none">- is defined as a systematic periodic evaluation of a faculty with respect to his/her performance on the job and his/her potential for development
Faculty development	<ul style="list-style-type: none">- Various usually formal training or activities funded by the employer to enhance the attitudes, knowledge and skills of the current faculty/employees. (also applicable for staff development)
Feedback	<ul style="list-style-type: none">- (a) The information received by learners immediately after each of their responses during a sequence of programmed instruction which indicates the correctness (or otherwise) of the response; (b) communication of responses to a teacher by learners, as in a feedback classroom.
Feedback mechanism	<ul style="list-style-type: none">- is a means of automatic control in which actual state of a process is measured and used to obtain a quality that modifies the input to initiate the activity of the control system
Field Experiences	<ul style="list-style-type: none">- A variety of ongoing field-based opportunities in which student teachers may observe, assist, tutor, instruct, and/or conduct research. Field experience normal occur in off-campus settings such as schools, community centers, other social places etc.
Financial year	<ul style="list-style-type: none">- In India, financial year extends from 1st April of the year to the 31st March of the subsequent year.

Format for self-appraisal	- Structured pattern evolved by NAAC to enable an institution to collect, compile and present data.
Generic/transferable skills	- skills that are fundamental to a class of activities and are transferable from one job or activity to others
Gestation time	- period required for something to show itself
Global Perspective	- An understanding of the interdependency of nations and people and the political, economic, ecological and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.
Goals	- A result, milestone or checkpoint in the future which will indicate significant progress towards the vision. Achieving a collection of four to six goals would realize the vision. A goal should be ⁹ : <ul style="list-style-type: none"> ➤ Measurable; ➤ Critical for success; ➤ Aggressive, benchmarked targets; ➤ Specific
Governance	- The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the institution
Horizontal mobility	- The option for movement of student within and across disciplines; vertical mobility generally means moving up the academic or social ladder to perform higher tasks in the academia or society.
Inclusive education	- inclusive education means that all students (disabled and non-disabled children and young people) in a school/college study together, regardless of their strengths or weaknesses in any area and become part of the school/college community. ¹⁰
Income	- Income means receipts of the institution during the financial year from all sources.
Independent learning	- an instructional system in which learners are prepared for carrying on their studies beyond the classroom instruction even without instructors or tutors for direction and assistance. This is for preparing students for Lifelong learning

9 - Cases in Total Quality Management by John S. Oakland and Les Porter

10 - Dictionary of Primary Education by Henal Ashraf. A.P.H. Publishing Co, New Delhi, 1999.

Information Technology (IT)	- Computer hardware and software; voice, data, network, satellite and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing and communication of information.
Internship	- Generally, the post-qualification under the supervision of school faculty; sometimes refers to the pre-service school experience.
Infrastructure	- Physical facilities like buildings, play fields, hostels etc., which help run an institutional programme.
Institutional accreditation	- Evaluation of the functioning of an institution in its totality with its central governance structure and all its departments/centers.
Institutionalization	- Formalization of a practice; it is the opposite of any adhoc arrangement which offers extensive flexibility.
Instructional material	- are those which are designed for teacher and learner to use for instructional and learning purpose
Inter/multi-disciplinary	- A term used to describe an exercise, programme, course, etc. that draws its material from a number of different subject areas and illustrates the links and relationships that exist between them.
Interaction with a representative group of students	- to get inputs on the educational experience of students, the visiting team by NAAC will interact with a cross section of students drawn from different sections of the institution (normally a group of 25-30 students)
Interaction with alumni/ alumnae	- The visiting team of NAAC interacts with alumni /alumnae often in a group of 30 in order to obtain inputs on the impact of the educational experience made available by the institution on the individual, the employer, the community and the society at large.
Interaction with parents	- The visiting team of NAAC interacts with parents who are one of the stakeholders, who are neither members of the institution nor alumni, often in a group of 30 to obtain feedback on the performance of the institution with specific references to the experience of their wards.
Internal coordination	- Coordination within the institution between different departments, academic and administration, management and faculty, etc.

Internet	- the Internet, sometimes called simply “the Net”, is a worldwide system of computer network – a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers).
Intranet	- An Internal network that operates identically to, but is not necessarily connected, to, the global internet.
Key aspects	- Are the focal aspects in terms of which each of the six criteria is expressed to enable greater efficiency in writing the SAR as well as assessment by the Peer Team?
Learning resources	- All the resources which may be used by a learner (in isolation or in combination with other learners) to facilitate learning i.e. facilities like library, laboratory, computer centre etc., that are essential resources for the learning experience.
Lesson plan	- An outline of the important points of a lesson arranged in the order in which they are to be presented to the learners by the teacher.
Life skills	- A generic term for the various enterprise skills and other process skills needed to cope effectively with the outside world.
Linkage	- A formal agreement/ understanding between any two institutions for training/ student exchange/ faculty exchange or research.
Manpower Planning	- a generic term for those techniques used to arrive at a specification of any aspect of future manpower requirement, deployment of development needs. ¹¹
Manual for Self-appraisal	- document which details the process of preparing the Self-appraisal Report
Master plan	- A systematic and planned projection of the institution’s path of growth in the years ahead.
Micro teaching	Scaled down training situation in which a student teacher teaches a small group of students or peers for a short duration considering one skill at a time, often using video playback to let them see and criticize their own performance.
Midcourse correction	- are corrections done during the course of implementation of the prescribed curriculum (also see evaluation)

¹¹ - A Concise Encyclopaedia of Management Techniques, by Frank Finch. Printed by M/s allied publishers (P) Ltd, New Delhi.

Mission	- The term “mission” refers to the overall function of an organization. The mission answers the question, “What is this organization attempting to accomplish?” The mission might define students, stakeholders, or markets served: distinctive competencies; or technologies used ¹²
Modular curricula	- Courses offered in units which are complete in themselves.
Module	- A separate and coherent block of learning. Part of a modular programme of studies where the curriculum is divided into a range of similar sized segments.
Monitoring	- Monitoring is a management function and operates during the programme implementation. With reference to the teaching – learning and student activity it relates to carrying out an on-going assessment or appraisal of a system while it is in operation. It tracks the progress of the students / programme implementation against the pre-defined benchmarks and milestones. All developments are monitored through an efficiently designed assessment system or a Information Management System to find out and identify: Specific problems as they arise for corrective measures and for relevance etc.
Net Enrolment	- Net Enrolment is the number of pupils in the official school age group in a grade or cycle or level of education in a given school year.
Network	- A general term for any system consisting of a number of physically separated but interconnected sub-systems, eg computers, word processors, radio or television stations, agencies, institutions, organizations, etc.
Noncore options	- Allied/ ancillary or supporting subjects chosen in fulfillment of course requirements.
Non-formal education	educational activities which are not organized as part of formal teaching
Non-recurring expenditure	- Non-recurring expenditure on education is that expenditure, which is comparable to capital expenditure on education. It includes expenditure on construction, purchase of major equipment; land, hostel, vehicles, development of laboratories, libraries etc.
Objective	- a desired outcome of an instructional process or programme expressed in highly-specific (generally behavioral) terms
Obsolescence time	- The length of the time before a learning resource becomes so outdated that it is no longer of any use.

12 - Cases in Total Quality Management by John S. Oakland and Les Porter

Open access	- A practice whereby users are given direct access to all or part of the stock of a library or resource center
Organizational management	- Systematic governance and administration of the institution.
Outreach programme/activities	- A systematic attempt to provide services beyond conventional limits, as to particular segments of a community an educational outreach to illiterate adults.
Outstanding issues	- Issues of concern identified by the peer team which will be shared with the head of the institution before the finalization of the assessment report.
Overall grade	- though peer assessment is at the criterion-level, the final outcome is in terms of a single grade for the whole unit of assessment known as the overall grade which may include factors not fully covered by the analyses based on criteria alone.
Panel of peers	- The panel of experts who will be considered for constituting the peer team. This list will be sent to the Head of the institution to know whether the institution has any reservation against any of the panel members (also see Assessors)
Pedagogical Content Knowledge	- The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural back grounds and prior knowledge and experiences of students.
Pedagogical Knowledge	- The general concepts, theories and research about effective teaching, regardless of content areas.
Peer assessment	- A method of assessment that is based on the consensus opinion of a peer group on the respective contributions to the work of the group made by each individual.
Peer feedback	feedback given by the other student – teachers after each practice teaching
Peer teaching	- A technique in which the teaching of learners is not done by a teacher but by other learner(s), usually by the co- student teacher or trainee, who has already achieved or intend to achieve the learning objectives involved.
Peer teaching	practice teaching in which one student - teacher teaches and the rest act as students
Peers	- Experts in various fields of higher education who would assist NAAC in assessment of institutions. Being colleagues

in the teaching profession they are reefered as 'peers'.

Performance assessment	- A comprehensive assessment through which student teachers demonstrate their proficiencies in subject, professional and pedagogical knowledge, skills and values including their abilities to have positive effects on student learning
Performance appraisal	- performance appraisal is systematic assessment of an individual's performance in order to assess his/her training needs, potential for promotion eligibility for a merit increment as part of pay or salary review or for management succession planning. Methods of appraisal include the controlled report, factor rating, forced choice ranking system, task based appraisal etc. ¹³
Planning	- Planning is the formal process of making decisions for the future of individuals and organizations. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end.
Policy	- Policy is a statement of aims, purpose, principles or intentions, which serve as continuing guidelines for management in accomplishing objectives ¹⁴ .
Policymakers	- Representatives of public , statutory and governmental agencies with public education responsibility at the national, state and local levels
Practice lessons	lessons presented by the student trainees at the time of practice teaching
Practice teaching	- teaching done by student trainee for practicing teaching skills to improve teaching competencies
Practicum	- practical experiences by doing a project or conducting a survey in concerned subject/topics
Pre-practice preparation	- preparation done before actual practice - teaching
Professional Development	- Opportunities for teacher educators to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra and inter-institutional visitations, fellowships, and work in schools, etc.
Professional Education Faculty	- Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in

Professional Knowledge	- education, provide services to students (e.g. advising, supervise clinical experiences, or administer some portion of the unit.
Proficiencies	- The historical, economic, sociological, philosophical and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching
Programme options	- A planned sequence of courses and experiences for preparing teachers and other professional for schools.
Progression	- A range of courses offered at various levels leading to degrees/diplomas/certificates for students to choose from.
Project	- Vertical movement of student from one level of education to the next higher level successfully or towards gainful employment.
Prospectus	- A Project is a combination of non-routine activities that must be completed with a set of resources and within a set time interval, e.g. (i) construction of a school building of a specific design, (ii) design of a training programme for a specified group, (iii) production of textbook.
Quality enhancement	- Comprehensive document of the institution which contains information on academic, administrative and financial details of the institution.
Recurring expenditure	- efficiency in efforts at improving the performance or performance efficiency of a system
Remedial courses	- Recurring expenditure on education is the expenditure, which is required to be incurred frequently or which recurs repeatedly. Under this head, we may include salaries and allowances of staff, consumable stores, whitewashing, maintenance etc. of school plant, including repairs and maintenance.
Remedial instruction	- Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
Remedial programmes	- a specific unit (or system of units) of instruction based on comprehensive diagnostic finding and intended to overcome a particular learning deficiency or set of learning deficiencies in a student
	- Courses offered to academically disadvantaged students in order to help them cope with academic requirements.

Research	- probes into what is known to reach the unknown; it is often the rigors of inquiry which is accomplished by objective pursuit of knowledge that is valued in research.
Research grant	- The grant generated by the faculty by taking up research projects funded by research agencies.
Scholarship	- Systematic inquiry into the areas related to teaching, learning and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
School community	people belonging to community of a school – all the stakeholders of the school
Self-appraisal	- Individual's/institutions own evaluation of his/ her/its performance.
Self-appraisal report	- Report prepared by the institution along the guidelines of NAAC and submitted to NAAC as a pre requisite for assessment and accreditation.
Self-assessment	- Assessment of progress, attainment of objectives, etc. by the actual learner, generally by using some sort of questionnaire or criterion-referenced test.
Seminar	- A small class organized in order to discuss a particular topic or a conference of specialists in a particular field or a short, intensive course on a particular subject or topic.
Seminars, conferences, workshops etc	- Is a group discussion session followed by the presentation of a peer or a lead lecture or a short course with a high degree of participation and discussion between experts and participants
Service	- Faculty contributions to colleges or university activities, schools, communities and professional associations in ways that are consistent with the institutions mission
Simulated teaching	training in contrived/artificial situation
Simulation	- an educational, training or research exercise that incorporates in general, any operating representation of a real system or process or part thereof
Skills	- The ability to use content, professional and pedagogical

	knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning
Soft copy	- Computer output fed into a storage medium like CD or a floppy as opposed to hard copy.
Software	- A general term for material which is used in conjunction with hardware. Most of the times, its use is restricted to describe the programs that control computers.
Strategic planning	- the managerial process of developing and maintaining a viable link between the organization's objectives and resources and its environmental opportunities. ¹⁵
Strategy	- A specific, medium or long-term plan for making progress towards a goal. A strategy should have the same attributes as a goal but should be more specific and action-oriented. Together a set of strategies, if successfully pursued, will impact the goal measure and eventually achieve the goal.
Student support	- facilitating mechanism like guidance cell, placement cell, financial aid given to students etc. for encouraging and supporting his/her completion of the programme/course
Student teacher	- is a student who has enrolled in a Teacher Education Programme
Surplus budget	- Surplus Budget is that budget when the current expenditure of the institution is less than the current income or revenues of the institution.
Syllabus	- main heads and topics to be covered by a course of study or institution. ¹⁶
System	- The structure or organization of an orderly whole, clearly showing the interrelationship between the different parts (sub-systems) and between the parts and the whole.

14 - International Dictionary of Management, by Hano Johannsen & G. Terry page, 1986, London.

15 - International Dictionary of Management (Third Edition) Edited By Hano Johannsen and G. Terry Page, London.

Teacher training institutes	<ul style="list-style-type: none">- Teachers training institutes are those institutes which are engaged in imparting pre-service/in-service teachers training of a specified duration. In India we have the following Teachers Training Institutions:<ul style="list-style-type: none">• District Institutes of Education and Training (DIET's)• Colleges of Teacher Education (CTE's), both government and private• Institutes of Advanced Study in Education (IASE's)• Regional Institutes of NCERT• Affiliated colleges (Government, Non Government)
Teaching-Learning Material (TLM)	<ul style="list-style-type: none">- The teacher in order to augment learning to take place amongst the pupils uses teaching learning materials. These include books, notebooks, charts, AV aids, chalks, black boards, slide projector, over head projector, computer, internet, education kits, science kits, mathematic kit, etc.
Teaching-learning methods (TLMs)	<ul style="list-style-type: none">- Teaching-learning methods are process in the education of a student that facilitates learning. Teaching learning methods are undergoing changes over time especially after the introduction of computers and the emergence of multimedia application.
Team teaching	<ul style="list-style-type: none">- a teaching technique in which two or more teachers share responsibilities for a given instructional programme with the same group of learners.
Technology Use of	<ul style="list-style-type: none">- What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional development.
Tentative evaluation	<ul style="list-style-type: none">- The evaluation made by the peers based on the Self-appraisal report alone, before the on-site visit.
Total Quality Management (TQM)	<ul style="list-style-type: none">- Is a comprehensive approach for improving competitiveness, effectiveness and flexibility through planning, organizing and understanding each activity and involving each individual at each level?
Transferable skills	<ul style="list-style-type: none">- Skills (generally product or process skills) that can be deployed in different contexts from those in which they were originally acquired.

Validation	- Determination of the effectiveness of instructional materials or system by the use of appropriate summative evaluation techniques.
Unit cost	- total annual recurring expenditure divided by the number of students enrolled
Unit of accreditation	- For assessment and accreditation of a teacher education institution by NAAC, a college or a department or a university constitutes the 'unit' of assessment. The holistic observation, judgment and assessment underline the meaning of the term.
University level institutions	- Any institution which is empowered to confer degrees legally.
Validation	- process of confirming the appropriateness of something
Vision	- a vivid picture of an ambitious, desirable and future state. Its purpose is to inspire and act as a guide for decision-making and planning. It should be ¹⁷ : <ul style="list-style-type: none">➤ Memorable;➤ Involving;➤ Aligned with institutional values;➤ Linked to Students and stakeholders➤ A stretch, but not impossible;➤ Short, clear and communicable;➤ Within a 5-years horizon.
Weightage	- Taking cognizance of the different types of relationship between the colleges and universities, each of the six criteria has been given a differential Weightage in order to distribute scores fairly without any handicap, incidental to a particular type of affiliation, affecting fair judgment.

Section - C
Appendix – 7

Abbreviations

A&A	-	Assessment and Accreditation
B.Ed.	-	Bachelor of Education
BoS	-	Board of Studies
CABE	-	Central Advisory Board on Education
CD	-	Compact Diskette
CGPA	-	Cumulative Grade Point Average
COL	-	Commonwealth of Learning
CR-GPA	-	Criterion Wise Grade Point Average
CTE	-	College of Teacher Education
D.Ed.	-	Diploma in Education
DELNET	-	Developing Library Network
DVD	-	Digital Versatile Diskette
DSA	-	Department of Special Assistance of UGC
DSERT	-	Directorate of State Educational Research & Training
EFA	-	Education for All
EMRC	-	Educational Medical Research Centre
ET	-	Educational Technology
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Aptitude Test
GOs	-	Governmental Organizations
GPA	-	Grade Point Average

HEI	-	Higher Education Institution
IAS	-	Indian Administrative Services
IASE	-	Institute of Advance Studies in Education
ICT	-	Information and Communication Technology
IEQA	-	Institutional Eligibility for Quality Assessment
INFLIBNET	-	Information and Library Network
IQAC	-	Internal Quality Assurance Cell
IT	-	Information Technology
IUC	-	Inter University Centre
KA	-	Key Aspect
LoI	-	Letter of Intent
M.Ed.	-	Master of Education
M.Phil	-	Master of Philosophy
MDGs	-	Millennium Development Goals
MIR	-	Minimum Institutional Requirement
MIS	-	Management Information System
MoU	-	Memorandum of Understanding
NAAC	-	National Assessment and Accreditation Council
NCC	-	National Cadet Corps
NCERT	-	National Council for Educational Research and Training
NCTE	-	National Council for Teaching Education
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NUEPA	-	National University of Educational Planning and Administration
NSS	-	National Service Scheme

OBC	-	Other Backward Caste
PG	-	Post Graduate
Ph.D.	-	Doctor of Philosophy
PoA	-	Program of Action
PTR	-	Peer Team Report
SAR	-	Self Appraisal Report
SC	-	Scheduled Caste
SCERT	-	State Council of Educational Research and Training
SET/ SLET	-	State Level Eligibility Test
SUPW	-	Socially Useful Productive Work
UNESCO	-	United Nations Educational, Scientific & Cultural Organization
UPE	-	Universal Primary Education

GINNI DEVI MODI INSTITUTE OF EDUCATION, HAPUR ROAD, MODINAGAR
B.Ed. Time Table for Session 2011-2012

Sec-A

Sub	Assembly	Philosophy	Psychology	Technology	Development	Lunch	Library	Envir. Edu / Measuremen t /Computer	Methodology	Methodology
Period		I.	II.	III.	IV.			V.	VI.	VII.
Time (6.00hrs)	09.00- 09.15	09.15- 10.00	10.00- 10.45	10.45- 11.30	11.30- 12.15	12.15- 12-30	12.30- 1.00	01.00- 01.40	01.40-2.20	2.20-3.00
Time Duration	15	45	45	45	45	15	30	40	40	40
Monday	A	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104	B R E A K	L I B R A R Y	Paper – V E-205, E-209, E-210	Paper – VI & VII Teaching Method Group -I	Paper – VI & VII Teaching Method Group -II
Tuesday	S	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209, E-210	E-313 Hindi E-314 English	E-316 So. St. E-322
Wednesday	E	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209, E-210	E-315 Sanskrit E-317	Biology E-319 Maths
Thursday	M	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209,E-210	Commerce E-318 Com. Sci.	
Friday	B	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209,E-210	E-320 H. Sc. E-321 Phy. Sc.	
	L	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104					
Saturday	E-701	Psychology Test	Audio-Visual Skill, Scout & Guide		Work with Community & Participating Cultural Activity			Work with Community & Participating Cultural Activity	Labs Work	Labs Work
	E-702		Teaching Skill & Practice							

GINNI DEVI MODI INSTITUTE OF EDUCATION, HAPUR ROAD, MODINAGAR
B.Ed. Time Table for Session 2011-2012

Sec-B

Sub	Assembly	Philosophy	Psychology	Technology	Development	Lunch	Library	Envir. Edu / Measurement / Computer	Methodology	Methodology
Period		I.	II.	III.	IV.			V.	VI.	VII.
Time (6.00hrs)	09.00-09.15	09.15-10.00	10.00-10.45	10.45-11.30	11.30-12.15	12.15-12.30	12.30-1.00	01.00-01.40	01.40-2.20	2.20-3.00
Time Duration	15	45	45	45	45	15	30	40	40	40
Monday	A	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104	B R E A K	L I B R A R Y	Paper – V E-205, E-209, E-210	Paper – VI & VII Teaching Method Group -I	Paper – VI & VII Teaching Method Group -II
Tuesday	S	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209, E-210	E-313 Hindi E-314 English	E-316 So. St. E-322
Wednesday	E	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209, E-210	E-315 Sanskrit E-317	Biology E-319 Maths
Thursday	M	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209, E-210	Commerce E-318 Com. Sci.	
Friday	B	Paper – I E-101	Paper – II E-102	Paper – III E-103	Paper – IV E-104			Paper – V E-205, E-209, E-210	E-320 H. Sc. E-321 Phy. Sc.	
Saturday	L					K	Y			
	y									
Saturday	E-701	Psychology Test	Audio-Visual Skill, Scout & Guide		Work with Community & Participating Cultural Activity	K	Y	Work with Community & Participating Cultural Activity	Labs Work	Labs Work
	E-702		Teaching Skill & Practice							