

Track ID :- PBCOTE14085

**BABE KE**  
**COLLEGE OF EDUCATION,**

Recognized by NCTE &  
Affiliated to Panjab University, Chandigarh  
Approved by Govt. of Punjab

# *Self Study Report*

FOR RE-ACCREDITATION (CYCLE II)

Submitted to

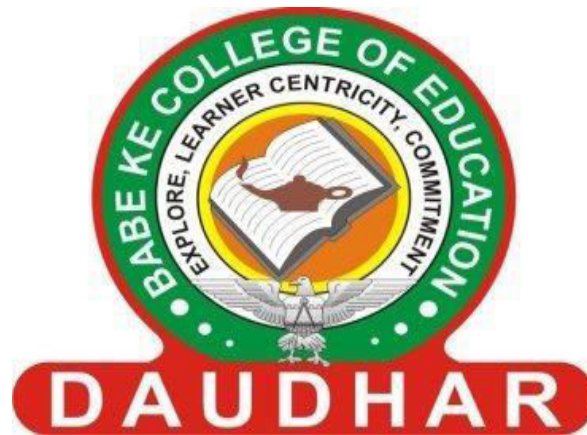
**National Assessment and Accreditation Council**  
Bangalore

**BABE KE COLLEGE OF EDUCATION**

**(V.P.O. DAUDHAR, DISTT. MOGA, PUNJAB)**

# **SELF STUDY REPORT**

**FOR REACCREDITATION  
(CYCLE-II)**



**TRACK ID NO. PBCOTE14085**

**SUBMITTED TO**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
BANGALORE**

### *Vision*

*Teaching is an art of discovery to be inculcated in the minds of the learners.*

### *Mission*

*To produce teachers of excellent skill imbued with scientific temperament.*

### *Institutional Objectives*

- ✦ To create and manage resources and facilities to develop competency and devotion towards teaching.*
- ✦ To build National character and National Ideology through the arrangement of various cultural and academic activities at the college and inter college level.*
- ✦ To enable the pupil teacher to develop democratic and secular way of life through community networking in order to acquaint them with social, cultural, economic and political conditions which they will face in their life.*
- ✦ To offer educational programme catering to the current and future needs of the society.*
- ✦ To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.*
- ✦ To develop the students holistically by inculcating ethical, social, aesthetic values among prospective teachers through value- oriented education and community service programmes.*
- ✦ To provide educational and vocational guidance to prospective teachers for future success.*
- ✦ To inculcate teaching and communication skills among prospective teachers through the application of educational technology.*
- ✦ To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programmes.*
- ✦ To help the prospective teachers to become a part of 'knowledge generating society.*
- ✦ Overall, to produce prospective teachers in view of global competency.*



## *Preface*

*It gives me an immense pleasure and satisfaction to put forward this self appraisal report of our institution for reaccreditation. Through this submission, we offer our institution for quality accreditation to serve better in future for upliftment of rural community through education. The Self appraisal report has been prepared as per norms set by NAAC and gives an insight into our endeavours of accomplishing new heights and incorporation of various innovations in teaching learning process. The achievements of the students and efforts made by teaching faculty for professional growth, recorded in this report speak of quality enhancement and sustenance during last five years. We have tried our level best to comply with suggestions given by NAAC Peer team during first accreditation. I strongly believe that the institution will continue to excel in field of Teacher education by imparting value based quality teacher education meeting the demands of global society at a large.*

*Further, I owe my sincere gratitude to the faculty for their co-operation. I am beholden to IQAC coordinators for devoting countless hours for collecting data, compiling data and preparing report and giving it the present shape.*



*Dr. Nand Kishor*

*Principal*      **Principal**  
**Babe-Ke College of Education**  
**V.P.O. Daudhar, Distt. Moga**

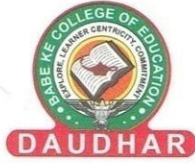


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## BABE-KE COLLEGE OF EDUCATION

V.P.O. Daudhar, Tehsil & Distt. MOGA (Pb.)-142053  
(Recognized by NCTE & Affiliated to Panjab University, Chandigarh)  
(NAAC ACCREDITED GRADE 'B' CGPA 2.51)

B.K.C.E. 101

Dated :- 10/7/2015

### DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Place: Daudhar

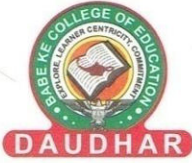
Date: 10/7/15

  
Dr. Nand Kishor

Principal

Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga





## BABE-KE COLLEGE OF EDUCATION

V.P.O. Daudhar, Tehsil & Distt. MOGA (Pb.)-142053  
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(NAAC ACCREDITED GRADE 'B' CGPA 2.51)

B.K.C.E. 100

Dated :- 10/7/15

### Certificate of Compliance

This is to certify that Babe Ke College of Education, Daudhar fulfils all norms.


1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

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

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

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

Date: 10/07/15  
Place: Daudhar

  
Principal  
(Dr.Nand Kishor Choudhary)  
Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

# PART-I

# INSTITUTIONAL DATA

# **A. PROFILE OF THE INSTITUTION**



## PROFILE OF THE INSTITUTION

1. Name and address of the institution:

**Babe Ke College of Education**

**V.P.O Daudhar**

**Distt: Moga, Punjab**

2. Website URL **www.babekegroupofinstitutes.com**

3. For communication:

### Office

Name	Telephone	Fax No	E-Mail Address
Dr. Nand Kishor Head/Principal	09779031210	01636-253167, 253178	drnkchoudhary20@ gmail.com
Vice-Principal	-	-	-
Ms. Jaskiran Kaur Dayal Self - appraisal Coordinator	09780652524	-do-	Dayaljaskiran @gmail.com

### Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Nand Kishor	09779031210	09779031210
Vice-Principal	-	-
Ms. Jaskiran Kaur Dayal Self - appraisal Coordinator	09780652524	09780652524

## 4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

5. Campus area in acres:

6. Is it a recognized minority institution? Yes  No

## 7. Date of establishment of the institution:

Month & Year

MM	YYYY
<b>08</b>	<b>2005</b>

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

**Panjab University, Chandigarh**

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

Month & Year

2f

MM	YYYY
<b>07</b>	<b>2014</b>

## 10. Type of Institution

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

Sr. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
(i)	Primary/ Elementary	D.El.Ed	12 <sup>th</sup>	Diploma	2 Year	Punjabi
(ii)	Secondary/ Sr. secondary	B.Ed.	Graduation	Degree	1 Year	English/Punjabi/ Hindi
		M.Ed	B.Ed	Degree	1 Year	English/Punjabi/ Hindi

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

Level	Programme	Order No. & Date	Corrigendum No.	Valid upto	Sanctioned Intake
Primary/ Elementary	D.El.Ed	F.NRC/NCTE/F73/PB-351/23051 Dated/ 02/08/2007	-	Permanent	50
Secondary/	B.Ed.	1. F.NRC/NCTE/F-3/PB-261/4270-4279			100

Sr. secondary		Dated/30/06/2005			
		2. NRC/NCTE/F-7/PB-421/22952 Dated/02/08/2007	F.NRC/NCTE/ F-7/PB-421/23569 Dated/06/08/2007	Permanent	100+100
	M.Ed	F.NRC/NCTE/F-3/NRCAPP-1027-201 <sup>ST</sup> MEETING/2012/26524 Dated/30/07/2012	F.NRC/NCTE/ F-3/NRCAPP-1027-201 <sup>ST</sup> MEETING/2011/29104 Dated/16/08/2012	Permanent	35

# **B. CRITERION WISE INPUT**

**Criterion I: Curricular Aspects**

1. Does the Institution have a stated  
Vision

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

Mission

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

Values

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

Objectives

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

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

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

a) How many programmes?

3
---

b) Fee charged per programme

I. D.El.Ed

Rs. 40,000/-
--------------

II. B.Ed

Rs. 67,000/-
--------------

III. M.Ed

Rs. 80000/-
-------------

3. Are there programmes with semester system

Yes
-----

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

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

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

01
----

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

D.El.Ed.

11
----

B.Ed.

17/3
------

M.Ed. (Full Time)

03 (elective)
---------------

6. Are there Programmes offered in modular form

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

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

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

Number	03
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

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

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

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

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

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

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

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

6 to 12 months
----------------

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

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

Number	01(M.Ed)
--------	----------

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

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

Number	02
--------	----

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

Yes

No

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

Yes

No

## Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

b) Common entrance test conducted by the  
University/Government

c) Through an interview

d) Entrance test and interview

e) Merit at the qualifying examination

f) Any other (specify and indicate)

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

a) Date of start of the academic year

17/7/2013

b) Date of last admission

B.Ed: 15/10/2013 M.Ed: 30/08/2013

c) Date of closing of the academic year

31/5/2014

d) Total teaching days

230

e) Total working days

250

## 3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.El.Ed.	02	08	10	-	05	05	02	03	05
B.Ed.	47	145	192	30	38	68	17	107	124
M.Ed. (Full Time)	03	32	35	02	12	14	01	20	21

## 4. Are there any overseas students?

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

## 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

Rs.32,015/-

b) Unit cost including salary component

Rs. 52,869/-

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D. El. Ed.		50%		45%
B.Ed.		50 %		45%
M.Ed. (Full Time)		55%		50%



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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D. El.Ed.	70%	20%	10%
B.Ed.	58.33%	25%	16.67%
M.Ed. (Full Time)	70%	10%	20%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	7
---	---

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

1	0
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	9
---	---

b) Total number of practice teaching days

4	5
---	---

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

9	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	10	No. of Lessons Pre-practice teaching	10
------------------------------	----	--------------------------------------	----

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

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

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

Programmes	Internal	External
D. El.Ed.	40%	40%
B.Ed.	20%	80%
M.Ed. (Full Time)	20%	80%

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		

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

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

Number	03
--------	----

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

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

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

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

Number	06	30	%
--------	----	----	---

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

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

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

57 ; in shape of Dissertation
-------------------------------

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

- |  |                                     |
|--|-------------------------------------|
| <input type="radio"/> Teachers are given study leave                     | <input checked="" type="checkbox"/> |
| <input type="radio"/> Teachers are provided with seed money              | <input type="checkbox"/>            |
| <input type="radio"/> Adjustment in teaching schedule                    | <input checked="" type="checkbox"/> |
| <input type="radio"/> Providing secretarial support and other facilities | <input type="checkbox"/>            |

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.  | <input type="text" value="05"/>  |
| b. M.Phil | <input type="text" value="Nil"/> |

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	✓	-	34
National journals – referred papers	✓	-	09
Non referred papers			12
Academic articles in reputed magazines/news papers	✓	-	02
Books	✓	-	02
Thematic papers in conference proceedings	✓	-	95

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

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

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

	Faculty	Students
National seminars	110	02
International seminars	02	02
Any other academic forum	15	-

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. teaching aids/ audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>

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

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

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

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

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

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

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

2

16. Does the institution provide consultancy services?

Yes

No

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

Free of Cost

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

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

#### Criterion IV: Infrastructure and Learning Resources

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

4000.92

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

a) Methods lab

Yes

No

b) Psychology lab

Yes

No

- c) Science Lab(s) Yes  No
- d) Education Technology lab Yes  No
- e) Computer lab Yes  No
- f) Workshop for preparing teaching aids Yes  No

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

40

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

Rs. 1.75 Lakhs

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

Rs. 26870/-

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

Rs.1.3 Lakhs

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

3 Lakhs

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

Yes



No



9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

	Open		Reserved	
	M	F	M	F
Teaching	11	05	07	02
Non-teaching		-		05



10. Total number of posts vacant

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

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

		Open		Reserved	
		M	F	M	F
Lecturers		09	04	04	02
Readers		-	01	-	-
Professors		-	-	01	-

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

		Open		Reserved	
		M	F	M	F
Lecturers		01	-	01	-
Readers		-	-	-	-
Professors		-	-	-	-

c. Number of teachers from same state

20
----

Other states

07
----

## 12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:5
B.Ed.	1:14
M.Ed. (Full Time)	1:7

## 13. a. Non-teaching staff

Open      Reserved

Permanent

M	F	M	F
10	-	01	05

Temporary

M	F	M	F
-	-	-	-

## b. Technical Assistants

Permanent

M	F	M	F
-	-	01	-

Temporary

M	F	M	F
-	-	-	-

## 14. Ratio of Teaching – non-teaching staff

27:16

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

Rs. 53,85,774/-

## 16. Is there an advisory committee for the library?

Yes

No

## 17. Working hours of the Library

On working days

Eight Hours

On holidays

Five Hours

During examinations

Eight Hours

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	11,647
- School Textbooks	759
- Reference books	3803
-General Books	7085
b. Magazines	18
e. Journals subscribed	23
- Indian journals	20
- Foreign journals	-
f. Peer reviewed journals	03
g. Back volumes of journals	459
h. E-information resources	
- Online journals/e-journals	15
- CDs/ DVDs	25
- Databases	01
- Audio Cassettes	10

20. Mention the

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

1670 Sq.mts

Seating capacity of the Reading room

68

## 21. Status of automation of Library

- Yet to intimate
- Partially automated
- Fully automated

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

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

Are students allowed to retain books for examinations?

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

Furnish information on the following:

Average number of books issued/returned per day

Maximum number of books / days is permitted to be retained  
by students

by faculty

Maximum number of books permitted for issue

For students

6

For faculty

10

Average number of users who visited/consulted per month

1700

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

20

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

4%

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

	2011-12		2012-13		2013-14	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
<b>Text books</b>	1,161	2,48,628	1108	2,57,138	145	40,662
<b>Other books</b>						
a) General Books	80	11082	82	12,458	24	4,560
b) Reference Books	242	60,338	37	10,371	46	14,022
<b>Journals</b>	02	340	06	2,050	06	2,630
<b>Magazines</b>	-	-	01	1,440	-	-
<b>Newspapers</b>	02	2,178	02	2,178	01	1,820

## Criterion V: Student Support and Progression

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

Programmes	Year (2011-12)	Year (2012-13)	Year (2013-2014)
D.El.Ed.	16% (2009-11)	10% (2010-12)	Nil(2012-14)
B.Ed.	2%	1.5%	4%
M.Ed. (Full Time)	-	-	nil

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

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

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

10:1
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3. Does the institution offer Remedial instruction?

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

4. Does the institution offer Bridge courses?

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

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

	UG			PG
	2013-14	2012-13	2011-12	2013-14
Pass percentage	97.82%	96.39%	96.67%	100%
Number of first classes	180	187	145	35
Number of distinctions	02	02	-	02
Exemplary performances	-	-	-	-

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

	2013-14	2012-13	2011-12
NET	-	-	
SLET/SET	-	-	-
TET	01	-	-

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

Financial Aid	2013-14	2012-13	2011-12
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	04	-
Fee concession	-	-	-
Loan facilities	-	-	-
Govt. Scholarships (SC & BC) minority	12	15	78

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

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

9. Does the institution provide Residential accommodation for:

Faculty	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Non-teaching staff	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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10. Does the institution provide Hostel facility for its students?

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

If yes, number of students residing in hostels

Men

Women



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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

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

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

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

	Organised		Participated		
	Yes	No	Yes	No	Number
Inter-collegiate	-	✓	-	✓	01
Inter-university	-	✓	-	✓	-
National	-	✓	-	✓	-
University Youth Festival	-	✓	✓	-	02

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)
University	25	-
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes  No

If yes, give the year of establishment

2009

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

Yes  No

20. Does the institution regularly publish a college magazine?

Yes  No

21. Does the institution publish its updated prospectus annually?

Yes  No

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

	Session 2011-12 (%)	Session 2012-13	Session 2013-14 (%)
Higher studies	60%	61%	64%
Employment (Total)	10%	25%	30%
Teaching	8%	24%	28%
Non teaching	2%	1%	2%

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?

2011-12	2012-13	2013-14
2%	5%	15%

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

Yes No

- Academic guidance and Counseling

- Personal Counseling

- Career Counseling

## Criterion VI: Governance and Leadership

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

Yes

No

2. Frequency of meetings of Academic and Administrative Bodies: (2013-14)

Governing Body/management	Ever month
Staff council	12
IQAC/or any other similar body/committee	06
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
i. Research Development Committee	18
ii. Time table committee	06
iii. Library advisory committee	04

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

Loan facility

Medical assistance

Insurance

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

0	0	2
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5. Furnish the following details for the past three years

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

NIL

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

1. National

16

2. International

02

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

04

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

01

e. Research development programmes attended by the faculty

02

f. Invited/endowment lectures at the institution

15

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

a. Self-appraisal

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

b. Student assessment of faculty performance

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

c. Expert assessment of faculty performance

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

d. Combination of one or more of the above

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

e. Employer Feedback

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

7. Are the faculty assigned additional administrative work?

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

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

12 hours (approx)
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8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

NIL
-----

Fees

Rs. 1, 14,52,250/-
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Donation

NIL
-----

Self-funded courses

NIL
-----

## 9. Expenditure statement (for last two years) 2012-13 2013-14

Total sanctioned Budget	Rs. 1200000/-	Rs.13000000/-
% spent on the salary of faculty	38%	39.44%
% spent on the salary of non-teaching employees	4.63%	4.65%
% spent on books and journals	3.75%	4.%
% spent on developmental activities (expansion of building)	7%	6.65%
% spent on telephone, electricity and water	1.10%	1.48%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.68%	0.72%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.70%	0.63%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.4%	0.52%
% spent on travel	1%	0.99%
Any other	-	-
Total expenditure incurred	Rs. 11464489/-	Rs. 12794338/-

## 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.
2011-12	Rs. 3608185.46/-	-
2012-13	Rs. 3186566.35/-	-
2013-14	Rs. 3911730.74/-	-



11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

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

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

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	07	2.96	26	11.01
b	ST	-	-	-	-
c	OBC	14	5.93	31	13.13
d	Physically challenged	01	0.42	-	-
e	General Category	30	12.71	1.27	53.80
f	Rural	36	15.25	80	33.90
g	Urban	40	16.93	80	33.90

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	05	21.74	05	12.5
b	ST	-	-	-	-
c	OBC	03	13.04	-	-
d	Women	06	26.09	05	12.5
e	Physically challenged	NIL			
f	General Category	15	65.22	11	47.82

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

Category	At Admission		On completion of the Course	
	2012-13	2013-14	2012-13	2013-14
SC	53.21%	55.48%	64.65 %	70.52%
ST	-	-	-	-
OBC	56.28%	57.22%	71.99%	71.10%
Physically challenged	-	63%	-	73.73%
General Category	57.50%	62.24%	66.11%	69.11 %
Rural	55.85%	61.17%	66.76%	70.76%
Urban	58.34%	60.26	67.06%	67.96%

# **PART -II**

# **EVALUATIVE REPORT**

# 1. EXECUTIVE SUMMARY

## **EXECUTIVE SUMMARY**

Babe Ke college of Education, marching towards to quality Teacher education in rural area with a mission of producing teachers of excellent skill imbued with scientific temperament appeared on the scene of teacher education with untiring efforts of great philanthropist His Holiness Sant Baba Nahar Singh Ji through Babe Ke charitable Educational Trust in 2005 with an objective to promote Teacher Education and expand higher education in rural Punjab.

The college runs M.Ed, B.Ed (200 seats) and D.El.Ed courses duly recognised under section 2f of UGC act 1956 and NCTE, affiliated to Panjab University, Chandigarh and approved by Government of Punjab.

Punctuality, regularity and over all discipline are the bench marks of the college. Well qualified, experienced and dedicated staff, ever eager to work for the growth of the college, acts as role model for the students. There is easy accessibility of the Principal, staff and tutors to redress students' grievances.

IQAC after first accreditation in March, 2010 has identified the opportunities and challenges of the institution and has paid special attention to the recommendations made by the previous peer team to excel towards total quality excellence to meet with the demands and challenges of ever evolving educational scenario and needs of the national and international world of work.

### **I. CURRICULUM DESIGN AND DEVELOPMENT**

Being an affiliated college, The College has to adhere to the curriculum prescribed by Panjab University, Chandigarh. The College participates indirectly in Curriculum development by making representation in written through Principal in Board of studies. The faculty collects collecting feedback from various stakeholders on curriculum. Faculty members also participate in syllabus revision workshops from time to time. Panjab University B.Ed Curriculum development workshop has been organised by the institution in subjects of Contemporary India and Education, Health and Physical Education, Critical understanding of ICT, School Internship programme, Teaching of Political science, Sociology, Public administration and Hindi in session 2014-15.

College has adopted sufficient academic flexibility and makes extensive use of innovations and ICT in curriculum transaction.

## **II. TEACHING-LEARNING AND EVALUATION**

Pragmatic approach has been adopted by the institution in teaching learning process. The faculty uses various innovative methods like brain storming, Cooperative learning, discussions, seminars, quiz to cater to the diverse needs to make learning a concretized experience. Skill in teaching programme is planned and executed in very effective manner to chisel the teaching skills of the learners. Sufficient transparency has been incorporated in evaluation system through Continuous comprehensive evaluation by means of cycle tests, snap tests, house tests.

## **III. RESEARCH CONSULTATION AND EXTENSION**

In order to make faculty and students research minded and to develop conducive research culture, the institution has constituted a research promotion cell in year session 2013-14. To motivate and encourage the faculty and student teachers for research provides various facilities to its faculty and students such as Wi-Fi campus, enriched library. Financial support to faculty for registration in seminars and publication of research papers, duty leave, and study leave is provided. Synopsis presentation and Research aptitude test is conducted for M.Ed students. Action research is carried out by students at B.Ed level to make them research oriented minds.

Consultancy is provided on honorary basis. College has collaboration with schools, community, District medical authorities and NGOs for extension services.

## **IV. INFRASTRUCTURE AND LEARNING RESOURCES**

College is located in eco-friendly environment and has vast modern infrastructural and instructional facilities with modern spacious classrooms, multipurpose hall, seminar rooms, Stadium and playgrounds, well equipped laboratories and latest ICT and Wi-Fi facilities. Library is well stocked with sufficient reference and research material with Wi-Fi connectivity and digital software. ICT facilities connect the learning community of the college to the global network of knowledge and information.



## **V. STUDENT SUPPORT AND PROGRESSION**

Institution is committed to student progression through their ensured participation in various academic, co-academic, cultural and sports activities. Seminars, Inter-house, Inter-College and University level competitions, Educational tours, excursions, Community welfare programmes empower the future teachers with requisite, knowledge, skills and attitudes. College provides democratic environment to prospective teachers with ample opportunities to develop a balanced personality. Placement cell of the college has collaboration with various schools in and around Daudhar schools and also informs the students and alumni about the availability of vacancies in various educational institutions.

## **VI. GOVERNANCE AND LEADERSHIP**

College has a democratic setup and powers have been fully decentralized by framing committees, cells, councils and clubs for the smooth functioning of the institution. The college is working with a team spirit and coordination among administrative and teaching faculty by sharing of responsibilities. IQAC ensures quality development and sustenance throughout the year by executing various curricular and co-curricular activities. IQAC and Principal ensure that duties are duly revised and rotated to ensure the optimum outputs

## **VII. INNOVATIVE PRACTICES**

College has provided ample of scope for innovations. Effective curriculum transaction through innovative methods and instructional strategies, adoption of RCEM Approach, Conduct of Research aptitude test for M.Ed students, Synopsis presentation before Research promotion committee, , International, national and local Collaborations and linkages, organization of National seminars, Curriculum development workshops, communities, mentorship programme, participation and contribution of faculty towards research paper publication are symbolic of the engagement of institution with innovations and qualitative initiations.

## SWOC ANALYSIS OF THE INSTITUTION

### Strengths

1. College is located in a pollution free environment.
2. Serves as an Opportunity for rural masses to gain Higher Education.
3. Spacious ventilated and well furnished classrooms, well equipped Resource Centres.
4. Spacious play grounds with stadium.
5. Beautifully manicured campus with lush green lawns.
6. Own land and building without any mortgage.
7. Self-financed college run by a charitable trust on 'No profit and non commercial' basis.
8. Members of the trust are highly educated and closely linked to the field of education.
9. Excellent planning, worthy academic guidance and leadership to run the institution by the highly competent members of the management.
10. Well stocked library with sufficient reference material, internet facilities and Wi-Fi connectivity.
11. Up to date ICT facilities
12. Highly competent, well-qualified, regular and approved faculty according NCTE/UGC/PU norms.
13. Democratic values and decentralization of powers.
14. High academic achievements in the annual results of the university.
15. Excellent performance in cultural and literary activities.
16. Cordial relationship with teaching practice schools.
17. Collaboration and Linkages with Local, National and International organizations.
18. Innovative teaching learning strategies.

### Weaknesses

1. Being a self financed college, no grants are given by UGC and other govt. agencies.
2. Being an affiliated college, it cannot bring any modification in the existing curriculum and evaluation procedures on its own.

3. Being established as a teacher education institute, the college is not permitted to start any other graduate/post graduate courses which are now recommended by NCTE.
4. Being in rural area, retention of qualified staff is difficult.
5. Rural students lacking fluency in English.

### **Opportunities**

1. To gain Permanent affiliation to Panjab University, Chandigarh.
2. To get recognition under section 12b of UGC act (1956)
3. Seeking UGC grant for research work.
4. Development of overall personality of the students to prepare them against new challenges.
5. Opportunities to participate and chair sessions at in International conferences.
6. Opportunity to develop partnership with Universities abroad.
7. Opportunity to work for rural community up liftment
8. Opportunities to conduct centralized counseling for M.Ed. courses.
9. Opportunity to produce highly competent and skilled teachers with international outlook.
10. Opportunities to harness the research potential of the teacher trainees, and teacher educators.
11. To set up Resarch Centre.

### **Challenges:**

1. An unwanted increase in the number of seats without any scrutiny and thoughtful consideration is affecting the filling up of required numbers of seats in the colleges.
2. Due to this unplanned growth of educational institutions, challenge of non availability of competent teaching faculty has emerged.
3. Erosion of moral values and decrease in the professional ethics in the teaching community.
4. Due to rising prices and hike in unit cost and constraints put by Government / University authorities to increase fee accordingly and non availability of

assistance from other agencies may also pose a more threatening challenge to meet the expenses required for various activities.

5. Dearth of employment opportunities for prospective teachers is yet another challenge to continue one of the best tradition and practice of placement of the students.
6. Mushroom growth of Teacher Education colleges.
7. Decreasing interest among students for B. Ed course.
8. Decreasing ration of students in subject of Science

## **2. CRITERION WISE ANALYSIS**

# CRITERION I

## CURRICULAR ASPECTS

### 1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

#### **Objectives of the College:**

- To create and manage resources and facilities to develop competency and devotion towards teaching.
- To build National character and National Ideology through the arrangement of various cultural and academic activities at the college and inter college level.
- To enable the pupil teacher to develop democratic and secular way of life through community networking in order to acquaint them with social, cultural, economic and political conditions which they will face in their life.
- To offer educational programme catering to the current and future needs of the society.
- To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.
- To develop the students holistically by inculcating ethical, social, aesthetic values among prospective teachers through value- oriented education and community service programmes.
- To provide educational and vocational guidance to prospective teachers for future success.

- To inculcate teaching and communication skills among prospective teachers through the application of educational technology.
- To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programmes.
- To help the prospective teachers to become a part of ‘knowledge generating society’ through organization of seminars, workshops, conferences and other techniques of higher learning.
- Overall, to produce prospective teachers in view of global competency.

### **Major Considerations Addressed:**

- a) **Intellectual:** It is the core objective of the institution that our teacher educators and prospective teachers should be intellectually developed. Intellectual development is achieved by organizing various programs such as seminars, workshops, extension lectures, different competitions etc.
- b) **Training:** The Institution offers D.El.Ed course; undergraduate course B.Ed. and Post graduate course M.Ed. Institution peeps synergetic platform in morphing the students to get able into professional and entrepreneurs by organising the programs such as career counseling and guest lecturers of renowned persons.
- c) **Ensuring access to disadvantaged:** The institution conducts additional unit test, sessional examination for those showing poor performance. There is provision for remedial teaching and conducting extra classes for slow learners. The disadvantaged are guided and supported for the enhancement through home assignment and regular guidance
- d) **Equity:** Equal opportunities are provided irrespective of caste, creed, religion or economic status of the prospective teachers and teacher educators.
- e) **Self Development:** To promote self development of the students, teachers give the assignments related to the subject and also provide information about reference books available in the library. Various co-curricular activities like declamation, quiz, sports; guest lectures etc. are helpful for the self-development of the students.

- f) **Community and national development:** The programs on Blood Donation, Awareness regarding Human Rights, and Female Feticide etc. is carried out through rallies and surveys for the betterment of society .
- g) **Issues of Ecology and Environment:** To maintain ambience and ecology of the college campus, lawns are maintained and campus is kept clean. For the beautification of campus ornamental plants are planted and manicured regularly.
- h) **Value Orientation:** Theme-based morning assemblies are regular feature of the College. All the days of national and international importance are observed and observed. Thought for the day, national, international and college news headlines and special presentations are part of these morning assemblies.
- i) **Employment:** Employability is a major consideration in the design and development of the curriculum. So the institution has established a counseling and placement cell which provides the counseling and career guidance to the students. It also directly and indirectly helps in the placement of students in various institutions.
- j) **Global Trends and Demands:** The institution has a well equipped computer-cum-language laboratory where students can develop communication skills, ICT skills, and enjoy internet facility for global connectivity.

**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 curriculum for the M.Ed. and B.Ed. courses is developed by Panjab University, Chandigarh and the same is circulated to the affiliated colleges by the university and the curriculum for D.El.Ed. is prepared by SCERT (Punjab). Although there is no direct role of the college in curriculum development process, however, the college puts forward suggestions for making improvements/changes in curriculum as and when it is desired by the University/SCERT. Curriculum feedback is one of the key components of IQAC which plays a significant role in inviting suggestions from the students. For this suggestion boxes are put up in the institute. Feedback on curriculum is also collected from the students of the college at the end of each academic session with the help of a questionnaire. Parents, alumni and all the employees of the college also play active and



contributory role in this regard through PTA, Alumni and IQAC meetings. Under the visionary leadership of the Principal of the institute, the college has been able to establish international partnership with **Bethlem Tertiary Institute Tauronga, New Zealand. Waiariki Institute of Technology, Rotorua, New Zealand. Stow college, Glasgow, Scotland, U.K**

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

As the curriculum and syllabi is framed by the university, the members of Board of Studies and other academic experts take into consideration the global trends in teacher education by modifying the curriculum to meet emerging needs and prepare the students for employment various fronts-national and international.

- Global trends like interdisciplinary approach of promoting self learning, internship approach in practice teaching in schools, community related work and work experience programme have been incorporated into the curriculum.
- Topics like Liberalization, Privatization and Globalization, Modernization, use of Internet, Human Right Education, Human resource development, Inclusive education, Social Change in Education etc. are incorporated in syllabus of M.Ed., B.Ed. and D.El.Ed. Courses.

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

All the national issues like environment, ICT, value education have been well addressed in the Teacher Training curriculum of M.Ed., B.Ed. and D.El.Ed. In addition to it, issues like human rights, democracy, national integration, secularism, web browsing, and power point presentations are integral part of these courses.

To create and generate awareness among the learners about these national issues, the college has adopted the following measures:

#### **Environmental Issues:**

- Environment Education as Optional subject in B.Ed Course
- Seminars and extension lectures on environment related issues.
- Inter-house competitions are conducted on the themes which include environment related issues.
- Environment awareness rally ; projects and Drives
- Celebrating ‘Van-Mahotsava’
- Planting saplings.

**Value Education:**

- Installation of NSS Unit.
- Training of the students in contemporary social responsibilities, values and community service by conducting surveys on various issues like women education, human rights, drug addiction, environmental awareness etc.
- Arranging visits to special schools and slums.
- Arranging extension lectures by renowned educationists, social workers and retired government officials from different fields on value education.
- Educational trips are organized to places of national, historical and religious importance to develop religious, moral and aesthetic values among the students teachers & sensitized towards society.

**ICT:**

- There is a provision in the curriculum for imparting computer skills to all students i.e.
  - a) Electronic- Mail (E-mail).
  - b) Ms-Word.
  - c) Ms Excel.
  - d) Ms PowerPoint.
  - e) Ms Office.
  - f) Internet Surfing.
- Training in ICT to students to deliver their lessons through Power Point presentations and for preparing assignments and presentations at seminars.

## 5. Does the institution make use of ICT for curriculum planning? If yes, give detail.

Yes, the institution makes use of ICT for planning of day to day curricular and co-curricular activities.

- **Preparation of Academic calendar**
- **Preparation of Time Table**
- **Preparation of Instructional material for Classroom teaching.**
- **Power point presentations for Orientation programmes/ seminars and Inter House Competitions**
- **Unit planning**
- **Question papers for cycle tests and House tests**
- **Preparing demonstration lessons.**
- **Research work:** writing research and thematic papers
- **To prepare annual reports** for NCTE, NAAC and UGC and Quality Assurance reports like AQAR for NAAC Thus, the institution uses ICT to the fullest for implementation of curriculum and for academic planning.

## 1.2 ACADEMIC FLEXIBILITY

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

All the activities of the college are focused to make teaching a reflective practice

#### **Orientation Programme**

Orientation Programme is organized to orient students regarding:

- Compulsory, optional subjects and crafts offered by the college.
- Lesson plan approach adopted and practiced by college.
- various aspects microteaching and various micro-teaching skills

With the help of these lectures, they get a clear idea about microteaching and practice lessons.

### **Conducting Demonstration Lessons**

Faculty also conducts demonstration lessons in main micro teaching skills for teacher trainees to observe and reflect upon them.

### **Selection of appropriate methods of teaching**

The teacher trainees are instructed to select the method or techniques that are suitable for the teaching of the content. They are also required to provide the rationale for selection of methods and techniques. This promotes reflective thinking about the use of appropriate teaching strategy.

### **Critical Reflection**

The teacher trainees are made to review critically and reflect upon the actual classroom experiences after taking practice lessons. In the lesson file for practice teaching, space has been provided for introspection and self evaluation .

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

The institution offers varied learning experiences through cultural activities, co-curricular activities, sports and games to the student teachers. For ensuring varied learning experiences the college provides adequate flexibility in following ways:

- Students are given freedom to choose subjects of their own choice.
- Students can opt any of the available options according to their interest and aptitude and any one of the five craft / work experience programmes at B.Ed. level.
- Students can opt for any two options out of the four available options at M.Ed. level.

- Teaching practice schedule is also prepared according to the convenience of the students and the practicing schools.

The Institution conducts several activities for varied learning experiences to the students both in the campus and in the field: -

- Health and sports programme for Physical well being
- Social interaction, surveys, participation in community programme, organizing social service camps, celebration of important days for inclusion of inclusion of social values.
- Organization of cultural activities, celebration of festivals, visit to the places of cultural importance to develop broad multi-cultural outlook
- Seminars and extension lectures, debates, declamation at college and university level for broadening and enhancing intellectual abilities.
- Extension lectures, screening of movies on certain values as moral values for good moral character
- Cleanliness day observance, maintenance of wall magazine, beautification of campus, tree plantation for developing aesthetic tastes

**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.**

Value added courses introduced in the institution during the last three years are:

**Communication Skills**

- Panjab University has introduced a new subject: ‘Communication and Employability Skills’ in B.Ed Curriculum to develop communication skills in prospective teachers. Here,
  - a. Mock interviews are conducted in small groups to prepare pupil teachers to face interviews in real life situation.
  - b. Workshops on Resume/CV writing and job application have been organised.
- Different competitions are arranged in the college to develop communication skills (verbal and non-verbal) through debates, declamation contest, elocution, poetical recitation competition etc.

- Language laboratory has been set up in the institution for promoting communication skills among the prospective teachers.

### **ICT Skill**

- Information and communication technology is also a compulsory component in B.Ed curriculum of Panjab University.
- Computer craft as an option has been made available to prospective teachers to chisel their ICT skills.
- Student teachers are encouraged to incorporate ICT to develop TLM for teaching practice programme at B.Ed level.
- Student teachers are motivated to prepare PowerPoint presentations for seminars and synopsis presentations at M.Ed level.

### **Life Skills**

In order to provide training in essential life skills, prospective teachers and teacher educators are assigned tasks of responsibility by assigning them duty of Class representation, House representation, members of student administrative council, different clubs in the college. The students develop managerial skills by organising various college level functions,

### **Community Orientation and Social responsibility**

The following social and community oriented activities are the regular features of this college:

- 1) N.S.S. camp
- 2) Blood Donation Camp
- 3) Cleanness of Gurudwara and Village Hospital.
- 4) Go Green Drives
- 5) Awareness rallies.
- 6) Inviting community members to college in celebrations of various festivals.

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

- 1) **Interdisciplinary/Multidisciplinary.**
- 2) **Multi-skill development.**

3) **Inclusive education.**

4) **Practice teaching.**

### **Interdisciplinary/Multidisciplinary**

- All the general subjects (Core Papers) and Elective subjects make the curriculum Interdisciplinary / Multidisciplinary.
- There are 17 teaching subjects in the college related to humanities, commerce, languages and science. Students can choose two teaching subjects out of these at B.Ed. level under paper VI and VII according to their graduation stream.
- To develop practical ability and skills, students may choose any one from four options i.e. Education of children with special needs, School library services Educational Technology, Health & Physical Education etc., at B.Ed. level and any two from four options i.e. Guidance & Counseling, Special Education Educational Technology, Measurement & Evaluation at M.Ed level.

All the subjects at B.Ed. and M.Ed. level are interdisciplinary in nature and subjects dealing with major aspects of Education:

- Philosophical and Sociological Bases of Education (B.ED) Education as a field of study (M.ED) helps in understanding and framing the aims and objectives for different teaching subjects.
- Learner-Nature and development and Adv. Educational Psychology prepares teacher trainees and teacher educators for understanding the growth and development of the learners, their individual differences, role of motivation in teaching learning process and personality development to deal effectively with the learners in different classroom situations.
- Subjects like school management, ICT and Teaching Learning Process develop management and technical and teaching skills of the students required in actual classroom teaching.

### **Multi-skill development**

The college promotes multi-skill development by aiming at the following:

- **Communication skills** through activities like seminars, debates, declamation, and Poetical recitation.
- **Employability Skills** through arranging workshops on resume writing, mock interviews etc.
- **Technical skills** through extensive use of power point presentations, internet surfing, use of e-books and e-journals.
- **Leadership Skills** through holding important positions in Student administrative council; house/class/tutorial representatives.
- **Life skills** through organising various college level activities.
- **Teaching Skills** through practice teaching at school, micro teaching, simulation, peer teaching.
- **Creative and technical writing skills** by writing articles for college magazine at B.Ed and D.El.Ed level and research proposal and papers at M.Ed level
- **Reading and Speaking skills** through extensive utilization of Language Laboratory.
- **Psychomotor skills** through work experience.

### **Inclusive education**

The institution admits all categories of students viz. widows, divorcees, differently abled irrespective of caste, religion, gender etc to M.Ed., B.Ed. & D.El.Ed courses. The teachers are also motivated to promote inclusive education that suits both differently abled and normal students in a classroom setting. Various learning methods are adopted to enable the poor learning students to easily understand the concepts. The students who are admitted under the physically handicapped category are treated at par with other students. Sometimes students with disabilities and learning difficulties are provided special teaching and special additional facilities. Inclusive education is a part of curriculum at B.Ed and M.Ed level. Orientation is provided to create awareness among prospective teachers regarding needs of such strata and the constitutional provisions granted to exceptional children to develop a healthy attitude towards inclusion in them.



### Practice teaching

- Students are given opportunity to teach in actual classroom situations for 45 days under mentorship of teacher educators in various Govt. and Private schools of Moga and Ludhiana district.
- Prior to actual teaching students are orientation micro teaching skills; skills to prepare effective lesson plan; preparation of instructional aids.

### School experience / internship

The Prospective teachers and teacher educators are prepared for their future role through following activities during school experience/internship through Conducting classes, Preparing Time Table, Maintaining records, Class management, Conducting tests, checking assignments, Organising curricular and co-curricular activities, Carrying out case studies and action research, Conducting guidance and need-based counseling session for the students. During the teaching practice, good learning outcomes are witnessed and inter personal relationships are established between the institution and practicing schools.

### Work experience /SUPW

Work experience is an integral part of both B.Ed. and D.El.Ed courses as component II-A of Part-B (Practical) and one of the core papers at the D.El.Ed respectively. It helps in developing psychomotor skills of the teacher trainees. Students at B.Ed level have to select any one craft option out of following five options available in the college:

- Interior decoration
- Computer craft
- Gardening
- Home craft
- Art and painting

These crafts enable them to earn and pursue it as a hobby,

## 1.3 Feedback on Curriculum

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

To meet the requirement following mechanism has been adopted:

**From the Students:** IQAC has prepared a feedback proforma regarding teaching, learning and evaluation of curriculum. This proforma is given to the students after the completion of the course and they are asked to comment on the curricular aspects of the course. A suggestion box is also kept in the institution for this purpose. If there is any suggestion, it is taken into consideration.

**From the Alumni:** An alumni association of the college has been formed and meetings are arranged from time to time to get feedback in form of questionnaire from old students regarding the curriculum and the changes that need to be brought about in the curriculum. The old students are free to discuss these changes with the Principal and faculty of the college during alumni meet or mail their suggestions.

**From the School Heads:** The heads of the practicing schools, who supervise the prospective teachers of the college during their stay in the schools, also give feedback about the performance of the prospective teachers and about the needed changes that should be brought about in the training of the prospective teachers and school curriculum.

**From Employers:** Feedback is also taken from employers regarding instructional aspects on feedback Performa. Principal observes faculty while teaching theory as well as in practical classes. These observations are conveyed to the concerned faculty through oral discussion in person.

**From Parents:** Feedback from parents is obtained through parent-teacher meetings and feedback prescribed performas are also filled by them.

Feedback Performas are enclosed as **ANNEXURE 8 -12**

**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.**

Yes, feedback is received from various stakeholders such as student teachers, teacher educators, alumni, community members about the curricular activities of the institution. This feedback is discussed at faculty meetings, suggestions are invited and accumulated. Consensus made in the faculty meetings are discussed at length at IQAC meetings. All the feasible outcomes are shared at Board of Studies meeting by the head of the institution and by the faculty members at the curriculum revision workshops conducted by Panjab University from time to time.

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

Faculty members actively participate in curriculum development at B.Ed level through various workshops organised by concerned University. Senior members participate in seminars /workshops on curriculum revision. In case of M.Ed, whenever the curriculum is to be modified or there are suggestions regarding curriculum transaction, the institution sends suggestions and feedback to the Panjab University Chandigarh. This is done by discussion in faculty meetings and feedback is conveyed through Principal who represents the institution at the University Board of Studies. Dr. Nand Kishor Choudhary (Principal) is member, BOS, P.U, Chd, and expert in M.Ed Curriculum committee.

## **1.4 CURRICULUM UPDATE**

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

The semester system has been introduced both at M.Ed. and B.Ed. level. Necessary changes have been introduced both in core papers and optional papers to allocate units and content of these courses according to time span of semester and examination schedule. As far as, syllabus for M.Ed. is concerned, necessary modifications and changes have been introduced in various subjects. The titles of the papers have been redefined. Educational thinkers, types and nature of the school and role of school in bringing about social change has been incorporated in paper-I. Social learning, nature and socio-cultural environment of the classroom, bullying, aggression and punishment have been added in paper-II to enable the teacher educators to understand and deal effectively with the challenges posed by adolescent students at school level. To develop research mindedness among the teacher educators, preparation of achievement tests, mentorship and SWOT analysis has been introduced under Paper VII, Field Based Programme.

Dissertation is also made compulsory at M.Ed. level to give them mandatory research experience and multi facet exposure.

**Syllabus for B.Ed.** has been revised both in the year 2013 and 2014. Syllabus in the subjects - i) Philosophical & Sociological Bases of Education ii) The Learner Nature and Development iii) Teaching Learning Process iv) School Management and teaching subjects like Home Science, Science, Mathematics, Commerce etc. has been revised. Education in India (ancient, medieval and modern), New trends and policies in education like NCF, NPE, NKC are added in paper-1 “Philosophical and Sociological bases of Education”. In paper II, a new topic “Stress and Coping Strategies” is introduced. Also a new subject Communication and Employability Skills” has been introduced. All these changes are in accordance with the current scenario and demands of the modern competitive society.

As far as the syllabus for D.El.Ed is concerned, Annual System has been introduced. There is a complete overhauling of the syllabus in all the subjects.

Syllabus of M.Ed, B.Ed and D.El.Ed has been enclosed in **ANNEXURE- 3**

With introduction of revised NCTE regulations, 2014 aiming at **Two Year B.Ed and M.Ed course under Semester System**, Teacher education in India is expected to undergo major makeover in coming years to meet the demands of global society at large.

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

The institute adopts multiple strategies for curriculum revision and updates. Tangible suggestions from all the stake holders are considered before putting them before the University. Feedback from various practicing schools is invited through planned interactions with teachers and Principals of these schools regularly on aspects like lesson planning, teaching aids, skills shown, and methodology used. The institution also invites suggestions from student teachers to make curriculum more relevant and reliable. Alumni of the college also share work experiences and acquaint us with the demands of job market, which is conveyed in the syllabus development revision workshops held by affiliating University from time to time.

### **1.5 BEST PRACTICES IN CURRICULAR ASPECTS**

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

The institute is committed to the cause of total quality management and for this; the college has been using innovative and constructive practices. With regard to infrastructure, the college has language laboratory, Psychology lab, Science lab, ICT lab, Seminar room, Art room, Craft room/lab, Multi-Purpose Hall etc. The course quality enhancement measures are developed by arranging guest lectures, organizing seminars, on important topics like Human Rights Education. For professional growth and development, faculty participates in many national and international seminars, conferences, panel discussions and symposiums etc. They are active members of many reputed national organizations and associations. These programmes are reflected in national and international journals, through research papers and the teachers get well informed on the comprehensive outlook on curriculum of teacher education. They also get to know about why the pass outs of a particular institute or university or a country are well placed and more in demand. This helps them to

contribute extensively at the time of syllabus revision workshops and also motivate for internal quality sustenance and improvement.

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

Management, Administrator and faculty members of the college have always facilitated innovations in teaching and learning along the years. The college has adopted innovative and best practices in curricular aspects both in planning and implementation.

- The use of ICT in teaching learning process has always been envisaged to attempt upgrading of the teaching pedagogy. To achieve this end, the teachers as facilitators of learning, have been teaching with the help of slides, transparencies and PowerPoint presentations. The college has ensured that all the faculty members make use of ICT from lesson planning to actual teaching and from evaluation to assignments.
- The institution has also been arranging extension lectures in Pedagogical subjects
- Unit planning has been initiated.
- Team teaching is another innovation undertaken by the college for certain topics which needs more expertise from concerned faculty.
- Remedial teaching has been initiated.
- Class room seminars are arranged for strengthening critical and reflective thinking of student teachers.
- Daily Cycle tests and snap tests are taken to monitor progress of students.
- IQAC of the college has a commendable role in this regard. Classroom teaching is monitored from time to time –both directly and indirectly. Feedback is taken from the students. The teachers are intimated about their shortcomings at the faculty meetings and constructive guidance to overcome these is provided at IQAC meetings through interactions and sometimes also through demonstrations.

## ADDITIONAL INFORMATION

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

The main evaluative observation and suggestions made in the first assessment and accreditation report with reference to curricular aspects is enlisted underneath along with how they have been acted upon by the organization during these years.

1. M.Ed. and a few diploma programs may be started.
  - **The institute has started two new courses namely D.El.Ed and M.Ed. in the years 2010 and 2013 respectively.**
  
2. The college can initiate changes in the curriculum on its own for professional development of its students.
  - **The college is affiliated to Panjab University Chandigarh and the university frames the curriculum. So, college cannot make any changes in it. However many steps have been taken to strengthen the curriculum transaction process and skill development programmes at college level:**
    - i. **Balanced Academic calendar consisting curricular and co-curricular activities is planned and executed effectively.**
    - ii. **Timetable is framed as per need and requirements of learners and guidelines of Panjab University , Chandigarh.**
    - iii. **Innovative teaching strategies like team teaching, Brain storming, Panel discussions, Cooperative learning and remedial teaching have been incorporated in Curriculum transaction.**
    - iv. **Daily cycle tests are conducted to concretize the theoretical aspects.**
    - v. **Pedagogical Quiz competitions in foundation papers are conducted at B.Ed and M.Ed level**
    - vi. **Extension lectures, workshops and seminars on topics related to curriculum have been organised.**
    - vii. **Workshops on micro teaching skills, Approaches to lesson planning, teaching aid preparation have been organised every year to chisel teaching skills of learners.**

3. The use of ICT in curriculum planning needs to be strengthened.

➤ **Use of ICT has been strengthened in following ways:**

- i. **IQAC uses ICT for Academic calendar and time table formulation, for writing proposals for Seminars and workshops.**
- ii. **Preparation of Instructional material by teachers as Power point presentations, video clippings etc.**
- iii. **For referring e- books and e- journals for study material.**
- iv. **For Unit Planning**
- v. **For preparing Quizzes, Question papers, question bank and results.**
- vi. **Examination committee and SEPC make extensive use of ICT for its Programmes**

4. Academic flexibility is limited

➤ **Flexibility in academic sphere has been introduced in following manner:**

- i. **The college is offering 17 teaching subjects out of 22 offered by the University at B.Ed. level under paper VI and VII .**
- ii. **The college is offering five options i.e. Education of children with special needs, School library services, Environment education, Educational Technology, Health & Physical Education etc., out of which student has to choose one at B.Ed. level**
- iii. **Four options i.e. Guidance & Counseling, Special Education Educational Technology, Measurement & Evaluation, out of which student has to choose two are offered at M.Ed level.**
- iv. **Five Crafts i.e. Computer craft, gardening, art and painting, home craft and interior decoration, out of which student has to choose one are offered at B.Ed level**
- v. **Students are allotted to Practice teaching school according to their medium of instruction and residential suitability.**
- vi. **Medium of instruction is devised according to background and level of students.**



- vii. **Provision of selection of Research topics in any of the sociological, philosophical, psychological, educational stream as per interest of M.Ed students**

5. Multi skill activities need to be strengthened

Several steps have been taken to develop multiple skills in prospective teachers:

- i. **Communication skills** through activities like seminars, debates, declamation, and Poetical recitation.
- ii. **Employability Skills** through arranging workshops on resume writing, mock interviews etc.
- iii. **Technical skills** through extensive use of power point presentations, internet surfing, use of e-books and e-journals.
- iv. **Leadership Skills** through holding important positions in Student administrative council; house/class/tutorial representatives.
- v. **Life skills** through organising various college level activities.
- vi. **Teaching Skills** through practice teaching at school, micro teaching, simulation, peer teaching.
- vii. **Creative and technical writing skills** by writing articles for college magazine at B.Ed and D.El.Ed level and research proposal and papers at M.Ed level
- viii. **Reading and Speaking skills** through extensive utilization of Language Laboratory.
- ix. **Psychomotor skills** through work experience and School Experience Programme

6. Value addition and course enrichment programme to be strengthened.

➤ **Many value oriented activities are organised from last five years. The details are as follows:**

- i. **Theme based morning assembly is conducted every day.**
- ii. **Presentations are made on moral, social, cultural, environmental, psychological issues in special assemblies on Saturday**
- iii. **Extension lectures are arranged on such issues.**

- iv. **Seminars pertaining to environmental and national values have been organised.**
  - v. **Small group discussions on such topics are arranged in tutorial and house periods.**
- 7. Mechanism for obtaining feedback from various stake holders is practiced but its analysis and inputs need to be developed.
  - i. **Institutional level feedback performas have been revised.**
  - ii. **Analysis and interpretation of feedback taken has been done year wise.**
  - iii. **Improvements and suggestions have been implemented as feasible**  
**Format and Analysis of feedback taken from various stakeholders is enclosed in ANNEXURE 13**
- 8. The members of the college faculty can seek certain mechanism in updating the curriculum
  - **Following mechanism has been adopted:**
    - i. **Principal of the college is member, Board of studies.**
    - ii. **Faculty regularly participates in workshops on Curriculum revision and development.**
    - iii. **Faculty sends suggestions for curriculum revision in their respective subjects to the university as per need from time to time.**
- 9. Regular meetings with practising school principals can help in updating the curriculum
  - **Principal of the college himself regularly visits practising schools and invites the school Principals to college and informally invites their suggestions and represent them in board meetings.**

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

Institution has planned and implemented following best practices in curricular practices.

- Offering more number of subject combinations at B.Ed level
- Offering more number of choices in optional papers at B.Ed and M.Ed level
- Integration of technology in curricular transactions.
- Widening scope of practice teaching programme.
- Bridging gap between theory and practice.
- Value planning for all curricular and co curricular activities of the institution.
- Holistic development of students through curricular and co-curricular activities.
- Strengthened feedback system
- Value based programmes strengthened.

## CRITERION II

### TEACHING-LEARNING AND EVALUATION

#### 2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

##### ADMISSION PROCESS

Admission Cell is constituted by the head of the institution consisting of five members. The whole process of admission is done by the Coordinator with the cooperation of the team of admission cell. Before the commencement of the new academic session, a provision is made in the annual budget of the college for admission, advertisements notices in leading newspapers. Planning is done how to reach out to students residing in the interiors via local and state cable television, brochures, and pamphlets and using web technology etc. to improve access and reach out to people who would otherwise not take initiative for higher education.

##### Running Courses

- ✓ M.Ed.
- ✓ B.Ed.
- ✓ D.El.Ed.

Admission procedure is different for the above mentioned courses.

##### M.Ed. Admission

Admission to the M. Ed. course is done through the online centralized counseling. Policy for the M.Ed. admission is formulated by the Federation of Self Financed Colleges of Education (Regd.) Punjab. The minimum eligibility for admission to this course is 55% marks for general category and 50% marks for the reserved categories at B.Ed. level. Federation gives due weightage to marks obtained in M.Ed. entrance test conducted by

Punjab University, Chandigarh and B.Ed. marks for admission to the M.Ed. course. The qualifying marks for the entrance test are 20% for general category and 15% for reserved categories. The final merit for admission is computed by giving 50% weightage to the entrance test and 50% weightage to qualifying examination.

### **B.Ed. Admission**

This college is a self financed college and follows the guidelines for admission process given by Federation of self-financed colleges of Education (Punjab). From the session 2009-2010 entrance test for B.Ed has been abolished and admission is done purely on merit basis.

### **D.El.Ed. Admission**

Admission in D.El.Ed. is also done on merit basis by SCERT and its affiliated Colleges of Education.

### **Eligibility Criteria**

#### **Eligibility conditions for B.Ed. admission are as follows:**

- a. Candidates with at least 50% marks either in the Bachelor's degree and /or in the
- b. Master's degree or any of other qualification declared equivalent thereto, are eligible for admission to the programme. Any candidate with even 49.9 or less marks is not eligible.
- c. The reservation for SC/ST/OBC and other categories is as per the rules of the Central Government/ State Government, whichever is applicable. There is a relaxation of 5% marks in favour of SC/ST/OBC and other categories. Even candidates with 44.9% marks or less are not eligible.
- d. The Punjab Government has marked 85% of seats as Punjab Quota with 15% being open for all India Quota.
- e. Candidate must have studied the major subject of the subject combination for at least two years at Bachelor's level/Master's level. Honours students can opt for major subject in which they have obtained Honours and the minor subject should have been studied at least for one year.
- f. In case of students who have done Honours in languages such as Hindi, Punjabi and English, the major subject is language. Such candidates would be allotted minor subject

by the college on the basis of other courses studied by the candidate. In case of such candidates language will not be a minor subject.

**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?**

Many initiatives have been taken by the College to ensure publicity and transparency in the admission process.

### **OUTDOOR PUBLICITY MEDIUM**

#### **Advertisements in Regional/ National News Papers**

- ❖ The college, with the permission of the management, advertises in all leading local and national newspapers providing full details of the available study courses and subject combination, last date of admission and other relevant information.
- ❖ Our alumni spread over in India and abroad, help us greatly in popularizing our college and securing admissions of their near and dear ones through referrals or recommendation.
- ❖ Scrolling the outstanding features of the college on the website.
- ❖ Banners are posted at leading locations in the state/ city.
- ❖ Schools and colleges in neighbouring areas are visited by teams of teachers personally, to publicize the courses available, infrastructural facilities and achievements of the college.
- ❖ Huge billboards, fixed at strategic points on the campus and the boundary walls of the college building, surrounding area depicting the achievements in the shape of pictures of various toppers with their marks/percentage/position also serve a good purpose.

### **IN-HOUSE PUBLICATIONS**

The College publicizes the same through its own printed prospectus, website and through Help Desks etc.

- **Prospectus**

A prospectus detailing the courses offered by the college is published as per the guidelines of the Panjab University, Chandigarh. The following information is provided to prospective students:

- ✓ A brief note of college, vision and mission of the college.
- ✓ Eligibility to B.Ed., M.Ed programme.
- ✓ Duration of the course.
- ✓ Different courses offered.
- ✓ Available Subject Combinations
- ✓ Details of fees structure.
- ✓ Information about curricular and co-curricular activities.
- ✓ Information about general facilities in our college.
- ✓ Availability of Hostel
- ✓ Achievements of the institution
- ✓ Available Faculty
- ✓ Tentative Academic Calendar

- **College Website**

Regularly updating official website of the college ensures transparency in the admission process. It provides relevant information like study courses, eligibility to various courses, fees, syllabus, academic calendar, uniform, available facilities achievements, faculty etc.

**Website- [www.babekegroupofinstitutes.com](http://www.babekegroupofinstitutes.com)**

**Email- [bkcedu@gmail.com](mailto:bkcedu@gmail.com)**

- **College Magazine:**

Magazine also contributes in giving publicity to the admission schedule and courses being offered by College.

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

- ❖ The admission committee ensures transparency in all its dealings to ensure that the determined admission criteria are equitably applied to all applicants.
- ❖ The institution follows the stipulated rules laid down by the University.
- ❖ The documents of each candidate are verified by the institution authorities according to the rules and norms laid down by the University
- ❖ Admission forms are thoroughly scrutinized by the admission committee.
- ❖ The candidates who seek admission for management seats are asked to fill the application forms and there will be interview for the applicants.
- ❖ Merit list is prepared and put on the notice board and also intimated through phone.
- ❖ Admission criterions are equitably applied to all eligible candidates keeping rules of reservations and merit into consideration.

**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)**

**Strategies followed to retain the diverse population are:**

**Economic:** scholarships are provided for economically weak students. They are permitted to pay fee in installments. Fee concession strategies are followed.

**Cultural and religious diversified group :** The institution has adopted secular approach in all the practices. All the main festivals of different cultures and religions are celebrated in the institution. The college believes in secularism and celebrates all festivals. All the teacher trainees are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution. Conducive climate is maintained in the campus.

**Gender diversified group:** The institution is a co-educational. There is an increase in **female** teacher trainees taking admission for B.Ed. course. Separate Girls' common room



for girls is provided. There is a cell for Women Welfare. Female faculty members are in-charge of the cell. The problems of girls are discussed with the female faculty and solved accordingly.

**Linguistic diversified group:** Here the medium of instruction is bilingual. English and Hindi Languages are used as a medium of instruction for the teacher trainees.

- Bilingual method of teaching learning process is used in the class. Study material is provided according to their needs in bilingual form.
- Notes are provided to the students in Punjabi language.

**Physically challenged group:** A special provision is made in order to admit and look after such challenged candidates. Classes are arranged on ground floor for physically handicapped students.

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

Yes, there is provision for assessing student’s knowledge/needs and skills before the commencement of teaching programmes. Institution attaches due importance to the students aspiration and abilities before the commencement of the course. When the admission is done file of each candidate is maintained completely. Record of overall marks and achievements is prepared and verified by the admission cell. Subjects studied by them are kept in view in order to allot them subject combination and optional subject. Before the commencement of regular classes, orientation programme is organized to acquaint the new entrants with the College. After the inauguration, the new entrants are inducted into the College routine, the timings, layout, and faculty members. Complete information is given covering library and infrastructural facilities, all resource centers, Administration and Scholarships, Co-curricular activities and Sports facilities. Each section is introduced to the class and subject teachers, who then provide an overview of the syllabus. The Orientation also includes the complete details of the Examination Pattern. They are also oriented towards the rules and regulations of the College. The institution conducts micro and macro teaching workshops to develop teaching skills among them.

## 2.2 Catering to Diverse Needs

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

The institution works whole heartedly towards creating an overall environment conducive to learning and development of the students. The institution has enough human and non human resources to fulfill the needs of each student.

- College provides a spacious, well stocked and fully digitalized library which has national and international research journals, reference material, books, newspapers, magazines etc. to promote intellectual excellence among them.
- Various programmes like Seminars, Extension lectures, NSS Camps, Youth Festivals, Sports, Assemblies, Workshops, Inter-house competitions, Educational tours, Excursions, Visits to various institutes are organized from time to time are organised to cater to the varied needs of student teachers.
- The students are divided into different houses and work as a team in organising and participating in activities like morning assembly, various club activities, cultural programmes,
- Through supporting services.
- The institution is situated in eco friendly environment. It has all the facilities like: clean drinking water, indoor games facilities, playgrounds, canteen, mess, hostel, vehicle parking and garden in the campus.

All these facilities create positive energy among the teacher trainees as they try to excel in the curricular transaction process. Further, an overall conducive environment is created by the cordial one to one relationship among the principal and faculty members and students. Through positive attitude and temperament under the able guidance of the faculty members, we create team spirit. Moreover feedback is also invited from students to identify the shortcomings if any and same is addressed by IQAC.

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

The first and the foremost thing is to satisfy the need of the students. For this our faculty members do tireless efforts by identification of the abilities during introduction classes as well as from cycle tests which are regularly conducted. Special care and individual attention is provided to slow learners. Diverse learning needs of the students are fulfilled by the institution. Lot of opportunities and motivation are provided to the students to come forward. Proper guidance is provided to students in choosing optional subjects.

- By providing library/computer facility
- By providing various laboratories
- By providing various guidance & counseling services.

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

Most of the B. Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process. In order to understand that the curriculum is a unique combination of diverse needs of the society, the prospective teachers are made aware of the recommendations of various commissions and committees, provisions for equity in the constitution, sensitization for human rights through teaching and extension lectures, inculcation of social and moral values through co –curricular activities and so on.

In the course, Psychology of Development and Learning the units such as intelligence, individual differences, inclusive education, and classroom interaction are incorporated in the curriculum. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process. Besides this various practicals, practice teaching lessons, internship and social work activities are useful for the teacher trainees to understand the role of diversity and equity in the teaching learning process.

Practice teaching as well as internship program gives them an opportunity to apply their knowledge regarding the diversity and equity, which is gained in the classroom. While teaching, they find out the diversity in the classroom and try to create equity through the teaching learning process.

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

Knowledge and sensitivity of the teacher educators is ensured by the institution on the basis of their educational qualification, teaching experience, inputs of teacher assessment Performa, feedback from the students and monitoring and supervision of teacher educators through direct and indirect monitoring system.

Further, teachers are motivated for professional development to enhance their teaching skills by:

- Allowing teachers to participate in seminars/conferences, workshops, training programmes etc.
- Encouraging teachers to take up research.
- Faculty members are also encouraged to publish books and chapters on various topics in edited books with ISBN number.

**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?**

There are various practices in the college for this purpose as:

- a. **Course work and classroom lectures:** There are subjects which are helpful to students to develop knowledge and skills related to diversity and inclusion like subject inclusive education, psychology and childhood development, cognition learning and socio-cultural context etc. Apart from this work classroom lectures like right to education, human rights, and constitutional provisions of education help the student teachers.
- b. **Practical work:** Practical work in psychology is carried out to give exposure to prospective teachers in different types of psychological tests and find out diversities in children, their intelligence, aptitude, achievement etc. particular work in community

based projects also give them exposure to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations.

- c. **Extension lectures:** Extension lectures organized by the college also help the student teachers to achieve their goal.
- d. **Visit to institutions:** Visit to Employment exchanges, Guidance Cells, Institutions of higher studies and special schools provide exposure to trainees.
- e. **Teaching practice:** Student teachers are guided to identify different capabilities and problems of children in the class. They are guided to plan their lessons keeping in mind the diverse needs of the students. Action research is promoted in Class at practice teaching schools.

## 2.3 Teaching-Learning Process

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

Active learning is essential part of B.Ed. and M.Ed. course. In order to make the student active and participate in teaching learning process, the learning is made student centered by using different methods like discussions, projects and seminars etc.

**Library:** Use of library helps the students in active learning. There is a well stocked library for the use of students. The library is used as a resource and knowledge center and students are motivated to spend time in reading resource books and other material available in library. The college students are issued library cards which they use to access the books for reference and also to get books issued. Library periods are allotted for the students in time table. Both B.Ed. and M.Ed students are given assignments in different papers and are encouraged to collect information from the library. The students discuss their assignments later in the classes. The library has a reading room where students can spend quality time for accomplishing their project assignments. Students are encouraged

to refer different books for writing assignments or projects. Newspapers, magazines, journals are available in the library for ready references.

**Website:** [www.babekegroupofinstitutes.com](http://www.babekegroupofinstitutes.com)

College website is updated periodically, which is helpful to all faculty members and students with updated information of college. There is a provision in college to both faculty and students to free access to internet. Students are encouraged to make extensive use of internet for updating and enriching their information.

The internet facility availed by students:-

- a) Supplement their information on various topics in the syllabus.
- b) To get latest information in planning their lessons.
- c) To get new ideas for preparation of their projects and assignments.
- d) For locating resources while preparing multimedia presentations.

**Projects:** Projects as a learning resource play important role in active learning in M.Ed and B.Ed. courses. The students have to take up projects. Some of these are done individually and others in groups. Projects on various topics like case study project, ICT project, and community based projects are assigned to students. For these Projects, trainees conduct surveys and write a report on the findings.

**Simulation:** Micro teaching is done in simulation mode by the students in classrooms. Prospective teachers are trained in artificial conditions before they are sent to school for actual teaching practice. Each student plays the role of teacher, the supervisor, peer group and a student. Through this activity the student develop the different skills of constructive criticism. They also learn from mistakes made by their peers.

**Peer teaching:** - It is mandatory for every student to deliver micro lessons in front of their peers. They make use of transparencies, power point presentations or other multimedia presentations for teaching peers. This activity helps in building confidence.

**Internship:** Both B.Ed. and M.Ed. students are sent to different schools for internship and teaching practices program. During their internship period they take all responsibilities expected from a regular teacher. They take active part in school activities;

they try to indulge school students in learning and activity programs where they are lacking due to any reason. They participate in school assembly, observe national days, organise cultural programs, help in serving mid-day meal, classroom management, substitution class's adjustment with school personnel and their peer groups, maintenance and beautification of school campus etc.

**Practicum:** The college has well equipped laboratories to carry out experiments like science laboratory, ICT laboratory, language laboratory, psychology laboratory , art & craft lab, health and physical education room etc. All these laboratories act as a learning resource for the students.

**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?**

The College faculty and authorities give prime significance to learning being student centered. Class room teaching is not teacher or text centered, but an attempt is made to make learning interactive and non-didactic. Students are motivated to ask questions in the classroom discuss topics with the teacher and peers, make their doubts clear if any they feel. Every class has a teacher in-charge and class representative to solve Problems. For developing communication skills and remove stage fear students are motivated to present their topic in front of other students. Seminars are organised time to time by using LCD projectors.

Students are encouraged to use our well stocked library to get more knowledge about various topics. Wi-Fi facility is available in college campus. Attempts are made to support learning through the use of technology by the teachers as well as students in form of presentations and assignments wherever possible. Students use high-tech ICT resource centre for making PowerPoint Presentations.

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

Institution promotes self learning approach to develop reading skills and rational thinking among student trainees. Teacher educators plan and devise their teaching methods and strategies after assessing entry behaviour of the students. Different subjects are taught by using different approaches and methods like situational approach, communicative language teaching approach and inductive-deductive approach, discussion method, lecture-cum-demonstration method, direct method, project method, problem solving method. Tours, excursions, seminars are also arranged for the students to make the programme more comprehensive and student friendly. Internship approach is used for practice teaching. Use of various models of teaching like information processing model, enquiry training model and social learning models is also promoted among teacher educators. Teaching is done through projects, assignments, seminars, group discussions and brain storming sessions in teaching subjects.

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

Models like Bruner's concept attainment model, Taba's Inductive Thinking Model, Ausabel's Advance Organizer Model, Suchman's Enquiry Training Model, Mastery learning model are taught by the teachers. As these are included in the compulsory paper, so only theoretical knowledge is given to the students and they try to incorporate this methodology and techniques in their lesson plans



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

Yes, pupil teachers use micro teaching technique for developing teaching skills. Topic of micro teaching has been included in the B.Ed. and M.Ed. curriculum. Teacher educators give demonstration of different teaching skills according to the requirements of their teaching subjects. After demonstration, each student prepares 5 micro lessons, one for each teaching skill with the ratio of 2:3 for both teaching subjects. List of compulsory skills undertaken is given below

- Skill of Set Induction
- Skill of Explanation
- Skill of Questioning
- Skill of illustrating with examples
- Skill of Stimulus-variation
- Skill of Black Board Writing
- Skill of Reinforcement

**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.)**

**Details of the Practice Teaching -**

As the practice teaching is the core of the teacher training course, a lot of importance is given to conduct quality practice teaching. For the smooth execution of the practice teaching lessons, a separate School experience programme committee has been framed. The institution follows the mixed method of planning practice teaching lessons which is a combination of centralized and decentralized planning of practice teaching lessons. Each teacher trainee is required to complete 10 practice teaching lessons before actual classroom teaching. The institution has identified and tied up with various schools. The institution takes necessary information such as time-table, syllabus to be covered, working days and the holidays for effective planning of the practice teaching lessons. The

teacher trainees then prepare the fair lesson notebook. Sufficient time span is given for the planning and execution of the lessons.

### **Actual execution of practice teaching**

Pupil teachers go to practice teaching for a period of 45 days in two phases in different schools where:

- Minimum two lessons per day are delivered by each pupil teacher.
- After observing the lessons assigned, supervisor gives suggestions for improvement in their teaching.
- Feedback is given to the pupil teachers and remarks are written in their lesson plan file.
- Subject Teachers of the concerned schools also observe the lessons and give their suggestive remarks.
- Each pupil teacher has to write 10 observation lessons in each teaching subject.
- Student trainees also organise morning assembly, co curricular activities, sports events in the school.

## **7. Describe the process of Block teaching / Internship of students in vogue.**

After providing adequate knowledge and training in teaching subjects and after ensuring the acquisition of teaching skills, students are sent to different schools for teaching practice. For internship in government schools, permission from District Education Officer is taken. There are two teaching practice session of 20-25 days. Students are distributed into small groups of 15-20 students per school. Pupil teachers remain in the schools during working hours and take part in all the activities of the school. They also take adjustment periods along with the assigned classes when the school teachers are on leave. They organize morning assembly and observe the lessons of peer trainees and senior teachers. They assist the teachers in the school for curricular, co-curricular and extracurricular activities, correction of exam papers and home-assignments. Some schools also provide them an opportunity to go through the records maintained by the school. After the completion of first phase, students have to deliver two discussion lessons, one in each teaching subject which is observed by the teacher educators of the

concerned teaching subject. They diagnose their shortcomings and strengths in teaching a particular subject and provide feedback so that they can teach effectively. For M.Ed. course, the internship program is of two weeks in which M.Ed. teacher trainees go to schools and observe B.Ed. students.

**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, before actual commencement of the teaching practice, the mentor teachers from the college visit the respective schools assigned to them and hold formal meetings with the school staff and the principal, discuss syllabi proposed to be covered under the teaching practice programme. Teaching practice is then planned in perfect coordination with the syllabus prescribed by the education board students for preparing lesson plans and teaching. School subject teacher also monitors the student teachers during practice teaching and feedback is provided accordingly. On termination of teaching practice, feedback is invited from the head of the school for further improvements.

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

Student-teachers are prepared for managing the diverse learning needs of students in schools through the following activities:

- ❖ Assembly programme for self-expression, punctuality, and management of students.
- ❖ Various core subjects like teaching learning process, psychology, guidance and counseling and school management help the student-trainees to know the trends, individual differences, classroom problems and the psychological measures to manage them in class room situations in schools.
- ❖ The student-teachers are encouraged to make working and non-working models for effective teaching in schools.
- ❖ Student teachers are familiarized with individual differences and trained to handle these differences.

- ❖ Student teachers are trained to use different skills for introducing and developing lesson.
- ❖ The multimedia packages help them to deliver their subjects effectively.
- ❖ Action research, case study, helps the student teachers to do remedial work, in schools.
- ❖ The Socially Useful Productive Work (SUPW) taught; help the student-teachers to develop skill and craftsmanship in school students..
- ❖ Through club activities and house activities they can teach integration; team spirit and tolerance to students.
- ❖ The community services and the field trips help the student teachers to interact with the students of different sections of society.

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

- There is a compulsory paper in the syllabus/curriculum i.e. ICT skill development.
- Teachers demonstrate model lessons by using ICT.
- Students have to present one lesson per subject by using ICT.
- College has established an Educational Technology Lab, well equipped with all the modern gadgets and devices like LCD Projectors, OHP, Film slides, VCR, CD player etc.
- Students are motivated by teachers to use technology in practice teaching.
- For the proper use of educational technology, practice is given to the students in the form of ICT practical on use of MS Office, multimedia, open source software, emails etc.
- To encourage the student teachers so that they adopt technology in their teaching practice educational CDs are provided to the student teachers from college library to use them as teaching material while teaching practice.

## 2.4 TEACHER QUALITY

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

Yes, before actual commencement of the teaching practice, the mentor teachers from the college visit the respective schools assigned to them, hold formal meetings with the school staff and the principal, discuss syllabi of various subjects for different classes proposed to be covered under the teaching practice programme. Teaching practice is then planned in perfect coordination with the courses being taught to different classes in the schools.

### 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 is 15-20 students per school. The ratio of student teachers to identified practice teaching schools vary from school to school on the basis of the following factors like:

- ❖ Medium of instruction in the school.
- ❖ Number of available teacher in-charge.
- ❖ Strength of the school
- ❖ Distance of school from the college as well as from the residence of the student teachers.
- ❖ Level of school- Sen. Secondary, Secondary or higher secondary school.
- ❖ Whether co-educational school or unisex school
- ❖ Whether private or govt. school. In case of government schools, permission has to be sought from the D.E.O. The prerogative regarding the number of schools to be allotted to the college is then vested in him /her. Thus the aforesaid ratio may vary accordingly

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

Feedback is given to the students in different ways.

### **FOR THEORY PAPERS**

1. House tests are conducted in the college and result is maintained and feedback is provided to the students
2. Cycle tests/Unit are conducted by the lecturers and weakness and strengths are discussed with the students.
3. Regular feedback is given to the students in the class room orally or in written form.
4. Students also handle project work and are supervised by the teachers and feedback helps them in improving performance.

### **FOR SKILL IN TEACHING**

1. Students prepare their lesson plans which are checked by the lecturers and feedback is given to the students.
2. During micro teaching session, Observation is done by the peer group and by the supervisor. Emphasis is given on gaining mastery over at least 6 teaching skills.
3. Students practice micro skills and mega lessons and get feedback for improvement in performance.
4. When the actual teaching practice takes place, the subject teacher observes the lesson and guides the pupil teacher where ever necessary. The mentor –teacher also observes the pupil teachers in the class and makes reformatory feedback / comments in the lesson plan files of the pupil teacher.
5. By the end of each practice session / day the mentor teacher arranges a formal get together with all the pupil teachers and provides collective feedback to them on their shortcomings and suggests the remedial measures to improve their teaching.

### **Mechanism of feedback at the M.Ed. level**

The M.Ed. students have two internal house tests. The question papers are thoroughly discussed and suggestions are given for improvement. The M.Ed. students also have to undertake seminars, and assignments. Feedback regarding their presentations, projects and assignments is given by the concerned teachers highlighting their strengths and weaknesses.

### **Mechanism of feedback for M.Ed. students regarding their research work**

1. M.Ed. students are given feedback regarding their style of writing research proposal/ synopsis. For this purpose, a research development committee has been constituted at the college level. The members of research committee thoroughly screen each and every topic and relevant suggestions are made for further improvement.
2. Chapter wise submission of dissertation work is done by the students and the concerned supervisors check the content, language, usage, thematic unity, the method and procedure adopted, analysis and interpretation of the data, the style of writing references and feedback is given regarding the technicalities to be observed while writing a ‘Dissertation’ or research report.
3. Students, if prepare research tools for their research work and suggestions are given regarding the preparation and administration of their research tool.

The above feedback mechanism helps the students to improve their performance.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies through the internet. A close liaison is maintained between the college and the schools. The teacher educators regularly keep in touch with the principals and the staff of the schools and update their knowledge and information on the policy directions and educational needs of the schools. The same updated knowledge and information is disseminated to the pupil teachers. The journals, periodicals and news dailies are also helpful to update the knowledge.

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

A close liaison with various subject teachers of the schools enables our faculty to remain cognizant of and keep pace with the recent developments in the school subjects and teaching methodologies. The updated information is continuously shared with the student teachers.

**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.)**

Institution ensures personal and professional/ career development of teaching staff of the institution.

**Personal Development:**

- A conducive environment is maintained to develop a cordial relationship among the staff.
- Providing different instructional and infrastructural facilities and resources.

**Professional Development:**

- The staff is encouraged to enhance their professional and educational qualifications.
- Staff is encouraged to attend seminars, workshops and orientation programmes.
- Staff is encouraged to publish books, write research papers in journals.
- Staff is encouraged to organize seminars, workshops, extension lectures, etc.

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

Members of the staff are motivated in the following ways:

1. Staff members are appreciated for their achievement by the head of the institution as well as the managing committee.
2. Awards of appreciation are given to the staff members on annual prize distribution function.
3. Special incentives are given to the members on the basis of their performance.
4. Duty leave is sanctioned for professional growth.
5. Financial support is also given for professional development programmes.
6. Faculty members have separate rooms where they can do their work without being disturbed.



7. Every faculty member is encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet.
8. They are encouraged to attend, seminars, workshops etc to complement their knowledge.
9. They are encouraged to attend the orientation programmes and workshops etc.
10. Faculty residential quarters are provided, transportation facility is provided free of cost

## **2.5. EVALUATION PROCESS AND REFORMS**

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

The college has established an Internal Quality Assurance Cell- IQAC. This cell takes every care to ensure that no impediments come in the way of students learning. Several ways are adopted to identify the barriers to student learning. Some of which are listed below:

- Suggestion Box
- Feedback Performa
- Meetings with students and alumni
- Exit meetings

Some teacher trainees face barriers in learning as well as practice teaching. These are identified and action is taken to enable the teacher trainee to overcome the barriers. The barriers identified are generally coping with new subjects like Philosophy and Psychology etc. Teacher trainees from rural background have limited communication skills. Some trainees lack confidence and cannot adjust to the urban environment. Guidance is provided to such teacher trainees. The drawbacks in learning are revealed from the results of the internal exams. The examination committee conducts a meeting with these trainees and orients them on proper techniques and study skills to improve the performance. Remedial tests are taken as follow ups. The Principal is also kept abreast with performance and problems faced by the trainees. Not only the teaching faculty, but the administrative staff also takes efforts to create conducive learning environment and to

provide the best possible infrastructural facilities and access to technology to make the training joyful and stress free.

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

The institution adopts continuous and comprehensiveness system of evaluation. It is done through internal as well as external assessment, on regular basis.

**Internal Assessment includes:**

- House Examination-conducted twice a year
- Assessment of personality traits like regularity, obedience, sincerity towards work and sense of responsibility is done through observation and quality and level of participation in various curricular and co-curricular activities
- Assignments
- Seminars
- Theme based weekly interactive morning assemblies
- Project work
- Attendance
- Discussion lesson of the students
- Organizing skills in tours and sports.

**External Assessment includes**

(a) Practicals

1. Practicals in the crafts such as gardening, computer craft, interior decoration, home craft etc.
2. ICT practical-includes skill evaluation in computer applications.
3. Health and sports practical
4. Guidance and counseling practical
5. Psychology practical
6. Educational technology practical
7. Education of children with special needs practical

## (b) Theory Examination

1. Two house examination.
2. Regular cycle tests and unit tests

(c) Final skill in teaching lesson delivered by the student teacher in both teaching subjects.

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

The following ways are adopted to ensure proper communication:

#### **STUDENTS**

- Students are communicated directly by showing and discussing the results of various tests (class tests, unit tests, house tests) by the concerned subject teachers.
- Remedial classes are organized to make up for the deficiencies of slow learners and students with poor performance in the concerned subjects areas after each formative test.
- Each student teacher delivers a micro lesson which is immediately observed, evaluated and improved by the supervisor in a small group interaction.
- In teaching practice each B.Ed. trainee is supervised by the mentor teacher as well as M.Ed. trainees in order to bring the desired change

#### **PTA MEETINGS**

Parents are regularly made aware of the performance of their wards through parent-teacher meetings organized by parent teacher association of the college. Parents of the slow learners, learner with poor performance and advanced learners are called by their respective tutors to discuss the result of house examination in order to improve their performance level. Apart from this, attendance of the students is also discussed.

#### **CLASS IN-CHARGES & TUTORS**

Class In charges and tutors are also made aware regarding the performance of every student of their class/tutorial group by the concerned subject teachers through regular staff interactions.

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

ICT is used for the assessment and evaluation as follows:

- ❖ Preparing all instructions related to assessment
- ❖ Preparing question Bank for ready references.
- ❖ Preparing question papers for cycle tests, internal examinations and remedial tests.
- ❖ Internal assessment format
- ❖ Preparation of Award lists
- ❖ Preparation of Evaluation charts for various activities
- ❖ Preparing result sheets
- ❖ Analysis of results.
- ❖ Online submission of internal assessment to the University.

## 2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

Many innovative practices have been incorporated in curriculum transaction teaching/ learning and evaluation as Team teaching, panel discussions, seminars, ICT assisted instructions, cycle tests unit planning etc.. The best innovative practice that covered all the three aspects: teaching, learning and evaluation was Pedagogical quiz in foundation papers, ICT and Health and Physical Education at both B.Ed and M.Ed level.

#### **Details of the Practice:**

The practice was initiated in current session with the aim of making teaching learning a comprehensive process with transparent evaluation system. The students were informed prior about the Quiz. The Quiz covered whole curriculum of semester I and II of B.Ed and M.Ed. The quiz was conducted on completion of  $\frac{3}{4}$  of the syllabus. The quiz was spread over 7 working days. The practice was inter-house activity where 3 students participated from each of the four houses of B.Ed. The participants of one quiz

competition could participate only in two competitions of the series. The motive behind it was to ensure maximum participation of the students in the quiz.

The quiz was held in Paper I, II, III, and IVA, IVB, VA., ICT, Health and Sports Programme at B.Ed level.

The quiz consisted of 5 rounds consisting of one word answer, True false Statement, multiple choice questions, definitions and visual round. The quiz questions were comprehensively framed from whole syllabus of the B.Ed course. Extra questions were prepared for the students in the audience to ensure their participation.

The students enthusiastically participated in the Quiz. The first three winners were rewarded on the spot which motivated other students to participate in the quiz.

M.Ed level Quiz was also arranged on similar pattern

#### **Positive features of the Practice:**

- i. Maximum participation of students**
- ii. Revision of the syllabus**
- iii. Preparation of students for PSTET(B.Ed) and NET( M.Ed)**
- iv. Transparent Evaluation**
- v. Use of ICT**
- vi. Student satisfaction and Positive feedback**
- vii. Source of Self evaluation on part of students**

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

- The teachers took into consideration the shortcoming of the students and the topics felt difficult by them.
- Students were asked to give list of topics to be skimmed over again.
- Revision classes were arranged and healthy discussion was carried out on topics to be studied.
- Small power-point presentations were prepared by the teachers to provide quick notes to students on topics with difficulty.

## Additional Information

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

Following are the evaluative observations /suggestions and steps taken to incorporate it

1. System be initiated to facilitate improvement of students with diverse needs.
  - The following initiatives have been taken :
    - a. **Bright, average and slow learners are identified through daily cycle tests and the improvement steps are taken accordingly**
    - b. **Bright students are provided with extra study material and reference books.**
    - c. **Average and slow learners are suggested various ways to improve their written attempt.**
    - d. **Teachers guide the slow learners during free periods for their shortcomings.**
    - e. **Extra classes are arranged during preparatory holidays for students willing to improve their scores.**
    - f. **Seminars, group discussions are arranged for students in respective subjects in classes for enhancing their communication skills.**
    - g. **Students are divided in peer groups irrespective of their religious, caste and cultural background and assigned projects & assignments.**
    - h. **Physically challenged students are treated equally and given equal responsibilities in various functions.**
2. Skills development related to diversity and inclusion in classroom situation needs to be strengthened.
  - a. **Students with different co- curricular related skills are identified through talent hunt programme in fine arts, literary activities, theatrical items, dance and music. The skills are chiseled for various competitions accordingly.**

- b. **Students are given equal opportunities in classroom discussions and seminars to bring out and enhance their communication skills.**
  - c. **Students are given various assignments to develop their writing skills.**
  - d. **Group projects are assigned in class for developing life skills.**
  - e. **Teaching skills are enhanced through peer teaching and simulated teaching.**
3. **Need to organise appropriate remedial courses for deprived section of students.**
- i. **Slow learners and educationally backward students are given due attention in the class.**
  - ii. **Medium of instruction is adopted according to their needs.**
  - iii. **Special remedial classes are arranged for them during preparatory holidays.**
  - iv. **Teachers in their free period are available for such students.**
4. **Efforts may be initiated for tutoring and mentoring the students**
- i. **Tutorial system has been started at both M.Ed and B.Ed level.**
  - ii. **Students are divided into small group of 15students in B.Ed and 10 students in M.Ed**
  - iii. **A weekly period is allotted in timetable for Tutorial.**
  - iv. **Tri- monthly Report is sought by IQAC from Tutors and concerned subject teachers are informed regarding the scenario.**
5. **Wide range of teaching strategies to be strengthened to cater to individual needs of students**
- Teaching strategies have been greatly improved during last few years. Group discussions; panel discussions; role playing; brain storming; Team teaching; self study; Extensive use of ICT has been employed in teaching learning process by the teacher educators.**
6. **Faculty empowerment programmes need to be strengthened.**
- i. **Faculty empowerment programmes has been strengthened by:**
  - ii. **Organising sponsored workshops/ seminars from time to time.**
  - iii. **Organising orientation programmes on enhancing leadership skills, ICT skills etc.**

- iv. **Sanctioning duty leave for attending seminars/workshops/conferences.**
  - v. **Study leave is sanctioned for PhD course work.**
  - vi. **Sponsoring one research paper and article publication in journal and book with ISBN.**
7. Progress of students need to be communicated to the Parents.
- i. **Student progress report is sent to Parents through postal mail.**
  - ii. **Parent- teacher meetings are arranged from time to time.**

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

Following measures have been taken in regard to teaching, learning and evaluation since previous accreditation:

- Interdisciplinary approach is adopted in teaching learning process.
- Innovative teaching strategies have been adopted.
- Extensive use of ICT in instructions and evaluation.
- Unit planning has been done.
- Mentor ship programme has been initiated
- Remedial teaching is done.
- ICT incorporation made compulsory in classroom assignments and skill in teaching programme for students.
- Provision of Library period in timetable for self study.
- Organization of extension lectures to broaden the mental horizon
- Micro-teaching sessions are geared to the development of the core-teaching skill.
- Provision of Book Bank in Library.
- Provision of internet facility and e-books for extra reference.
- Provision of Dissertation period in time table for research work.
- Formative evaluation in form of cycle tests, snap tests.
- Remedial tests have been introduced
- Bench marking introduced in house test.
- Double evaluation has been introduced.
- Assessment of teachers' performance by the students with the help of feedback performa



## CRITERION III

### RESEARCH, CONSULTANCY AND EXTENSION

#### 3.1 PROMOTION OF RESEARCH

##### 1. How does the institution motivate its teachers to take up research in education?

The institution has constituted the research promotion cell constituting following members:

1. Principal Dr. N.K. Choudhary
2. Dr. Mohit Dixit
3. Ms. Jaskiran Kaur Dayal
4. Dr. Mukesh Kumar
5. Mrs. Babita
6. Mr. Manvir Kumar
7. Ms. Meena Arora

The institution constituted a Research Promotion Cell with the general objective of inculcating research culture and to promote research at the institutional level.

Research Promotion Cell of the College functions with the following objectives:

- To inculcate research culture in the institution.
- To encourage the faculty to prepare research proposals.
- To undertake feasibility studies on research proposals from different industries.
- To give a thrust for research publication and paper presentation in conferences and seminars.
- To motivate the faculty to undertake research degrees and post-doctoral research.

- To monitor ongoing research projects in the institution.
- To promote and monitor research at student level.

The institution has taken many initiatives and made concerted efforts to promote active research culture in the following ways:

1. The staff is encouraged to pursue research at various levels and to complete M.Phil and Ph.D. Degrees, while keeping their mind the commitment to the students.
2. The college is planning to publish its own research journal.
3. Staff is free to put up demands with the librarian for the procurement of any type of reference material.
4. Facility of computer as well as free and unlimited access to internet is available.
5. Workshops/seminars/conferences are organized by the institution to update the research knowledge of the faculty.
6. The teachers are provided with library facilities and allowed to get membership of the University library. They are given no objection certificate for their research work, provided leave facilities as and when required guidance required for their research.
7. Faculty is free to get any number of required books issued for their research work from the college library.
8. Teachers are encouraged to write research papers for publication in reputed journals.
9. The Management and the Principal always inspire and reinforce the faculty members in their efforts of research work be it Ph.D. or other research projects.
10. The faculty is encouraged to attend international, national and state level seminars/workshops/conferences.
11. The college has a well equipped and updated psychology laboratory. The teachers are free to order various tests/tools/inventories/equipments for carrying out research.
12. The eligible faculty members are motivated to guide research at different levels (Ph.D. and M.Ed.)

13. National/international journals and magazines related to research are made available in the library for reference.
14. Amongst the 23 faculty members of our college, six hold Ph.D. degree, nine faculty members having NET certificate to their credit and five have already got enrolled for Ph.D. Program.

**2. What are the thrust areas of research prioritized by the institution?**

The thrust areas of research are prioritized keeping in mind the recent trends in the field of Educational Research as well as the area of specialization of the supervisor and the investigator. The areas in focus are Philosophy of Education, Psychology of Education, Educational Technology, Environmental Education, Quality in Education, Innovations in Education, Teacher Education and Teaching Behaviour, Special Education, Curriculum framework / development, Measurement and Evaluation, Comparative Study and Curriculum and other contemporary issues at various levels of education.

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

Yes, the institution encourages doing action research in practice schools by the student teachers of B.Ed.

The institution promotes and encourages the faculty members to undertake action research in college. As a part of the course, the student teachers of the B.Ed. Programme are also encouraged to do action research in their classroom problems during their internship training in schools and student teachers are asked to submit their records on action research under the guidance of the faculty members. A number of Action Research Projects have been successfully completed by B.Ed. students on various problems such as:

- Spelling errors and grammatical error in languages
- Problem of hand writing
- Problem of indiscipline among students and teachers

- Problem of specific backwardness in Mathematics/Science/English
- Problem of home work

Action research projects of the institution have made a major contribution to the field of education, schools and the teaching learning community in general. Action research has:

- Developed and inculcated research-attitude amongst students and teachers
- Helped in the professional growth of faculty members and school teachers
- Extended its research expertise to school teachers
- Provided help, guidance and incorporated school teachers into the research culture of the institution.
- Helped to improve teaching-learning effectiveness in schools
- Identified and nurtured creativity among students through innovative activities
- Helped to incorporate innovative teaching-learning practices

Thus, action research is an activity that has benefited students, teachers, institution and the community in general.

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

- The institution has recently organized one day workshop on curriculum development for two years B.Ed. Course as per NCTE regulations, 2014 on 30 may 2015 (sponsored by Panjab University, Chandigarh).

Following subject curriculum was discussed and developed for two year B.Ed course in the workshop -

- Contemporary India and Education
- School Internship
- Pedagogy of a School Subjects – Hindi, Political Science, Sociology, Public Administration
- Critical Understanding of ICT

- The institution organized CDC, Panjab University, Chandigarh sponsored National Seminar on “Human rights Education- A quest in human identity” on 22 November 2014. In the seminar papers have been presented by eminent professors, teacher educators and research scholars from diverse fields across the breadth and length of the country under 12 sub-themes of the seminar topics. A research monograph compiling all the research articles contributed by the delegates has been published with ISBN number 978-93-8014-556-3.
- The institution organized National Seminar on “Greening Education- A blueprint for survival” on May 14, 2014. In the seminar, 88 papers have been presented by fraternity from various areas of education under eight sub-themes. A research monograph compiling all the research articles contributed by the delegates has been published with ISBN number 978-93-80144-27-6
- A research workshop on the theme ‘Research Methodology ’ for seven days (11-9-2013 to 17-9-2013) was organized in the session 2013-14 by the institution to orientate faculty members and M.Ed. students in the use of research methods and techniques. Dr. Sudhir Sahu was the resource person in this workshop.

The faculty members of this institution have actively participated and presented their papers in various state, national and international level seminars/conferences/workshops. The details of the conferences/seminars/workshops attended by the faculty members in last five years are listed below:

List of seminars conferences/workshops/symposia is provided in detail:

**Dr. Nand Kishor:****(a) National seminars attended**

<b>Sr. no.</b>	<b>Theme of Seminar</b>	<b>Topic of paper</b>	<b>Date of event</b>	<b>Organisers</b>
1	Repercussions of Globalization an Indian Culture’- Teacher Education in Global Perspective	Impact of Globalization on Indian Culture.	5.2.2011	Babe Ke College of Mudki. Sponsored by Ministry of culture Govt. of India
2	Teacher Education	“Ensuring Quality in Teacher Education”.	20.02.2011	MBBGDRGC B.Ed Girls College Mansowal .
3	Equity and Quality concerns in School Education	“Quality Issues in School Education”	21.03. 2011	Dasmesh Girls College of Education Badal.
4	Teacher Education Challenges and Strategies to Improve	“Innovations in Teacher Education :Initiatives and Hurdles”	1-2.10.2011	Sorabh College of Teacher Training Kheda .
5	Facilitating Learning Experiences Trough ICT.	Integration of ICT in various Teacher Education programmes at Different levels	05-06.3 2012	Lala Lajpat Rai Memorial College of Education Dhudike. Sponsored by NAAC
6	Dynamics and Dimensions of Stress Management .	Stress Management : dynamics and dimension	08-09.9 2012.	S.G.S.D. College of Education Uchana Kala Jind Haryan Sponsored by ICSSR
7	Educational Philosophy of Swami Vivekananda	“Educational Philosophy of Swami Vivekananda”	3.10. 2013	Keshav vidya peeth
8	Inclusive Education- Vision and Practice.	1-“Inclusive Education in Indian Context”	30.11.2013.	LLRM College of Education, Dhudike Sponsored by ICSSR
9	Paradigms of Teacher Education In Present Context”.	Role of teacher Educator in Present Scenario	13-14.12.2013	S.K. College of Education for Girls, Moga Sponsored by CDC P.U , CHD

10	Right to Education 2009- Challenges ahead .	1-“ RTE as a Human Right” 2-“Girl Child Education and RTE.	25.1 2014	Satyam College of Education, Moga
11	Quality Education: Rural and Urban Perspective.	“ICT in Education Innovative Use Impacts Barriers.”	1.2.2014	Guru Hargobind College of Education, Gondwal Sponsored by CDC P.U , CHD
12	Evolve Her Empowering Women from The Inside Out .	1-“Empowerment of Women in India : A Critical Analysis” 2“Women, Education and Empowerment Pathways Towards Autonomy	8.2 2014	Babe Ke College of Education, Mudki Sponsored by CDC P.U , CHD
13	“Integrating Teacher Education With Technological Advances.”	Technophobia Among the Teaching Community- The Fear of Technology ”	11.2 2014	Matassahib Kaur Khalsa Girls of Education, Dhamo Majra, Patiala
14	“Professionalization of Teacher Education”	Professionalization of Teachers”	Feb 22 ,2014	DM College of Education, Moga
15	“Quality Assurance in Higher Education vis-à- vis Human Resource Development Perspectives and Challenges	1-Enhancing the Quality and Accessibility of Higher Education Through The Use of ICT.” 2-“Quality Assurance in Higher Education vis-à-vis Human Resource Development Perspectives and Challenges.”	1.3 2014.	Desh Bhagat College of Education, Bardwal –Dhuri .
16	Continuous and Comprehensive Evaluation- A Paradigm Shift in assessment	Continuous and Comprehensive Evaluation Opportunities and Challenges.”		Desh Bhagat University, Mandi Gobind Gargh ICSSR Sponsored
17	Quality Concerns in Teacher Education	Quality Issues In Practice Teaching. Page no 511- 515	3-4.5 2014	MGN college of Education, Jalandhar
18	Contrive Education for Global Education.	1-Education, Peace, Conflict, Prevention	7.5 2014.	Moga College of Education for Girls

		and Inter Cultural Education.” 2- “Sexual Harrassment of Women of workplace and Comlaints Mechanism”		Moga
19	“Value Crisis –A Challenge for Education	1-“Inculcation of values in Social Context”. 2--“Value Crisis A Challenge For Education ”	12-13.9.2014.	LLRM College of Education, Dudike ICSSR Sponsored
20	Participated and Presented paper in. On “Quality Assurance in Teacher Education.	“Quality Assurance in Teacher Education Through Assessment Process”.	29.11.2014	Moga College of Education for Girls Moga .NAAC sponsored
21	Greening Education A Blueprint For Survival.	Environment Education – A Panacea For Environment Crisis.	14.5.2014	Babe Ke College of Education , Daudhar
22	Human Right Education – A Quest In Human	Human Right Education: Initiatives and Practices of Teachers and Institutions.	22.11.2014	Babe Ke College of Education , Daudhar Sponsored by CDC P.U , CHD
23	Right to Education	1-RTE Challenges and Implementation. 2-“Universalisation of Secondary Education in India.”	7.3.2015	Guru Nanak College of Education, Gopalpura Ludhiana. ICSSR SPONSORED
24	Extent of Agrarian Crisis in Punjab : the Scope of Diversification	Contact Farming – Advantages and Problems.	8.3.2014	Guru Nanak college Moga. ICSSR SPONSORED
25	Revitalizing Teacher Education –Need of The Hour	Revitalizing Teacher Education : In Global and Technology Context	27.1.2015	D.M College Education Moga.
26	Technology, Modernization and Transitional Society: A Challenging Era for Adolescents	Influence of Technology on Adolescents	11.2.2015	A. S College of Education Khanna Sponsored by CDC P.U , CHD
27	Transforming Teacher Education in Changing Scenario	Core and Other Issues Related to B.Ed and M.Ed Syllabi and N & S 2014	15.3.2015	GHG College of Education Gurusar Sudhar, Ludhiana .



**(b) Workshops attended**

S. No.	Programme	Level	Organized by	Duration
1.	Workshop on Research Methodology	College	Babe Ke College of Education Daudhar	7 Days (11-17.09.2013)
2.	National Workshop on Research Methodology, Statistics and Use of SPSS	National	Modern College of Professional Studies	7 Days (22-28-02-2015)

**Mrs. Babita****(a) National seminars attended**

Sr. No.	Seminar	Organisers and Sponsors	Paper Presented	Date
1.	Repercussions of Globalization on Indian Culture'- Teacher Education in Global Perspective	Babe Ke College of Mudki. Sponsored by Ministry of culture Govt. of India	Impact of Globalization on Indian Culture.	5.2.2011
2.	Equity and Quality Concerns in School Education	Dasmesh Girls College of Education, Badal	Quality Issues in School Education	21-03-2011
3.	Facilitating Learning Experiences through ICT	Lala Lajpat Rai Memorial College of Education, Dhudike.	Facilitating Learning Experiences through ICT	05-03-2012
4.	Greening Education-A Blueprint For Survival	Babe Ke College of Education, Daudhar	Environment Education- Contradiction in Purposes and Practices	14-05-2014
5.	Human Rights Education-A Quest In Human Identity	Babe Ke College of Education, Daudhar. Sponsored by College Development Council, P.U. Chandigarh	Human Rights Education- Grass Root Reality and Challenges	22-11-2014
6.	Challenges for Sustainable Development and Quality Assurance in Education	Moga College of Education for Girls, Ghal Kalan. Sponsored by NAAC	Science and Technology An Effective Tool for Sustainable Development.	21-03-2013
7.	Stress Management in Emerging Social	Surjeet Memorial College of Education, Ferozpur	Stress Management	26-02-2011

	Order			
8	Teacher Education, Issues and Emerging Challenges	SDS College of Education for Girls, Lopon. Sponsored by UGC	Problems and Issues of teacher education	17.02.2011

**(b) Workshops attended:**

Sr. No.	Workshop	Level	Organisers & Sponsors	Date of event
1.	Workshop on Research Methodology	College	Babe Ke College of Education, Daudhar	11.-17.09.2013
2.	Workshop on Research Methodology and Use Of “SPSS”	National	Satyam College of Education, Ghall Kalan(Moga)	18-01-2014
3.	Workshop on Uniformity in Lesson Plan	University	L.L.R.M College of Education Dhudike	5-2-2015
4.	Panjab University Curriculum Development for 2 Years B.Ed Course under Semester System	University	Babe Ke College of Education, Daudhar	30-05-2015

**Mrs. Devinder Kaur****National seminars attended:**

Sr. No.	Seminar	Paper Presented	Organisers and Sponsors	Date & Year
1.	Repercussions Of Globalisation On Indian Culture	Participation	Babe Ke College of Education, Mudki, Sponsored by Ministry of Culture, Govt. of India	05-02-2011
2.	Environmental Challenges In 21 <sup>st</sup> Century	Participation	Moga College of Education For Girls, Ghal Kalan.	09-03-2011
3.	Role Of Youth To Eradicate Corruption	Participation	Lala Lajpat Rai College of Education, Talwandi Bhangarian	27-08-2011
4.	Challenges For Sustainable Development And Quality Assurance In Education	Science And Technology An Effective Tool For Sustainable Development.	Moga College of Education For Girls, Ghal Kalan. Sponsored by NAAC	21-03-2013
5.	Contrive Educators For Global Education	Sexual Harrasment Against Women In India	Moga College of Education For Girls, Ghal Kalan. Sponsored by NAAC	07-05-2014

6.	Greening Education-A Blueprint For Survival	Environmental Activists-A Catalytic Factor In Environmental Awareness	Babe Ke College of Education, Daudhar	14-05-2014
7.	Human Rights Education-A Quest In Human Identity	Human Rights Education- Grass Root Reality And Challenges	Babe Ke College of Education, Daudhar. Sponsored By College Development Council, P.U. Chandigarh	22-11-2014

### (b) Workshops attended

Sr. No.	Workshop	Level	Organisers And Sponsors	Date & Year
1.	Workshop on Unit Planning	National	Satyam College of Education, Sponsored By: CDC, Panjab University Chanigarh	02-03-2013
2.	Workshop on Research Methodology	College	Babe Ke College of Education, Daudhar	11.09.2013-17.09.2013
3.	Workshop on Research Methology and use of SPSS	College	Satyam, College of Education, Moga	18-01-2014
4.	Workshop on Writing Seminar Paper, Proposals and Thesis	National	Chitkara College of Education for Women. Sponsored by ICSSR	20-21, 03-2014
5.	Information Retrieval System in Education	College	Moga College of Education for Girls, Ghal Kalan.	30-04-2015
6.	Panjab University Curriculum Development for 2 Years B.Ed Course under Semester System	University	Babe Ke College of Education, Daudhar	30-05-2015

### Mr. Paramdeep Singh

#### (a) International Seminars/ Conferences attended:

Sr. no.	Topic Paper Present	Organized & Sponsored by	Theme of the seminar	Date & Year
1.	Women's health and sports	We for we & Indian association of health & fitness	Women's health & empowerment	12.10,2014
2.	Sports environment in India	Akal college of physical Education, Mastuana Sahib	Health, fitness & Environment: Issues & Challenges	18-.19.12.2013

**(b) National Seminars attended:**

Sr. No.	Theme	Paper Presented	Sponsors	Date & Year
1.	Repercussions of Globalization an Indian Culture <sup>2</sup> - Teacher Education in Global Perspective	Impact of Globalization on Indian Culture.	Babe Ke College of Mudki. Sponsored by Ministry of culture Govt. of India	5.2.2011
2.	Challenges for sustainable development and quality assurance in education	Quality education: prospects and challenges	Punjab state council for science and technology	21.3.2013
3.	Quality assurance in teacher education	Teacher education in India-grass root reality and the challenges	National assessment and accreditation council(NAAC)	29.11.2014
4.	Human right education-A Quest in human identity	Human rights education in India-grass root reality and the challenges	CDC,Panjab university Chandigarh	22.11.2014
5.	Greening education-A blueprint for Survival	Environmental education-A panacea for environmental crisis	Babe Ke college of education daudhar ,Moga	14.5.2014

**(c) Workshops attended:**

Sr. no.	Theme of the workshop	Organisers & Sponsors	Date & Year
1	B.Ed. curriculum Development Workshop	Panjab university, Chandigarh	30.05.2015
2.	B.Ed. curriculum Development Workshop	Panjab university, Chandigarh	4.05 2015
3.	Workshop on Research Methodology	Babe Ke college of Education ,Daudhar.	11 -17/09/2013

**Mr. Kapil Jaiswal**  
**National Seminar**

Sr.No	Seminar Attended	Paper presented.	Date Of The Event	Organized By
1	‘Meeting Challenges for Sustainable Development and Quality assurance In Education’	Meeting Challenges for Sustainable Development and Quality assurance In Education’	21.03.2013	Moga College of Education for girls, Ghakalan
2	Quality Culture In Education	Quality Culture In Education	8-9.03.2013	BCM College of Education, Ludhiana.
	Greening Education-A Blueprint For Survival	Environmental Activists- A Catalytic Factor In Environmental Awareness	14-05-2014	Babe Ke College of Education, Daudhar
	Human Rights Education-A Quest In Human Identity	Human Rights Education- Grass Root Reality And Challenges	22.11-2014	Babe Ke College of Education, Daudhar. Sponsored By College Development Council, P.U. Chandigarh

**(b) Workshops attended**

Sr. No.	Workshop	Level	Organisers And Sponsors	Date & Year
1.	Workshop on Research Methodology	College	Babe Ke College of Education, Daudhar	11.09.2013-17.09.2013
2.	Workshop on Uniformity in Lesson Plan	University	L.L.R.M College of Education Dhudike	5.02.2015
3.	Panjab University Curriculum Development for 2 Years B.Ed Course under Semester System	University	Babe Ke College of Education, Daudhar	30-05-2015

**Ms. Jaskiran Kaur Dayal**

**(a) International Conferences attended**

Sr. No.	Conference	Organisers	Paper Presented	Date & Year
1.	7 <sup>th</sup> International Youth Peace Festival	Yuvasatta	Transforming Education For Peace	27.09.2012-02.10.2012
2.	Women’s Health & Empowerment	Indian Association Of Health And Fitness	Redefining Role Of Educators In Women Empowerment	12-10-2014

**(b) National seminars attended**

Sr. No.	Seminar	Organisers & Sponsors	Paper Presented	Date & Year
1.	Repercussions of Globalization an Indian Culture'- Teacher Education in Global Perspective	Babe Ke College of Mudki. Sponsored by Ministry of culture Govt. of India	Impact of Globalization on Indian Culture.	5.2.2011
2	Equity And Quality Concerns In School Education	Dasmesh Girls College of Education, Badal	Quality Issues in School Education	21-03-2011
3.	Greening Education- A Blueprint For Survival	Babe Ke College Of Education, Daudhar	Environment Education- Contradiction in Purposes and Practices	14-05-2014
4.	Human Rights Education-A Quest in Human Identity	Babe Ke College Of Education, Daudhar. Sponsored By College Development Council, P.U. Chandigarh	Human Rights Education- Grass Root Reality and Challenges	22-11-2014
5	Quality Assurance in Teacher Education	Moga College of Education For Girls, Ghal Kalan. Sponsored By NAAC	Quality Assurance in Teacher Education- Lacunas and Indicators	29-11-2014

**(c) State Level Seminar attended**

Sr. No.	Seminar	Organisers & Sponsors	Paper Presented	Date & Year
1.	Revised Panjab University B.Ed Curriculum	B.C.M College of Education	Panel Discussion on Various Components of Revised B.Ed Curriculum	30-09-2013

**(d) Workshops attended**

Sr. No.	Workshop	Level	Organisers And Sponsors	Date & Year
1.	Workshop on Research Methodology	College	Babe Ke College of Education, Daudhar	11.09.2013-17.09.2013

2.	Workshop on Writing Seminar Paper, Proposals & Thesis	National	Chitkara College of Education for Women. Sponsored by ICSSR	20-21, 03-2014
3.	Workshop on Uniformity in Lesson Plan	University	L.L.R.M College of Education Dhudike	5.02.2015
4.	Panjab University Curriculum Development for 2 Years B.Ed Course under Semester System	University	Babe Ke College of Education, Daudhar	30-05-2015
5	B.Ed. curriculum Development Workshop	Panjab university, Chandigarh	GHG College of Edu. Gurusar Sadhar	2.4.05 2015

### Mr. Harminder Singh

#### (a) International Conference attended

Sr. No.	Conference	Organisers	Paper Presented	Date & Year
1	International Conference World Peace- Perceptions And Practices	Sri Sai Group of Institutes, Badhani Pathankot	World Peace And Education	28 <sup>th</sup> Feb & 1 <sup>st</sup> March 2015

#### (b) National Seminars

Sr. No.	Seminar	Organisers & Sponsors	Paper Presented	Date & Year
1.	Greening Education-A Blueprint For Survival	Babe Ke College Of Education, Daudhar	Environment Education- Contradiction in Purposes and Practices	14-05-2014
2.	Human Rights Education-A Quest In Human Identity	Babe Ke College Of Education, Daudhar. Sponsored By College Development Council, P.U. Chandigarh	Human Rights Education- Grass Root Reality And Challenges	22-11-2014

#### (c) Workshops attended

Sr. No.	Workshop	Level	Organisers And Sponsors	Date & Year
1.	Workshop on Research Methodology	College	Babe Ke College of Education, Daudhar	11.09.2013-17.09.2013
2.	Panjab University Curriculum Development for 2 Years B.Ed Course under Semester	University	Babe Ke College of Education, Daudhar	30-05-2015

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**Dr.Mohit Dixit**

**(a) International Seminars and conferences attended**

Sr. No.	Seminar / Conferences	Organisers & Sponsors	Paper Presented	Date & Year
1.	World peace – Perceptions and Practices	Sri Sai Group of Institutes, Badhani - Pathankot	World Peace Education	28 Feb & 1 March 2015
2.	Assessment process and Quality Enhancement in Education Organization	Jaipur National University, Jaipur in collaboration with RCEAM	Assessment process and Quality Enhancement in Education Organization	15-10-2014
3.	Teacher As A Researcher	Partap College Of Education , Ludhiana , Punjab	Participation	21-02-2014
4.	Indian Philosophy And Cultural Traditions Which Advocate Peace	Lokmanya Tilak T.T.College (C.T.E.) Dabok, Udaipur	Participation	25 to 27 -03-2011

**(b) National Seminars Attended**

Sr. No.	Seminar	Organisers & Sponsors	Paper Presented	Date & Year
1.	School Education : Universalisation and Quality Concerns	Shri Guru Teg Bahadur College Of Education, Seh-Ke (Malerkotla) Punjab	Study of work satisfaction and Attitude towards SSA among panchayati raj teachers	09-03-2015
2.	Human Rights-“Quality Assurance In Teacher Education	Moga College Of Education , Moga ,Punjab	Virtual Classroom System	29-11-2014
3.	Human Rights-“Human Right Education And School Curriculum	Babe ke P.G. College Of Education ,Daudhar, Moga CDC sponsored	Human Right Education And School Curriculum	22-11-2014



4.	Shiksha Ke Samajik Sanskratik Sarokar	Shri agrasen P.G.college C.T.E. Jaipur	Value Education	15-11-2014
5.	Value Crisis - “A challenge for Education	Lala Lajpat Rai Memorial College Of Education ,Dhudike, Moga	Value and Education in the emerging indian society	12&13-09-2014
6.	Greening Education- A Blueprint For Survival	Babe ke College of Education ,Daudhar Moga	Environmental Education: A Paradigm Shift	14-05-2014
7.	Contrive Educators For Global Education	Moga College of Education, Moga	Sexual Harassment Of Women At Workplace And Complaints Mechanism	7-5-2014
8.	And Comprehensive Evaluation A Paradigm Shift In Assessment System	Desh Bhagat University,Punjab Sponsored by ICSSR	Continuous And Comprehensive Evaluation A Paradigm Shift In Assessment System	20&21-03-2014
9.	Social Software -A New Booster Of Teaching Learning Process	Guru Gobind Singh College Of Education , Giddarbaha Sponsored by ICSSR	Participation	10&11 -03-2014
10.	Extent of Agrarian Crisis in Punjab : The Scope of Diversification	by Guru Nanak College ,Moga	Contract Farming – Advantages And Problem	08-03-2014
11.	Universalisation Of Education In India	Guru Nanak College Of Education ,Gopalpur	Universalisation Of Secondary Education In India	07-03-2014
12.	Quality Assurance In Higher Education Vis-A-Vis Human Resource Development : Perspectives And Challenges	Desh Bhagat College Of Education ,Sangrur Sponsored by CTE	Enhancing The Quality And Accessibility Of Higher Education Through The Use Of ICT	01-03-2014
13.	Professionalization Of Teacher Education	D.M College Of Education college , Moga and concurrence with college development council , panjab university	Professionalization Of Teacher Education	22-02-2014
14.	Integrating Teacher Education With Technological Advances	Mata Sahib Kaur Khalsa College Of Education college ,Patiala	Technophobia Among The Teacher Community- The Fear Of Technology	11-02-2014
15.	Evolve Her - Empowering Women from the inside out	Babe Ke College Of Education ,Mudki Sponsored by CDC	Empowerment Of Women In India – A Critical Analysis	08-02-2014
16.	Quality Education : Rural and Urban Perspective	Guru Hargobind College Of Education ,Raikot and sponsored by college	Importance of ICT in Education	01-02-2014

		development council , punjab university		
17.	Right To Education- Challenges Ahead	Satyam college of education ,Moga	Right To Education As A Human Right	25-01- 2014
18.	Paradigms Of Teacher Education in Present Context	Shukdeva Krishana college of education for girls , Moga	Paradigms of Teacher Education in Present Context	13&14- 12-2013
19.	Inclusive Education- Vision To Practice	Lala Lajpat Rai Memorial College of Education ,Dhudike	Inclusive Education in Indian Context	30-11- 2013
20.	Education Philosophy Of Swami Vivekanand	Keshav Vidhyapeeth ,Jaipur	Education Philosophy Of Swami Vivekanand	03-10- 2013
21.	Prachin Sanskrit Wadmay Me Shiksha Ka Swarup Aur Vaetamaan Me Uski Prasangikta	Rajasthan University and Rajasthan Sanskrit Acadamy , Jaipur	Participation	18&19- 03-2012
22.	Do's and Don'ts in Teacher Education	S.S. Jain Subodh P.G.College of Education, Jaipur	Participation	19&20- 05-2011
23.	Creative Approaches – Teacher Education and Global Education	Sadguru Institute for Professional Education ,Jagatpura	Participation	17&18- 12-2011
24.	Reflective and Explorative Trends in Education	ICG Institute of Educational Research and Development	Shiksha Me Paravarti Aur Chintanpurn Aayam	31-03- 2011
25.	Applied Educational Technology	Jain Vishvabharati University, Ladnun, Nagaur (Raj.)	Shikskan ke Sutra	26&27- 03-2011
26.	Pedagogical Strategies and Innovations	Alankar Mahila B.Ed College Jaipur (Raj.)	Panel Discussion	27-02- 2011
27.	Population Education and Environment	Jain Vishvabharati University, Ladnun, Nagaur (Raj.) Sponsored by UGC	Environment Education	01-02- 2011

### (c) Workshops Attended

Sr. No.	Workshop	Level	Organisers & Sponsors	Date & Year
1.	Workshop on Research Methodology	College	Babe Ke College of Education, Daudhar	11.09.2013- 17.09.2013
2.	Workshop on Quality Enhancement in the light on NAAC Criteria	National	Shankara Institute of B.Ed, Jaipur	08-05-2013
3.	Workshop on "Shri Madbhagwat Gita : Shekshik	National	Shri Agarsain PG College of Education	08-04-2013

	Chintan		(CTE)	
4.	Workshop on Professional Competency Mapping	College	Safalta -A Unit of one to one corporate solutions Pvt. Ltd.	16 to 19 -03-2012
5.	Workshop on "Teacher Training Program	College	Gen X Technovations Pvt. Ltd	28-02-2012
6.	Workshop on "Gandhian Method Of Non Violent Conflict Resolution	University	V.M.O.U. Kota	3 to 9-10-2010
7.	Educational Innovation and Effective Teaching Methods	National	S.S. Jain Subodh P.G.College of Education Jaipur	25&26-03-2010

#### (d) National Symposia attended

Sr. No.	Symposium	Organisers & Sponsors	Date & Year
1.	Educational Trends In Present Scenario	Poddar Management Training Institute , Jaipur	10&11-02-2011
2.	Qualitative And Quantitative Handling Of Research Data	Jaipur National University, Jaipur	01-0502010

#### Dr. Mukesh Kumar

#### National Seminars Attended

S. No	Name of the Workshop.	Name of the Sponsoring Agency	Place and Date
1.	Role of Media in Human Rights Education	CDC, Panjab University Chandigarh	Daudhar, Moga 22 November 2014
2.	Greening Education-A Blue Print For Seminar	Babe Ke College of Education, Daudhar	Daudhar, Moga 14 May 2014
3.	Writing seminar paper, Proposals And Thesis	ICSSR	Chitkara 20 March 2014
4.	Inclusive Education-Vision to Practice	College Development Council, Panjab University, Chandigarh	Dhudike 30 November 2013

5.	Education in the Vision of Siwami Vivekananda's	ICSSR	Railmajra 29-30 March 2013
6.	Quality Improvement in Teacher Education	PSCST	Moga 21 march 2013
7.	Teacher Education in Present Scenario & Tomorrow's India	Saint Sahara College of Education, Sri Muktsar Sahib	Sri Muktsar Sahib 16 March 2013
8.	Sharing prochices to promote Quality Culture in Teacher Education Institutes	NAAC	Ludhiana 8-9 March 2013
9.	Unit Planning Framework	Panjab University Chandigarh	Moga 02 March 2013
10.	Constitutional Provision of Women Education	Lala Jagat Naryan Education college Jalalabad	Jalalabad 17 November 2012
11.	Models of inclusive Education	ICSSR	BADAL 29 March 2010
12.	Value Oriented Education	Babe ke College of Education	Daudhar 25 March 2010
13.	Quality Concerns in Elementary Education	Surjeet Memorial College of Education	Malwal 12 October 2009
14.	Self Financing Need And Problems	Babe ke College of Education, Mudki	Mudki 04 April 2009
15.	Innovative Pedagogical Practices	ICSSR	Daudhar 08 March 2009
16.	Work Culture in Educational Institutions	Moga College of Education for Girls	Ghal Kalan 18 February 2009

17.	Journey Towards Self-Culture	UGC	11/12 February 2009
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### Workshop Attended

S. No	Name of the Workshop.	Name of the Sponsoring Agency	Place and Date
1.	B.Ed. Curriculum Development Workshop	Panjab University Chandigarh	Gurusar Sadhar 04 June 2015
2.	Curriculum development in the subject of Teaching of Political Science & School Internship Programme	Panjab University Chandigarh	Daudhar, Moga 30 May 2015
3.	Workshop for Uniformity in lesson plan format for Social Science	LLRM college of Education, Moga	Dhudike, Moga 05 February 2015
4.	Innovative Practices to meet the challenges in Teacher Education	NAAC	Ghall kalan, Moga 29 November 2014
5.	Seven days Workshop on Research Methodology	Babe Ke College of Education, Daudhar	Daudhar 11 September 2013 to 17 September 2013
6.	On Various Components of Revised B.Ed. Curriculum	B.C.M. College of Education, Ludhiana	Ludhiana 30 September 2013
7.	Research Methodology and Use of SPSS	Satyam College of Education, Moga	Moga 18 January 2014

### Mr. Manveer Kumar

#### (a) National seminars attended

Sr. No.	Seminar	Organisers & Sponsors	Paper	Date &
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			Presented	Year
1.	Inclusive Education – Vision To Practice	Lala Lajpat Rai Memorial College of Education Dhudike (Moga) in Collaboration with College Development Council, Panjab University, Chandigarh	Participation	30-11-2013
2.	Evolve Her – Empowering Women from the Inside out	Babe Ke College of Education, Mudki, Distt. Ferozepur, Punjab	Participation	08-02-2014
3.	Social Software- A New Booster of Teaching – Learning Process	Guru Gobind Singh College of Education (For Women), Giddarbaha (Sri Muksar Sahib).	Participation	11-03-2014
4.	Continuous and Comprehensive Evaluation A Paradigm Shift in Assessment System	Desh Bhagat University, Mandi Gobindgarh (Punjab). Sponsored by ICSSR	Participation	21-03-2014
5.	Greening Education- A Blueprint for Survival	Babe Ke College of Education Daudhar, Moga	Participation	14-05-2014
6.	Value Crisis: A Challenge of Education	Lala Lajpat Rai Memorial College of Education Dhudike (Moga), Sponsored by ICSSR	Participation	13-11-2014
7.	Human Rights Education- A Quest In Human Identity	Babe Ke College of Education, Daudhar (Moga), sponsored by CDC, Panjab University Chandigarh	Human Rights Education And School Curriculum	22-11-2014
8.	Value Education	B.K.M. College of Education Balachaur, Distt.S.B.S. Nagar. sponsored by Dean College Development Council Panjab University Chandigarh	Participation	19-02-2015
9.	Value Chaos: Coercive For Society	Doraha College of Education, Doraha Distt.: Ludhiana, sponsored by Dean College Development Council Panjab University Chandigarh	Participation	28-03-2015
10.	On Redefining Literacy in the Emerging Digital Society	Bhutta College of Education , Ludhiana, sponsored by College Development Council Panjab University	Participation	05-06-2015

		Chandigarh		
11.	School Education: Universalisation and Quality concerns	Shri Guru Teg Bahadur College of Education, Seh-Ke (Malerkotla) on March 9, 2015	Participation	09-03-2015

**(b) Workshop Attended**

Sr. No.	Workshop	Level	Organisers & Sponsors	Date & Year
1.	Research Methodology, Paradigm Shift in Research	National	MGN College of Education, Jalandhar. Sponsored by UGC	19&20 – 03-2012
2.	Research Methodology	College	Babe Ke College of Education Daudhar, Moga	3 to 9-11-2013
3.	Fundamentals of Educational Research and Data Analysis	National	Council for Teacher Education (CTE) (Punjab and Chandigarh Chapter). Dyalpur, Near Kartarpur, Distt.Kapurthala.	29-02-2012
4.	Curriculum Development For Two Years B.Ed. Course Under Semester System as per NCTE Rgulations,2014	University	Babe Ke College of Education Daudhar , Moga Sponsored by Panjab University, Chandigarh	30-05-2015

**Ms. Meena Arora****(a) National seminars attended**

S.No	Topic	Date & Year	Organized By/ Sponser By	Theme
1	“Problems and Issues of Teacher Education”	17 <sup>th</sup> Feb.,2011.	SDS College of Education for Women Lopon/UGC Sponsored	
2	Presented a paper in National Seminar on the theme “Developing Inclusive Teacher Education”	Nov 30,2013.	Lala Lajpat Rai Memorial College of Education,Moga /CDC PU Chd	Developing Inclusive Teacher Education
3	Presented a paper in National Seminar on the	13 <sup>th</sup> & 14 <sup>th</sup> 2013.	S.K.College of Education,for	Paradigms of Teacher Education in present

- theme “Paradigms of Teacher Education in present Context” Moga on December/ Context CDC,P.U.chandigarh
- 4 Presented a paper in 1<sup>st</sup> Feb.,2014. Guru Hargobind College of Education, Gondwal, Raikot./ CDC,P.U.Chd. in collaboration with council for Teacher Education ICT in Edu: Innovative Use, Impacts & Barriers
- 5 Presented a paper in 8<sup>th</sup> Feb.,2014 Babe Ke College of Women, Education, Mudki./Partially sponsored by CDC PU Chd. Education, and Empowerment: Pathways towards Autonomy
- 6 Presented a paper in 22<sup>nd</sup> Feb.,2014. D.M. College of Education, Moga /CDC PU Chd. Role of NCTE and Professionalisation of Teacher Education
- 7 Presented a paper in March1,2014. Desh Bhagat College of Education, Dhuri /CTE Higher Education vis a vis Human resource Development: perspectives and Challenges” Quality Assurance in Higher Education vis a vis Human resource Development: perspectives and Challenges
- 8 Presented a paper in 7<sup>th</sup> March,2014. Guru Nanak College of Education, Gopalpur ,ICSSR RTE Challenges and Implementation
- 9 Presented a paper in 8<sup>th</sup> march,2014 Guru Nanak College Moga./ICSSR Extent of Agricultural Crisis in the State of Punjab”



10	Social Software – A new booster of teaching learning process	10-11 march 2014	Guru Gobind Singh College of Education, Giddarbaha on 10 <sup>th</sup> and 11 <sup>th</sup> March,2014.	Social Software – A new booster of teaching learning process”
11	Presented a paper in National Seminar on the theme “Developing Inclusive Teacher Education”	2013-14	ICSSR	Developing Inclusive Teacher Education
12	Presented a paper in National Seminar on the theme “Continuous and Comprehensive Evaluation Opportunities and Challenges”	20-21 March,2014	Desh Bhagat University Mandi Gobindgarh /ICSSR	Continuous and Comprehensive Evaluation Opportunities and Challenges
13	Presented a paper in National Seminar on the theme “Value Crisis –A Challenge for Education”	12-13 Sept,2014	Lala Lajpat Rai Memorial College of Education, Moga/ICSSR	Value Crisis –A Challenge for Education
14	Presented a paper in National Seminar on the theme “Quality Assurance in Teacher Education”	29 <sup>th</sup> Nov.,2014.	Moga College of Education for Girls, Ghall Kalan Moga/NAAC	Quality Assurance in Teacher Education
15	Presented a paper in National Seminar on the theme “Revitalising Teacher Education in Global and Technology Context”	27 <sup>th</sup> January.,2015	D.M. College of Education, Moga	Revitalising Teacher Education in Global and Technology Context

### (b) Workshops Attended

Sr. No.	Workshop	Level	Organisers & Sponsors	Date & Year
1.	Workshop on Research Methodology	College	Babe Ke College Of Education, Daudhar	11.09.2013-17.09.2013
2.	Workshop on Research Methodology and Use of	College	Satyam College Of Education, Ghall	18-01-2014

	“Spps”		Kalan(Moga)	
3.	Workshop on Uniformity In Lesson Plan	College	L.L.R.M College Of Education Dhudike	5-2-2015
4.	Panjab University Curriculum Development for 2 Years B.Ed Course Under Semester System	University	Babe Ke College Of Education, Daudhar	30-05-2015

### Mr. Bhupinder Singh

#### (a) International Seminars and conferences attended

Sr. No.	Seminar	Organisers & Sponsors	Paper Presented	Date & Year
1.	Women Are Not Born Weak, They Are Made Weak	Sri Sai College of Education, Badhani, Pathankot	Participation	21-22,02, 2014

#### (b) National Seminars and conferences attended

Sr. No.	Seminar	Organisers & Sponsors	Date & Year
1.	Environment Education- A Panacea for Environment Crisis	Babe Ke College Of Education, Dhaudhar (Moga)	May 14 <sup>th</sup> , 2014.
2.	Teacher Preparation for Inclusive Education	Autism Educational Welfare Society (Regd.), Sangrur	May 19 <sup>th</sup> , 2014.
3.	The Need for Human Right Education	Babe Ke College Of Education, Dhaudhar (Moga) sponsored by CDC, Panjab University, Chandigarh	22 <sup>nd</sup> Nov. 2014.
4.	Value Crisis- A Global phenomenon	INDO Global College of Education, Abhipur (Mohali)	3 <sup>rd</sup> April, 2015.
5.	Quality Education : Rural & Urban Perspective	Guru Hargobing College of Education, GONDWAL, RAIKOT sponsored by ‘College Development Council, Panjab University	Feb. 1 <sup>st</sup> , 2014

6.	Indian's Missing Girls Childs: Biology, Custom and Economic Development National Seminar organised by on	Doraha College of Education, Ludhiana	28 <sup>th</sup> Mar. 2015
7.	Evolve Her- Empowering Women from the Inside Out”	Babe Ke College Of Education, Mudki, FEROTEPUR sponsored by ‘College Development Council, Panjab University, Chandigarh	Feb. 8 <sup>th</sup> , 2014
8.	Integrating Teacher Education With Technological Advances	Mata Sahib Kaur Khalsa Girls College of Education, Dhama Majra, PATIALA	Feb. 11 <sup>th</sup> , 2014
9.	Professionalization of Teacher Education	D. M. College of Education sponsored by ‘College Development Council, Panjab University, Chandigarh	Feb. 22, 2014
10.	Quality Assurance in Higher Education VIS-A-VIS Human Resource Development: Perspectives and Challenges	Desh Bhagat College of Education, Bardwal-Dhuri, SANGRUR sponsored by ‘Council for Teacher Education’	Mar. 1 <sup>st</sup> , 2014
11.	Extent of Agrarian Crisis in Punjab: The Scope of Diversification	Guru Nanak College ,Moga sponsored by ‘Indian Council of Social Science Research (NWRC)	Mar. 8 <sup>th</sup> , 2014
12.	Social Software- Anew Booster of Teaching – Learning Process	Guru Gobind College of Education(For Women), Giddarbaha, SRI MUKTSAR SAHIB sponsored by ‘Indian Council of Social Science Research (ICSSR)	Mar. 10-11, 2014
13.	Higher Education & Civil Society in 2 <sup>1st</sup> Century	Department of Education and Community Service ,Punjabi University, PATIALA	Oct. 14-15, 2014

**(c) Workshops Attended**

Sr. No.	Workshop	Level	Organisers And Sponsors	Date & Year
1.	Workshop on Research Methodology	College	Babe Ke College Of Education, Daudhar	11.09.2013-17.09.2013

**Mr. Bahadur Singh****(a) National Seminar Attended**

Sr. No.	Seminar	Organisers & Sponsors	Paper Presented	Date & Year
1.	Continue and compressive evaluations A paradigm shift to assessment term.	Desh Bhagt University ICSSR SPONSORSED	Continue and compressive evaluations A paradigm shift to assessment term	20-21 March, 2014
2.	Human Rights Education- A quest in human Identity	CDC, Panjab University Chandigarh	Participation	Daudhar, Moga 22 November 2014
3.	Greening Education-A Blue Print For Seminar	Babe Ke College of Education, Daudhar	Participation	Daudhar, Moga 14 May 2014

**(c) Workshops Attended**

Sr. No.	Workshop	Level	Organisers And Sponsors	Date & Year
1.	Workshop on Research Methodology	College	Babe Ke College Of Education, Daudhar	11.09.2013-17.09.2013
2	Curriculum Development For Two Years B.Ed. Course Under Semester System as per NCTE Rgulations,2014	University	Babe Ke College of Education Daudhar , Moga Sponsored by Panjab University, Chandigarh	30-05-2015

**Mrs. Monika****National seminar attended:**

Sr.No	Seminar	Title of Conference/Seminar	Date of The Event	Organized By
1	'Facilitating Learning Experiences Through ICT'.	'Facilitating Learning Experiences Through ICT'.	March 5&6, 2012	Lala Lajpat Rai Memorial College Of Education, Dhudike(Moga)

**Mr. Ekam Singh****State Level seminar attended**

Sr.No	Seminar Attended With Topic	Title of Seminar	Date of The Event	Organized By
1	'Education For Sustainable Development'	'Education For Sustainable Development'	March 13,2012	GGs Khalsa College of Education, Kamalpura

**Mr . Lakhvir Singh****State level Seminar attended**

Sr.No	Seminar Attended With Topic	Title of Conference/Seminar Etc.	Date Of The Event	Organized By
1	'Education For Sustainable Development'	'Education For Sustainable Development'	March 13,2012	GGs Khalsa College of Education, Kamalpura

**Ms. Reema****State Seminar and National level Seminar attended**

Sr.No	Seminar	Title Of Conference/Seminar Etc.	Date of Event	Organized By
1	'Education For Sustainable Development'	'Education For Sustainable Development'	March 13,2012	GGs Khalsa College of Education, Kamalpura
2.	HIV Positive Women	HIV Positive Women	21.03.2013	Desh Bhagat College of Educaiton, Mandi Gobindgarh.

**Ms. Amanpreet Kaur**

**National and State level seminar attended**

Sr.No	Seminar attended	Title Of Conference/Seminar	Date Of The Event	Organized By
1	‘Facilitating Learning Experiences Through ICT’.	‘Facilitating Learning Experiences Through ICT’.	March 5&6, 2012	Lala Lajpat Rai Memorial College Of Education, Dhudike(Moga)
2.	‘Education For Sustainable Development’	‘Education For Sustainable Development’	March 13,2012	‘Education For Sustainable Development’

**Ms. Ramandeep kaur**

**National seminar**

Sr.No	Title Of The Paper Presented	Title Of Conference/Seminar Etc.	Date of The Event	Organizers
1	HIV Positive Women	HIV Positive Women	21.3.2013	Desh Bhagat College of Education, Mandi Gobindgarh.

## 3.2 RESEARCH AND PUBLICATION OUTPUT

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

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

#### 1. Instructional and Other Materials Developed:

1. Unit plan is prepared.
2. Power point presentations for teaching compulsory papers.
3. Transparencies and slides for teaching through OHP and slide projector
4. Question bank and lecture notes are prepared
5. CDs are made to demonstrate microteaching skills
6. Teaching aids like models (working, static and cross-sectional), specimens, charts etc. to be used for teaching.
7. Development of model lesson plans both micro and composite for different methodologies
8. Development of instructional material on different topics of schools subjects like, E-commerce, English grammar, Global warming, Basis of computer etc.

#### 2. Instructional Material used by the college

The following instructional material is used:

- a) Pre-recorded videos on topics related to curriculum.
- b) Pre-recorded Audio CDs on linguistics are used to refine the communication skills of the students
- c) T.V. to show educational program telecast by the U.G.C., to supplement and enrich class room teaching)
- d) Pre-recorded micro lessons/composite lessons are shown for the orientation and refinement of teaching skills of the student teachers

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

Institution has the following facilities for developing instructional materials.

- i. College has a well equipped library with text books, reference books, encyclopedias for preparing instructional material.
- ii. College has a well equipped ICT resource centre with internet facility, modern gadgets and devices like OHPs, slide projectors, Laptop, CDs, LCD projectors.
- iii. Faculty members guide the student teachers and help them in preparing projectors and TLM.

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

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

1. Preparation of model lessons.
2. Power point presentation for orientation in various subjects.
3. Teaching of foundation and methodology papers through power point presentation.
4. CDs have been developed to teach English grammar, Hindi Grammar, Punjabi.
5. Preparation of various transparencies (OHP) for teaching.

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

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



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

### **Institutional level**

1. A workshop on preparation and use of teaching aids is organized every year for B.Ed. students. The procedure for preparation of different types of Charts, Models (non working and working), Slides, and Transparencies etc. is demonstrated by the lecturers.
2. To motivate the students to excel in preparation and use of teaching aids, the college motivates to participate in subject-wise on the spot teaching aids preparation competition organised every year.
3. Members of faculty participated in workshop on curriculum development for two year B.Ed course organized by our institution.
4. A research workshop on the theme ‘Research methodology for seven days was organized in the session 2013-14 by the institution to orientate faculty members and M.Ed. students in the use of research methods and techniques..
5. A workshop on preparation of improvised teaching aids is organized every year for B.Ed. students and schools to help students as well as teachers to prepare cost effective teaching aids.
6. An orientation programme on synopsis writing and dissertation writing is organized to guide M.Ed. Students for their research work.
7. A workshop on “How to write research paper” is organized to motivate towards research publication.
8. Research Ability test was conducted in 2013-14 M.Ed Session to find out students interest towards dissertation work.
9. Orientation programme to prepare lesson plan on RCEM approach is organised by the SEPC committee from last two years.
10. Work shop on developing resume writing skills is organised for students.

**Attended by staff**

1. List of seminars attended by faculty has already been provided in Q 3.1.4

**LIST OF RESEARCH WORKSHOPS/SEMINARS**

<b>Name of Faculty Members</b>	<b>Name of Workshop/Seminar</b>	<b>Date &amp; Year</b>
<b>Dr. Mohit Dixit</b>	<b>Workshop on "Teacher Training Program" organized by Gen X Technovations</b>	<b>28-02-2011</b>
<b>1. Ms. Devinder Kaur 2. Mrs. Raman Arora</b>	<b>Workshop on Unit Planning</b>	<b>02-03-2013</b>
<b>1. Dr.Mukesh Kumar 2. Ms. Jaskiran Dayal</b>	<b>Seminar on Revised Panjab University B.Ed Curriculum held at BCM College of Education, Ludhiana</b>	<b>30-09-2013</b>
<b>1. Dr. Nand Kishor 2. Mrs. Devinder kaur 3. Ms. Meena 4.Mrs. Babita 5. Dr.Mukesh Kumar</b>	<b>Workshop on Research Methodology and Use of 'SPPS' held at Satyam College of Education, Ghal Kalan .</b>	<b>18-01-2014</b>
<b>1. Ms. Devinder Kaur 2. Ms. Jaskiran Dayal 3. Dr. Mukesh Kumar</b>	<b>Workshop on Writing Seminar Paper,Proposals and Thesis held at Chitkara College of Education For Women.</b>	<b>20-21,03-2014</b>
<b>1. Dr. Nand Kishor 2. Dr.Mukesh Kumar 3. Ms. Jaskiran Dayal 4. Ms. Meena 5.Mr. Kapil Jaiswal</b>	<b>Workshop on Uniformity in Lesson Plan</b>	<b>05-02-2015</b>
<b>1, Dr. Nand Kishor</b>	<b>Workshop on Research Methodology, Statistics and Use of 'SPPS'</b>	<b>Feb22, 2015 to Feb 28,2015</b>

<b>Mrs. Devinder Kaur</b>	<b>Workshop on Information Retrieval System in Education held at Moga College of Education for Girls, Ghal Kalan.</b>	<b>30-04-2014</b>
<b>1. Dr. Nand Kishor</b>		<b>04-06-2015</b>
<b>2. Ms.Jaskiran Dayal</b>	<b>Workshop on curriculum Development</b>	
<b>3. Dr. Mukesh Kumar</b>	<b>for Two Years B.Ed Course</b>	
<b>4. Mr. Paramdeep Singh</b>		
<b>5. Dr. Mohit Dixit</b>		

**Training provided to staff:**

### **LIST OF TRAINING PROGRAMMES**

<b>NAME OF PROGRAMME</b>	<b>DATE AND YEAR</b>
<b>Workshop on Microteaching Skills</b>	<b>Every Year in month of September and October</b>
<b>Workshop on Herbartian Approach</b>	<b>Every session 2010-11 to 2012-13</b>
<b>Training Programme on use of ICT Skills</b>	<b>Every session in month of July</b>
<b>Workshop on Research Methodology</b>	<b>11<sup>th</sup> September to 17<sup>th</sup> September ,2013</b>
<b>Workshop on RCEM Approach</b>	<b>Every year from session 2013-14</b>
<b>Workshop on Personality development and Leadership skills for faculty</b>	<b>21<sup>st</sup> July, 2014</b>
<b>Computer and Internet training workshop</b>	<b>24<sup>th</sup> July,2014</b>
<b>Workshop on Communication Skills</b>	<b>31<sup>st</sup> July, 2014</b>
<b>Orientation Programme on the Use of Smart Class for the Faculty members</b>	<b>22<sup>nd</sup> December,2014</b>
<b>Workshop on Resume Writing</b>	<b>16<sup>th</sup> &amp; 17<sup>th</sup> April,2015</b>
<b>Orientation programme on Guidelines of NCTE,2014</b>	<b>22<sup>nd</sup> April, 2015</b>
<b>Workshop on Curriculum development for Two Years B.Ed course</b>	<b>30<sup>th</sup> May,2015</b>

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

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

**International journals**

1. IJFAR- International Journal Of Fundamental & Applied Research.
2. ‘Aarhat’ -Multidisciplinary International Education Research Journal
3. Teacher Today
4. Online International Journal Of Research (IJR)
5. Ruminations: A Peer – Reviewed Bi-Annual International Journal of Humanities & Social Sciences.
6. ‘Shodh Shree’-International Referred Journal of Multidisciplinary Research.
7. BRICS journal of Educational Research
8. EDU-RESEARCH A Quarterly International Peer Reviewed Refereed Research Journal Of Education
9. GJRA – International Global Journal For Research Analysis
10. IJMER International Journal of Multidisciplinary Educational Research
11. IJAR-International Journal For Applied Research
12. Paripex-Indian Journal Of Research.
13. International Journal For Scientific Research.
14. Education At Crossroads
15. Global Journal of Research Analysis
16. Educational Confab

**National Journals**

1. Shikshamitra- Journal of Education
2. ABEER - A Journal of Research
3. ‘Sanchaika’ A Journal Of Education
4. EDULIGHT - Multi Disciplinary, Bi -Annual & Peer Reviewed Journal
5. Education Sector - Registered And Referred Quarterly Research Journal
6. Education for all

7. Thoughts on Education
8. Journal of Contemporary Education, Commerce, Science, Law & Humanities
9. 'Prakash' A Light on Researcher's Realm -Biannual Journal
10. Journal of Advanced Studies in Education and Management
11. 'Miracle Of Teaching ' - Quarterly Journal Of Teaching Profession
12. Researcher's Tandem
13. Edu Tracks
14. Sadbhavna Research Journal of Human Development.
15. Journal of Research Extension and Development
16. BCM research Colloquium.

## PUBLICATION DETAILS

**Dr. Nand Kishor**

### (a) Research Papers

S. No.	Title with page no.	Journal/ Conference proceedings	ISSN/ ISBN NO
1	A Correlation of Study Habits And Attitude towards Study Habits With Academic Achievement In Science among Schedule Tribe Students of Rajasthan Page 22-30	EDULIGHT'' Multi Disciplinary Bi-annual &Peer-Reviewed Journal Nov 2013 vol.-2 Issue -41 published by COUNCIL OF EDULIGHT Kalyani, Nadia, West Bengal 741235.	2278-9545
2	A Study of Miscues( Errors) Of The Children At Primary Stage Going , Page 62-64	'Global Research Analysis '' Multi Subject Peer-Reviewed and Referred Internat ional Journal June 2013 vol.-2 Issue -6	2277-8160
3	Attitude of Pupil Teacher towards Environmental Pollution Page 307-312	Education At Crossroads''Jan-Dec 2012 vol.i number1 published by APH Publishing corporation New Delhi.	2320-0316
4	Job Satisfaction Among Secondary School Teachers: A Study In Rajasthan Page 120-123	National Journal ''Journal of Research Extension and Development'' Jan 2013 vol.1no.5.	. 2319-1899

5	A Problems Of Pupil Teachers In Relation To Family Environment Page 287-291	“EDULIGHT” Multi Disciplinary Bi-annual & May 2013 vol.-2 Issue -3 published by COUNCIL OF EDULIGHT Kalyani ,Nadia,West Bengal 741235i.	2278-9545
6	Study Social Intelligence Of College Teachers In Relation To Adjustment Page 42-46	Interdisciplinary monthly national journal ‘Journal of Research Extension and Development’ Feb. 2013 vol.1no.6.	2319-1899
7	A Study Habits And Attitude Of General Category And Scheduled Caste Students In Relation To Their Academic Achievement Page 117-124	online international journal of education ‘ Educationia Confab Jan 2013 vol. 2 No. 1	2320-009x
8	A Correlation Of Study Habits And Attitude Towards Study With Achievement In Science Of Scheduled Castes Students Of Rajasthan Page 1-11	Sadbhavna Research Journal of Human Development vol 2 issue 4,Dec.,2012.	ISSN 2277-7377 ISSN 2249-6424 online
9	A Correlation Of Study Habits And Attitude Towards Study With Achievement In Science Of Other Backward Class Students Of Rajasthan Page No -164-169	BRICS Journal of Educational Research peer journal. vol 2 issue 4 Oct-Dec.,2012.	ISSN 2231-5829
10	“A Study Of Mental Health In Relation To Family Environment And Gender Of School Going Adolescents Page 65-66	‘Paripex – Indian Journal Research ’’ Multi Subject Journal June 2013 vol.-3 Issue 4	ISSN -2250-1991 Impact Factor : 0.2714
11	Importance of Technology in New Era of Educational System Page 45-52	Prakash Journal of Education Vol. 1 No .2 July 2014	ISSN 2348-0904
12	Study The Attitude of Adolescents Towards Sex Education	Global Journal For Research Analysis Vol. 4 Issue 3 March 2015	ISSN 2277-8160 impact factor 1.5408

**(b) Chapters Published in Books**

<b>Sr.No</b>	<b>Title with page No</b>	<b>Book title , editor and publisher</b>	<b>ISBN No</b>
<u>1</u>	Integration of information and technology (ICT) in Teacher Education Page no 87-91	Thoughts on Teacher education Publisher-Twenty first Century Publications Patiala Punjab	978-93-80144-36-8
<u>2</u>	Education for all Universlization of elementary education and adult literacy page no 65-69	Education For All Status and Challenges in 21 <sup>st</sup> Century publisher-Twenty first Century Publications Patiala Punjab	978-93-8014-595-2

**(c) Thematic Papers**

<b>S. No.</b>	<b>Title of paper</b>	<b>Title of Book</b>	<b>ISBN No.</b>
1.	Quality Assurance In Higher Education Vi-A-Vis Human Resource Development : Perspectives and Challenges	Quality assurance in higher education vi-a-vis human resource development : Perspectives and challenges	978-93-8014-547-1
2	Quality Assurance In Teacher Education through Quality Assessment Process Page No-227-230	Quality Assurance in Teacher Education	978-81-89463-69-4
3	Inclusive Education in Indian Context Page 363-368	Inclusive Education –Vision and Practice	978-81-909549-2-1
4	Developing inclusive Teacher Education”	Inclusive Education –Vision and Practice	978-81-9095492-1
5	RTE as a Human Right Page 108-112	Right to Education 2009- Challenges Ahead	978-93-8014-533-4
6	Girl Child Education and RTE Page 113-116	Right to Education 2009- Challenges Ahead	978-93-8014-533-4
7	Human Right Education : A Quest of Human Identity Page 19-24	Human Right Education :Inititatives And Practices of Teachers and Institutions	978-81-89463-67-0

8	“ICT in Education Innovative Use Impacts Barriers.”	Quality Education : Rural and Urban Perspective	978-81-89
9	Empowerment of Women in India : A Critical Analysis Page 28-36	Evolve Her –Empowering Women from The Inside Out	978-93-5113-330-8
10	Women, Educational Empowerment Pathways Towards Autonomy Page 37-42	“Evolve Her –Empowering Women from The Inside Out”	978-93-5113-330-8
11	Technophobia Among the Teaching Community- The Fear of Technology	“Integrating Teacher Education With Technological Advances”	978-93-8014-533-4
12	“Professionalization of Teacher Education”	Role of NCTE and Professionalization of Teachers”	978-81-9304080-0-9
13	Enhancing the Quality and Accessibility of Higher Education Through The Use of ICT.”	“Quality Assurance in Higher Education vis-à-vis Human Resource Development Perspectives and Challenges.”	978-93-8014-547-1
14	Quality Assurance in Higher Education vis-à-vis Human Resource Development Perspectives and Challenges. Page 151-157	Quality Assurance in Higher Education vis-à-vis Human Resource Development Perspectives and Challenges.”	978-93-8014-547-1
15	Quality Issues In Practice Teaching Page 511-515	“Quality Concerns in Teacher Education .”	978-93-8014-549-5
16	Education, Peace, Conflict, Prevention and Inter Cultural Education. Page 26-30	Contrive Education for Global Education.	978-93-8014-552-5
17	Sexual Harassment of Women of Workplace and Complaints Mechanism Page 228-232	Contrive Education for Global Education.	978-93-8014-552-5



18	Environment Education – A Panacea For Environment Crisis.	Greening Education A Blueprint For Survival	978-93-8014-556-3
19	Zoo Education An Innovative Step in Environment Education.”	Greening Education A Blueprint For Survival .	978-93-8014-556-3
20	RTE Challenges and Implementation. Page 181-185	Right to Education : Challenges and Implementation	978-93-313-2324-8
21	Universalisation of Secondary Education in India. Page 241-246	Right to Education : Challenges and Implementation	978-93-313-2324-8
22	Application of ICT in Teacher Education page no45-49	Teacher Education in Search of quality enhancement	-
23	‘Vishav shanti avam manavadhikar shiksha hetu adyapak shiksha ka dayitava’Published in souvenir. Page no 86-89	India 2020 : Role of Teachers and Teacher Educators	-
24	Professionalism in Teacher Education Page no 1-2	Emerging Issues in Teacher Education scenario	-
25	Inculcation of values in social context Page 10-13	Value crisis A Challenge for Education	978-81-89463-29-8
26	Value Crisis A Challenge for Education	Value crisis A Challenge for Education	978-81-89463-29-8
27	Influence of Technology on Adolescents Page 9-12g	Technology, Modernization and Transitional Society: A Challenging Era for Adolescents	978-81-89463-48-9
28	Professionalization of Teacher Education Page 157-159	Professionalization Of Teacher Education	978-81-930480-0-9
29	Influence of technology On Adolescents Page 13-17	Technology. Modernization and Transitional Society :A challenging Era for Adolescents	978-81-89463-48-9

**Mrs Babita**

**(a) Research Paper**

Sr. No.	Name Of The Paper	Journal	ISSN No.	Details
1.	Effectiveness of Improvised Teaching Aids And Analogies on Achievement of 9 <sup>th</sup> Class Science Students Of Punjab School Education Board.	BCM Research Colloquium	2320-9321	Peer Reviewed

**(b) Thematic Papers**

Sr. No	Article	Title Of Book	ISBN No.	Year
1.	Science And Technology An Effective Tool For Sustainable Development.	Challenges For Sustainable Development And Quality Assurance In Education		2013
2.	Human Rights Education- A Retrospect	Human Rights Education-A Quest In Human Identity	978-81-89463-67-0	2014
3.	E—Learning In Teacher Education- Challenges And Opportunities	E- Learning- A Boon Or A Curse	978-93-80748-87-0	2015
4.	Quality In Teacher Education Program	Quality In Teacher Education		

**Mrs. Devinder Kaur**

**(a) Thematic Papers**

Sr.No	Article	Title Of Book	Isbn No.	Year
1.	Science And Technology An Effective Tool For Sustainable Development.	Challenges For Sustainable Development And Quality Assurance In Education	978-93-80144-27-6	2013
2.	Contrive Educators For Global Education	Sexual Harrasment Against Women In India	978-93-8014-552-5	2014
3.	Environmental Education- A Panecea For Environmental Crisis	Greening Education-A Blueprint For Survival	978-93-8014-556-3	2013
4.	Teacher Education In Context To Human Rights Education In India	Human Rights Education-A Quest In Human Identity	978-81-89463-67-0	2014

**Mr. Kapil Jaiswal****Thematic Papers**

<b>Sr.No</b>	<b>Article</b>	<b>Title Of Book</b>	<b>ISBN No.</b>	<b>Year</b>
1	E- Learning In India : Advantages , Disadvantages And Challenges	E- Learning-A Boom Or Curse	978-93-80748-87-0	2014-15

**Ms.Jaskiran Dayal****Research Papers in International Journals**

<b>Sr. No.</b>	<b>Name Of The Paper</b>	<b>Journal</b>	<b>ISSN No.</b>	<b>Vol. &amp; Issue</b>	<b>Details/Impact Factor</b>
1.	An Empirical Study on Study habits of Science And Humanities Stream Graduates	Paripex- Indian Journal Of Research	2250-1991	Vol. 2; Issue 8, August 2013	International; Peer Reviewed; Referred Journal 0.3208
2.	Impact of Family Environment on Study Habits	Indian Journal Of Applied Research	2249-555x	Vol.; Issue 9, September 2013	International; Peer Reviewed; Referred Journal 0.8215
3.	A Study of Depression Among Women Teachers In Relation To Their Life Satisfaction.	Global Journal Of Research Analysis	2277-8160	Vol. 4 Issue 4;April 2015	International; Peer Reviewed; Referred Journal 3.1218
4.	A Comparitive Study on Human Rights Awareness Among Teachers Working In PSEB & CBSE Affiliated Schools.	Paripex- Indian Journal Of Research	2250-1991	Vol. 4 Issue 4;April 2015	International; Peer Reviewed; Referred Journal 3.416
5.	A Study Of Superstitious Attitude Among Women	International Journal Of Scientific Research	2277-8179	Vol.4 Issue : 6, June - 2015	International; Peer Reviewed; Referred Journal 3.416

**(b) Thematic Papers**

Sr.No	Article	Title Of Book	ISBN No.	Year
1.	NGOs-A Catalytic Factor In Environmental Awareness	Greening Education-A Blueprint For Survival	978-93-8014-556-3	2013
2.	Teacher Education In Context To Human Rights Education In India	Human Rights Education-A Quest In Human Identity	978-81-89463-67-0	2014
3.	Human Rights Education- A Retrospect	Human Rights Education-A Quest In Human Identity	978-81-89463-67-0	2014
4.	Quality Assurance In Teacher Education- Lacunas And Indicators	Quality Assurance In Teacher Education	978-81-9463-69-4	2014
5.	E—Learning In Teacher Education- Challenges And Opportunities	E- Learning- A Boon Or A Curse	978-93-80748-87-0	2015

**Dr.Mohit Dixit****(a)Research Papers****International Journals**

S.No	Topic	Referred / Non Referred	Journal Details	ISSN	Year
1	Dowry-Devouring The Daughters	Non Referred	IJFAR International Journal Of Fundamental & Applied Research Vol 1(12)	2320-7973	2013-14
2	A Comparative Study Of Aurobindo Ghosh And Swami Viveknand In Context Of Their Educational Philosophy	Non Referred	Aarhat Multidisciplinary International Education Research Journal Vol 3 (1)	2278-5655	2013-14
3	Role Of Chemistry Teacher In Values Education	Non Referred	A Quarterly International Journal Of Education 'Teacher Today' Vol.53,No.4,	10454/57	2013-14
4	Professionalisation Of Teacher Education	Non Referred	Online International Journal Of Research (IJR) Vol-1, Issue-4, May 2014	2348-6848	2013-14

5	New Era Of Special Education In Indian Context- Inclusive Education	Referred	Ruminations: A Peer – Reviewed Bi-Annual International Journal Of Humanities & Social Sciences Vol.4(1).Dec.2013	2229-6751	2012-13
6	Teacher Education In India - Problems And Suggestions	Non Referred	Online International Journal Of Research (IJR) Vol-1, Issue-4, May 2014	2348-6848	2013-14
7	Vartamaan Pratispardhatmak Yug Me Vidhiyathi Tanav Ko Dur Karne Me Shikshak Ki Bhoomika	Referred	Shodh Shree- International Referred Journal Of Multidisciplinary Research Vol 2 April-June 2014	2277-5587	2013-14
8	A Study Of Frustration Of Secondary School Students In Relation To Their Academic Achievement	Referred	EDU-RESEARCH A Quarterly International Peer Reviewed Refereed Research Journal Of Education Vol 2(2) June 2014	2348-6015	2013-14
9	Study Of Computer Phobia And Attitude Towards Using New Technology Among B.Ed. College Teachers On The Basis Of Locality, Gender And Marital Status	Referred	BRICS journal of Educational Research "A Peer- Reviewed (Referred / Juried ) International journal Vol.4 (1-2).June 2014.	2231-5839	2013-14
10	Study Of Social Intelligence And Adjustment Among Pupil Teachers In Relation To Their Gender And Locality	Referred	Ruminations: A Peer – Reviewed Bi-Annual International Journal Of Humanities & Social Sciences Vol.4(2).June 2014	2229-6751	2013-14
11	Study Of The Occupational Burnout Among High School Teachers In Relation To Organizational Climate	Referred	EDU-RESEARCH A Quarterly International Peer Reviewed Refereed Research Journal Of Education Vol 5(5), March, 2015	2348-6015	2014-15

12	Academic Stress Of School Students In Relation To Their Self-Esteem	Referred	GJRA – International Global Journal For Research Analysis A Peer Reviewed and Referred International Journal Volume-4, Issue-3, March-2015	2277 – 8160 3.1218	2014-15
13	Study Of Computer Phobia Among B.Ed. College Teachers In Jaipur District	Referred	IJMER International Journal of Multidisciplinary Educational Research, A Peer Reviewed and Referred International Journal Volume 4 (4) ,April 2015	2277- 7881 2.972	2014-15
14	Value Pattern Of Government And Private Secondary School Teachers	Referred	International journal for applied research , A Peer Reviewed and Referred International Journal Volume 5 (4) ,April 2015	2249-5551 3.6241	2014-15
15	Educational Philosophy of Sri Guru Arjan Dev Ji and its Relevancy in 21St Century	Referred	International journal for applied research PARIPEX , A Peer Reviewed and Referred International Journal Volume 4 (5) ,May 2015	2250-1991 3.4163	2014-15

#### NATIONAL JOURNAL

S.No	Topic	Journal Details	ISSN	Year
1	Sarva Siksha Abiyaan Ke Prati Panchayatiraj Shikshko Ki Abivrati Aur Karyasantusti	Journal of Educational Reasearch And Psychology 'JAGRATI' Vol.1(2) Dec. 2013	2321-3329	2013-14
2	Human Right Education As A	Shikshamitra- Journal Of Education ' Vol.6,No.1,	0976-3406	2013-14

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|----|--|---|-----------|---------|
| 3  | Sarva Siksha Abiyaan Ke Prati Panchayatiraj Shikshko Ki Abivrati Aur Karyasantusti             | A Journal Of Research 'ABEER' Vol.7(2) , April- June 2013                                 | 2249-3409 | 2012-13 |
| 4  | Human Right Education - Educational Agencies As A Protactor Of Human Values                    | A Journal Of Education 'Sanchaika' Vol.6,No.2 , Jan-March 2013                            | 2231-3001 | 2012-13 |
| 5  | Madhyamik Star Ke Vidhyathiyo Ki Narrashy Bhawana Ka Unki Shakshik Uplabdhi Per Addayan        | A Journal Of Research 'ABEER' Vol.11, No.2<br>July- september 2013                        | 2249-3409 | 2013-14 |
| 6  | Computer Phobia Of B. Ed. College Teachers And Their Attitude Towards Using New Technology     | Edulight - Multi Disciplinary, Bi -Annual & Peer Reviewed Journal Vol. 3,Issue 5,May 2014 | 2278-9545 | 2013-14 |
| 7  | Guruwar Mile Na Ubare  | Shikshamitra Journal Of Education Vol 6 (3). March 2014                                   | 0976-3406 | 2013-14 |
| 8  | Study Of Frustration And Academic Achievement Among Secondary School Students In Agra District | Education Sector Registered And Referred Quarterly Research Journal Vol 2 (3) April 2014  | 2321-0478 | 2013-14 |
| 9  | Importance Of Technology In New Era Of Educational System                                      | 'Prakash' A Light On Researcher's Realm Biannual Journal Vol.1,No.2,July 2014             | 2348-0904 | 2014-15 |
| 10 | Value Pattern Of Government And Private Secondary School Teachers                              | Journal Of Advanced Studies In Education And Management                                   | 2350-0492 | 2014-15 |

**(b) Academic Articles In Magazine**

S.No	Topic	Magazine / Newspaper Name	Details	Year
1.	Vartaman Pratispardhathamak Yug Me Vidhyarthi Tanav Ko Dur Karne Me Shikshak Ki Boomika	Shivira Patrika	Year.51,Vol.6 December 2010	2010-11
2	Aaj Penguin To Kal Hum	Quarterly Journal Of Teaching Profession 'Miracle Of Teaching '	Vol.16(01) Jan – April 2014	2013-14

#### (d)Thematic Papers

S.NO	TOPIC	BOOK NAME	ISBN	YEAR
1	Inclusive Education In Indian Context	In Inclusive Education- Vision To Practice	987-81-909549-2-1	2013-14
2	Enhancing The Quality And Accessibility Of Higher Education Through The Use Of Information And Communication Technology	Quality Assurance In Higher Education Vis-A- Vis Human Resource Development : Perspectives And Challenges	978-93-8014-547-1	2013-14
3	Empowerment Of Women In India	Evolve Her -Empowering Women From The Inside Out	978-93-5113-330-8	2013-14
4	Implementing Right To Education: Issues And Challenges	Right To Education- Challenges Ahead	978-93-8014-533-4	2013-14
5	Right To Education (RTE) As A Human Right	Right To Education Challenges Ahead	978-93-8014-533-4	2013-14
6	Universalisation Of Secondary Education In India	Right To Education Challenges And Implementation	978-93-313-2324-8	2013-14
7	Quality issues in Practice Teaching	Quality Concerns In Teacher Education	978-93-8014-549-5	2013-14
8	Role Of Teachers And Contrive Educators For		978-93-8014-552-5	2013-14



- Parents In Inculcation Of Global Education  
Peace Education
- 9 Sexual Harassment Of Contrive Educators For 978-93-8014-552-5 2013-14  
Women At Workplace Global Education  
And Complaints  
Mechanism
- 10 Environmental Education: Greening Education- 978-93-8014-427-6 2013-14  
A Paradigm Shift A Blueprint For Survival
- 11 Zoo Education – A Greening Education- 978-93-8014-427-6 2013-14  
Innovative Step In  
Environment Education A Blueprint For Survival
- 12 Inculcation Of Values In Value Crisis - “A 987-81-89463-29-8 2013-14  
Social Context challenge for Education”
- 13 Value and Education in Value Crisis - “A 987-81-89463-29-8 2013-14  
the emerging Indian challenge for Education”  
society
- 14 Study Of Work Education For All Status 978-93-8014-595-2 2013-14  
Satisfaction And Attitude And Challenges In 21st  
Towards Sarva Shiksha Century  
Abhiyan Among  
Panchayati Raj Teachers
- 15 Human Right Education Human Right Education 978-81-89463-67-0 2013-14  
And – A Quest In Human  
School Curriculum Identity
- 16 Child's Empowerment Human Right Education 978-81-89463-67-0 2013-14  
And Protection Rights In – A Quest In Human  
The School Classroom Identity
- 17 Virtual Classroom System Quality Assurance In 978-81-89463-69-4 2014-15  
Teacher Education
- 18 Enhancing Quality In Quality Assurance In 978-81-89463-69-4 2014-15  
Teacher Education : Teacher Education  
Some Suggestions

- 19 Professionalisation Of Professionalisation Of 978-81-930480-09 2014-15  
Teacher Education Teacher Education
- 20 Adolescence Challenges Technology , 978-81-89463-48-9 2014-15  
And Guidance Modernization And  
Transitional Society : A  
Challenging Era For  
Adolescents
- 21 Quality Assurance In Transforming Teacher 978-93-80748-85-6 2014-15  
Teacher Education : Issues Education In Changing  
& Challenges In India Scenario
- 22 E- Learning In E- Learning-A Boom Or 978-93-80748-87-0 2014-15  
India : Curse  
Advantages ,  
Disadvantages  
And  
Challenges

**Dr. Mukesh Kumar**

**(a) Research Papers**

S.No	Journal	Title	ISSN No.	Year
1.	Education for all Vol. II Number – 1 REFERRED	Impact of Hemisphere Preference and Emotional Intelligence of Adolescents on Academic Achievement	2319-2437	Jan-dec-2013
2.	Thoughts on Education Vol. II Number – 1 REFERRED	How Schools Can Help in Enhancing Emotional Intelligence in Students?	2320-4710	Jan-Dec- 2013
3.	Journal of Contemporary Education, Commerce, Science, Law & Humanities. Vol 1Number-1 REFERRED	Effect of Emotional Intelligence and Academic Streams on Academic Achievement	2321-3205	Sept-2012 March-2013
4.	Challenges for Sustainable Development and Quality Assurance in Education	Quality Improvement in Teacher Education Institutions: A Major Step to Achieve Sustainable development and Quality Assurance in Education	978-93- 80144-27-6	2013

5.	Invigorating Teacher Education through Total Quality Management A Pursuit for Excellence	Expanding roles of Teachers in the 21st Century	978-81-924203-2-5	2013
6.	Human Rights Education A Quest in Human Identity	Role of Media in Human Rights Education	978-81-89463-67-0	2014

## Ms. Meena Arora

### ( a) Research Papers

#### International Journal

S. No	Topic	Journal Details	ISSN	Year
1	Attitude of Pupil Teachers towards Environmental Attitude	IJSR International Journal Of Scientific Research Vol 4(5) REFERRED	2277-8179	2015

#### Thematic Papers

S.No	Topic	Book Name	ISBN	Year
1	Inclusive Education- Vision to Practice	Inclusive Education- Vision To Practice	987-81-909549-2-1	2013-14
2	Education for All- Universalisation of Elementary Education and Adult Literacy	Education for All Status and Challenges in 21 <sup>st</sup> Century	978-93-8014-595-2	2013-14
3	“ICT in Education: Innovative Use, Impacts and Barriers	Quality Education Rural & Urban Perspective	ISBN 978-93-8014-519-8	2013-14
4	Girl Child Education and RTE	Right To Education Challenges Ahead	978-93-8014-533-4	2013-14
5	Women, Education and Empowerment: Pathways towards Autonomy	Evolve Her-Empowering Women from the inside out.	978-93-5113-330-8	2013-14

6	Quality Assurance in Higher Education vis-à-vis Human Resource Development: Perspective and Challenges”	“Quality Assurance in Higher Education vis-à-vis Human Resource Development: Perspective and Challenges”	978-93-8014-547-1	2013-14
7	RTE Challenges and Implementation	Right to Education Challenges and Implementation	978-93-313-2324-8	2013-14
8	Education for Peace and Conflict Prevention.”	Contrive Educators for Global Education	978-93-8014-552-5	2013-14
9	Greening Education- A Blue Print for Survival”	Greening Education- A Blueprint For Survival	978-93-8014-556-3	2013-14
10	Value Crisis – A Challenge for Education	Value Crisis - “A challenge for Education”	978-81-89463-29-8	2013-14
11	Influence of Technology on Adolescents	Technology , Modernization And Transitional Society : A Challenging Era For Adolescents	978-81-89463-48-9	2014-15
12	“Quality Assurance in Teacher Education”	Quality Assurance In Teacher Education	978-81-89463-69-4	2014-15
13	Revitalising Teacher Education in Global and Technology Context	Revitalising Teacher Education Need of the Hour	978-81-930480-4-7	2014-15
14	Rising needs of E-Learning in Book eLearning Boon or Curse	E- Learning-A Boom Or Curse	978-93-80748-87-0	2014-15
15	Role of NCTE and Professionalisation of Teacher Education	Revitalising Teacher Education Need of the Hour	978-81-930480-4-7	2014-15

**Mr. Bhupinder Singh****Research Papers in International Journals**

S.No	Topic	Journal Details	ISSN	Year
1.	The Impact of Mathematical Interest on Reasoning Ability Among PSEB Secondary Class Students	International journal for applied research PARIPEX , A Peer Reviewed and Referred International Journal Volume 3 (5) ,april 2015	2250-1991	2015
2.	Study of The Impact of Mathematical Interest on Reasoning Ability Among CBSE Secondary Class Students	International journal for applied research PARIPEX , A Peer Reviewed and Referred International Journal Volume 3 (5) ,April 2015	2250-1991	2015
3.	Study of The Impact of Mathematical Interest on Reasoning Ability Among Secondary Class Students	International journal for applied research PARIPEX , A Peer Reviewed and Referred International Journal Volume 3 (5) ,April 2015	2250-1991	2015

**Mr. Bahadur Singh****(a) Articles in Books**

SR.NO	ARTICLE	TITLE OF BOOK	ISBN NO.	YEAR
1.	E- Learning In India : Advantages , Disadvantages And Challenges	E- learning A boon or curse	978-93-80748-87-0	2012

**Mr. Harminder Singh****Thematic Papers**

Sr.No	Article	Title of Book	ISBN No.	Year
1.	Inclusive education and E- Learning	E- learning A boon or curse	978-93-80748-87-0	2012
2.	Modern Technology and Adolescents	Technology, Modernization and transitional society. A challenging era for adolescents	978-81-89463-48-9	2012

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

Principal has been honoured at various cultural, youth festivals, seminars, conferences organised by Teacher Education institutions from time to time.

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

The detail of minor/major research projects completed by the staff member of the institution in the last five years is as follows:

**Major Projects/Research Work**

In the last five years, research output greatly increased. The following staff members have completed their research work:

**PhD**

1. Doctorate degree conferred on Dr. Riddhi Chand Gupta in 2011.
2. Doctorate degree conferred on Dr. Davindra kumar Agarwal in 2011.
3. Doctorate degree conferred on Dr. Mohit Dixit in 2011.
4. Mrs. Raman Arora submitted her PhD thesis in 2012.
5. Doctorate degree conferred on Dr. Mukesh Kumar in 2013.

**Ongoing PhDs**

1. Mr. Bahadur Singh is has submitted his Synopsis for PhD
2. Mr Bhupinder Singh has enrolled for PhD
3. Mr Paramddeep Singh has enrolled for PhD
4. Mrs Babita has enrolled for PhD
5. Ms. Meena Arora has enrolled for PhD

**M.Ed**

Dissertation work is carried out by M.Ed. students in various areas such as environmental education, value education, ICT, quality in school and teacher education and other philosophical, psychological and sociological issues. The list is as follows:

**LIST OF MINOR RESEARCH PROJECTS TAKEN BY M.ED STUDENTS  
IN 2013-14 AND 2014-15**

Sr. No.	Name of the Topic
1	Study of Teacher Commitment and Teacher Effectiveness at Secondary Level in Punjab.
2	Study of Teacher Effectiveness in relation to Organizational Climate.
3	Study of Occupational Stress among Teachers in relation to Emotional Intelligence.
4	Impact of Superstitions Attitude on Mental Health of Women Teachers.
5	Study of Attitude of Adolescents Toward Sex Education.
6	Risk Taking Behaviour of Perspective Teacher Educators in relation to their Intelligence.
7	Study of Depression among Women Teachers in relation to their Life Satisfaction.
8	Study of Adjustment among School Students in relation to their Self-Esteem.
9	Study of Self - Confidence of Adolescents in relation to their Home Environment.
10	Study of Aggression and Family Climate of Senior Secondary Students.
11	Study of Attitude Towards Environmental Pollution among Bachelor of Ayurvedic Medicine & Surgery Undergraduates.
12	Study of Educational Philosophy of Shir Guru Arjun Dev Ji and its relevancy in 21 <sup>st</sup> centuray of Education System.
13	Adjustment Problem of Under Graduate College Students in relation to their Gender and Social Economics Status.
14	Study of Guidance Needs of Adolescents in relation to their Parental Encouragement.
15	A Study of Attitude of M.Ed Students Towards Research.
16	Study of Academic Stress in School Students in relation to their Self Esteem.
17	Study of the Occupational Burnout among High School Teachers in relation to Organizational Climate.

18	Locus of Control and Academic Stress of Adolescents in relation to their Gender and Birth Order.
19	Study of Social Intelligence and Adjustment among Pupil Teacher in relation to their Gender & Locality.
20	Study of the Impact of Mathematical Interest on reasoning Ability among Secondary School Students.
21	Value Pattern of Government and Private Secondary School Teachers.
22	Study of Problem Solving Ability and Academic Cheating among Senior Secondary School Students.
23	Comparative Study on Human Rights Awareness among Teachers Working in P.S.E.B. and C.B.S.E Affiliated Schools.
24	Impact of Self-Confidence on the Social Intelligence of Adolescents.
25	Study of Attitude of B.Ed. Teacher Educators Towards Internal Evaluation.
26	Study of Guidance Needs of Senior Secondary School Students in relation to their Personality
27	Impact of Academic Anxiety on Mental Health of Secondary School Students .
28	Depression of Adolescents in relation to their Socio Economic Status and Gender.
29	Problem Solving Ability and reasoning Ability among Perspective Teachers.
30	Values among Assistant Professors of B.Ed. College.
31	A Comparative Study of Academic Stress in Adolescents of Working and Non Working Mothers.
32	Impact of Emotional Intelligence of Adolescents on their Academic Achievement.
33	Social Intelligence of Students Related to their Parental Involvement.
34	Self-Concept of Adolescents Students in relation to their Adjustment Problems.
35	Effect of Locus of Control, Residence and Gender of Adolescents on their Alienation.
36	Self Confidence in relation to Parental Encouragement among Senior Secondary School Going Students.
37	Attitude of Secondary School Teachers Towards Teaching Profession.
38	Mental Health and the Academic Achievement of Senior Secondary Students of P.S.E.B.
39	Attitude of Primary Teachers towards inclusive Education.
40	Moral Judgement of Senior Secondary School Going Students in relation to their



	Parental Support.
<b>41</b>	Self Confidence and Achievement Motivation among Students .
<b>42</b>	Study of Teacher Leadership Behaviour and Teacher Efficacy among Senoir Secondary School Teachers.
<b>43</b>	A Comparative Study on Adjustment in Adolescents Belonging to Nuclear and Joint Families.
<b>44</b>	Impact of Mathematical interest on the Mental Ability of Senior Secondary School Students of Punjab.
<b>45</b>	Impact of Hemispherical Preferance of Adolescents on their English Performance.
<b>46</b>	Attitude of Teacher Trainees towards information and Communication Technology Teaching.
<b>47</b>	Cyber Crime Awareness among Pupil Teacher on the Basis of Gender, Locality and Stream
<b>48</b>	Impact of Occupational Stress on Teacher Effectiveness at Secondary Level.
<b>49</b>	Impact of Adolescents Personality on their Academic Cheating.
<b>50</b>	Emotional Maturity and Academic Achievement of Secondary Level School Students.
<b>50</b>	Effectiveness of C.A.I. Programmes on the Achievement in Teaching of Science.
<b>51</b>	Comparative Study on Moral Judgment among P.S.E.B. and C.B.S.E. Affiliated Senior Secondary School Students.
<b>52</b>	Study Habits and Self Concept among Senior Secondary Students.
<b>53</b>	Study of Emotional Maturity in relation to Home Environment of School Students.
<b>54</b>	Study of Computer Phobia and Attitude towards Using New Technology among B.Ed. College Teachers on the Basis of Locality, Gender and Marital Status.
<b>55</b>	Educational Philosophy of Shri Guru Nanak Dev Ji and its Relevance in Present System of Education.
<b>56</b>	A Comparative Study of Adjustment of Destitute and Non- Destitute Female Adolescents.
<b>57</b>	Study of Emotional Intelligence of B.Ed. Students in relation to their Adjustment.

**B.Ed**

1. Surveys on social, economic and environmental problems are carried out by the prospective teachers.
2. Action research is done by B.Ed student teachers.

Besides undertaking major and minor research projects, the faculty is actively engaged in guiding research at different levels (PhD and M.Ed.).

**3.3CONSULTANCY****1. Did the institution provide consultancy services in last five years? If yes, give details.**

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

**Consultancy Services to Schools**

- School administrators and teachers are given guidance on evaluation practices, methodology of teaching and preparation of instructional materials.
- To provide consultancy to schools for improvised teaching aids, we have method masters and fine arts teacher.

**Consultancy Services to Teacher Training Institutions**

- Over the past five years, Inputs have been given by senior faculty of the institution regarding aspects of curricular transaction that include course related practical work, and practice teaching, a information on the relevant course related books for reference Consultancy is also provided in preparation of inspection reports, AQAR of IQAC and SSR report for NAAC committees.
- The principal of the college being an active member of different selection and inspection teams is competent to guide institutions seeking accreditation and affiliation.

### **Consultancy Services for Interview Procedure to be followed for Recruitment**

- Principal of the institution is invited by the Panjab University as nominees and experts for selection committees. They thus share their expertise and knowledge with the other teacher training institutions regarding the appropriate interview procedure to be followed for recruitment.

### **Consultancy Services for Conducting Research**

- The institution has two approved guides for PhD and six approved guides for M.Ed dissertation programs. They are consulted regularly for research methodology, approval of proposals and research procedures by faculty from teacher training institutions and students desirous of engaging in research.
- Expert guidance, orientation and consultancy have been provided in the following areas by several faculty members who have been consulted to give inputs in newly incorporated topics in the syllabus.
- The following faculty members have been guiding research work for Ph.D., M.Phil and M.Ed. degrees in education:
  - a. Principal of the institute guides supervises and evaluates PhD, M.Phil & M.Ed. students from various Universities.
  - b. PhD faculty guides and supervises Ph.D. and M.Ed. students.
  - c. Senior and regular faculty guides M.Ed. students.
- Library remains open from 9 am to 3:30 pm on working days and also during vacations (as per the requirement of the students) for consultancy.
- Consultancy service of the Psychology laboratory is also provided to the students of different institutions by providing guidance and access to different psychological tests to be used for research work and other purposes.
- Research Promotion Cell provides consultancy regarding dissertation work to students

Through these consultancy services the institution and the community has mutually benefited. This helps in optimum utilization of human and physical resources.

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

Yes, the institution has a very competent and well qualified faculty provide consultancy:

1. Women Issues
2. Educational and Vocational guidance
3. Personal Guidance
4. ICT skill development
5. Communication skills development
6. Research and extension.
7. Health ,sports and hygiene
8. Community services
9. Coaching candidates for TET, SLET & NET examinations.
10. Active Learning Methods
11. Continuous and Comprehensive Evaluation
12. Micro Teaching
13. Practice Teaching

**The following steps are initiated by the institution to publicise the available expertise:**

1. The Principal recommends the names of the faculty members as experts for workshops, seminars, and orientation lecture series and conferences.
2. The college has created its own website [www.babekegroupofinstitutes.com](http://www.babekegroupofinstitutes.com) which is regularly updated and highlights the expertise areas of the faculty
3. Every year college publishes and circulates ‘brochure’ showcasing the main features and expertise of the staff.
4. Students themselves are the best source of publicizing the expertise available in the institution as they carry message to the society.
5. Teaching practice schools serve as commendable means to fulfill this purpose.

**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?**

- a. Consultancy provided by the college is free of cost and no revenue is generated.
- b. No fee is charged by the members of the faculty for research consultancy as research work is considered as a service and mission for the promotion of research work.

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

The institution does not generate revenue through consultancy.

### **3.4 EXTENSION ACTIVITIES**

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

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

1. Community component is a compulsory part of B.Ed. programme.
2. 7 days NSS camp is organized every year.
3. Students are made to visit special schools as a part of community service where they contribute the collected fund as well as purchase things made by such handicapped people in order to motivate them.
4. Rallies are carried on various themes of social environment to sensitize rural population.
5. Blood Donation camp is organized every year in collaboration with Babe Ke College of Nursing, Daudhar and another in assistance of competent doctors from Civil Hospital Moga

6. Sensitization of prospective teachers to environmental issues and problems through Documentaries, Quizzes, Poster Making, Slogan writing and inter house competitions etc. Sensitizations regarding eradication of social evils like female foeticide, dowry system through above stated activities.
7. Teaching aids prepared by our students are passed on to different schools especially government schools.
8. Extension lectures, ‘nukkad nataks’ are organized in collaboration with various NGO’s to sensitize the community against the evil confronting the society like, drug addiction etc.

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

Networking between the institution and the community has proved to be beneficial for the institutional development.

- a. Members from community, Student’s parents, Heads of nearby Colleges are members of IQAC and provide valuable suggestions for improvement of college.
- b. People from different fields of specialization like doctors, lawyers, bank managers, Social activists, etc. from the community are invited to deliver talks and extension lectures.
- c. Experts are invited from N.C.E.R.T, N.C.T.E., concerned University and colleges on Workshops and seminars as resource persons
- d. Principals and teachers of Practice teaching schools guide our students for improvement in teaching skills. Some of our students are selected for appointment in these schools after completion of their course.
- e. Feedback from the heads of the various schools adopted for practice teaching helps us to revise and reconstruct our programmes and policies in the institution.
- f. M.Ed. students seek and get help of various schools for data collection under their research programme.

- g. Doctors from different hospitals of like Babe Ke multi-specialty hospital, invited to guide the students on topics concerning health and hygiene.
- h. Students visit various community centres in order to complete their projects of Guidance and Counselling, Special Education etc.
- i. Community representatives, parents and alumni of the college are invited from time to time and they give useful feedback to the college regarding our strengths and weaknesses.
- j. The educational tour is conducted by the institution for the student Many community persons helped and guided us in getting permissions to visit important places.

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

The institution's future plans and major activities for providing community orientation to the teacher trainees are as follows:

**Project Title: Social Service**

The major areas to be addressed are:

- Environmental awareness in rural masses
- Value oriented co-curricular activities in school
- Development of democratic citizenship
- Planting and preserving trees
- Computer Literacy programs for senior citizens
- Adopting village and strengthening the initiatives in the adopted village
- Orientation programme for school and college teachers
- Enlarging the social visit programmes
- Extending educational service at orphanage schools

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

- A community work on Identification and Diagnosis of the problems prevailing in community has been completed in Paper-I: Philosophical and Sociological Bases of Education.
- Case studies are prepared by B.Ed and M.Ed students of every session are submitted to the institution as it included in the paper IVB -Guidance and Counseling. The subjects of the case studies are Gifted students, delinquents, backward, physically challenged, slow learners from community identified by students.
- **Women Rights and Legal Aid Programme:** This project was undertaken by M.Ed students in session 2014-15 .The rural women folk of Daudhar was made aware regarding rights and legal aid available to them.
- **Go- Green Drive:** This project was taken by Environmental club in session 2013-14. Spots were identified within the campus and outside in the village where trees were planted to make the environment clean and green.
- **Each one teach one:** The hostellers of session 2014-15; after college hours provided tuitions free of cost to wards of class IV workers in the campus free of cost for 3 months in the college.

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

The institution utilizes the following as the tools for inculcation of social values and citizenship.

1. Celebration of National festivals like Deepawali, Lohri, Holi
2. Observance of Teacher's Day, Sadbhavna Divas, Environment Day, Earth Day, Human Rights Day, AIDS Awareness Day, Science Day, International Women Day, Birthdays of freedom Fighter etc.



3. Visit to places of national importance
4. Participation in health and sports activities is ensured.
5. Festivals of different communities are celebrated in the college.
6. Extension lectures on moral education and value education are organized.
7. Visits to Schools for Mentally Retarded Children.
8. Screening of films on social, moral and special issues.
9. NSS camps.
10. Arranging for community Kitchen.
11. Students organize co-curricular activities developing social and citizenship values in them during their teaching practice as an essential part of their training.
12. In tutorial small group interactions are held.
13. Through gardening and beautification of campus aesthetic sense are developed.
14. In case of democratic citizenship, representatives of various committees are democratically elected, made to plan, implement and evaluate the program. Every teacher trainee is made aware of his / her rights and duties. He / She is advised to conduct himself / herself in a responsible way.

### 3.5 COLLABORATIONS

**1. Name the national level organizations, if any, within which institution has established linkage in the last five years. Detail the benefits resulted out of such linkages.**

Our institution has established linkages with some of the national level organizations and benefited by receiving of newsletter, journals and invitations related educational seminars, conferences, orientation programmes and workshops from various state and national level university, education department and colleges by the way of emails and posts. Many of our staffs are actively participated and presented their papers in many seminars, conferences and workshops at local and national level.

Some of the national level organizations with which the institute has established linkages and benefits resulted in the last five years are listed as:

## Linkage at National Level

- i. **UGC:** The College is approved by UGC.
- ii. **NCTE:** The College is recognised by NCTE.
- iii. **NAAC:** Our College accredited “B” Grade by NAAC with CGPA of 2.51.
- iv. **AIAER:** The Principal and various faculty members of this institution are life members of All India Association of Educational Research.
- v. **I.A.T.E:** Our principal and various faculty members of this institution are life members of Indian Association of Teacher Educators
- vi. **AITEA:** Our principal sir and some faculty members are members of All India Teacher Educators Association.
- vii. **CTE:** College has institutional membership .Principal is coordinator of Moga University area of Panjab University
- viii. **Colleges of Teacher Education:** We have close ties other with the renowned colleges of Education of India. From time to time, Principals, Faculty members and students visit our institution. We organize Inter-College competitions and also participate in competitions organized by other colleges of education.
- ix. **Departments of Education:** Eminent educationists from Punjab University, Chandigarh, Punjabi University, Patiala, Kurukshetra University, Lovely Professional University, PhagwaraJammu University and Delhi University often visit our college and update our knowledge on various issues and problems of teacher education.
- x. **Red Cross**
- xi. **Science City Kapurthala**

## Linkages at State Level

- i. **P.U. Chandigarh:** Our College is affiliated with Panjab University.
- ii. **SCERT:** The College is approved by SCERT for D.El.Ed/ ETT course.
- iii. **DIET:** The College has linkage with DIET, Moga at district level.
- iv. The college has close linkage more than ten Higher Secondary Schools throughout the year for teaching practice.

All these linkages at the National & State level enrich and update the knowledge of the faculty and students. It also broadens our perspective.

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

In year 2009, the college has extended international collaboration with

- 1. Bethlem Tertiary institute Tauronga, New Zealand.**
- 2. Waiariki Institute of technology, Rotorua, New Zealand.**
- 3. Stow college, Glasgow, Scotland, UK.**

We have collaboration with following colleges at local level:

- 1. Moga College of Education, Ghal kalan ,Moga**
- 2. Babe Ke College of Education, Mudki .**
- 3. L.L.R.M College of Education, Dhudike**

**3. How did the linkages, if any, contribute to the following?**

- **Curriculum Development**
- **Teaching**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student placement**

The whole B.Ed. teaching programme is enriched through linkages with various educational bodies and institutions. These linkages help us to understand the innovative recent trends concerning curriculum development, training, teaching practice, remedial teaching, evaluation and students placement etc.

### **Curriculum development**

Various workshops are conducted by Panjab University, Chandigarh regarding curriculum development and revision which are attended by faculty members. It enables them to be a part of curriculum reforms and *share their opinion and views*.

### **Teaching & Training**

The faculty members update their knowledge in recent innovative teaching methodology by attending various seminars, conferences, workshops, orientation programmes and interactive session with educational experts. Student-Teacher are trained in various skills through workshops, enrichment lectures in collaboration with various institutions which help in the improvement of quality of teaching and making teaching learning process interesting and affective.

### **Practice Teaching**

During teaching practice, student teachers get the practical knowledge and experience of teaching and various requirements, demands and expectations of schools. Our institution has linkage with more than ten schools (Government and private) in and around Moga and Ludhiana district covering a distance of 7 Kms. The student teachers are sent to the schools for their internship training after getting permission from the concern District Educational Officer and the principals of Private schools.

### **Research**

The faculty members and M.Ed. students have been benefited by the guidance provided in educational field and research activities and career development by the experts invited from various colleges, Universities and Educational bodies. Researchers take College and school student, teachers as a sample of their study in M.Ed class while students of practice teaching schools are taken for action research and experimental studies.

### **Consultancy**

Experienced faculty members of other institutes and eminent educationists are often consulted which help student teachers in conceptualization of certain doubtful areas.

### **Extensions**

Contacts with various institutions during extensions and outreach activities help in establishing good relationship with community.

### **Publication**

Dissemination of information is made possible through the linkages with various institutions. Publications of articles, journals and books related to education contribute

the enhancement of teaching-learning process. Teacher educators have developed instructional and other materials that are used to aid in the transference of information and to aid in the learning and teaching of subject matter for the B. Ed and M.Ed courses.

### **Student Placement**

The institution is involved in the placement directly as well as indirectly. Many reputed affiliated and privately managed schools and even our teaching practice schools offer jobs to our Student-Teachers. Interaction with outside agencies/schools lead to absorption of our trainees. Beside this, there is a well placed mechanism that aims at placing students at suitable positions.

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

Institution has established linkage with various practicing schools in following ways :

1. School heads, senior teachers of reputed schools are invited in the college for extension lectures on various themes related to real teaching situations.
2. School teachers are invited to act as expert during skill in teaching examinations.
3. School Principals are invited in college functions.
4. Schools heads and teachers are participate in seminars and workshop organized by the institute.
5. College teachers are invited by school to act as judges in various school competitions.
6. College teachers are invited for faculty development programme of various Govt. and private schools.
7. Head of the institution is often invited as Guest in different functions and organized by schools.
8. Schools send their requirement for teachers in placement cell.

#### **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 faculty is actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching in following ways:

1. Before the first phase of teaching practice in each session members of SEPC interact with schools to chalk out the practice teaching programme.
2. Teaching practice is designed according to the need, requirement and expectations of the school.
3. Student teachers discuss the syllabus of their subject with the subject teachers in school before actual teaching practice. Schools teachers also t the lessons and provide feedback to the students.
4. School principal also interacts with the student teachers and provide his expertise
5. M.Ed students supervise the lessons of B.Ed students and interact with school teachers for feedback.
6. Teacher educators on duty also interact with the school teachers and provide consultancy services for professional development.
7. College Principal regularly visit teaching practice schools to get a clear picture and feedback from school authorities.
8. The co-curricular activities carried out by trainees during teaching practice session are fully supported by school authorities
9. School Headmaster/ Principals provide feedback in written along with their valuable suggestions on termination of Teaching practice for further improvements.

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

There is a collaboration of the faculty with the schools, other colleges and university faculty.

##### **Collaboration with the schools:**

- The institution was established in the year 2005. Since then, the institution has collaborated with the schools for the practice teaching lessons.
- School teachers are invited as judges to various Inter-house competitions, Skill in teaching competitions and in final discussion lessons.

- Teaching aids prepared by student teachers are donated to Govt. Schools and Private schools of the area as per requirement and demand.

#### **Collaboration with other Colleges and University:**

- National Seminar and workshops are organized by college very frequently. Faculty members of the Panjab University, Jammu University, Delhi University, Punjabi University Patiala , Lovely Professional University, Phagwara regularly participate in these seminars.
- The institution has established linkages with the faculty of other colleges and Department of Education, Panjab University. The faculty members are invited as judges, external examiners and experts by other colleges of education to share their experience.
- Teaching faculty of the college also attend conferences / seminars/ workshops/ symposium organized by other institutions.
- The faculty members are also invited for the curriculum development, paper setting, and for evaluation of papers. They are also invited as experts for selection committees.
- The faculty collaborates with the university for Syllabus revision, evaluation of answer-sheets.
- Faculty members serve as examiners in the board of practical examination and theory examination conducted by Panjab University.
- Faculty members serve as centre superintendent and flying Squad in various examination conducted by Panjab University.

### **3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION**

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

The college endeavors to improve quality of research, consultancy, and extension activities and adopted following measures for the purpose:

**RESEARCH:**

- The institution has organised seminars, workshops and extension lectures on regular basis in different areas of education.
- Research promotion cell has been constituted.
- The College has motivated as many as five members for PhD.
- The number of research publications by faculty has increased in considerable number in last two years.
- College as an incentive pays the registration fee of the faculty members who present papers at seminars/Conferences.
- Duty leave is sanctioned to faculty for attending seminars/conferences and workshops.
- The internet facility has been made available to all the researchers.
- The research activities have been made a participatory activity. The research promotion cell monitors the activity by securing co-operation of all the research guides available in the institution. The researchers are required to make power point presentations of their preliminary proposals before the research committee. It discusses the proposals and suggests the modifications if required. Such modified proposals are sent to the University for Approval.
- The library has been updated with books on Research methodology and journals.
- The institution has a plan to launch a Quarterly research journal in the area of education entitle ‘Babe Ke Research Journal in Education’ in order to develop an intellectual platform for educationists, researchers and academicians working in the area of teacher education.

**QUALITY OF CONSULTANCY**

The faculty members provide consultancy in non-profitable manner to student professional teaching community such as school teachers, and B.ED college faculty members as and when required

**QUALITY OF EXTENSION**

- The institution tries to provide need based extension services.
- Awareness Rallies and projects are a regular feature of the college.
- Cleanliness campaigns are carried out in the village.
- Blood donation camps are organised every year.



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

College follows many good practices in research and extension.

### Research

- ✓ College encourages its faculty to undertake research work six teachers are Ph.D. and five are pursuing.
- ✓ Frequent publication of research and thematic papers in Journals and papers are presented in seminars and conferences.
- ✓ Majority of Faculty members supervise M.Ed. students for research work
- ✓ Two of the faculty members along with Principal are guiding PhD students.
- ✓ Dissertation has been made compulsory paper for M.Ed. students.
- ✓ Research aptitude test for M.Ed students
- ✓ Action research in schools by B.Ed students
- ✓ Outside research scholars can avail the library facility with the due permission of authority.
- ✓ The college organizes AIDS Awareness Programmes, Plantation Day, Literacy promotion campaigns, etc. in association with sister organizations.

### Extension Services

- ✓ College organizes various awareness drives in the schools and holds rallies in the community.
- ✓ ‘Each one teach one Programme’ for Wards of Class IV workers
- ✓ Regular visit to ‘Nirdosh School for mentally retarded students’ to understand problems of special children and to render needed services to them.
- ✓ Organization of campaigns to sensitize the masses regarding social/environmental issues and problems.
- ✓ ‘Swachhta Hamara Mission’ Programme and ‘Blood Donation Camp’ is undertaken by the NSS volunteers.
- ✓ Honouring alumni/eminant persons.
- ✓ Inviting alumni/heads of the institutions for sharing their experiences.

## ADDITIONAL INFORMATION

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

The main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and the action taken are summarized below:

1. Provision need to develop research culture in the college by motivating teachers to take up research
  - **Teachers have been motivated to take up research at PhD level.**
    - a. **Teachers have been conferred PhD degree in 2011.**
    - b. **One teacher has been conferred PhD degree in 2013.**
    - c. **One teacher submitted her PhD work in 2012.**
    - d. **One teacher has submitted his synopsis for PhD.**
    - e. **Four teachers have enrolled for PhD.**
  - **Study leave has been sanctioned to teachers for completing their course work.**
  - **Research Promotion cell has been constituted.**
  - **Faculty has been motivated and to participate in seminar , workshops , Conferences by paying registration fee from Institution.**
  - **Publication fee of one research paper and one thematic paper per session is paid by the institution for encouraging research in institute.**
  - **Workshop on research methodology has been organised.**
  - **Journals, e-journals and Wi-Fi facility has been made available for research purpose**
  - **Principal is approved guide/ supervisor of Singhania University , Manav Bharti University .Panjab University, Chd**
  
2. Provision of financial assistance needs to be made for the faculty for attending seminars and conferences.

- **Registration fee for seminars, workshops conference is paid by the College.**
  - **Publication fee of one research paper and one thematic paper per session is paid by the institution**
3. Budgetary provision for research and development.
- **There is a provision of budget for research related activities made by the management**
  - **Budget is allotted if emergent need arises accordingly.**
4. Institution needs to encourage its faculty to get more research projects funded by various agencies and academic bodies to further promote research.
- The funding agencies like UGC are being approached . The necessary legal formalities are under process.**
5. Consultancy service to be strengthened and revenue to be generated.
- **Guidance and Counselling cell has been strengthened.**
  - **Students are provided educational, vocational and personal guidance as and when needed by the students**
  - **‘Meri Baat’ an interaction programme has been initiated by Guidance cell to develop ability of self expression in prospective teachers- aspect of indirect personal guidance.**
  - **Consultancy has been provided to Teacher Education Colleges seeking NAAC accreditation for first time**
  - **Research related consultancy has been provided to students from various colleges who visit college for reference material.**

**Consultancy is provided on honorary basis. So, there is no question of revenue generation**

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

Quality Sustenance and enhancement measures undertaken by the institution are:

1. M.Ed Course has been started in 2013-14 which opened new opportunities for research for students and teachers as well.
2. Constitution of Research Promotion Cell.
3. Assignment of Dissertation to M.Ed students through research aptitude test(2013-14)
4. Collaboration with National and International organizations and Universities
5. Use of ICT in research.
6. Participation of Faculty in seminars/workshops/Conferences.
7. Five faculty members are Pursuing PhD
8. Most of the faculty members are life members of (CTE and AIAER)
9. Consultancy services have been strengthened.
10. Linkage with local education colleges has been strengthened through Faculty exchange Programme

## 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.**

College is located in eco friendly zone. Campus is spread over five acres of own land. College building has spacious and airy classrooms, facility of well equipped laboratories with modern equipments, well stocked library with separate reading room, internet connectivity,(Wi-Fi), language lab for the development of communication skills and pronunciation drills, multipurpose hall with seating capacity of 300, hospital, hostel for girls, AV Aid room, generator room, fire extinguishers, separate washrooms and common room for males and females, individual rooms for senior faculty members, staffroom, appropriate space for indoor games, with provision of spacious playground and fully maintained lush green lawns. CC cameras for security and monitoring purpose.

Time to time infrastructure is developed to meet the needs of new era of technological advancement.

**The details of Physical Infrastructure as per NCTE norms are as follows:**

S. NO.	NCTE REQUIREMENT	FACILITIES AVAILABLE	DIMENSIONS
1	A) Land Area B) Build up Area		About 5acres 4000sq. Mtrs
2	<b>Class Rooms</b>	07	
	1. Room No. 05, 07		119.84sq. Mtrs. (each)
	2. Room No. 20,21		93.65 sq. Mtrs. (each)
	3. Room No. 17,21		111.48 sq. Mtrs. (each)
	4. Room No. 24		96.62 sq. Mtrs.

3	Multipurpose Hall (300 seating capacity)	01	180.60 sq. Mtrs.
4	Library- cum- Reading Room	01	189.77 sq. Mtrs.
6	ICT-cum- E.T. Resource Centre	01	111.48 sq. Mtrs.
7	Psychology Resource centre	01	96.62 sq. Mtrs.
8	Science and Mathematics Resource Centre	01	76.09 sq. Mtrs.
9	Art -Craft cum Music Resource centre	01	76.65 sq. Mtrs.
10	Sports Room	01	44.59 sq. Mtrs.
11	Language Room	01	119.84 sq. Mtrs.
12	Principal Office	01	26.76 sq. Mtrs.
13	Administrative Office	01	33.49 sq. Mtrs.
14	Staff Room for B.Ed.	01	44.69 sq. Mtrs.
15	Staff Room for M.Ed.	01	97.27 sq. Mtrs.
16	Girls Common Room	01	50.17 sq. Mtrs.
18	Seminar Room	01	119.84. sq. Mtrs.
	<b>Toilet Facilities</b>		
19	a) Toilet Facility for Girls	02	20.62 sq. Mtrs.(each)
	b) Toilet Facility for Boys	02	26.20 sq. Mtrs.(each)
	c) Toilet Facility for Staff	01+01	44.65 sq. Mtrs.(each)
20	IQAC Room	01	33.44 sq. Mtrs.
21	Visitor's Room	01	53.42 sq. Mtrs.
23	Multipurpose Playgrounds	10	58590 sq. Mtrs.
24	Parking Space	01	540 sq. Mtrs.
25	Store Rooms(Two)	02	106.50 sq. Mtrs 74.32 sq. Mtrs.
26	Canteen	01	165 sq. Mtrs.
27	Lawn	06	4848 sq. Mtrs.
28	Guidance & Placement Cell (Reader's Room)	01	28.61 sq. Mtrs.
29	Safe- Guards against fire	16	
30	Hostel facilities for Boys & Girls		Sufficient

Master Plan has been attached as **ANNEXURE-4**

**EXPENDITURE STATEMENT (FOR LAST TWO YEARS)**

**2012-13**

**2013-14**

Total sanctioned Budget	Rs. 1200000/-	Rs.13000000/-
% spent on the salary of faculty	38%	39.44%
% spent on the salary of non-teaching employees	4.63%	4.65%
% spent on books and journals	3.75%	4.%
% spent on developmental activities (expansion of building)	7%	6.65%
% spent on telephone, electricity and water	1.10%	1.48%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.68%	0.72%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.70%	0.63%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.4%	0.52%
% spent on travel	1%	0.99%
Any other	-	-
Total expenditure incurred	Rs. 11464489/-	Rs. 12794338/-

## 2. How does the Institution plan to meet the need for Augmenting the Infrastructure to keep pace with the Academic Growth?

The Institution has been allotted 200 seats for B.Ed., 35 seats for M.Ed. and 50 seats for D.El.Ed. The existing building and infrastructure is adequate enough for providing rich learning experiences to prospective teachers. The management provides sufficient funds to meet the expenses to augment the infrastructure from time to time.

The sources are adequate to maintain necessary infrastructure and to keep pace with the academic growth. The above mentioned income is utilized in the

following ways:

- i. For updating existing library, laboratories and Classrooms
- ii. For purchasing new furniture as well as for the repair and maintenance of the old furniture.
- iii. For updating computer laboratory with latest equipment.
- iv. For purchasing sports material and materials for cultural events.
- v. For maintenance and beautification of the college campus.

### **The Enhancement of the Infrastructure Facilities**

The college is working for the improvement and enhancement of the infrastructural facilities. Some projects have already been completed, some are in the process and many others are in the pipe line. The details are as under:

#### **Projects Completed:**

1. Construction of Guest House
2. Completion of parking area.
3. Residential flats for teaching and non-teaching staff.
4. Renovation of Classrooms, IQAC room
5. Construction of new washrooms.
6. CCTV system has been installed in the whole campus.

#### **Projects in the Process**

Following infrastructure is being created to keep pace with the augmenting needs:

- i. Construction of Tuck Shop

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

The institution provides infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports for faculty and students. The list of these facilities is mentioned as under:



- Well equipped, well-furnished and spacious multipurpose hall, seminar hall to organize seminars, workshops, conferences, special morning assemblies, Talent Hunt etc.
- Playgrounds, Indoor stadium, open stadium for sports. Sports goods for hockey, volley ball, badminton, tennis, table tennis and athletics available with college.
- **Infrastructure for Cultural Activities**
  1. Multipurpose Hall
  2. Electric Equipments: Multimedia, LCD Projectors, Computers, Laptops, Slide Projectors. OHPs, TV, VCDs, DVDs, Audio CDs, Cassettes, Camera, Internet Facility, Reprographic Facility etc.
  3. Echo System: Mike, Loud Speakers, Amplifier and Sound System.
  4. Costumes for Cultural Items: Costumes for Giddha, Skits, Fancy Dress, and Dance etc. are available in the campus.
  5. Furniture: Chairs, Sofas, Tables, Dias, Special Furniture for Stage, Almirahs, Display Boards.
  6. Decoration Material: Figures, Curtains, Table Cloth, Flower Pots, Lamps, Decoration Pieces, Posters, Framed Pictures, Sceneries, Potted Plants.
  7. Store Rooms: one store rooms for storing material.
  8. Display Boards, Soft Boards, Potted Plants, Clean Drinking Water facility, Store Rooms etc.
  9. Cutlery, Crockery and Utensils for refreshment purpose.
  10. Playgrounds and courts for rehearsals
  11. Generator back-up for power cuts.

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

The infrastructure available is enough to meet the needs of B.Ed., M.Ed. and D.El.Ed classes. But the following infrastructure is shared with sister institutions of the parent society:

1. Multi specialty Hospital
2. Open Stage
3. Play Grounds and Stadium
4. Hostel
5. Canteen
6. Transport facility

**5. Give details of 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 in the institution to ensure the health and hygiene of the staff and students are as under:

- **Facilities for Students**

1. Airy and spacious Classroom with proper ventilation
2. Common Room for Girls
3. Common Room for Boys
4. Separate Wash Room for Girls and boys at each floor
5. First Aid Kit facility and sick room
6. Available Medical Staff
7. Medical facility from college Hospital to students
8. RO systems of drinking water in premises
9. Facility of Guest Rooms and Hostel

- **Facilities for Staff Members**

1. Well equipped staff room with micro wave, refrigerator etc.
2. Individual rooms with proper furniture have been provided to the faculty
3. Well maintained washrooms
4. Guest rooms facility and hostel mess facility
5. Dispensary
6. Hygienic Canteen

**6. Is there any Hostel Facility for Students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including Sports and Games, Health and Hygiene Facilities etc.**

Yes, there is separate hostel for boys and girls students in the campus. Only girl students reside in hostel and no boy student has opted hostel facility at present.

The details of the hostel facility for girls are as under:

**Recreational Facilities**

1. Television
2. Magazines and Newspapers
3. Provision of indoor and outdoor games
4. Organization of Hostel night and Celebration of Festivals
5. Excursions/ Trips.

**Special Facilities**

1. Water Cooler
2. Water Purifier

## **4.2 MAINTENANCE OF INFRASTRUCTURE**

**1. What is the Budget allocation and utilization in the last five years for the Maintenance of the following? Give justification for the allocation and unspent, if any.**

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

The budget is allocated as per requirement of the institution by the management. in the beginning of the session and spent adequately under the following:

- Construction of new building

- Repairing and replacement of furniture
- Equipment and up gradation of labs
- Electricity expenses
- Maintenance of computers
- Up gradation of library(books and journals)
- Regular white wash

The details regarding expenses made for the up gradation and maintenance of infrastructure in the last five years (2009-10 to 2013-14) are given in **ANNEXURE 6**

## 2. **How does the Institution plan and ensure that the available Infrastructure is optimally utilized?**

Infrastructure of the institution is created as per the norms and requirements of regulatory bodies and is optimally utilized for carrying out all curricular, co-curricular and extra-curricular activities. The institution utilizes the allocated funds properly for the maintenance of the available infrastructure.

### **College building:**

The building is more than sufficient to meet all the requirements of an educational institution. This building is optimally utilized for following curricular and co-curricular activities.

1. To conduct two year regular M.Ed., B.Ed. and D.El.Ed. Courses.
2. For conducting Cultural Programmes at Inter College and University level.

### **Library**

Library has a rich collection of books covering wide range of areas like Education, Literature, Art, Social Sciences, Religion, Science, Political and Economics. Besides educational journals, survey reports, encyclopedia, reference books; magazines are also available.

The library serves the learner in the following manners:

1. Provision of free and unlimited internet surfing
2. Comfortable furniture

3. Separate reading room for the staff
4. Availability of photocopying facility
5. Open book shelf and display of encyclopedias, educational journals, reference books and M.Ed. dissertations.
6. Availability of newspapers/magazines in English, Hindi and Punjabi
7. Organisation of book fair is a regular affair.

### **Classrooms:**

There are more than 6 well equipped, spacious and airy class rooms. Each classroom has LCD projector. These classrooms are used for:

1. General teaching and learning process of compulsory papers
2. Teaching and learning process in methodologies
3. Conducting programmes of micro and composite teaching
4. Holding technical sessions in workshops, seminars etc.
5. Holding tutorials, house meetings etc.
6. Holding inter-college skill-in- teaching competitions
7. Conducting examinations of learners

### **Laboratories:**

This institution has six well equipped and well furnished laboratories, which are utilized for curricular and co-curricular activities. The subject wise description of laboratories is as follows:

- **Science and Mathematics Laboratory:** It is well equipped with various apparatus and instruments.

This laboratory is used for:

1. Displaying charts, models and other improvised apparatus prepared by the students
2. Conducting practicals
3. Issuing models, charts, and specimens for discussion lessons
4. Preparation of slides, herbarium.
5. Preparing discussion lessons

- **Psychology Resource Centre:** Volumes of psychological tests, inventories, psychological instruments, questionnaires speaks of richness of college Psychology resource centre.

It is used for:

1. Conducting psychological test like intelligence test, personality test by M.Ed. and B.Ed. students.
2. Holding counseling sessions.
3. Issuing test for research work
4. Conducting practicals.

The list of Psychological tests and apparatus available in the Psychological resource centre is given:

<b>SR. NO.</b>	<b>NAME OF TEST</b>
1	MULTIDIMENSIONAL MOTIVATION INVENTORY-ROMA PAL
2	A NEW TEST OF CREATIVITY-ROMA PAL
3	CLINICAL CASE STUDY- S K.DIXIT
4	PERSON PERCEPTION
5	PAL MULTIDIMENSIONAL MOTIVATION INVENTORY-ROMA
6	A NEW TEST OF VALUE- SHASHI GILANI
7	ADJUSTMENT INVENTORY- SRIVASTAVA & G.TIWARI
8	ACHIEVEMENT MOTIVATION SCALE-BEENA SHAH
9	VERBAL CONCEPT FORMATION TEST-KAMAL DWIVEDI
10	DIFFERENTIAL APTITUDE TEST-G.K BENNETT
11	DEPRESSION SCALE-SAMIM.KARIM
12	DRAW-A-MAN TEST PRAMILA PATH
13	INTROVERSION EXTROVERSION INVENTORY- PROF. DR. R.A. SINGH

14	<b>FRUSTRATION SCALE-CHAUHAN &amp; G.TIWARI</b>
15	<b>EDUCATIONAL INTEREST RECORD-SRIVASTAVA &amp; BANSAL</b>
16	<b>THE GROUP TEST OG GENERAL MANTEL ABILITY</b>
17	<b>MENTAL ABILITY TEST (GROUP TEST)- DR.S.JALOTA</b>
18	<b>INDIAN ADAPATION OF BELL'S ADJUSTMENT INVENTORY - LALITA SHARMA</b>
19	<b>KENT-ROSANOFF'S WORD ASSOCIATION LIST</b>
20	<b>LEVEL OF ASPIRATUION-BHARGAVA</b>
21	<b>LONG TERM MEMORY</b>
22	<b>MANIFEST ANXIETETY SCALE - DT.D.N SRIVASTAV</b>
23	<b>DIFFERENTIAL APTITUSDE TEST BY-GEORGE K BENNETT</b>
24	<b>MATHEMATICAL INTERST INVENTORY (L.N. DUBEY)</b>
25	<b>MAUDSLEY PERSONALITY INVENTION-H.J. EYSENCK</b>
26	<b>MECHANICAL APTITUDE TEST</b>
27	<b>MENTAL FATIGUE TEST</b>
28	<b>NON-VERBAL CONCEPT FORMATION TEST-GOVIND TIWARI</b>
29	<b>NUMERICAL ABILITY TEST INTELLIGENCE TEST</b>
30	<b>PROBLEM SOLVING ABILITY TEST-DR.ROOP REKHA GARG</b>
31	<b>MORAL JUDGEMENT TEST-RANJANA GUPTA</b>
32	<b>REASONING ABILITY TEST-DR.SADHNA BHATNAGAR</b>
33	<b>RATING SCALE</b>
34	<b>RANKING SCALE</b>
35	<b>RETROACTIVE &amp; PROACTIVE INHIBITION-SMT. KAMAL DWIVEDI</b>
36	<b>SOCIOMETERY-PROF. J.N. SHARMA</b>

37	<b>SHORT TERM MEMORY</b>
38	<b>SENTENCE COMPLETION TEST-GOVIND TIWARI</b>
39	<b>SPACE RELATIONS A.P.R.C. AGRA</b>
40	<b>TEACHER EFFICIENCY SCALE-S.S. CHUHAN</b>
40(A)	<b>TEACHER EFFICIENCY SCALE-S.S. CHUHAN</b>
41	<b>TEACHER'S VALUE INVENTORY-DR.SHAMIM KARIM</b>
42	<b>TEACHER EFFECTIVENESS SCALE-P.KUMAR</b>
43	<b>TEACHER ADJUSTMENT INVENTOR-SMT. LAXMI OJHA</b>
44	<b>TAT L.P MEHROTRA</b>
45	<b>TEACHING APTITUDE TEST BATTERY-SMT SHAMIM KARIN</b>
46	<b>VERBAL REASONING</b>
47	<b>VOCATIONAL INTEREST RECORD-SRIVASTAVA &amp; BANSAL</b>
48	<b>VALUE TEST-KAMAL DWIVEDI</b>
49	<b>VOCATIONAL INTEREST RECORD-KAMAL DWIVEDI</b>
50	<b>YOUTH PROBLEM INVENTORY-SANDYA SHARMA</b>
51	<b>SCHOOL ATTITUDE INVENTORY-GOPAL RAO</b>
52	<b>RAVEN'S PROGRESSIVE MATRICES WITH INDIAN NORMS</b>
53	<b>SELF CONCEPT LIST (SCRS)-PRATIBAH DEO</b>
54	<b>EMOTIONAL INTELLIGENCE SCALE-ANKOOL HYDE SANJYOT</b>
55	<b>CASE STUDY TECHNIQUES BY L.N.DUBEY</b>
56	<b>SELF CONCEPT LIST-PRATIBAH DEO</b>
57	<b>MULTI FACTOR INTERST QUESTIONNARIE</b>
58	<b>SELF CONFIDENCE INVENTORY BY DR. REKHA GUPTA</b>
59	<b>ACHIEVEMENT TEST IN MATHEMATICS MULTIPLE CHOICE</b>



	<b>QUESTION NAGAPPA &amp; KHAN</b>
<b>60</b>	<b>MULTI FACTOR EMOTIONAL INTELLIGENCE</b>
<b>61</b>	<b>VERBAL TEST OF CREATIVE THINKING BY BAQUES</b>
<b>62</b>	<b>NON VERBAL TEST OF CREATIVE THINKING BY BAQUES MEHNDI</b>
<b>63</b>	<b>MATHEMATICAL ACHIEVEMENT TEST BY L.N.DUBEY</b>
<b>64</b>	<b>GENERAL CLASSROOM ACHIVEMENT TEST BY DR. A.K SINGH &amp; DR. A. SEN GUPTA</b>
<b>65</b>	<b>RORSHACH RECORD AND ANALYSIS BANK</b>
<b>66</b>	<b>MIXED TYPE TEST OF INTELLIGENCE BY P.N. MEHROTRA</b>
<b>67</b>	<b>CHILDREN’S APPECEPTION TEST BY LEOPOLD BELLAK AND SONIYA SORAL BELLAK</b>
<b>68</b>	<b>DIRECTED OBSERVATION BOARD</b>
<b>69</b>	<b>CREATIVE TEST:- N.CHUAN AND TIWARI</b>
<b>70</b>	<b>EMOTIONAL INTELLIGENCE INVENTORY-S.K. MANGAL</b>
<b>71</b>	<b>AGGRESSION SCALE-ROMA PAL</b>
<b>72</b>	<b>CHILDREN’S SELF CONCEPT SCALE-DR. S.P AHLUWALIA</b>
<b>73</b>	<b>CLERICAL SPEED AND ACCURACY</b>
<b>74</b>	<b>COMPREHENSIVE ATTITUDE SCALE</b>
<b>75</b>	<b>VOCATIONAL INTEREST RECORD-BANSAL &amp; SRIVASTAVA</b>
<b>76</b>	<b>16 PF EYSENCK</b>
<b>77</b>	<b>VOCATIONAL INTEREST RECORD-KAMAL DWIVEDI</b>
<b>78</b>	<b>TEACHING APTITUDE TEST-SRIVASTAVA TIWARI</b>
<b>79</b>	<b>MULTI-DIMENTIONAL ASSESSMENT OF PERSONALITY</b>
<b>80</b>	<b>MEIS -DR. VINOD KUMAR</b>
<b>81</b>	<b>TEACHER COMMITMENT SCALE-DR. T PRADEEP KUMAR</b>

82	<b>ACHIEVEMENTS TEST IN COMPUTER LITERACY-DR. T PARDEEP KUMAR</b>
83	<b>ICT TEACHING ATTITUDE SCALE BY DR. T. PRADEEP KUMAR</b>
84	<b>TEACHER EFFICACY SCALE TEST DR. T. PRADEEP KUMAR</b>
85	<b>STUDY HABITS SCALE BY T. PRADEEP KUMAR</b>
86	<b>TEACHER ATTITUDE SCALE BY DR. T. PRADEEP KUMAR</b>
87	<b>TEACHER LEADERSHIP BEHAVIOUR SCALE BY DR. PRADEEP KUMAR</b>
88	<b>FINGER DEXTERITY BOARD WITH PIN</b>
89	<b>ATTENTION BOARD-ELECTRIC IN BOX</b>
90	<b>BHATIA BATTERY PERFORMANCE TEST OF INTELLIGENCE</b>
91	<b>MEMORY DRUM-HAND OPERATED</b>
92	<b>JASTRAW MEMORY APPARATUS</b>
93	<b>FINGER MAZE-ELECT/BATTERY BOTH SYSTEM IN BOX</b>
94	<b>HUMAN MAZE-ELECT/BATTERY BOTH SYSTEM IN BOX</b>
95	<b>MIRROR DRAWING APPARATUS-ELEC./BATTERY WITH BOX</b>
96	<b>COLOUR PREFERENCE WHEEL APPARATUS- HAND OPERATED</b>
97	<b>MULLER LAYER ILLUSION WITH STAND</b>
98	<b>ACADEMIC ANXIETY SCALE FOR CHILDREN- DR. A.K. SINGH &amp; DR. A.SEN GUPTA</b>
99	<b>ATTITUDE TOWARDS INTERNAL EVALUATION- B.A. PARIKH</b>
100	<b>CONGNITIVE STYLE INVENTORY</b>
101	<b>DIMENTION OF TEMPERAMENT SCALE – DR. N.K CHADHA</b>
102	<b>MENTAL HEALTH CHECK LIST-PRAMOD KUMAR</b>
103	<b>PARENT CHILD RELATIONSHIP SCALE- DR. R.R SHARMA</b>

104	TEACHER EFFECTIVENESS SCALE
105	SOCIO ECONOMIC STATUS SCALE- R.L. BHARADWAJ
106	T.A.T-CASE HISTORY- L.P. MEHLOTRA
107	WOMEN SOCIAL FREEDOM SCALE- L.A.BHUSHAN
108	SELF CONCEPT QUESTIONNAIRE-DR.RAJ KUMAR SARASWAT
109	JOB ANIEXTY SCALE-DR.A.K SRIVASTAV
110	CONCEPT FORMATION TEST BY KAMAL DWIVEDI
111	MENTAL DEPRESSION SCALE-L.N. DUBEY
112	LIFE SATISFACTION SCALE-Q.G. ALAA
113	HUMAN RIGHTS AWARENESS TEST
114	FAMILY CLIMATE SCALE BEENA SHAH
115	ACADEMIC CHEATING SCALE-KALIA
116	SOCIAL INTELLIGENCE SCALE N.K. CHADHA
117	ATTITUDE SCALE TOWARDS EDU.-S.L. CHOORA
118	ATTITUDE SCALE TOWARDS SEX EDUCATION- USHA MISHRA
119	ORGANISATIONAL CLIMATE INVENTORY- S.N.CHATTOADHYAYA
120	SOCIO ECONOMIC STATUS INDEX-VERMA. SAXENA,MISHRA
121	STYLE OF LEARNING AND THINKING-D.VENKATARAAN
122	LOCUS OF CONTROL INDIAN ADAPTATION-SANJAY VOHRA
123	STRESS INVENTORY FOR SCHOOL STUDENTS-SEEMA RANI & SINGH
124	SODHI'S ATTITUDE SCALE-T.S.SODHI
125	SCIENTIFIC APTITUDE TEST FOR COLLEGE STUDENTS- SINHA& SINHA

126	<b>POLITICAL INTEREST SCALE-SINGH &amp; PANDY</b>
127	<b>EMOTIONAL STABILITY TEST FOR VISUALLY DISABLED CHILDREN IN BRAILLE (E-SENGUOTA)</b>
128	<b>VALUE ORIENTATION SCALE-CHAUHAN &amp; AURORA</b>
129	<b>TEACHER VALUES INVENTORY –S.P.AHLUWALIA</b>
130	<b>ADJUSTMENT INVENTORY REVISED-KUMAR</b>
131	<b>STUDENT STRESS SCALE-AKHTAR</b>
132	<b>ATTITUDE SCALE TOWARDS RESEARCH-VISHAL SOOD</b>
133	<b>ATTITUDE SCALE TOWARDS HOME WORK-USHA MISHRA</b>
134	<b>SOCIO ECONOMIC STATUS SCALE-KALIA &amp; SAHU</b>
135	<b>ADJUSTMENT INVENTORY FOR COLLEGE STUDENTS –A.K.P. SINHA</b>
136	<b>BELLS ADJUSTMENT INVENTORY-R.K.OJHA</b>
137	<b>TEACHER ATTITUDE SCALE TOWARDS INCLUSIVE EDUCATION-SOOD, ANAND</b>
138	<b>BURNOUT INVENTORY-K.S.MISHRA</b>
139	<b>SCHOOL ORGANISATIONAL CLIMATE SCALE DESCRIPTION QUESTIONNAIRE</b>
140	<b>ORGANISATIONAL CLIMATE SCALE-PETHE.CHAUDHARI, DHAR</b>
141	<b>CYBER CRIME AWARENESS SCALE-DR.S.RAJASEKAR</b>
142	<b>COMPUTER ATTITUDE SCALE-DR.TAHIRA KHATOON</b>
143	<b>ATTITUDE TOWARDS USING NEW TECHNOLOGY SCALE-S.RAJASEKAR</b>
144	<b>COMPUTER PHOBIA SCALE-RAJA SEKAR &amp;RAJA</b>
145	<b>ADJUSTMENT INVENTORY FOR SCHOOLSTUDENTS –A.K. SINHA</b>

146	<b>PARENTAL ENCOURAGEMENT SCALE-R.R.SHARMA</b>
147	<b>ACHIEVEMENT TEST IN BIOLOGY-GAKHAR &amp; HIMADRI</b>
148	<b>NON-VERBAL GR. INTELLIGENCE TEST –A.O. IATISUNOBA</b>
149	<b>NON-VERBAL GR. INTELLIGENCE TEST –A.O. IATISUNOBA</b>
150	<b>RAPID AUTOMATIC NAMING</b>
151	<b>DIAGNOSTIC SPELLING TEST</b>
152	<b>ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS – A.K.P.SINHA</b>
153	<b>VEERBAL INTELLIGENCE TEST (VIT-OR)</b>
154	<b>SPIRITUAL INTELLIGENCE TEST (SIT-ZA)</b>
155	<b>DEVELOPMENTAL SCREENING TEST (DST-B)</b>
156	<b>INTELLIGENCE TEST OF ADULT</b>
157	<b>MATHEMATICAL INTEREST SCALE (MIS-TUPA)</b>
158	<b>TEST OF STUDY HABITS AND ATTITUDES(TSHA-</b>
159	<b>GUIDANCE NEEDS INVENTORY (GNI-GS)</b>
160	<b>TELEVISION PROGRAMME VALUE ASSESSMENTS</b>
161	<b>COMPREHENSIVE VALUE SCALE (CVS-A)</b>
162	<b>VALUE CONFLICTT SCALE (VCS-B)</b>
163	<b>ALOHOL &amp; DRUG ATTITUDE SCALE (ADAS-SS)</b>
164	<b>ATTITUDE SCALE TOWARDS RELIGION (ASTR-O)</b>
165	<b>ATTITUDE SCALE TOWARDS EDU. (ASTE-C)</b>
166	<b>SUPERSTITION SCALE (SS-DD)</b>
167	<b>PARENTAL SUPPORT SCALE (PSS-NA)</b>

168	<b>PARENTAL INVOLVEMENT SCALE (PIS-CS)</b>
169	<b>SOCIAL MATURITY SCALE (SMS-BJ)</b>
170	<b>EMOTIONAL MATURITY SCALE (EMS-SB)</b>
171	<b>HIGH SCHOOL PERSONALITY QUESTIONNAIRE (HSHSPQKS FORM-A)</b>
172	<b>HIGH SCHOOL PERSONALITY QUESTIONNAIRE (HSHSPQKS FORM-B)</b>
173	<b>PERSONALITY INVENTORY (PI-SS)</b>
174	<b>PGI GENERAL WELL-BEING MEASURE (PGIGWBM-V)</b>
175	<b>EYSENCK PERSONALITY QUESTIONNAIRE (EPQ-DB)</b>
176	<b>CASE STUDY BLANK (CSB-MB)</b>
177	<b>CHILDREN'S SELF CONCEPT SCALE (CSCS-A)</b>
178	<b>SELF ACTUALIZATION INVENTORY (SAI-SK)</b>
179	<b>SELF CONTROL SCALE (SSC-SS)</b>
180	<b>SELF CONFIDENCE INVENTORY (SCI-GR)</b>
181	<b>BIST BATTERY OF STRESS SCALES (BBSS-RA)</b>
182	<b>STRESS INVENTORY FOR SCHOOL STUDENTS (SIS)</b>
183	<b>MENTAL HEALTH BATTERY (MHB-SS)</b>
184	<b>HIV/AIDS KNOWLEDGE &amp; AWARENESS TEST (HA-K)</b>
185	<b>SOCIAL PHOBIA SCALE (SPS-SDSD)</b>
186	<b>SCHOOL ENVIRONMENT INVENTORY (SEI-Mo)</b>
187	<b>COMPUTER ATTITUDE SCALE (CAS-KS)</b>
188	<b>ATTITUDE TOWARS USING CYBER RESOURCESSC</b>
189	<b>BEHAVIOURAL CHECKLIST FOR SCREENING THEL</b>
190	<b>LEARING DISABILITY BATTERY (LDB-BB)</b>

- **ICT cum E.T Resource Centre:** ICT resource centre is equipped with computers, OHP, TV, DVDs, CD players, Radio, Slide Projector, Audio Cassettes, CDs (Educational CDs), Black CDs, Handy cam and other electronic gadgets to be used as instructional aids.

The ICT resource centre is used for:

1. Holding classes for computer component for the B.Ed.
2. For making research proposals and report by M.Ed. students
3. Preparation of power point presentation
4. Internet surfing
5. Downloading and storing the information
6. Preparation of discussion lessons
7. Issuing technology based Instructional material.
8. Learning how to handle and use different technological devices.

- **Language Laboratory :** Language Laboratory has adequate equipments for improvement in communication skills of the students.

This laboratory is used for:

1. Giving listening and speaking practice to students for improving their communication skills
2. Conducting personality grooming classes

### **Multipurpose Hall**

Multipurpose hall has seating capacity for 300. This hall is used for:

- 1) Organising of orientation and familiarization sessions of student teachers.
- 2) Organization of seminars, workshops and extension lectures
- 3) Organization of academic activities like exhibitions, declamations, quiz contest etc
- 4) Conducting Morning Assembly daily.

- 5) Organizing and conducting cultural programmes
- 6) As rehearsal room during youth festival preparation.
- 7) Examination Hall

### **Seminar Room**

Well furnished and well maintained seminar hall with seating capacity of 50 is used for:

1. Organizing seminars
2. Conducting extension lectures
3. Registration purposes during various competitions/ seminars/conferences etc.
4. Holding interaction sessions
5. Verification of documents at the time of admission

### **Principal's Room**

There is a well furnished principal's office with attached washroom.

This office is used for:

1. Administration purposes
2. Holding staff meetings
3. Providing consultancy services
4. Interaction with visitors
5. Conducting viva-voce of M. Ed. Students

### **Clerical Office**

Clerical office is used for:

1. Keeping and maintaining records
2. Public dealing
3. Admission of students



4. Receiving fees
5. Correspondence purposes

### **IQAC Room**

College has a separate well furnished IQAC room for IQAC coordinator provided with computer , printer and internet facility. It is used for:\

1. Holding meetings of IQAC
2. Preparation of AQARS
3. Record keeping
4. Holding viva-voce for M.Ed class.

### **Guidance and Counselling Cum Placement Cell**

It is used for following purposes:

1. Holding Guidance and counselling sessions.
2. Keeping placement and Feedback records
3. Holding Guidance Practical Viva voce.

### **Physical Education Resource Centre**

This room is used for:

1. Keeping sports goods
2. Conducting HSP class
3. Issuing sports materials to students.
4. Conducting Viva voce.
5. Playing Indoor games.

### **Staff Room**

There is a well equipped and well furnished staff room for teachers which is used for:

1. Holding Staff meetings.
2. Preparing and revising notes by teachers
3. Refreshment purposes
4. Marking answer sheets.

5. Checking assignment/project work/dissertation work.
6. For interaction and academic discussion among faculty

### **Common Room**

The college has two common rooms with comfortable seating arrangement for boys and girls students separately. These are used for:

1. Taking lunch during recess period by student teachers
2. Holding house meetings
3. Practice of B.B. writing skill
4. Preparing notes by the students in their leisure time

### **Canteen**

The college canteen equipped with all the necessary facilities is used for:

1. Providing refreshment
2. Making arrangement for parties and other get together

### **Vehicle Parking Area**

The college has permanent parking area which is well planned and perfectly maintained.

### **Hostels**

The college has separate hostel for girls and boys. This is used for:

- Boarding and lodging of students

### **Guest Rooms:**

The Guest rooms are located within the main campus of the institutes surrounded by lush green fields and pollution free environment. It is equipped with attached washrooms and other facilities like water heater, spots for nature study, laundry, taxi service, travel and tourist assistance, spacious parking etc. This guest rooms are used for:

- Comfortable stay of guests, delegates, examiners, experts etc.

## Playgrounds

There 2 playgrounds; an open stadium and indoor sports stadium which are used for:

1. Organizing sports functions
2. Organizing outdoor games for the college students
3. Organizing camps
4. Holding Physical Education, Community Component activities for the B.Ed. students

### 3. How does the Institution consider the environmental issues associated with the Infrastructure?

This institution is located in eco-friendly environment. **No environmental issues associated with infrastructure.** The college has lush green surroundings with variety of flora which gives solace to mind.

However, following measures have been adopted in regard to environmental awareness:

1. Campus has been declared as polythene and plastic free Zone.
2. Smoking within 100 meters area of the college has been strictly prohibited.
3. The college building is eco-friendly as it is well lit and well ventilated which minimizes the electricity consumption.
4. The college provides numerous spots for nature watch.
5. The college has a number of lush-green well manicured lawns
6. Regular check for Pest control.
7. The college has variety of indoor/outdoor plants.
8. Separate garbage cans have been installed for biodegradable and non biodegradable wastes.

#### Activities carried out in Institution:

1. Tree Plantation Drive is organized by celebrating ‘Vano-Mahotsava’ in the

institution every year.

2. Cleanliness Missions organized by the students of the college.
3. Rally on environmental awareness was taken out in village Daudhar.
4. A national level Seminar on Greening Education was organized where delegates and students from various colleges participated.
5. Environmental Club actively organises quizzes, poster making competitions etc on environmental issues.

### 4.3 Library as a Learning Resource

#### 1. Does the Institution have a qualified Librarian and sufficient Technical Staff to support the Library (materials collection and media/computer services)?

Yes, the college has a qualified Librarian (M.A. and M.Lib) and one restorer/peon to help him. A library advisory committee has also been constituted to support the librarian.

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

The Library is spacious and comfortable for readers. There is separate reading room facility for faculty and students. The library resources include the following reading materials:

#### LIST OF LIBRARY RESOURCES

SR. NO.	LIBRARY RESOURCES	TOTAL NUMBER
1	Total No. Of Books	11647
2	Encyclopedias	53, VOL. 228
3	Total No. Of Dissertations M.Ed	92
4	Total Number of Educational Journals a) Indian	23 20

	<b>b) Foreign</b> <b>c) E-journal/online</b>	<b>15 + through INFLIBNET</b>
5	<b>Total Number of Magazines</b>	<b>18</b>
	<b>a) Hindi</b> <b>b) Punjabi</b> <b>c) English</b>	<b>04</b> <b>04</b> <b>10</b>
6	<b>Total Number of Newspapers</b>	<b>10</b>
	<b>a) Hindi</b> <b>b) Punjabi</b> <b>c) English</b>	<b>02</b> <b>05</b> <b>03</b>
7	<b>Computer System Available</b>	<b>04</b>
8	<b>Internet facilities</b>	<b>03</b>
9	<b>Surveys on Education</b>	<b>17</b>
10	<b>Reprographic facilities</b>	
	<b>a) Xerox machine</b> <b>b) Printer</b>	<b>01</b> <b>01</b>
11	<b>Daily Visitor</b>	<b>117</b>
12	<b>Total Seating capacity</b>	<b>70</b>
13	<b>Back sets of journals</b>	<b>459</b>
14	<b>Average Numbers of Books issued/day</b>	<b>55</b>
15	<b>Number of Books in Book Bank</b>	<b>350</b>
16	<b>CDs/DVDs</b>	<b>15</b>
17	<b>Audio Cassettes</b>	<b>15</b>
18	<b>Facilities for Special Students</b>	<b>Yes</b>
19	<b>Dictionaries</b>	<b>72</b>

**LIST OF JOURNALS**

S. no.	Title	Periodicity	National \ International	Medium
1.	Education Today	Bi. Annual	International	English
2.	BRICS Edu. Research	Quarterly	International	English
3.	Education at the Cross Roads	Annual	International	English
4.	Edutracks	Monthly	National	English
5.	University News	Weekly	National	English
6.	Journal of Community Guidance & Research	Monthly	National	English
7.	Indian Journal of Teacher Education	Monthly	National	English
8.	Teacher Support	Monthly	National	English
9.	Indian Educational Abstracts	Monthly	National	English
10.	School Science	Monthly	National	English
11.	Indian Education Review	Monthly	National	English
12.	Bhartiya Adhunik Shiksha	Monthly	National	Hindi
13.	Research's Tandem	Quarterly	National	English
14.	Vision Research Journal of Edu.	Monthly	National	English
15.	Gujrat Manovigyan Darshan	Quarterly	National	English
16.	Sadbhavna Journal of Research, Development & Evaluation	Monthly	National	English
17.	Rayat Bahra Journal of Edu.	Bi. Annual	National	English
18.	Miracle Of Teaching	Quarterly	National	English
19.	Sports Research	Quarterly	National	English

20.	Education sector	Quarterly	National	English
21.	Education Research	Quarterly	International	English
22	BCM Research Colloquium	Annual	National	English
23	Journal of Research Evaluation and Development	Monthly	National	English

### LIST OF MAGAZINES

S. No	Title	Periodicity	National/ International	Medium
1	India Today	Weekly	National	English
2	Time	Weekly	International	English
3	Sport Star	Weekly	National	English
4	Competition Success Review	Monthly	National	English
5	Pratijogta Darpan	Monthly	National	Hindi
6	Good Housekeeping	Monthly	National	English
7	Femina	Fortnightly	National	English
8	Meri Saheli	Monthly	National	English
9	Preet Lari	Monthly	National	Punjabi
10	Primary Sikhyia	Monthly	National	Punjabi
11	Grah Shobha	Fortnightly	National	Hindi
12	Pankhryia	Monthly	National	Punjabi
13	Sarita	Fortnightly	National	Hindi
14	Front Line	Monthly	National	English
15	Vigyan Jot	Monthly	National	Punjabi
16	Competition Affairs	Monthly	International	English
17	Educational World	Monthly	National	English
18	Hans	Monthly	National	Hindi

### LIST OF NEWS PAPERS

S. no	Title	Medium	Periodicity
1	Ajit	Punjabi	Daily
2	Jagbani	Punjabi	Daily
3	Panjabi Tribune	Punjabi	Daily
4	Panjabi Jagran	Punjabi	Daily
5	Spokesman	Punjabi	Daily
6	Danik Jagran	Hindi	Daily
7	Danik Savera	Hindi	Daily
8	TheTribune	English	Daily
9	Hindustan Times	English	Daily
10	Employment News	English	Weekly

3. Does the Institution have in place, a mechanism to systematically review the various Library resources for adequate, functioning, and to make acquisition decision. If yes, give details including the composition and functioning of library Committees.

Yes, the institution has in place a mechanism to systematically review the various library resources. There is library committee which comprises of Principal, Librarian, 5 Teachers and 1 technical assistant and 4 Prospective teachers . The list of the members of the library committee is as under:

SR. NO.	NAME	DESIGNATION	POSITION
1.	Dr. Nand Kishor	Principal	Chairperson
2	Mr. Tejinder Singh	Librarian	Gen. Secretary
3	Miss. Jaskiran Dayal	Assist. Prof.	Member
4	Dr. Mukesh Kumar	Assist. Prof.	Member
5	Mrs. Babita	Assist. Prof.	Member
6	Dr. Mohit Dixit	Assist. Prof.	Member



7	<b>Dr. Ridhi Chand Gupta</b>	<b>Assist. Prof.</b>	<b>Member</b>
8	<b>Mr. Gurbhagat Singh</b>	<b>M.Ed Student</b>	<b>Member</b>
9	<b>Ms. Mohita</b>	<b>B.Ed student</b>	<b>Member</b>
10	<b>Ms.Pooja</b>	<b>D.El.Ed. student</b>	<b>Member</b>

Regular meetings of library committee are held to review the various library resources so as to make decisions. The information regarding new arrivals is collected from internet and catalogues are also invited from various publishers. Book exhibitions are also held. All the staff members and teacher trainees are also asked to recommend books for their subjects. After receiving the lists from different resources final list is prepared and in the light of budget allocation, the orders are placed by the library committee keeping in mind curricular requirements. The members of library committee also visit book fairs, book exhibitions held at different places. In this way the library resources are augmented every year with new edition and titles

The Functions of the Library Committee are as follows:

1. To short list and select titles to be purchased
2. To arrange activities helpful in promoting reading interests among students
3. To find out sources of latest editions/books
4. To give suggestions to the librarian for the smooth functioning of the library
5. To act as liaison between students and librarians to facilitate library usage

**4. Is your Library Computerized? If yes, give details.**

Yes, the library is computerized. The library has the provision of 'Adventa' software to maintain exact data of books available in the library and access to e-journals and e-books is ensured through 'INFLIBNET'.

**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, internet and reprographic facilities with

effective and user-friendly library operations. The details are given as under:

**Computers:** The library has three computers.

**Internet:** The library has an Internet connection with free access for teachers, teachers-trainees and researchers.

### **Reprographic Facilities**

**Photocopier:** The library has its own Xerox Machine. The library provides the photocopying service to the staff members as well as to the students.

**Printer:** The library has one printer

**6. Does the Institution make use of Inflibnet/ Delnet /IUC facilities? If yes, give details.**

Yes, INFIBNET

**7. Give details of working days of the library (days the library is open in an academic year, how the library remain open per day etc.)**

1. Library remains open from 9 am to 4 pm on working days and also during vacations (as per the requirement of the students, researcher and scholars).
2. Working hours of the library during week days are 7:00 hrs.
3. Library timings are extended as and when required.

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

In the library the titles of the new arrivals are displayed on the display board. A notice regarding the new arrivals is also circulated among the staff members, so as to give them information regarding the latest study material. Moreover, information is also shared by the librarian with students and the staff regarding new arrivals.

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

Yes, the institution has a book bank. The teachers contribute to the book bank by donating their specimen copies. Old students also contribute by donating their books. At the time of the orientation session, students are made aware of this facility, which is availed by the needy students. Books can be borrowed for the whole session if required.

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

No visually student has taken admission in the college till date. However, the library is at the ground floor so that physically challenged persons can easily access the library. Magnifying glasses are also available for partially visually impaired. The physically challenged students are given cooperation in issue return system. Preference is given in the book bank scheme. Help is rendered in issue return of books. The library is determined to make necessary arrangement as per requirement.

**Other information services provided by the library to its users.**

Library provides information about latest arrivals in library. The following information is also provided to the users:

1. Information regarding different book fairs, book exhibitions being held at different places- city /state/other states
2. Information regarding procedure for getting library membership of other Institutions/ Universities
3. Information to visiting Research scholars regarding available research work
4. Scheduled time for Book exhibitions.
5. Provision of extra study material for preparation of competitive exams as well as for various quiz competitions
6. Provision of back log journal magazines and newspapers for references.
7. Provision of books for persons with literary tastes.

#### 4.4 ICT AS LEARNING RESOURCE

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

The College has an adequate Information Communication Technology facilities for quality enhancement. Free access to internet is provided to faculty and the students. The institution has its own website ([www.babekegroupofinstitutes.com](http://www.babekegroupofinstitutes.com)) which is updated time to time. The following is the list of instructional materials available in the ICT cum ET resource centre:

##### INSTRUCTIONAL MATERIAL IN ICT CUM E.T RESOURCE CENTRE

S. no	Material	Quantity
1	CDs (Educational CDs	300
2	Audio Cassettes	6
3	Blank CDs	90
4	CD Player	1
5	Camera	1
6	LCD Projector	6
7	Over head projector	5
8	Radio	1
9	Slide projector	1
10	Television	1
11	Digital satellite receiver	1
12	Handy cam	1
13	OHP stand	6
14	ICT equipment (ROT)	1
15	MI boards	2
16	Web Cam	1
17	Printer	1
18	UPS	4

**HARDWARE & SOFTWARE AVAILABLE**

<b>HARDWARE</b>
Lenovo Intel Chipset, Dual Core 2.60 GHZ; Hard Disk 240GB W/F Card, DVD R/W ;Monitor TFT/CRT
Intel Original Board , P-4 , 2.40 GHZ, 512 MB RAM, 40GB Hard disk, W/F Card, DVD R/W, Floppy Disk 1.44mb,CD-ROM, CRT14” Samsung
<b>SOFT WARE</b>
Windows XP, Windows 7, MS-Office 2007, Acrobat Reader-X, Nero, Search Engines: Google Chrome, Mozilla Firefox, WINRAR, Antivirus: Avast, Antivirus K7 Total Security
BSNL Broadband, Unlimited Connection& Lease Line-6MB/Sec

**Availability of computers/ accessories in the campus**

<b>SR. NO.</b>	<b>NAME OF ROOM</b>	<b>COMPUTERS AND ACCESSORIES</b>
<b>1</b>	Principal room	<ol style="list-style-type: none"> <li>1. Computer , LCD monitor with Wi-Fi connectivity</li> <li>2. Printer</li> <li>3. Fax Machine</li> <li>4. Laptop</li> <li>5. CCTV monitoring</li> </ol>
<b>2</b>	Admn. Office	<ol style="list-style-type: none"> <li>1. 2 computers with LCD monitors with Wi-Fi connectivity</li> <li>2. Scanner</li> <li>3. 2 Printers</li> <li>4. Photocopy machine</li> </ol>
<b>3</b>	Staff room	<ol style="list-style-type: none"> <li>1. One computer with LCD monitor and Wi-Fi connectivity</li> </ol>
<b>4</b>	IQAC Room	<ol style="list-style-type: none"> <li>1. One computer with LCD monitor and Wi-Fi connectivity.</li> <li>2. Printer with scanner</li> </ol>
<b>5</b>	Library	<ol style="list-style-type: none"> <li>1. 4 computers with LCD and Wi-Fi connectivity.</li> <li>2. One Xerox machine</li> <li>3. One printer</li> </ol>

**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. The computer laboratory in the college is well utilized for computer practicum as per the curriculum as well as for developing teaching materials. Computer component is also an integral part of B.Ed. curriculum which has been given due weightage in the time table. Teaching of computer is also offered as one of the optional teaching subjects.

1. Students practically learn the procedures for using the Microsoft word, Microsoft excel, Microsoft power point and their application in the teaching- learning process.
2. They are also trained for the practical use of internet for e- learning, e-mailing, uploading and downloading, storing and scanning of data.
3. Finding relevant information for the research work.
4. Exploring the learning material from different websites
5. Preparing PPT"s and CD"s for their lessons

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

ICT is used intensively and extensively in both curricular and co-curricular transactional processes by both faculty members and the prospective teachers. The institution incorporates and makes use of the new technologies/ICT like smart board, LCD projector and computers are properly used for following activities:

1. Orientation programme.
2. Demonstration of Model lessons by teacher educators of concerned teaching subjects.
3. For seminars, Extension lectures, conferences as well as in organizing special morning assemblies.
4. ICT is integrated with content matter by teacher educators in their classroom teaching.
5. School teaching practice

6. Preparing students for competitions.
7. Linkages with UGC,NCTE,NCERT, NUEPA, DIET,SCERT, colleges and international bodies

**4. What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson Plans classroom transactions, evaluations, preparation of teaching aids.)**

Prospective teachers and teacher educators are encouraged to prefer use of technology in preparation of assignments, projects, lesson plans, class room preparation of teaching aids by using different equipments like OHP, transparencies, computers, LCD etc. over traditional methods . The teacher trainees are also encouraged to search and download appropriate information and pictures from internet and with the help of these instructional materials the teacher trainees can make the teaching-learning process more effective and creative.

#### **4.5 OTHER FACILITIES**

**1. How is the institutional 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 programmes), to other institution and to the community?**

The infrastructure is optimally used. The staff and the students of the institution make maximum use of the institutional infrastructure for curricular, co-curricular and extra-curricular activities within and outside the institution. The infrastructure is also used for practice teaching activities and university annual examinations. The infrastructure is also utilized by the sister concerns of the institution for organizing functions, seminars workshops and other co-curricular activities.

Institution also shares its facilities with others such as:

- ✓ Students of other colleges utilize library resources for their research work.

- ✓ Tools available in the Psychology lab are also shared with other institutes, whenever required.
- ✓ Apparatus and teaching aids available in the Science and Maths lab are also issued to the students during their teaching practice, so that they can utilize it.
- ✓ Teaching Aids are also shared with the teachers of practicing schools and sister organizations.
- ✓ Multipurpose Hall and playground are also shared with sister concern and various Non- Government organizations.

**2. What are the various Audio-Visual facilities/ materials (CD's, audio and video cassettes and other material) related to programmes available with the institution? How are the student teachers encouraged to optimally use these for learning including practice teaching?**

The College has adequate Audio-Visual facilities/materials related to programmes available with the institution. (Details have already been given in question no. 1 of criteria 4.4). The faculty members encourage the teacher trainees to make use of the above stated audio visual facilities/ materials in practice teaching. Necessary guidance and instructions are given to the teacher trainees for the best use and integration of instructional aids in their teaching practice. There is a compulsory 'Technology Component' in curriculum, the purpose of this component is to train students regarding handling of these projective and non-projective aids, so as to make the teaching- learning process effective and interesting.

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

There are sufficient numbers of rooms for teaching, general laboratories and methods' laboratories in the institution so as to enhance the effectiveness of teaching learning process. The Institution has science and mathematics laboratory, computer-cum - technology laboratory and language laboratory. These laboratories are used for providing the practical knowledge regarding the concerned subjects.



The details of classrooms, general and method laboratories are as follows.

- **Psychology Laboratory** has necessary psychological tests, questionnaires, scales, inventories, instruments, etc.
- **Science and mathematics Laboratories:** Science Laboratories equipped with charts, models, CDs; slides, preserved specimens, glass wares, detachable models, electricity apparatus, and chemicals.
- **Computer cum Technology Laboratory** is equipped with OHP, LCD, TV, DVD, Tape recorder, sound system. Computer–Cum-Technology Laboratory is equipped with 40 computers along with Comfortable seating arrangement for students.

For ensuring maintenance of the equipment and other facilities, year-wise stock register is maintained which is duly checked by the Principal. Every year the worn out material is replaced. The year- wise expenditure incurred during the last five years on maintenance of laboratories has been given in **ANNEXURE 4B**

#### **4. Give details on the facilities like Multipurpose Hall, Work Shop, Music and Sports, Transport etc. available with the institution.**

The details are as follows:

##### **Multipurpose Hall**

Multipurpose hall has seating capacity for 300. The hall has following facilities:

1. Concrete Stage.
2. LCD Projector
3. Computer
4. Sound System
5. Banner stand.

##### **Arts and Craft cum Music Resource Centre**

The college has combined arts cum music room. The list of musical instruments is given in table.

Sr. no.	Name of Musical Instrument	Number
1.	Dhol	1
2.	Tabla	1 pair
3.	Chimta	3
4.	Dhad	2
5.	Dafli	2
6.	Bugchu	3
7.	Tasha	1
8.	Ghungroo	4 pair
9.	Tumbi	3
10.	Algoze	4 pair

These instruments are optimally utilized by students for practice and participation in Youth festivals; various inter college and college level cultural activities throughout the year.

### **Sports facilities**

Physical Education Resource Centre has facility for indoor games like carom, table-tennis and chess and playground for outdoor games like volleyball, Kho- Kho, badminton, hockey, and athletics are available.

### **Transport facility**

Bus facility has been provided by management. There are 7 buses run by the Babe Ke group of institutes in different areas of Moga and Ludhiana district. To make it more convenient, some strategic locations are identified every year as per the requirements of the students who want to avail the bus facility.

**5. Are the classrooms equipped for the use of latest Technologies for teaching? If yes, Give details, if no, indicate the institution future plans to modernize the classroom.**

Yes, the classrooms are well equipped for the use of latest technologies for teaching. One OHP and LCD projector is available in every class room. Two portable LCD projectors along with screens are available in the technology laboratory, which can be provided in the class rooms as per the requirements of the teachers. Moreover, the students can use OHP, LCD, working models, static models and other teaching aids during demonstration lessons.

**Future Plan**

- Installation of Interactive Board and Smart class

**4.6 Best Practices in Infrastructure and Learning Resources**

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

To act as a model for students, teachers are using innovative instructional strategies during teaching learning process so that the students feel motivated to take up these practices. Teacher trainees are encouraged to make multimedia presentations for effective learning of students.

To reflect upon and keep pace with the era of internet and technology, teachers make use of E-journals, E-books and other internet sites to refine and update their instructional material.

**2. List Innovative Practices related to the use of ICT, which contributed to quality enhancement.**

The innovative practices related to ICT that contributed to the quality enhancement are:

### **Practices in Academic Area:**

1. Effective incorporation of ICT in their teaching by Teacher Educators at M.Ed, B.Ed and D.El.Ed level.
2. Use of E-journals, E-books and internet sites for refining and updating instructional material.
3. Use of E-Journals for reference in research projects by the M.Ed students.
4. Preparation of assignments, Projects by B.Ed and M.Ed students through ICT
5. Computer aided Lesson planning and execution by B.Ed students.
6. Preparation of slides
7. Preparation and use of power point presentations.
8. Gathering information through Internet.
9. Use of LCD, OHP for seminars/workshops

### **Practices in Administrative area:**

1. Admission records
2. Preparation of Results.
3. Upkeep of student records
4. Online submission of Assessments.

### **3. What Innovations/Best practices in ‘Infrastructure and Learning resources’ are in vogue or adopted/adapted by the institution?**

The best practices in infrastructure and learning resources in vogue are:

- 1. The institution has well maintained computer laboratory**
  - a) The number of computers is increased as per requirement.
  - b) Latest Windows is installed from time to time.
  - c) Unlimited Wi-Fi facility is available at all terminals
- 2. The institution has a well stocked library having 11,639 books, 53 encyclopedias with more than 228 volumes.**
  - a) A considerable number of books, journals and magazines are added every year.
  - b) Library has been computerized.

- c) Adequate no. of computers with internet facility are available for students for research purpose.
- d) Reprographic facilities in library have been strengthened.
- 3. Seminar room with seating capacity of 50 has been constituted.**
- 4. CCTV cameras have been installed.**
- 5. Wi-Fi Campus**

## **ADDITIONAL INFORMATION FOR REACCREDITATION**

### **1. What are the main evaluative observations / suggestions made in the first assessment report with reference to Infrastructure and learning resources and how they been acted upon?**

Evaluative Observations and suggestions made in first assessment report and the steps taken are as follows:

1. The infrastructure can be utilized for conduct of some evening courses.  
**The evening courses of IGNOU had been started but response from rural masses was unsatisfactory.**
2. Book bank facility to be strengthened
  - **Book bank has been made active and functional in last three years.**
  - **Book bank has about 350 books.**
  - **Students are informed about book bank facility at time of admission and during orientation**
  - **Needy students are issued books for whole session**
3. More number of professional journals to be subscribed
  - **The number of journals has been increased from 17 to 23**
  - **Peer reviewed journals have been subscribed.**
  - **e-journals are made available through INFLIBNET**

4. Language laboratory needs to be strengthened.
  - **Communication skills classes have been started.**
  - **Spoken English Class during C&ES period.**
  - **CDs on English grammar were purchased.**
  
5. Faculty members to be habitualised for use of ICT in teaching learning process.
  - **LCD projectors and OHP s have been installed in the classrooms, seminar hall and Multipurpose hall**
  - **Orientation programme on ICT skills is organised for faculty.**
  - **Faculty members use ICT for making Power point presentations, for showing video clips and slides to students at both M.Ed and B.Ed level.**
  - **Faculty delivers demonstration lessons by making extensive use of ICT.**

## **2. What is the other qualities sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

To keep pace with the changing National and International educational scenario, the following steps have been undertaken in enhancing Infrastructural and learning resources during the last five years for the quality enhancement in the institution:

1. **Renovation and Extension of the college building.**
  - **Construction of IQAC Room**
  - **Construction of M.Ed room**
  - **Construction of Seminar Room with seating capacity of 50.**
  - **Construction of extra washroom at both floors for boys and Girls**
  - **Construction of parking area.**
  - **Installation of 7 CCTV cameras**
2. **Updating of the college laboratories with infrastructural and learning materials.**
3. **Addition of the latest books, journals, magazines and encyclopedias in the college library.**
4. **Addition of buses from 3 to 7 to strengthen Transport system.**

## CRITERION V

### STUDENT SUPPORT AND PROGRESSION

#### 5.1 STUDENT PROGRESSION

**1. How does the institution assess the students' preparedness for the B.Ed and M.Ed courses and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme?**

The institution assesses the students' preparedness for the programme through following mechanisms:

- Interaction and entry behaviour of students at the time of admission by college admission committee.
- Orientation Programme regarding curricular, co-curricular aspects and facilities available in the institution.
- Class room interactions in initial days of commencement of course.
- Tutorial groups in which tutor identify skills, interests of learners through formal and informal interactions and guide them through their academic and non academic assignments. Students' progression is also monitored by mentors throughout the year.
- Organising Talent Hunt programme to asses cultural, literary, theatrical , musical abilities and skills of students if any.
- Top Rankers of the previous years are invited to interact with the students.

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

A healthy campus environment is created to motivate the students through following practices:

- Suggestion boxes been installed have to receive students' complaints and suggestions.
- Guidance and Counseling cell to provide educational, career and personal guidance from time to time

- Active Grievance Redressal cell to solve students’ grievances.
- Healthy and hygienic canteen facility for the students.
- Organization of N.S.S camps to inculcate moral, social and economic values among the students.
- Organization of periodic seminars, debates, declamation contests and workshops in the institution to build confidence in the students.
- Organization of cultural programmes in the institution to find the talent among the students for the all-round development of the would-be teachers.
- Selection of Class representatives, House representatives by the students themselves.
- Formation of student administrative Council
- Selection of student representatives as members of different committees like IQAC committee, Discipline committee, Library committee, Grievance Redressal committee, Sports committee etc

**3. Give the gender wise drop-out rate after admission in the last five years & list the possible reasons for the drop-out. Describe the mechanism adopted by the institution for controlling the drop out.**

The drop-out rate is almost negligible for B. Ed and M. Ed courses. Table I, II and III showing gender wise dropout rate after admissions in the last 5 years is presented

**Table-I (Session 2010-2011)**

Class	Admitted Students		Total	Drop Out		Total	Drop Out %	
	Boys	Girls		Boys	Girls		Boys	Girls
B.Ed			199			02		
	27	172		01	01		3.8	0.6



**Table-II (Session 2011-2012)**

Class	Admitted Students		Total	Drop Out		Total	Drop Out %	
	Boys	Girls		Boys	Girls		Boys	Girls
B.Ed	21	132	153	02	01	03	9.6	0.8

**Table-III (Session 2012-2013)**

Class	Admitted Students		Total	Drop Out		Total	Drop Out %	
	Boys	Girls		Boys	Girls		Boys	Girls
B.Ed	17	183	200	01	02	03	6%	1.1%

**Table-IV (Session 2013-2014)**

Class	Admitted Students		Total	Drop out		Total	Drop out %	
	Boys	Girls		Boys	Girls		Boys	Girls
B.Ed	25	175	200	03	05	08	12%	2.9%
M.Ed	08	27	35	Nil		Nil		

**Table-V (Session 2014-2015)**

Class	Admitted Students		Total	Drop Out		Total	Drop Out %	
	Boys	Girls		Boys	Girls		Boys	Girls
B.Ed	32	161	193	02	09	11	6.3%	5.6%
M.Ed	03	32	35	00	01	01	0%	3.2%

**REASONS OF DROP-OUT:**

The institution makes every possible effort to provide conducive environment to avoid the drop-out. But due to genuine reasons, the some number of students has dropped-out.

- In the session 2010-2011 one of the B.Ed girl student drop-out due to health problem & one boy student drop-out due to some family problem.
- In the session 2011-2012 three B.Ed students dropped one boy got job during the course, one girl dropped due to health problem and one boy immigrated to foreign country for higher study.

- In the session 2012-2013 also three students dropped. One girl get married abroad during course, one boy got govt. job in bank and one girl dropped due to health problem.
- In the session 2013-2014 no students are dropout in M.Ed. But eight students dropped out, two boys & one girl dropped out due health problem, one girl get married in other state, one boy & two girls got job during the course and one girl drop due to some family problem.
- In the session 2014-2015 one M.Ed girl student dropped out due to health problem, two boys & two girls immigrated to foreign country for permanent settlement, two girls get married during the session, two girls dropped out due to health problem, two girls get job in govt. sector and one girl dropped out due to some family problem.

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

- Provision for coaching classes for willing students for National Eligibility Test (NET) at the college level by the experts from this college.
- Provision of coaching for PSTET examination at institution level.
- Free and unlimited access of computers and internet are provided to enable students to prepare for competitive examinations.
- The teachers teach the M.Ed students (teacher-educators) by keeping in mind the syllabus of NET/UGC competitive examinations.
- Students are encouraged to study in the library during free time. Many newspapers, magazines, and journals are available in the library for the reference in competitive examinations.
- Students are given training in writing their resume for applying jobs in different schools and colleges.
- Mock interviews are arranged for students.
- Guidance and counseling centre runs placement cell which establishes linkage with reputed institution (schools and colleges) to enable the students to be appointed during & after the session.

**5. What percentage of students on an average go for further studies/choose teaching as a career?**

About 61% choose higher studies and 20% choose teaching as a career

**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?**

Yes, the alumni is allowed to assess the facilities with the permission of college Principal .The alumni are also invited to refresh and counsel the current students in the college.

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

Yes, the institution has placed many B.Ed. students in the reputed schools of the area. The Institution also takes initiative to place M.Ed. students as teacher educators in the various teacher education institutions of Punjab. Placement cell Performa has been prepared at the institutional level to help the prospective teachers get suitable jobs according to their qualification and capabilities. During the last two years, 42 B.Ed. students of our college got placements in the below mentioned schools with the efforts of placement cell.

1. International Public School, Ajitwal (Moga)
2. Guru Hargobind High School, Maddoke (Moga)
3. New Punjab Public School, (Jagraon)
4. Sham Singh Attari Public School, Kaunke Kalan
5. Guru Teg Bhadhar School, Kaunke Kalan
6. Dashmesh Public School (Daudhar)

7. Sanmati Vimal Jain School, Jagraon
8. St. Mahapragya's convent School, Jagraon
9. Green Valley Convent School, Badhani Kalan
10. Green Valley Convent School, Nihal Singh wala
11. Sant Muhish Muni Memorial Sen. Sec. School, Badhani Kalan
12. Little Bird Convent School, Manuke
13. Sant Miahm Singh Sen. Sec. School, Rajiana

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

Sr. no.	Student Name	Name of the college where placed
1	Ms. Rajdeep Kaur	Shukdeva Krishna College of Education, Moga.
2	Ms. Rajdeep Kaur	Guru Nanak College , Moga
3	Mr. Bhupinder Singh	Babe ke College of Education Daudhar, Moga
4	Ms. Sukhwant Kaur	Baba Mangal Singh Institute of Education, Bughipura, Moga

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

There are certain difficulties faced by the placement cell in getting students recruited in reputed schools and colleges. Since the college is located in rural area, 80% students belong to rural families and are relatively weak in their fluency in English, knowledge of technology and computer skills as compared to students of cities. Due to this reason placement cell face problem for the placement of student in private schools, convent

schools affiliated to CBSE and ICSE boards. In addition to placement in private schools, the students are informed from time to time about government school vacancies, eligibility and mode of applying.

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

It is a regular practice that the Principals of various schools (including practice teaching schools) approach the college Principal whenever there is a vacancy in their schools. These requests are passed on to the college placement cell office bearers who keep students informed. Besides this, the placement officer (from the faculty members) informally contacts the sister institutions to note the vacancy positions. Various institutions where most students have been placed are:

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

Free transportation and communication facilities are provided to the members of the placement cell to collect the information about the vacancies in various schools and colleges. The institution also provides human and ICT facilities to the placement cell.

## **5.2 STUDENT SUPPORT**

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

Curricular, co-curricular and extracurricular programmes are planned according to the individual differences, needs of the society, according to the availability of the resources,

duration of the courses. The institute collects feedback from its pupil teachers responding every aspect in the end of the year. The feedback is discussed in the staff meetings and put to its advantage. All the academic as well as non-academic activities are organized according to the academic calendar.

The academic calendar of the session 2014-15 is being attached as **ANNEXURE 1**

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

Institution makes following adjustments when a physically challenged student joins the institution.

1. His/her classroom/programmes are shifted to the ground floor.
2. Support staff helps the trainees as and when required
3. Easy access to the institution for entry and exit.
4. Low level black boards are made available if required for practice teaching or blackboard writing.
5. Teaching methods and other tools and even evaluation procedure is kept same to boost the confidence of the differently able. However, individual attention remains the feature while dealing with a physically challenged as trainee.
6. Making trainee feel at ease with inclusive attitude exhibited by staff and students.
7. Issue return for such students is carried on priority basis in Library.
8. Magnifying glasses are made available for students having moderate visual impairment.
9. Nearby schools are allotted for teaching Practice session.

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

The students are divided in small groups of 15 students and 11 students at both B.Ed and M.Ed level respectively. These groups are allotted to various mentors. There is provision of tutorial period per week in the time table. In the tutorial period, the mentors create an informal environment where the student-teachers feel free to discuss on academic and non academic aspects. A numbers of activities like brain storming, seminars, discussion

on issues of national, social, professional and youth importance are also taken up. Students are free to discuss their problems if any with the mentor and at times, the group tries to find out the solution. Teachers encourage students to participate in college activities and exhibit their talents. Throughout the session, mentor tries to inculcate attitudes and habits worthy of a teacher. The beauty of this system is that students in a tutorial are drawn from all streams and subjects which make it a wonderful interacting group.

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

Institution has following provisions for enhancing effectiveness of the faculty in teaching and mentoring of students:

- Quality learning resources including print (library) and electronic (CDs/ DVDs, Smart board, Internet facility etc.)
- Provision of on-line-learning
- Quality infrastructure including building, furniture and latest equipments.
- Provisions for professional development including encouragement and liberal permission for attending seminars, conferences, refresher courses, orientation courses .
- Credible feedback mechanism for performance evaluation.
- Arranging resource persons in the form of extension lectures.
- Democratic environment and decentralization of responsibilities.
- Adequate support staff for carrying out academic and co-curricular activities.

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

Yes, the institution has its website [www.babekegroupofinstitutes.com](http://www.babekegroupofinstitutes.com) which is frequently updated and provides the information on:

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

Yes, the institution has a remedial programme for academically low achievers. Following are some of measures undertaken for these students:

1. Cycle test has been made compulsory to assess day to day progress of low achievers.
2. Remedial classes are arranged during Preparatory holidays as per need of students.
3. Tips are given by expert teachers how to attempt in examinations.
4. Counseling is done in tutorial class.
5. Bilingual method is adopted.
6. Books are made available in vernacular languages.
7. Group discussions are arranged.
8. Projective and non-projective aids are used for making the subject matter interesting and easy to understand.
9. Peer help (from high achievers to low achievers) is encouraged to get best results.

**7. What specific teaching strategies are adopted for teaching (a) advanced learners and (b) slow learners?**

Strategies adopted in the institution for teaching advanced learners are:

1. Tutoring
2. Assignments
3. Seminars
4. Brain storming.
5. Discussions
6. Projects
7. Providing e-resources.
8. Providing bibliography for extra learning.
9. Sending for skill in teaching competitions.
10. Encouraging for paper presentation in seminars.
11. Participation in Quiz, Debate and Problem Solving and Decision Making Exercises.
12. Student Project Work based on theoretical data, practical work and survey data.
13. M. Ed. Students are guided for UGC/NET examination.



**Strategies adopted for teaching slow learners are as follows.**

1. Personal Attention
2. Repeated assignments
3. Dealing with expected questions in examination.
4. Continuous monitoring and evaluation.
5. Open book tests.
6. Remedial classes
7. Providing notes.
8. Peer tutoring
14. Positive and Encouraging attitude
15. Bilingual method is adopted for teaching
16. Personal, academic and social counseling.
17. Concept clarification and problem solving exercises.
18. Trial tests and mock examinations.

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

A proper guidance and counseling cum Placement cell has been set up in the institution. The personnel managing the cell are:

- a. Ms. Anjali Sharma
- b. Mrs. Devinder Kaur
- c. Mr. Paramdeep Singh

Different guidance and placement services are provided to the students when needed.

1. Provides educational, vocational, personal guidance.
2. The cell gathers up to date information on job avenues in different institutions.
3. Organizes visits to Guidance and Career cells, Employment exchanges.
4. Organizes mock interviews
5. Resume Writing Techniques / Workshops
6. Provide latest professional information.
7. Organizes workshops for personality development
8. Organizes interaction programmes for self expression ‘Meri Baat’

**9. What are grievances redressal mechanisms adopted by the institution for students? What are the major grievances redressed in last two years.**

The College has grievance redressal cell for its employees and students. The grievance committee consists of Principal, faculty members and student representatives. Grievances are addressed and settled through sensible and satisfactory guidance and personal interactions. Suggestion/complaint box is checked frequently by the cell. There is open environment for the students to share their grievances and give their feedback on faculty and organizational set up etc. The major grievances addressed during last two years are:

1. Additional books were purchased for Library.
2. Poor and Needy students were issued books for whole session.
3. Remedial classes were arranged for educationally backward students.
4. As per grievances of students, Washroom cleanliness was taken into due consideration.
5. Transport facility was made available from distant places

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

The institution adopts continuous comprehensive system of evaluation and tutors keep the record of each and every student. Students are evaluated through cycle tests, house tests, assignments, projects, competitions, seminars and other such activities organized by the college. Their potential is identified and fully nurtured by the teachers through personal attention, care and requisite training programmes. Skill-in-teaching, teaching aid preparation, bulletin board competitions, etc. are areas of special concern of the institution

**11. How does the institution ensures the students' competency to begin practice teaching (pre-practice preparation detail) and what is the follow up support in the field (practice teaching) provided to the students during practice teaching in schools**

Institution has appropriate pre practice programme to train the trainees in basic essentials for a teacher to perform well. There is provision of six periods per week for each teaching subject. Besides this, two periods per week for each teaching subject are provided for skill in teaching. These periods are devoted to micro teaching to train the student teachers in teaching skills. Students are trained in at least 5 teaching skills for each teaching subject. Once skills are mastered, integration of skills is taught in the form of pre practice macro lessons. All micro lessons and pre practice lessons are recorded by the trainees in practice teaching file. Before first phase of practice teaching, two model lessons (one in simulation and one in real situation) are delivered by the subject teacher to demonstrate the expected level from the trainees.

Students evaluate teachers on their model lesson and provide feedback. This feedback is also used by the head of the institution as indicator of teacher's performance.

Follow up support in the field to trainees is provided through following measures.

- Provision of teaching practice in small groups in schools with one or more teacher in charge appropriate to the number of trainees.
- M. Ed. Students are sent as assistant supervisors to ensure thorough observation of lessons as well as assisting the teacher trainees and in charge at problem points. M. Ed. Students also get field experience to get trained as would be teacher educators.
- There is practice of choosing a representative in each school amongst teacher trainees for managing affairs of practice teaching like managing classes, time table, adjustment periods and maintaining rapport with the practicing school.
- Observation of lessons by teacher in charge and M. Ed supervisors and peers.
- Observation of one discussion lesson in each methodology subject by concerned teacher.
- Feedback by school authorities.

- Beside this, the college also provide material support like readymade TLM, optical teaching aids like microscope, OHP, LCD projector etc. The Institution also provides free of cost equipments, accessories and chemicals to be used by the trainees.

### 5.3 STUDENT ACTIVITIES

- 1. Does the institution have an alumni association? If yes, (i) List the current office bearers (ii) Give the year of the last election(c) List Alumni Association activities of last two years. (d) Give details of the top ten alumni occupying prominent position (e) Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the institution has an alumni association. List of the current Office Bearers of alumni Association is as follows:

<b>Designation</b>	<b>Name of members</b>
<b>Chairman</b>	Dr. Nand Kishor, Principal Babe Ke college of Education Daudhar, Moga
<b>Vice-Chairman</b>	Mr. Paramdeep Singh, Assistant Professor, Babe Ke College of Education Daudhar, Moga
<b>Members Secretary</b>	Mrs. Devinder Kaur, Assistant Professor, Babe Ke college of Education Daudhar, Moga
<b>Members</b>	Mr. Gagandeep Jindal, Principal, Sacred Heart Convent School Bilaspur
<b>Members</b>	Mr.Jagroop Singh
<b>Members</b>	Mr. Jaswinder Singh
<b>Members</b>	Ms. Anandjeet Kaur
<b>Members</b>	Ms. Amandeep Kaur
<b>Members</b>	Mr. Lakhwinder Singh
<b>Nominated members</b>	Mrs. Kamaljit Kaur, Principal, Guru Hargobind High School. Maddoke
<b>Nominated members</b>	Mr. Sunil Kumar, Principal, Sham Singh Attari Public School. Kaunke Kalan

**(ii) Give the year of the last election**

Year of last election: 08.03.2015.

The general body of the alumni association meets once in a year.

**(c) List Alumni Association activities of last two years.****2012-13**

Alumni meet was held on 05.05.2013

**2013-14**

Alumni meet was held on 08.03.2015

**(d) Give details of the top ten alumni occupying prominent position**

Sr. No.	Name of Alumni	Vocation/ Position
1.	Mr. Gagandeep Jindal	Principal, Sacred Heart Convent School, Bilaspur.
2.	Mr. Vishal jain	Chairman, St. Mahapragya Convent School, Jagraon
3.	Mr. Lakhvir Singh	Asst. Prof. Baba Farid Group of Institutes, Faridkot.
4.	Mrs. Anshul Garg	Asst. Prof. Ambika College of Education, Mohalli
5.	Ms. Rajwinder Kaur	Mata Ganga Khalsa College, Manji Sahib Kota Ludhiana
6.	Mr. Jagdish Kumar	PGT, Amardeep Public Sen. Sec. School, Samrai , Jalandhar
7.	Mr. Kamal Kumar	PGT, Green valley Convent School, Badhani Kalan
8.	Mr. Jagdeep Singh	TGT, Police Public School, Bharowal Kalan.
9.	Mr. Nardip Kumar	PGT, Green valley Convent School, Badhani Kalan
10.	Ms. Ritu	TGT, Blooming Buds Convent School, Moga

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

1. Active participation in general body meetings, in college functions and in all important activities of the college.
2. Donation of books for the college book bank
3. Participation in Community development Programmes.
4. Participation in Annual athletic meet.
5. Talented alumni provide free of cost guidance to our students for cultural and art completions held in zonal/inter zonal youth festivals.
6. Alumni, who are owner of schools or are in the capacity of Principal/Management, gladly offer their schools for practice teaching.

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

Institution encourages students' participation in extracurricular activities by following ways.

- Detailed orientation regarding co-curricular activities in the beginning of session.
- Making associations and clubs through democratic means for the purpose of organizing various activities.
- Abundant opportunities for participation and organization of activities.
- Adequate financial support for organizing activities and talent search functions.
- TA/DA for outstation participation.
- Free sports kits and other equipments.
- Refreshment during practice sessions.
- Institution arranges mentors/coaches for cultural and sports activities.
- Credit in Internal Assessment/Community work.
- Appreciation in Public/Prizes/Certificates.
- Inspiring leadership of principal and in charges.

The details of student achievements in co-curricular, academic and sports are given below:

<b>CULTURAL</b>		
<b>Name of Competition and level</b>	<b>Event</b>	<b>Position</b>
Panjab University Zonal Youth & Heritage Festival held at Lala Hans Raj College of Education, Talwandi Bhangarian, Moga Punjab from 13.10.2012 to 16.10.2012	Giddha	First
	Bhangra	First
	Folk orchestra	Third
	Pakhi Designing	Second
	Vaar singing	Second
	Still life Drawing	First
	Classical music Vocal	Second
	Folk song	Second
	Rangoli	First
	Mimicry	First
	Dasuti	Third
	Bhangra (Individual)	Second
	Var Singing (Individual)	Second
	Group Folk Orchestra (Individual)	Third
Skit (Individual)	Third	
Panjab University Inter-Zonal Youth & Heritage Festival held at GGSDS College Haryana, Hoshiarpur	Giddha (Individual)	Second
Panjab University Zonal Youth & Heritage Festival held at Partap College of Education, Ludhiana, Punjab from in 2013-14	Dasuti	Second
	Spot Photography	Third
	Knitting	Third
<b>SPORTS</b>		
Panjab University Athletic meet 2013-14	Athletic (shot-put)	Silver medal
	Athletic (discus throw)	Bronze medal

<b>ACADEMIC</b>		
Panjab University Zonal Skill in teaching and On the spot teaching aid preparation Competitions held from 19-02-2013 at Babe Ke college of Education, Daudhar, Babe Ke College of Education, Mudki, HKL college of Education, Guruhar Sahai		
Skill in teaching	Teaching Subject	Position
	Teaching of SSt.	Third
	Teaching of History	Second
	Teaching of Fine Arts	Third
	Teaching of Hindi	Second
	Teaching of Commerce	Second
<b>On the spot teaching aid preparation</b>	Teaching of History	Third
	Teaching of Science	First
	Teaching of Comp.Edu.	Second
Panjab University Inter Zonal Skill in teaching and On the spot teaching aid preparation held at Doraha College of Education, Doraha on 28-02-2013		
<b>Skill in Teaching</b>	Teaching of SSt.	Third
<b>On the spot teaching aid preparation</b>	1. Teaching of Science	First
	2. Teaching of Comp.Edu	Second
Panjab University Zonal Skill-in-Teaching and On the spot teaching aid preparation Competitions held at DM College of Education, Moga on 06-02-2014	Teaching of Comp.Edu.	First
	Teaching of Science	Second
<b>On the spot teaching aid preparation</b>	Teaching of Comp. Edu.	Second
Panjab University Zonal Skill-in-Teaching and On the spot teaching aid preparation Competitions held at SDS College of Education for women, Loapon.	Teaching of SSt.	Second
	Teaching of Physical Edu.	Third
<b>On the spot teaching aid preparation</b>	Teaching of Physical Edu.	Consolation
Skill- in- Teaching	Teaching of Science	Third
<b>INTER –COLLEGE COMPETITIONS</b>		
	Phulkari	First
	Poem Writing	Consolation



Babe Ke college of Education, Daudhar 2012-13	Fancy Dress Competition	Consolation
	Story writing	Second
	Folk Song	Second
	Pakhi Making	Consolation
	Rangoli	First
	File cover decoration	Consolation
	Dance	First
Inter College competitions on theme 'Reaching the Unreached' at Satyam college of Education on 23 January 2013	Power point Presentation	Second
	Pot designing	First
	Youth got Talent	Second
	Easy Writing	Third
	Choreography	Third
Babe Ke Ayurvedic and Medical college, Daudhar	Declamation Contest	First

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

Institution encourages the trainees to publish materials by following measures:

1. Encouraging creative writing in poem/story and essay writing.
2. Organizing creative writing competitions to select student editors for College
3. Magazine 'Jyoti Kalash'
4. Students regularly maintain wall magazine
5. Library access.
6. Internet facility.
7. Credit in Internal Assessment.

**List of Major Publications**

- Students have published articles in various edited books with ISBN.
- M.Ed students have published research papers.
- B.Ed students have contributed immensely to college magazine 'Jyoti Kalash'.

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

Yes, the institution has a student Administrative council comprising of 15 members.

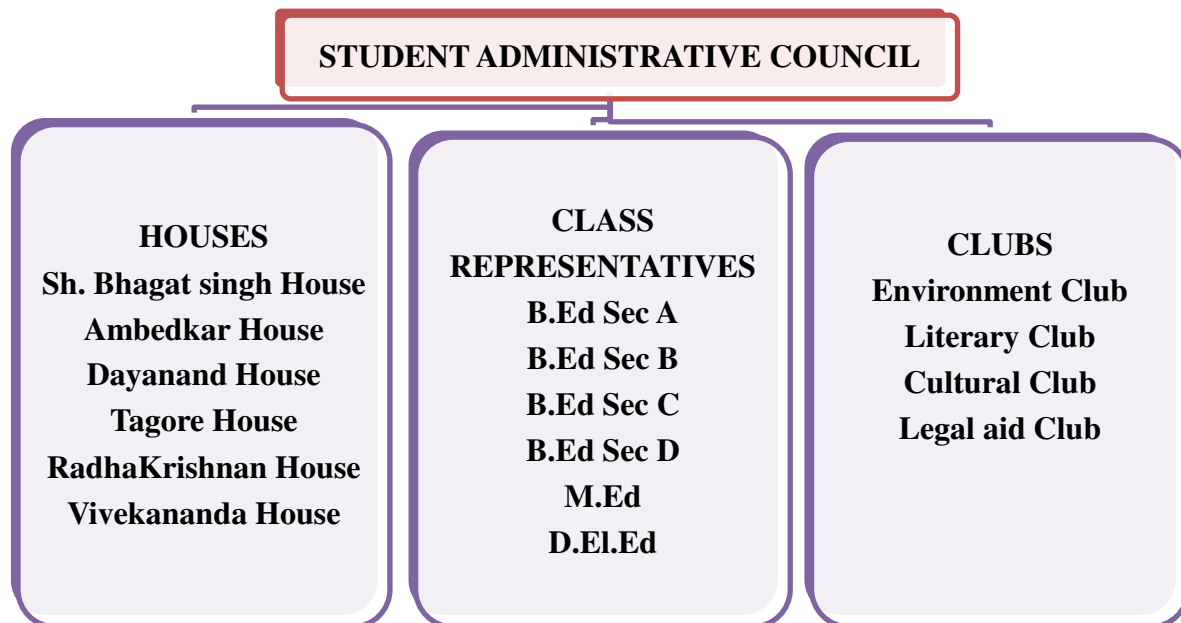
The constitution is as follows:

<b>Sr. no.</b>	<b>Designation</b>	<b>Name of the student</b>
1	College Captain	Ms. Shaveta (M.Ed)
2	Dayanand House Captain	Ms. Harpreet Kaur (B.Ed) Roll no. 42
3	Ambedkar House Captain	Ms. Lakhwider Singh (B.Ed) Roll no. 73
4	Sh. Bhagat Singh House Captain	Mr. Varinder Singh (M.Ed) Roll no. 3
5	Tagore House Captain	Ms. Mohita (B.Ed) Roll no. 32
6	Radha Krishnan House Captain	Ms. Devinderpal (B.Ed) Roll no. 87
7	Vivekananda House Captain & Class representative (D.El.Ed)	Alka Rani (D.El.Ed) Roll no. 305
8	Class representatives M.Ed	Ms.Beant kaur Rollno. 19
9	B.Ed Class representatives Sec. A	Ms. Veerpal Kaur Roll no. 17
10	B.Ed Class representatives Sec B	Ms. Amandeep Kaur Roll no. 53
11	B.Ed Class representatives Sec. C	Mr. Ajitpal singh Roll no. 121
12	B.Ed Class representatives Sec. D	Ms. Khushboo Diwedi Roll no. 163
13	Environment Club Head	Gagandeep Singh (B.Ed) Roll no.74
14	Cultural Club head	Amandeep kaur (M.Ed) Roll no.13
15	Legal aid Club head	Simranjeet kaur (M.Ed)
16.	Literary Club Head	Ms. Mohita Jindal(B.Ed)

- Work as liaisons agencies between the college authorities and students for the welfare programmes.
- Maintenance and beautification of college campus.
- Beautification of college campus

- Maintenance of college discipline
- Works as self government for the running of day to day activities.
- Helps in conduct of seminars, workshops, sports and games, Inter-house competitions cultural programmes and farewell function.

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



Houses and clubs design their activities according to academic calendar enforced by IQAC.. Houses are mainly constituted to conduct the morning assembly, keeping cleanliness in the premises and participation in inter house cultural, academic competitions and sports programme.

**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 and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution.

- Students provide feedback in meetings of IQAC, student Council, House meetings, Club meetings.
- Overall assessment of the programme and teaching by students through various feedback performas
- Practice Teaching appraisal by School Teachers.
- Practice Teaching appraisal by Teacher educators.
- Feedback and input collected from parents through parent teacher meetings and Parent feedback performas.
- Feedback from employers through feedback performa and personal contact programmes/meetings.

## **5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION**

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

- Liberal student Aid to deserving and meritorious students
- Facility for needy students to pay fees in installments.
- Access to modern technology.
- Quality infrastructure.
- Quality learning resources.
- Availability of book bank facility.
- Remedial classes for under achievers and slow learners
- Multilingual faculty.
- Provision of enrichment programme for bright students.
- Talent hunt programmes.
- College administrative council and various student bodies for participating in college affairs.
- Appreciation awards and encouragement to talented students.
- Development of organizational ability through organization of activities.
- Provision of best coaches and experts to polish the talent of students.
- Services of career counseling cell.

- Easy Accessibility of Principal.
- Grievance redressal cell.
- Women cell
- Services of career counseling cell.

### **ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION/ RE-ASSESSMENT**

#### **1. What were the evaluation observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

1. Student welfare schemes to be evolved

Following measures have been taken:

- **Student administrative Council has been strengthened.**
- **Placement of M.Ed students in Education Colleges.**
- **Remedial classes for slow learners and under achievers.**
- **Opportunities for talented students to participate at college, university level in various curricular and co-curricular competitions.**
- **Provision of Educational Loan**
- **Assistance in for applying Ashirwad Post-matric scholarship scheme**
- **Remittance of college fines.**
- **Strengthening of Book bank.**
- **Issue of Books from book bank and library for whole session.**
- **Free of cost Consultancy**
- **Wi-Fi facility available.**

#### **2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

The quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression are as follows:

- Improved infrastructure.
- Introduction of a new courses M.Ed and D.El.Ed
- Introduction of more teaching subjects at B. Ed. level and more optional papers in both B. Ed. and M. Ed classes.
- Enhanced students aid fund.
- Adding latest technology in instructions
- Acquiring/updating of technological hardware, software.
- Improved learning resources.
- Professionals and experts are engaged to polish the talents of the students in cultural and sports activities.
- Skill improvement of teacher educators to serve trainees better.
- Guidance is provided to the students through career counseling cell.
- Working of institution in respect of students support and progression has improved after establishing IQAC.

## CRITERION VI

### GOVERNANCE AND LEADERSHIP

#### 1.1 INSTITUTIONAL VISION AND LEADERSHIP

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

###### VISION

- Teaching is an art of discovery to be inculcated in the minds of the learners.

###### MISSION

- To produce teachers of excellent skill imbued with scientific temperament.

###### INSTITUTIONAL GOALS

- To create and manage resources and facilities to develop competency and devotion towards teaching.
- To build National character and National Ideology through the arrangement of various cultural and academic activities at the college and inter college level.
- To enable the pupil teacher to develop democratic and secular way of life through community networking in order to acquaint them with social, cultural, economic and political conditions which they will face in their life.
- To offer educational programme catering to the current and future needs of the society.
- To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.
- To develop the students holistically by inculcating ethical, social, aesthetic values among prospective teachers through value- oriented education and community service programmes.
- To provide educational and vocational guidance to prospective teachers for future success.

- To inculcate teaching and communication skills among prospective teachers through the application of educational technology.
- To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programmes.
- To help the prospective teachers to become a part of ‘knowledge generating society’ through organization of seminars, workshops, conferences and other techniques of higher learning.
- Overall, to produce prospective teachers in view of global competency.

### **Inculcating a value system in students**

- Morning Prayer is organized daily. Pupil teachers recite shabad and National Anthem. This imparts moral education to students. Thought for the day and News reading, theme based paper presentation is the regular feature of the morning assembly.
- Institution also organizes various programmes like community kitchen, paths, extension lectures, NSS camps to inculcate values like peace, tolerance, Brotherhood & Nationalism.
- Programmes for celebration of important National days and national festivals are also organized. This also helps in inculcating national values among students.
- Values are also imbibed through curriculum.

The purpose, vision and values are made to known to the various stakeholders by the following ways:-

2. In the form of display boards in the institution.
2. Through prospectus of the institution.
3. Through personal interaction with the stakeholders.
2. Through cultural and sports functions.



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 includes institution goals and objectives.

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, Board of governance (BOG), etc.)**

The institute is registered under Babe Ke Educational Trust (charitable) on March 2001, The institute runs under the supervision of managing committee. The 8 members of trust are on executive positions which constitute the ‘managing committee’, which is as follows:

Sant Kapoor Singh

(Chairman)



Sh.Chamanlal Sachdeva

(Managing Director)



Mrs.Kamaljeet Kaur

(President)



Dr.Rohin Sachdeva

(General Secretary)



Mrs. Surjit Kaur

(Executive member)



Sh. Harbans Singh

(Executive member)



Mrs. Leela

(Executive member)



Dr. (Mrs) Om Prabha

(Executive member)

The following are the powers and functions of the Board of Management:

- i. Providing physical facilities required for the smooth conduct of the institution
- ii. Selection and recruitment of teaching faculty, administration and supportive staff
- iii. Financial management
- iv. Decision making regarding funds allotment to various institutions run by the trust.
- v. Powers to borrow funds from banks, financial institutions etc.
- vi. Approving the construction activities and funds for it
- vii. Approving procurement of library books
- viii. Purchasing of laboratory equipments.

The Managing Committee monitors and supervises the overall quality and functioning of the institution. The management always accepts the suggestions for the excellence given by all the representative of teaching and non-teaching staff of the institution. Management always provides sufficient and good infrastructure, qualitative human resources and funds for the development of the institution. The management regularly conducts Meetings and monitors the functioning of the institution. The General Secretary is regularly in contact with the Principal for procuring Information about teaching competence of the faculty. The management works in a democratic manner, decision making is transparent and participatory. The dedication and commitment of the management indeed contributes to the efficiency and excellence of the institution.

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

Members of management and Head of the institutions held formal and informal meetings regularly for strategic, planning and reviewing where in responsibilities are identified. During staff meetings, the Principal initiates the process and responsibilities are defined collectively and communicated to the staff. The student representatives also participate in important matters.

**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?**

Head of the institution ensure regular feedback from the staff through personal interaction.

1. The college principal holds regular meetings with the staff to review the activities of the institution.
2. The management and head of the institution make use of feedback of the students.
3. Through personal meeting with the faculty and student representatives.

**Valid information is available to the management through the following:**

- Through students' feedback performas
- Through teachers' self appraisal reports
- Parent Teacher Association (PTA)
- Old student Association
- Through informal meetings with the students
- Suggestion/Complaint box
- Through staff and CR's meetings
- Student assessment of faculty performance

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

Institution organize regular review of the programmes, if any difficulty is identified, it is sorted out through discussions. Barriers are also identified through feedback from heads of practice teaching school, students teachers, alumni and P.T.A.

**7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the Institutional processes?**

The management and the principal encourage the active participation of staff members. Two staff members are nominated to the governing body of the college as the representatives. The staff members are involved through group activities

and discussion.. The management gives best guidance to staff for motivation from time to time and also provides incentives. The management also attends meeting of IQAC.

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

The leadership role of the head of the institution is reflected in the area:

- He plans and implements concrete curriculum programmes.
- Allocation of subject in time table.
- He directs to prepare a calendar for whole year.
- He involves the faculty members and even students to carry out activities
- He facilitates the educators to supervise the porgrammes.
- He utilizes the budget allocated the particular purpose.

The leadership role of the head of the institution in governance and management is as follows:

**Curriculum:** Whenever the curriculum is modified or revised, a Meeting is conducted to identify the changes and to spell out the details of the courses. The principal discusses the academic activities for the year and accordingly the plan of the work is distributed to the faculty.

**Administration:** The principal distributes various duties regarding academic program among the teacher educators and administrative staff. To organize various academic programs, different committees are formed and monitored by the Principal. This type of administrative planning helps in the smooth functioning of the institution.

**Allocation and Utilization of Resources:** The Principal makes the technological aids available in the institution. The library facility is made available for longer duration during the examinations. The Principal always encourages faculty members for optimum utilization of modern technology and resources in the

teaching learning process, staff progressive students support services, research & co-curricular activities.

## 6.2 ORGANIZATIONAL ARRANGEMENTS

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

The institution has constituted various committees/cells for the efficient functioning of the institution like Admission committee, Youth festival committee, Transport committee, campus beautification committee, Discipline Committee, Grievance and Redressal Cell etc. the list of committees along with the members name is provided below:

### COLLEGE COMMITTEES

SR. NO.	COMMITTEE	MEMBERS
1	Admission Committee	2. Dr. Nand Kishor 3. Mr. K.K.Maingi 4. Ms. Meena 5. Mr. Bahadur Singh 6. Mr. Manvir Kumar
2	Time table & Adjustment Committee	1. Ms.Jaskiran Dayal 2. Mrs. Babita
3	Cycle Test Committee	1. Ms. Jaskiran Dayal 2. Mr. Bhupinder Singh
4	Examination Committee	1. Ms. Meena 2. Mr. Harminder Singh
5	Seminars/Extension lectures/workshops	1. Ms. Jaskiran Dayal 2. Dr. Mukesh Kumar
6	School Experience programme Committee	1. Ms. Devinder Kaur 2. Mrs. Babita

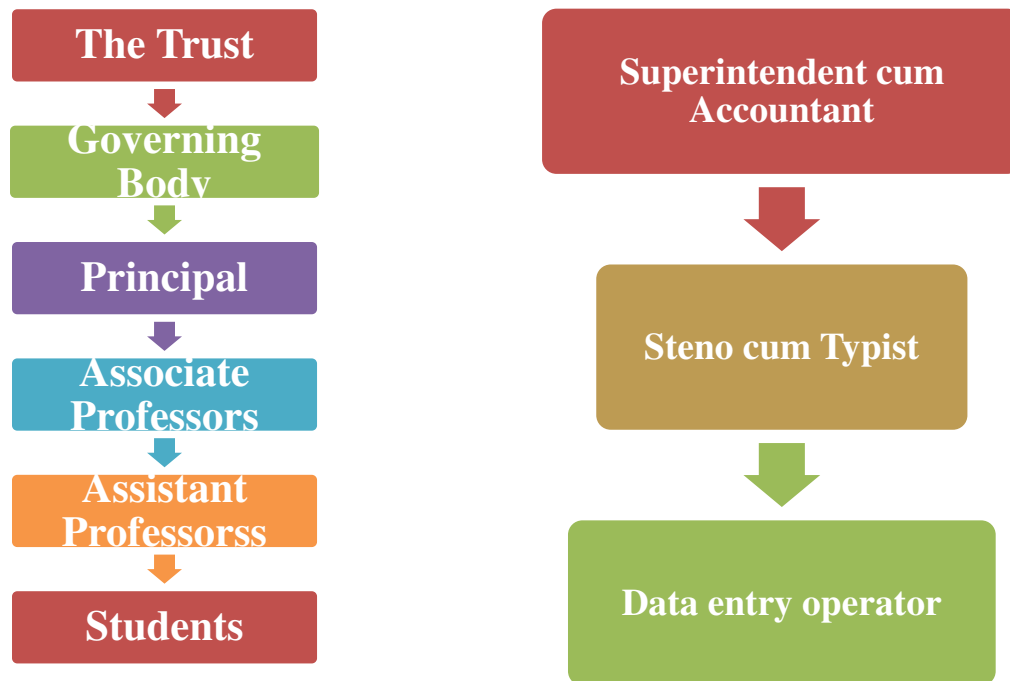
		<ol style="list-style-type: none"> <li>3. Mr. Manvir Kumar</li> <li>4. Mr. Bahadur Singh</li> </ol>
7	<b>Transportation Committee</b>	<ol style="list-style-type: none"> <li>1. Mr. Paramdeep Singh</li> <li>2. Mr. Rishi Kumar</li> <li>3. Mr. Jagdeep Singh</li> </ol>
8	<b>Tours and Trips</b>	<ol style="list-style-type: none"> <li>1. Dr. Mukesh Kumar</li> <li>2. Dr. Davinder kumar</li> <li>3. Dr. Anjali</li> <li>4. Ms. Meena</li> </ol>
9	<b>Campus Beautification</b>	<ol style="list-style-type: none"> <li>1. Mrs. Jasbir Kaur</li> <li>2. Mr. Jasvir Singh</li> <li>3. Mr. Rishi Kumar</li> <li>4. Ms. Amarjeet Kaur</li> </ol>
10	<b>Discipline Committee</b>	<ol style="list-style-type: none"> <li>1. Mr. Paramdeep Singh</li> <li>2. Mr. Kapil Jaiswal</li> <li>3. Dr. Anjali</li> <li>4. Mrs. Jasbir Kaur</li> </ol>
11	<b>Purchase Committee</b>	<ol style="list-style-type: none"> <li>1. Mr. K.K Maingi</li> <li>2. Ms. Jaskiran Dayal</li> <li>3. Mr. Raju Bansal</li> </ol>
12	<b>Library advisory Committee</b>	<ol style="list-style-type: none"> <li>1. Dr. Nand Kishor</li> <li>2. Mr. Tejinder singh</li> <li>3. Ms. Jaskiran Dayal</li> <li>4. Mrs. Babita</li> <li>5. Dr. Mukesh Kumar</li> <li>6. Dr. Mohit Dixit</li> </ol>
13.	<b>Morning assembly committee</b>	<ol style="list-style-type: none"> <li>1. Dr. Mohit Dixit</li> <li>2. Mr. Bahadur Singh</li> </ol>

14	<b>Sports committee</b>	<ol style="list-style-type: none"> <li>1. Mr. Paramdeep Singh</li> <li>2. Dr. Mukesh Kumar</li> <li>3. Mrs. Jasbir Kaur</li> <li>4. Mr. Bhupinder Sharma</li> </ol>
15	<b>NSS and Social Service Committee</b>	<ol style="list-style-type: none"> <li>1. Ms. Meena</li> <li>2. Mr. Harminder Singh</li> <li>3. Mr. Bahadur Singh</li> <li>4. Mr. Jagdeep Singh</li> </ol>
16	<b>Co-Curricular activities Committee</b>	<ol style="list-style-type: none"> <li>1. Ms. Jaskiran Dayal</li> <li>2. Mrs. Babita</li> <li>3. Mr. Kapil Jaiswal</li> </ol>
17	<b>Youth festival Committee</b>	<ol style="list-style-type: none"> <li>1. Mr. Jasvir Singh</li> <li>2. Dr. Anjali</li> </ol>
18	<b>Anti Ragging Committee</b>	<ol style="list-style-type: none"> <li>1. Dr. Mukesh Kumar</li> <li>2. Ms. Jaskiran Dayal</li> <li>3. Dr. Anjali</li> </ol>
18	<b>Refreshment Committee</b>	<ol style="list-style-type: none"> <li>1. Mrs. Jasbir Kaur</li> <li>2. Mr. Tejinder Singh</li> <li>3. Mr. Harminder Singh</li> <li>4. Ms. Amarjit Kaur</li> </ol>
20	<b>Media Committee</b>	<ol style="list-style-type: none"> <li>1. Mr. Kapil Jaiswal</li> <li>2. Mr. Riddhi Chand</li> <li>3. Ms. Jasbir Kaur</li> <li>4. Ms. Meena</li> </ol>
21	<b>Hostel Committee</b>	<ol style="list-style-type: none"> <li>1. Dr. Anjali</li> <li>2. Ms. Amarjit kaur</li> <li>3. Mr. Rishi Kumar</li> </ol>
22	<b>College Canteen Committee</b>	<ol style="list-style-type: none"> <li>1. Mr. Paramdeep Singh</li> <li>2. Dr. Davinder Aggarwal</li> </ol>
23	<b>Guidance and Counselling cum Placement Cell</b>	<ol style="list-style-type: none"> <li>1. Dr. Anjali</li> <li>2. Mrs. Devinder Kaur</li> </ol>



		3. Mr. Paramdeep Singh
24	<b>Women Cell</b>	1. Ms. Jaskiran Dayal 2. Mrs. Babita
25	<b>Research Promotion Cell</b>	1. Dr. Mohit Dixit 2. Dr. Anjali 3. Dr. Mukesh Kumar 4. Ms. Jaskiran Dayal 5. Mrs. Babita 6. Ms. Meena
26	<b>Grievances and Redressal Cell</b>	1. Dr. Mukesh Kumar 2. Mrs. Devinder Kaur 3. Ms. Meena
27.	<b>IQAC</b>	1. Ms. Jaskiran Dayal 2. Mrs. Babita

**2. Give the Organizational structure and the details of academic and administrative bodies of the institutions.**



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

The powers and functions of each authority and committees are well defined to ensure administrative decentralization. The proposals are generated at the grass root level and after careful consideration and deliberations; the recommendations of various committees go to the Principal, which arrives at final decision. The decisions of the Principal are implemented by various committees and various sections (Academic, Administrative etc.). These decisions are implemented in a decentralized way without any interference or hindrance. Faculty members look after the functioning related to that particular committee.

Office Superintendent, Clerk along with data entry operator looks after the office administration under the guidance of the Principal.

The librarian is responsible for permanent custody of books, journals and management of the library. Library committee helps in its functioning.

**Following is the list of in charges of different laboratories/teaching rooms:**

<b>SR. NO</b>	<b>LABORATORIES/ TEACHING ROOMS</b>	<b>PROF. IN CHARGE</b>
1	<b>Library and Reading Room</b>	<b>Mr. Tejinder Singh</b>
2	<b>ICT cum Education Technology Resource centre</b>	<b>Ms. Meena Arora</b>
3	<b>Psychology Resource Centre</b>	<b>Dr. Mukesh Kumar</b>
4	<b>Science and Mathematics Resource Centre</b>	<b>Mrs. Babita</b>

5	<b>Physical Education Resource Centre</b>	<b>Mr. Paramdeep Singh</b>
6	<b>Arts cum Music Room</b>	<b>Mr. Jasvir Singh</b>
7	<b>Language Laboratory</b>	<b>Mr. Kapil Jaiswal</b>
8	<b>Staff Room</b>	<b>Dr. Anjali</b>
9	<b>Home Craft Room cum Pantry</b>	<b>Ms. Jaskiran Dayal</b>
10	<b>Research Promotion Cell</b>	<b>Dr. Mohit Dixit</b>
11	<b>Guidance and Counselling cum Placement Cell</b>	<b>Dr. Anjali Sharma</b>
12	<b>Staff Room</b>	<b>Mr. Manvir Kumar</b>
13	<b>B.Ed Section A</b>	<b>Ms. Meena Arora</b>
14	<b>B.Ed Section B</b>	<b>Mr. Harmindr Singh</b>
15	<b>B.Ed Section C</b>	<b>Mr. Jagdeep Singh</b>
16	<b>B.Ed Section D</b>	<b>Mr. Bhupinder Singh</b>
17	<b>M.Ed Class</b>	<b>Dr. Mohit dixit</b>
18	<b>D.El.Ed Class</b>	<b>Mrs. Jasbir Kaur</b>
19	<b>Girls common Room</b>	<b>Ms. Amarjeet kaur</b>
20	<b>Boys Common room</b>	<b>Mr. Rishi Kumar</b>
21	<b>Seminar Room</b>	<b>Dr. Riddhi Chand Gupta</b>
22	<b>Multi Purpose Hall</b>	<b>Mr. Bahadur Singh</b>
23	<b>Girls Hostel</b>	<b>Ms. Amarjeet Kaur</b>
24	<b>Boys Hostel</b>	<b>Dr. Davinder Aggarwal</b>
25	<b>IQAC Room</b>	<b>Ms. Jaskiran Dayal</b>

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

To coordinate and monitor the collaboration with other sections and school personnel, we have an effective mechanism with the sole aim of ensuring quality of education. The Principal conducts frequent meeting as per requirement with the different heads of committee and school personnel related with the execution of practice teaching lesson to

have feedback for quality improvement. Internal coordination is done by various committees meant for the purpose. The members of the faculty willingly and actively participate in all the activities. The efficient coordination and monitoring is due to the support and guidance given by the Principal and the management representations that are part of the committees. All consultancy programmes and extension services are done under the patronage of the management. The difficulties in the execution of the related tasks are discussed and solutions are planned out for the improvement of the quality.

Institution works in collaboration with other institution, societies and School. Practice teaching programme of institution is collaborative activity with practice teaching school. The in-charge teacher and the group of pupil teachers visits the school before practice teaching programme. Students seek guidance from the head of the school and subject teacher. On different occasions human resources are shared with parental institution. To foster good relationship they believe in sharing of one's life, e.g. faculty members share their resources with other group of people.

**The College functions as one complete unit. The various sections of the institutions undertake their functions and duties as follows:**

- a. Principal's office conducts all type of communication with the government, university, management, students and parents and prepares office records.
- b. Faculty members have the responsibility of maintaining students' attendance registers, examination record, internal assessment record, practice teaching record, co-curricular activities record etc.
- c. Library wing is managed by librarian and restorer-cum-data entry operator and through the library advisory committee. They are responsible for maintaining accession register, making purchase, cataloguing, classification and issuance of identity cards.
- d. Each laboratory is under the charge of a teacher concerned who is responsible for using it as a learning resource and maintaining it.
- e. College infrastructure and facilities are put to optimal use through the functioning of IQAC committee.

- f. Financial matters are looked by the accountant.
- g. Hostel and mess managed by a committee comprising of teachers and the hostel warden.
- h. For round the clock security, there are two security guards.
- i. The college has Alumni Association which regularly provides feedback for further improvements.

**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 institution always considers the information obtained from the feedback of various stakeholders in decision making for the improvement of institutional performance. Feedback is certainly used for qualitative improvement at every stage. The following mechanisms are in place for performance assessment:

1. Students' feedback proforma
2. Self appraisal proforma of teachers
3. Suggestion box
4. Through meetings with faculty
5. Through CRs meetings
6. Through complaints box
7. Through feedback from parents, school supervisors, students and head masters of the schools for decision making and performance improvement.

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

The college has taken following initiative to promote co-operation among the faculty members, sharing of knowledge, innovations and empowerment of the faculty. The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by the following ways:

- a. Since all the educational plans are made in the light of decisions taken in the staff meetings, committee meetings and IQAC meetings, the cooperation is extended for the execution of the policies and decisions.
- b. Organizing workshops/seminars/competitions also is a joint effort of all.
- c. Study leave is provided to the staff.
- d. Staff is allowed to attend and present papers in Seminars, Workshops and conferences to refresh their knowledge.
- e. Cooperation is a success mantra of the institution. Therefore, the college works with the help of different committees, clubs, and houses.

### 6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

Yes. The management information system (MIS) is effective in operation. The college has MIS in place, to align and integrate data and information on academic and administrative aspects of the college on the college website: [www.babekegroupofinstitutes.com](http://www.babekegroupofinstitutes.com). The institutional website contains information on programmes offered, the course content, list of faculty members, the infrastructure available, besides the mission and vision of the Institution. It also has detail of facilities available, library and academic and nonacademic activities of the institution, syllabus, examination results etc.

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

##### **Human Resources**

The institute strictly follows the norms and standards set by NCTE, DPI, PU and UGC. The Managing Committee has clear cut policy to appoint human resources (teaching) on merit basis as per requirement. The college has the practice to place the total action plan

on the agenda of the staff meetings and according to the recommendations of various committees, human resources are identified, selected and given the responsibility to accomplish the task. In case of an emergency, illness or leave, a suitable person is deputed to carry out the desired responsibility. If the need arises, additional staff on part time basis is engaged with the approval of the management. The college follows the rotation system for its human resources so that their experiences and competencies are put to the best use for the changes resulting from the action plan to best utilize the human resource.

### **Financial Resources**

The managing committee of the college provides financial resources in addition to according to need and requirement.

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

The institution has sufficient human resources to support the implementation of the mission and the goal. We receive academic and professional help from them through meetings, feedbacks, discussions. This enables us to fulfill our vision. Planning of all resources is done as per University norms, NCTE, NAAC, UGC, regulations.

The major financial resources are fees collected from the students and funds released by the management. The financial resources are scrupulously used for the implementation of the mission and goals.

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

The perspective academic plan (calendar) is prepared at the beginning of the year by appointed faculty members. The entire faculty and the administrative staff are consulted.

The calendar is further discussed in the IQAC meeting and after fine tuning the same is accepted for implementation.

In the case of practice teaching yearly planning is done. The in-charge of practice teaching visits the concerned schools and conducts meetings with the headmaster and the teachers. During the meeting, all the aspects related to practice teaching like number of lessons to be taught by trainees, planning of teaching lessons, observations to be made, feedback to be given by teacher in charge etc. are discussed and final planning is made accordingly for better functioning.

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

The objectives of the institution are displayed at college main sites like:

- ✓ Website of the college
- ✓ Prospectus of the college
- ✓ Display boards in the college.

Short term and long term objectives are discussed and communicated at all levels by organizing meetings at intermittent intervals then closely monitoring the level of implementation.

Duties and responsibilities are assigned to the employees and their role is defined for their full cooperation, they are motivated, given full support by the institute and awarded suitably to recognize and reinforce their contribution.

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

The vision, mission and implementation plans are monitored, evaluated and revised from time to time. Planning is done in the beginning of the session and its monitoring and



evaluation is done weekly, monthly, quarterly and yearly. The college has an internal co-ordination and monitoring mechanism through the various committees to look after different activities. Periodic meetings are held with the teaching and non-teaching staff for proper administration and management.

#### **7. How does the institution plan and deploy the new technology?**

- ✓ Feedback is taken from teaching and non teaching faculty through meetings regarding need of technology up gradation.
- ✓ Faculty through positive interactions is informed about latest technological developments in educational sphere b fellow colleagues and experts.
- ✓ The institution invites the experts to provide knowledge of new technological advancement and to upgrade existing technology.
- ✓ The teacher educators are trained to incorporate the new technology in their instructions according to the needs of pupil teachers as per the global standards.

### **6.4 HUMAN RESOURCE MANAGEMENT**

#### **1. How do you identify the faculty development needs and career progression of the staff?**

The institution is concerned about the academic needs and progression of its faculty members. These needs generally include the changes in the syllabus, technological needs, guidance and observation of new types of lessons like team teaching and models of teaching lessons.

An orientation program to familiarize the faculty on the new trends, content or practicum based on the new trends, content or practicum is organized. For technological competencies, the institution organizes demonstration programs and need based orientation. Institution provides facilities to staff members to attend seminar, workshop, symposia conference etc. for their academic development.

**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?**

To improve teaching, research and service of the faculty, the institution has evolved a comprehensive and continuous evaluation mechanism which includes self appraisal by the faculty, feedback given by the students.

1. The faculty (teaching and non-teaching) is encouraged to fill their self appraisal report which is duly evaluated by the Principal.
2. Teachers evaluate performance of the students in their class tests, house tests, assignments and the report is duly submitted to the Principal. Oral and written feedback is also invited at regular intervals by the Principal.
3. The feedback obtained from the students is communicated to the faculty and encouraged to make improvements.
4. In order to ensure maximum output, all academic planning is done in consultation with the faculty, keeping in mind their area of specialization and expertise.
5. Teacher trainees also provide informal feedback about the efficiency and performance of teaching and non teaching staff. After the analysis of the feedback and interpretation; it is conveyed to the faculty members in private by the principal.

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

The institution makes efforts continuously to improve the overall organization effectiveness capabilities, development, welfare to the faculty (teaching and non teaching) through various welfare measures:

- Employees Provident Fund (EPF).

- Facility of free residential staff quarters.
- Hospital facility for the staff.
- Parking facility for the teachers.
- Separate rooms for senior teachers.
- Leave facility including causal leave, without pay facility etc.
- Library facility, free and unlimited access to internet.
- Guest house facility.
- Monetary help to staff to attend various orientations, refresher courses workshops, seminars etc. and facility of publishing a research paper and an article at college expense.
- Facility of free bus service for the staff.

**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 conducted staff development programme for skill up-gradation and training of the teaching and non-teaching staff. The details are given below

<b>WORKSHOP/ PROGRAMME</b>	<b>DATE &amp; YEAR</b>
<b>Workshop on Microteaching Skills</b>	<b>Every Year in month of Sept. and Oct.</b>
<b>Workshop on Herbartian Approach</b>	<b>Every session 2010-11 to 2012-13</b>
<b>Training Programme on use of ICT Skills(teaching faculty)</b>	<b>Every year in month of July</b>
<b>Workshop on Research Methodology</b>	<b>11-09-2013 to 17-09-2013</b>
<b>Workshop on RCEM Approach</b>	<b>Every Year in month of Sept. and Oct. from session 2013-14</b>
<b>Workshop on Personality development and Leadership skills</b>	<b>21<sup>st</sup> July, 2014</b>

<b>for faculty</b>	
<b>Computer and Internet training workshop(teaching and non teaching faculty)</b>	<b>24<sup>th</sup> July,2014</b>

For the up-gradation and training of staff, faculty members are encouraged to contribute articles in journals. They are also motivated to improve their qualifications by enrolling themselves in various types of degrees and courses. All the teachers are encouraged to engage in research. Depending on the latest development and changes in the curriculum the respective staff members are sent for refresher courses, orientation courses conducted by different bodies to equip themselves with the latest insights in their respective subject. To keep abreast with the latest developments they attend appropriate workshops, seminars, extension lectures organized at the college and even outside the college at state, national or international level to enhance their professional growth.

**5. What are the strategies and employment 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 condition)and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, U.G.C, University etc.) ?**

Institution follows rules, regulations and norms given by the Panjab University, UGC , NCTE and State Government to recruit and retain faculty vacancies are advertised in the two leading newspaper, so that the candidate with requisite qualification may apply for the post. Teaching staff is recruited through interview according to the rules and regulations of Panjab University and the procedure according to UGC and DPI (Colleges) guidelines. Selection is done purely on merit. The interview panel comprises VC nominee, Subject expert, representative of the university, member of management and the Principal, service conditions of employees are as per the UGC/state government. The services of employees appointed on regular basis are confirmed after successful completion of their probation period of one year.

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

The criteria for employing lecturers and other supporting staff under the self finance scheme are different with regard to salary structure. The qualification under this category is the different for the Assistant Professor of UG and PG respectively. The appointment/recruitment of teaching faculty and other supporting staff is done by the management committee following the university norms through the constitution of a Selection Committee as per the rules of the State Government and the university statute. The salary structure is governed by the regulations of State Government for self financed courses. For transparency, the salary of the faculty is deposited in the bank. The part time and ad hoc faculty is given consolidated salary decided by the institution and the regular faculty draws salary according to the structure fixed by UGC. The workload for regular and ad hoc faculty includes teaching, guidance, observation and evaluation. The work load is almost same as for regular and adhoc teaching faculty members of the department.

- 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 management always encourages and supports the staff members of the college for professional growth and to participate and present papers in seminars, conferences, workshops, orientation courses and refresher courses for their professional development Moreover the institution also encourages the faculty to write articles for various national and international journals.

- ✓ Funds are allotted in budget for faculty development Programme by the management.
- ✓ At least two Orientation programmes/workshops/seminars are organised under FDP
- ✓ They are given duty leave to participate in seminars etc.
- ✓ The college also pays registration fees for various seminars, conferences or workshops to be attended by faculty members.
- ✓ The college pays publication fee of one of the thematic papers and one of the research paper published by the faculty in one session.
- ✓ Internet access is free for all faculty members.

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

The physical facilities are provided as per need and requirements of members of faculty. These are as follows:

- Well equipped staff room with computer, micro wave, refrigerator facility etc.
- Individual rooms with proper furniture and almirahs have been provided to senior faculty.
- Separate seating arrangement in library
- Pantry Facility
- Free of cost Staff residential quarters
- Free of cost reprographic Facilities
- Place for parking vehicles
- Well maintained washrooms
- Guest house facility and hostel mess facility
- Free Hospital Facility
- Free transport Facility

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

a. Major mechanisms to seek information are-

- **College Principal and college office**
- **College library**
- **College Website: [www.babekegroupofinstitutes.com](http://www.babekegroupofinstitutes.com)**
- **College telephone and e-mail**

- a. Grievances and Redressal Cell for over viewing the complaint and providing solutions.
- b. A complaint box is kept to get the complaints (if any) from the faculty and non teaching staff.
- c. Faculty is also free to lodge their written complaints to the Principal of the institution.

**10. Details 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 members are as per the norms of UGC, NCTE & Panjab University. Proper time table has been made to divide the work load in such a manner that every faculty member is engaged in a wide range of professional and administrative activities including teaching, research assessment, mentoring, working with schools and community engagement.. But in case of a faculty member is overloaded due to more assignments then his/her work is reduced by providing other assistants to her to carry out the work effectively. The work load is based on the basis of subject specialization, capacity, experience and ability of the individual.

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

Yes

- ❖ Felicitation in the faculty and staff meeting,
- ❖ Faculty gathering is done in recognition of the faculty's achievements in different areas.
- ❖ The achievements and noteworthy performance of teacher educators are displayed on the notice-board and mention in the service book.
- ❖ The photos and special news is highlighted in the institutional magazine –‘Jyoti Kalash’.
- ❖ The institution arranges a party to congratulate the achiever

## **6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION**

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

**No, the institution does not get financial support from the government.** The college is under self-finance scheme. The major sources of revenue and income are:

- ✓ Income from Self-Financed Courses
- ✓ Interest from FDRs
- ✓ Income from Hostels.

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

- ✓ Contribution by the management members.
- ✓ Sponsorship from P.U. for organizing seminars
- ✓ Books donated by Alumni members for Book bank



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

As college is under self-financed scheme, so utmost care is taken for the optimum utilization of the budget and operational budget of the institution is adequate to cover the day-to-day expenses.

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

Student Fee, interest over the FDR, Contribution of the members of the Management are the budgetary resources. As the college is run on no profit basis and the management believes in providing quality education so the budgeting provisions are made for the fulfillment of college goals and missions and it has been reflected in the income and expenditure statements and its continuity in future planning.

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

The accounts of the institutions are audited regularly. There is internal and external audit system of the account. Accounts of the college are regularly audited by the chartered accountant, who is deputed on behalf of the management. Regular audit mechanism is followed by the college. Internal audit system constitutes of:

- i. Daily checking of physical Cash
- ii. Proper creation of vouchers and ledgers
- iii. Proper utilization of allocated funds as per allocated heads
- iv. Proper payment to parties

- v. Proper record keeping
- vi. Cross checking / sudden checking of accounts

### **Role of Office Superintendent cum Accountant**

The accountant keeps the records of all the receipts and payments daily. By checking receipts and payments cent percent, monthly trial balance is checked. After completion of the financial year, he prepares receipt and payments, income and expenditure and balance sheet with bank reconciliation statement.

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

No the institution has not computerized its finance management systems.

## **6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP**

### **1. What are the significant practices in governance and leadership carried out by the institution?**

The democratic governance practice is carried out in our institution. Priority is given where the academic activities are planned and worked out by decentralized manner. In the decentralized mode of administration, the various committees and bodies are constituted. It indicates that the institutional academic administration is decentralized to a great extent. Each faculty member has been assigned with specific functions and responsibilities. They are delegated with proper rights and duties. This practice is carried out in the following phases:

- Work distribution : Equal distribution;
- Planning of the activity : At individual level
- Discussion about planning: A meeting is conducted.
- Finalization of the plan: The suggestions are considered.

- Involvement of faculty members and student representatives in administration.
- Execution of the activity / program
- Feedback

Significant practices in governance and leadership carried out by the institution are:-

**Physical facilities-** Staff room, comfortable furniture, cupboards, internet facilities, hospital, well maintained wash rooms, library facility, well maintained laboratories, staff residential quarters, guest house facility have been provided.

**Work load:** Allotment of the work according to expertise and interest of the faculty.

**Skill- up gradation and training facilities:** Staff is given opportunities for attending orientation courses, seminars, refresher courses, paper presentations etc.

The students are also motivated in a following ways:

**Fostering leadership qualities in prospective teachers:** Morning Assemblies are planned and executed by the students. When prospective teachers go for practice teaching, a group leader is selected in each school. He/ She is authorized to approach the school head in case of any problem in organizing activities in the school.

**Outcomes of the activities:** Sense of responsibility is developed among the students. Teaching Practice in the schools becomes smooth and effective under the supervision of the group leader. It is helpful to college professors in co - coordinating various student activities.

**Systematic planning of curricular and co-curricular activities:** Activities are systematically planned every academic year. The activity schedule is prepared at the commencement of the session. In this practice, an integral effort is taken to work out the plan. This results in the academic excellence. In decentralized practice of administration, all faculty members are involved, so the ideas are shared and an ideal plan is worked out. This practice creates very positive environment of administration.

## ADDITIONAL INFORMATION FOR REACCREDITATION

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

1. Participation of beneficiaries like students and their parents in various decision making bodies of the college can help in improving the ambience of the college

Following initiatives have been made:

- **Students have representation in IQAC.**
- **Alumni are members of IQAC**
- **Student administrative council has been framed.**
- **Parent teacher association exists in the college.**
- **Students are members of various committees as discipline committee, cultural committee etc.**

2. There is a great need to make efforts to cater to quality education in consonance with the vision and mission of the college.

**Reasonable consideration, approach and planning has been taken into account for attaining the mission, vision and objectives of the institution through effective curriculum transaction and organisation of curricular and co-curricular activities.**

3. The management process needs to be sensitized for better planning, team work division of work and decentralized system of administration.

**Decentralized system of management has been practiced. Management has given freedom to the institution to organise academic and co curricular activities at its own at institutional level. The institution manages various aspects through committees and cells having independent charge.**

4. Management's active involvement in planning and execution of projects needs to be strengthened.
  - **Management representatives regularly attend the meetings of IQAC**
  - **Periodic meeting of management with Principal is conducted once a month to attain feedback regarding working of the college.**
  - **Members of management attend the academic and co- curricular programmes of the college regularly.**
  - **Management provides financial assistance for organising various activities as per requirement in addition to annual budget allotment.**
  
5. College can have a good prospective plan for future development.
  - **Academic and Co-curricular, work experience, Skill in teaching planning is done at the beginning of the session every year by framing academic calendar.**
  - **IQAC meetings are arranged for planning activities of the college.**
  - **NCTE, UGC and affiliated university norms are taken into consideration while planning for further development to produce sharp, skilled and devoted teachers.**
  
6. Strategies to be adopted to obtain data and information from stakeholders for decision making and performance in programme
  - **Meetings are held with students' administrative council.**
  - **Parent-teacher meetings are held.**
  - **Feedback is sought through various performas from parents, alumni, Practice School heads, employers etc.**
  
7. More efforts needs to be put in for mobilizing through consultancy and organising various academic programmes  
**Adequate efforts to explore the available resources in institution, community and other govt. and non govt. agencies have been traced out for providing experience**

**and knowledge of ground realities and existing scenario of schools where student teachers have to work.**

8. Finance management system to be computerized.

- **It has been partially computerized.**

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

Following measures have been taken:

- Higher Education programme M.Ed has been started.
- E- resources has been strengthened.
- Decentralization of powers has been strengthened.
- IQAC has been strengthened.
- Infrastructural facilities have been strengthened.
- Innovative instructional facilities have been enhanced
- Feedback system has been strengthened.
- ICT related facilities have been strengthened

## CRITERION VII

### INNOVATIVE PRACTICES

#### 7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

Yes, the college formulated and established Internal Quality Assurance Cell. IQAC was established in the College in 2008.

To maintain high academic standards the college holds regular meetings of IQAC. In the light of revised guidelines for the creation of the Internal Qualities Assurance Cell (IQAC) the composition of revised IQAC is as under

#### COMPOSITION OF INTERNAL QUALITY ASSURANCE CELL

SR. NO.	DESIGNATION	NAME & ADDRESS
1.	Chairperson	1. Dr. Nand Kishor Choudhary, Principal, Babe Ke college of Education, Daudhar
2.	Sen. Admin. Officers	1. Dr. C.L Sachdeva, Managing Director, Babe Ke Group of Institutes. 2. Mrs. Kamaljeet Kaur
3.	Employers	1. Sant Baba Kapoor Singh 2. Dr. Rohin Sachdeva
4.	Member Management	1. Dr. Om Prabha Sachdeva
5.	External Expert	1. Prof. M.R.Popli
6.	Faculty	1. Mrs.Devinder Kaur 2. Mr. Paramdeep Singh

		3. Dr. Mukesh Kumar 4. Dr. Mohit Dixit 5. Ms. Meena Arora
7.	Local Society Nominee	1. S. Sharanjeet Singh Ruby 2. S. Surjeet Singh, 'Daudhar'
8.	Student Members	1. Mr. Gurbhagat Singh (M.Ed) 2. Ms. Harpreet Kaur (M.Ed) 3. Ms. Amandeep Kaur (B.Ed) 4. Ms. Nidhi (B.Ed)
9.	Stake Holders & Community Representatives	1. S. Bhupinder Singh, Principal, Dashmesh Public School. 2. Dr. Shingara Singh, SMO, Govt. Hospital, Dhudike
10.	Alumni	1. Ms. Rajdeep Kaur (M.Ed- 2013-14 ) 2. Ms. Bhupinder Sharma (M.Ed-2013-14) 3. Mr. Gagandeep Jindal( B.Ed-2010-11) 4. Ms. Aman preet Kaur (B.Ed-2010-11)
11.	Deputy Coordinator	Mrs. Babita
11.	Coordinator	Ms. Jaskiran Kaur Dayal

### MAJOR ACTIVITIES UNDERTAKEN

- ✓ Enhancing Infrastructural and instructional quality of the institution.
- ✓ Signing M.O.U. with Local Teacher Education Colleges.
- ✓ Installation of Anti-Sexual Harassment Cell
- ✓ Strengthening Feedback Mechanisms
- ✓ Strengthening Mentor System
- ✓ Organisation of National seminars and workshops.



- ✓ Organising Faculty Development Programme.
- ✓ Strengthening Student support services.
- ✓ Development programmes for Non Teaching staff.

## ACTIVITIES CARRIED OUT FOR ACADEMIC IMPROVEMENT

- ✓ Successful execution of Academic Calendar.
- ✓ Installation of Research Promotion Cell.
- ✓ Cycle tests are taken on regular basis.
- ✓ RCEM approach introduced in Lesson Planning
- ✓ Organisation of Pedagogical Quiz Competitions
- ✓ Bench Marking Introduced.
- ✓ Wi-Fi facility is provided for research purpose.
- ✓ Addition of Books, Journals and magazines to Library
- ✓ Academic results are analyzed for further improvements.
- ✓ Feedback is received from students regarding staff performance.
- ✓ Suggestion box is kept for getting feedback.
- ✓ Guest's lectures were organized on varied topics

## 2. Describe the mechanism used by the institutions to evaluate the achievement of goals and objectives.

To evaluate the achievements of goals and objectives, the following mechanism and procedures have been adopted by the institution:

- Ensuring timely and efficient accomplishment of academic, administrative and financial tasks.
- Regular faculty meetings, student-faculty meetings, IQAC committee meetings to chalk out the action-plan, allocate the duties and discuss the progress of the college in different spheres.
- Faculty appraisal by Principal.
- Self appraisal by faculty.

- Feedback from Students, Parents, and stake holders
- Students' achievement record.
- Participation and performance of students in inter-college/University activities and competitions.
- Encouraging the faculty members to do PhDs and to participate in various conferences, workshops and seminars as well as to publish their research work.

Networking with other institutions in India and abroad for the assessment of the quality of research and other academic programmes carried out in the institution

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

The institution imparts quality education and IQAC assesses the quality of the

The institution ensures quality of its academic programme by:

- Engaging highly qualified staff.
- Ensures adherence to academic calendar
- holding staff, management and IQAC meetings
- Allocating appropriate time to each subject and other activities.
- Unit Planning
- Conducting daily cycle tests for improving the performance of students.
- Written and oral assignments on the topics relevant to their syllabus.
- Conducting Remedial Classes, Seminars, Workshops, Organizing Extension Lectures, Quiz Competitions, and Skill in Teaching Competitions.
- By making teachers submit monthly reports regarding activities undertaken by them
- Record of the performance of the students in cycle tests, house examinations is maintained and feedback is given to the students to ensure better performance during final examination.
- Proper maintenance and up gradation of the library facilities.
- Monitoring Attendance of the students.

- Motivating faculty for Professional growth of through orientation & refresher courses and organising conferences, seminars and workshops for them.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Ensuring optimum use of various labs like Science lab, Psychology lab, Language lab, Computer lab and Technology lab.
- Academic Auditing through IQAC.
- Dissemination of information on the various quality parameters.

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

The institution ensures the quality of its administration in the following manner:

- The institutional administration has been decentralized.
- Various committees have been constituted and the functions and the responsibilities of all the committees have been clearly specified.
- The teacher trainees are provided with proper information throughout the academic year.
- The IQAC supervises the entire administrative processes.
- In the administrative section, each non teaching member has specific responsibilities and functions.
- The administrative set up; its functions, limitations and changes if any to be implemented are discussed in the faculty meetings.
- The quality of financial management processes is maintained and all the dealings are kept in accordance with the budgetary allocations.

- All the financial dealings such as deposits into the banks, withdrawals, payments, recoveries etc. are done promptly and recorded.
- The day-to-day financial dealings are checked and signed on daily basis.
- Proper internal and external audits are conducted from time to time.
- In all financial dealings, the norms, rules and regulations of the governing authorities are strictly adhered to.
- The financial management processes and dealings are made and kept transparent.

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

Good practices are identified by the IQAC through its meetings, visits to other institutes, experiences of visiting faculty and through faculty exchange program and shared with various faculty. Equal opportunity is provided to these departments to participate in the curricular and co-curricular activities. All the good practices are shared with the heads of all the departments and feedback is taken from them. They are given free hand to implement all the practices in their departments and present the reports of the same for the perusal of IQAC

## **7.2 INCLUSIVE PRACTICES**

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

- ✓ The institution sensitizes teachers on the issues of inclusion and the focus given to these in the policies and the school curriculum through discussions, lectures and seminars.

- ✓ Provision of Optional subjects: Special Education in M.Ed and Education of Children with Special Needs' in B.Ed. and D.El.Ed. Classes provides theoretical insight into Inclusion
- ✓ The institution also arranges the visits of the students to special schools for differently-abled children. These help in bringing relevant behavioural changes in student teachers.
- ✓ The reservation policy of the govt. is followed in admission process.
- ✓ Equal opportunities are provided to students belonging to various backgrounds, castes, sex according to their abilities.

**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?**

- Daily morning assembly and special lectures are utilized to instill a sense of inclusion and acceptance of those facing deprivation.
- Documentary films on the success stories of exceptional children are shown to these students in their tutorial groups to develop empathy
- There are optional papers at M.Ed. and B.Ed. level under optional papers on children with special needs. Through these papers, students are made aware about various issues like inclusion, exceptionalities and the facilities and vocational options for them.
- Practical experience is given through visits to Schools for mentally challenged.
- Extra coaching, counseling and guidance is given to educationally backward learners in carrying out various academic activities through co-operative learning.
- Case studies are also prepared to aware the student teachers about various exceptionalities, follow up and remedial programmes.
- Various Co-curricular activities also make them aware towards exceptionalities and gender differences.

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

The following academic and non-academic provisions in the curriculum have been made for the above purpose:

- Daily Cycle tests, Snap tests, Classroom discussions, Class Seminars and weekly assignments, foster the sense of active engagement in learning amongst the students.
- Fee concession is given to the needy and deserving students which fosters self motivation
- Compulsory participation in co-curricular activities creates positive social interaction.
- Library period for engaging them in self-learning.
- Celebration of important national and international festivals for social interaction.
- NSS camps
- Simulated teaching, observation lessons, practical work in components for creating optimal learning environment.
- Observation of lessons by peers for healthy group discussions.
- Practice teaching programmes also help to foster positive social interaction.
- Field surveys on various social, economic and environmental issues like domestic violence, problems of farmers, environmental degradation, population problems etc. are conducted by student teachers.
- Meritorious students are honoured in college functions.
- Renowned teachers are honoured on Teachers day so that they act as role models for student teachers.

- Educational tours, field-trips, visits to nearby slum areas, orphanages, old age homes, community interaction programmes and computer literacy programmes are best sources of positive interaction, active learning and self-motivation.

#### **4. How does the institution ensure that pupil teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

The institution ensures that pupil teachers develop proficiency for working with children from diverse backgrounds and exceptionalities by providing them following opportunities:

- Practice teaching is organized in Govt. as well as private schools and the strata of students enrolled in these schools are also different. Thus, the trainees develop a reasonable proficiency to deal with students from diverse background.
- By training them in the administration of psychological tests for the identification of students with diverse needs.
- By training them in production of instructional material for students of diverse needs.
- Students are engaged in thematic co-curricular activities that promote social values.
- Participation in multi-cultural and multi-religious (celebration of annual day and national days)
- Morning Assembly is organized and Equal opportunities for students in social activities provides exposure to the real society they have to face in future.
- Students hailing from diverse background are grouped in peer tutorials, houses, clubs, collective project work of multiple descriptions i.e. surveys, ICT projects, case study etc.

**5. How does the institution address to the special needs of the physically challenged and differently-able students enrolled in the institution?**

Only one or two physically challenged teacher trainees has taken admission in institution per academic year. For such teacher trainees, the institution provides the following facilities:

- ✓ All the stakeholders including the non-teaching staff assist the physically challenged trainees in the best possible way.
- ✓ Their Practice teaching is assigned in schools according to their suitability.
- ✓ Most of the teaching and practical work is carried out on ground floor only.
- ✓ Teachers also mentally prepare their fellow students to provide them peer recognition

**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)?**

The institution handles and responds to the gender sensitive issues by :

- Women Cell has been constituted.
- Arranging extension lectures by lady lawyer on legal issues pertaining to women, domestic violence and women rights.
- Lectures by Competent female gynecologists are also arranged to solve health related problems.

### **7.3 STAKEHOLDER RELATIONSHIPS**

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

- The institution ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders through:



- College website is uploaded from time to time and stake holders can get information from it
- Annual Report in the college magazine ‘Jyoti Kalash’. Annual report of the college is being read out on annual function.
- The academic results are uploaded on the website and displayed on the notice board and honour boards of the college.
- Academic and Co-curricular achievements are rewarded at annual function and news are published in leading local news papers.
- Information regarding accounts and administration can be taken from the college office through a written request for the same.
- The access of administrative and organizational performance to the stakeholders is also passed on through conduct of periodical meetings of the stakeholders, parents and governing body

**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 IQAC of the college evaluates and critically analyse performance of the preceding year(s) in its annual exit meeting and take the appreciation and criticism of the stake holders positively and always take into consideration the suggestions and feedback of students and stake holders while preparing the next year’s academic plans. Attempts are made to sustain and reinforce the appreciable reformative steps in regards to not so good or poor performance. Faculty members are then briefed about

- Academic reforms to be made.
- Newly planned strategies.
- Innovations to be incorporated in their instructions

**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?**

- Feedback performas have been prepared to get feedback from students on courses, teaching learning and teaching faculty; alumni, employers and various other stakeholders as parents, school principals etc.
- Suggestions are welcomed in annual meetings of Alumni and Parent Teacher association.
- Suggestion boxes have been installed.
- Feedback is taken from faculty in staff meetings.
- Feedback is taken from student representatives in meeting with student administrative council.
- Visitor book is maintained to get feedback from professional community guests and University nominees.

The information gained is shared, critically analysed and discussed in staff meetings and report is sent to IQAC.

IQAC analyses the report and plan out strategies to bring out necessary improvements with immediate effect, if possible.

## **ADDITIONAL INFORMATION FOR REACCREDITATION**

**1. How are the core values of NAAC reflected in the various functions of the institution?**

The five core valves identified by NAAC are:

- 1. Contribution to National development.**
- 2. Fostering global competencies among students.**
- 3. Inculcating value system in students.**
- 4. Promoting the use of technology.**
- 5. Quest for Excellence.**

Babe Ke College of Education is determined and has always endeavoured to the cause of Quality enhancement in Teacher Education in Rural areas of Moga district. All these core values are inherent in the whole M.Ed, B.Ed and D.El.Ed courses through various programmes and activities of the college.

### ***1. Contributing to National Development***

The institute is contributing to national development by:

#### **(a) Access to National Goals and Objectives**

- Providing Higher Education in rural area and developing skilled human resources in field of Education through B.Ed and M.Ed and D.El.Ed courses.
- Nurturing competent and skilled work force in form of Teacher educators and Prospective teachers through various skill development programmes.
- Addressing core national issues like Nationalism, Secularism, multi-culturalism, Human rights, national integration, need and national challenges like illiteracy, Unemployment atrocities against women etc.
- Orienting Pupil-Teachers towards national, social and global issues through various activities like debates, declamations, survey, skits etc. to generate the feeling of nationalism.
- Improving quality of teacher education programmes through networking and collaborations with other Institutes in the area.
- Effective networking at local, state, national level with various Educational and social bodies of national importance.

#### **(b) Developmental thrust in identification of research areas and academic programmes.**

- Development of research oriented temperament in Teacher educators undertake research and participate in seminars /workshops/conferences in field of research.
- Organization of research workshops to inculcate an aptitude for research work among faculty.

- Promotion of research activities among student I-Teachers by through field surveys and action research and projects such as case studies at both M.Ed and B.Ed level.

## *2. Developing Global competencies among students*

The institutes has taken following initiatives for developing global competencies among student teachers

- Involvement of student teachers in quality enhancement endeavors of the institution through student administrative council.
- Organising special workshops for grooming personalities, developing required communication and inter-personal skills as per the demand of global society.
- Exposure to varied learning experiences and new global trends in education through international collaborations with renowned universities and colleges of Newzealand, Glasgow and Scotland.
- Modification and reshaping of attitude, temperament of student teachers to adopt global outlook through activities like debates, declamations and symposia.
- Devising various skill development programmes, workshops to improve and technical skills of the teacher educators and teacher trainees
- Provision of free and unlimited access to internet to acquaint them with global trends in education, teaching and learning process

## *3. Value System in students*

Following activities undertaken by college has definitely enhanced values in student teachers:

- Active participation in daily morning assembly and theme based special morning assemblies
- Participation in community service programmes through NSS camps.
- Organisation of Environmental awareness Programme, inter-house competitions
- Visits to special schools for exceptional children.

- Field based Social surveys on social, economic and environmental issues.
- Extension lectures on moral education value system by eminent educationists/social workers / missionaries.
- Healthy participation in games and sports by organizing inter-house tournaments and annual athletic meet and participation at university level.
- Training in crafts like gardening to develop dignity toward labour

#### ***4. Promoting use of Technology***

Teacher educators and student teachers have become technology friendly through following enterprises by the institution:

- Extensive use of ICT in planning, development and execution of administrative, academic and other programmes.
- Incorporation of ICT in actual classroom instructions by teacher educators.
- Online learning.
- Extensive utilization of ICT by student teachers in their theory related projects, assignments and preparation of lesson plans.
- Effective use of ICT by student teachers during their Skill in teaching programme/Practice teaching at schools.
- Utilization of latest ICT digitalized technology for research purposes by both faculty and students.
- Skill development programmes for students, teachers and non teaching staff in ICT
- Monitoring and surveillance of overall administration of the institution through CCTV cameras.

## *5. Quest for Excellence*

In quest for excellence in academic and non academic spheres college has taken following steps:

- IQAC has been strengthened.
- Recognition under 2f section of UGC act (1956)
- M.Ed course has been started in session 2013-14
- D.El.Ed course has been started in year 2010
- Women Cell, Anti-ragging Cell has been constituted.
- Consultancy services have been strengthened.
- Research Promotion Cell has been Installed
- A vast number of psychological tests have been added to Psychology laboratory to promote research culture.
- Library has been computerized.
- Library has been enriched with variety of text books, journals, magazines and other learning material. Reprographic facilities have been made available to students.
- International collaboration and tie ups with universities of Glasgow, Newzealand and Scotland have been strengthened.
- Initial Steps toward publication of research journal has been taken.
- Mentorship programmes has been strengthened.

# 3. BEST PRACTICES OF INSTITUTION

## THE BEST PRACTICES OF THE INSTITUTION

### *Practice – I*

1. **TITLE OF THE PRACTICE:** Resource Utilization for maximum student exposure.
2. **GOAL:** The aim of this practice is to provide, create and manage maximum instructional facilities to bring out maximum exposure of student teachers. This practice has following principles:

**Principle of Integration:** It leads to integrate all the requisite facilities and resources for creating maximum exposure of students from academic, skill and technological point of view.

**Principle of Search:** It provides the use of existing technology for searching and discovering knowledge and information to bring out best achievements in University examinations. This goal has underlying principle of sharing of experiences and self realization for developing self study habits of student teachers leading to create love of learning and teaching.

3. **THE CONTEXT:** This practice of resource utilization depicts many hardships. The practice of bringing the maximum exposure of Pupil teachers has many challenging issues – lack of spirit of cooperation and boosting of spirit of staff and students. Further, it was a challenge to coordinate the various aspects of exposure of students to be obtained through faculty, non-teaching, existing instructional facilities, technological aspects and other agencies and resources of community, NGOs and government.



The implementation of this practice has a challenge of seeking befitting contribution from all the stake holders has been very much difficult and time consuming. The arrangement of requisite finance, manpower and student cooperation has always been a big challenge. The rivalry and unhealthy competition had been creating conflict now and then to obtain feedback from all the stake holders has been very much time consuming and unsatisfactory. Requirements of Communication among the stake holders and requisite means amounted delay in arriving at the desired achievements.

The constant change in emerging technology of teaching learning has become burning issues now a day. To cope up with it for its utilization in teaching learning process the existing learning resources have their availability at various places under the charge of various persons having different attitude in the benefit of student community. Some of these have negative approach and do not cooperate in their proper utilization for student community. The use of teaching learning resources needs the urge, devotion, time and hard work of teacher educators which is not sufficient. The demand of providing incentives, and training to the teacher educators in this aspect is rarely met out.

#### **4. THE PRACTICE:**

##### **Information and knowledge regarding existing learning resources in the institution:**

The teacher educators identify the available learning resources in the institution which can facilitate in teaching learning process like Computer aided Learning, e- learning, learning by experiences, skill oriented teaching process etc. are discussed in the meeting of the staff council. The senior and junior members of the faculty share their experiences to identify a resource for a particular subject or a topic. The students are acquainted with available learning resources of the institution during orientation programme in the beginning of the session so that they can use it at their own level.

**Information and knowledge regarding existing learning resources outside the institution:**

The community has very rich and effective treasure of knowledge and information of historical, social, political economic, religious, environmental, technological fields. The various contents of our curriculum can be communicated through direct experiences and understanding by taking students there like evolutionary and revolutionary monuments , religious places, revealing innovation and research of human mind since ages.

**5. Management for utilization of learning resources:** the management for this best practice is planned in the beginning of the session. The entire curriculum of teacher education programme is designed on the basis of utilization of available resources in and out of the institution. The IQAC meetings contain the execution of this practice under the agenda. The focus in this meeting remains in updating the existing instructional facilities to ensure better internal quality of the institution. The requisite equipments, devices and materials in view of changing scenario is reviewed to facilitate the process of teaching and learning. It is ensured to use the available technical devices and teaching aids for best outcome of teaching learning process. The students are motivated to use the available technology of education to attain the best outcome of this practice, the e-learning system is encouraged and internet searching is made accessible to teacher educators and students. The skill in teaching programme is conducted in schools through enabling the student teachers to use maximum available instructional aids in the institution and in their practice schools during their internship. The experience of school teachers, the head of institution, subject experts and teacher educators is integrated in guiding student teachers and obtaining their feedback in respect of skill in teaching. This practice contains the survey of various government departments, judiciaries, religious and heritage places. This institution organizes workshops, seminars, extension lectures, celebrations of community and national days for creating and providing enlarged platform for learning experiences and opportunities.

**6. EVIDENCE OF SUCCESS:** The utilization of resources has key role in teaching learning process. It has the foundation for attainment of the knowledge and wisdom. The learning process comprises stimulation, experiences, interaction, innovation and creation.

Under this best practice

of the institution, the evidence of the best practice are enumerated as under:

- Formation of attention and senses of the students. It has contributed in forming attention and controlling senses of the learners.
- Enhancement in the capacity of teacher educators-becoming hardworking and getting knowledge of handling technical equipments.
- Enhancement in teaching learning process for effective results.
- Creation of skill oriented environment
- Enlargement in perception, thinking, imagination of the students
- Motivation for searching knowledge on internet.
- Attainment of life experiences in real life situation
- Attainment of quality of responsibility from social and educational point of view.
- Encouragement for peer group learning
- Development of positive frame of mind
- Formation of habit for self realization and exposure of potentialities of the students.
- Better results in University Examinations.
- Development of scientific approach and attitude among the teacher educators and the students.

- Development of resourcefulness among the teacher educators and the students.
- Proper time management in curriculum transaction.

7. **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:** The practice of utilization of teaching learning resources available inside and outside the institution has some problems. The majority of teacher educators do not have scientific approach, aptitude, caliber, interest, aptitude of using emerging technological devices. The time required to use these resources is not sufficient as it is time consuming practice. The support of officials, local leaders, NGOs having the position of learning resources is not obtained very easily. Sometimes resentment, negative approach and political and social differences are faced in this aspect. All the requisite adequate devices for prescribed curriculum are not available or obtainable or hired in and from out of the institution.

The problems of finance and initiatives by teacher educator and quality of leadership of the institution are the major barriers in practicing this practice. The implementation of this practice demands mutual cooperation, incentives which is rarely seen among the employees in and out of the institution.

## *Practice – II*

1. **TITLE OF THE PRACTICE: Cooperative spirit in Organisation.**
  
2. **GOAL:** The objective of cooperative spirit in organization is to create environment of democratic setup, development of self- potentialities and contribution in the internal quality enhancement for delivery of curriculum. It further aims to enable the student teachers to attain sense of service, creative thinking, group living, group behaviour and mutual understanding. It has the vision of self respect for each one working in the institution and to develop team spirit of doing organizational activities for better products and better results of teaching learning process. It would enable everyone to share ones' experience for facilitating teaching learning process.
  
3. **THE CONTEXT:** The cooperative spirit of organization and management for boosting the existing system has many challenging issues like the tendency of shirking work, working half-heartedly, irresponsible behaviour, shifting of the responsibility, counter allegations etc among the staff and the students. The promotion of progressive behaviour and removal of non seriousness towards learning is one of the major problems in practising this practice. The negligence among the stake holders is a serious challenge for developing coordinated efforts in facilitating the teaching learning process. The personality traits of students and teachers play important role in organizing the cooperative spirit in enhancing in internal quality parameters of the institution. The fast changes in technology of teaching and learning can not be focused upon without internal and external coordination for enriching the spirit of individuals. This cooperative spirit towards support and progression of the students can bring marvellous and magnificent results. The cooperative spirit is based on spiritual values, heredity and environment, social background etc. for which analysis and evaluation of all the stake holders is to be made for deciding progressive path of the institution and the product.

#### 4. THE PRACTICE:

**Morning Assembly Program:** It is held to inculcate the value oriented behavior among students and staff to have the mirror of the day to day curricular and co curricular activities.

**Observance of Self discipline and punctuality:** The time table execution is observed by the punctuality of the students and the teachers in delivery and attending the classes. In this context, sense of self discipline and accountability is judged.

**Organisation and Management:** The organization of co-curricular activities, seminars, workshops and sports meet have the foundations of mutual cooperation and coordination. All the activities are organized in Coordination to students, teaching and non teaching. The students are assigned various duties for making necessary arrangements under leadership of the faculty member. The groups formed for organisation of events has coordination among them. The management actively funds and participates in various programs of the institution. Various

experts from departments of different universities, colleges are invited for disseminating knowledge among learners. The Guidance and counselling department coordinates with parents for required feedback for improving existing infrastructural and instructional facilities. The teaching practice schools coordinate in school experience programme for sharpening the teaching skills of pupil teachers. The alumni of the institution fully cooperate in various academic, co-academic, curricular and sports activities for betterment of the institution. The regular feedback is obtained from heads of various schools , alumni for ensuring enhancement of internal quality of the institution.

**5. EVIDENCE OF SUCCESS:** The evidence of successful implementation of this practice has brought following results:

- Diligence and pleasure in discharging one's duty.
- Mutual respect and self evaluation.
- Sharing of responsibilities.

- Development of progressive frame of mind of students, staff and management.
- Learning by experience
- Enlargement in learning opportunities.
- Development of self discipline and healthy attitude.
- Development of leadership qualities.
- Enhancement in Social Skills.
- Development of peaceful co-existence.
- Collective responsibility
- Collective efforts.
- Attainment of group living, group thinking and group behavior.
- Enlightenment of Self potentialities.
- Peer group learning.
- Group Discipline

**6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:** The practice of cooperative spirit is very complicated but educative. It encounters tendencies and feelings of various religion ideological differences, party politics, groupism, rivalry, egoism. Some of the students, members of staff adopt conflicting attitude and negative approach of surpassing others. The implementation of this practice demands very much the experience, vision of leadership. This practice further needs the caliber and capacity to protect the participants

from untoward happenings in group behaviour. The dangers of egoistic conflicts and vested interests always haunt the mental chambers of organizers. The inadequate finance remains a problem in carrying on this practice but can be solved through creation of resources. In general this practice, strengthen the entire functioning of the Institution.

# **4. MAPPING OF ACADEMIC ACTIVITIES OF INSTITUTION**



## Babe Ke College of Education, Daudhar (Moga)

**Mapping of Academic Activities for B.Ed. Session 2014-15**



Note: A week is of six working days and a day is of six clock hours. Each line depicts one working day.

# Babe Ke College of Education, Daudhar (Moga)

**Mapping of Academic Activities for M.Ed. Session 2014-15**



Note: A week is of six working days and a day is of six clock hours. Each line depicts one working day.

# **5. SCENARIO OF TEACHER EDUCATION IN PUNJAB**

## TEACHER EDUCATION SCENERIO IN PUNJAB STATE

Teacher Education system has shown a tremendous growth and development in last decade in Punjab. Teacher training institutes have been established to mould and chisel the aspirant prospective teachers with knowledge , skills ,temperament and values so that they are able to develop a strata of learners who are imbued with such global knowledge, essential multiple skills and broad outlook to meet the demands of modern technological era.

Punjab State has two tier school education system entitled Elementary and Secondary:

- Elementary level including class I to VIII
- Secondary level includes class IX to XII.

Teachers are trained for both stages of school education. An Elementary teacher needs to possess the qualification of +2. Training at elementary level is provided through D.El.Ed course. The elementary level teacher education is directly under the control of The State Council of Educational Research and Training (SCERT), prepares modules for elementary and conduct exams teacher training. The course duration is two years. Secondary teacher is further categorized in two categories namely school master/mistress who teaches at class VI to class X. School lecturer is employed to teach class XI to XII. School master's faculty qualification is Bachelor Degree in Humanities or Science with relevant school subjects along with bachelor degree in education i.e. B.Ed from any recognised university. An aspirant school lecturer is required to have qualified a master degree in relevant school subject. For providing training to students willing to take school teaching as profession, the qualification required to be a lecturer in teacher training institute is Masters degree in Education; M.Ed in addition to M.A/MSc. and B.Ed

The D.El.Ed, B.Ed and M.Ed teacher training courses are run by Government, Grant in aid Colleges and self financed colleges and through monitoring and supervision of DIET (District Institute of Educational Training) in each district. There are 4 Govt. colleges 15 Grant in aid and 145 self financed colleges in Punjab. B.Ed. course is run by four universities in the state namely: Panjab University, Chandigarh; Guru Nanak Dev University, Amritsar; Punjabi University, Patiala and Lovely Professional University, Jalandhar. Teacher Education institutes have to abide by the Policies, Rules and Regulations issued by the State, affiliating University and by the

Apex body-NCTE, responsible for recognition of the Educational institutes running D.El.Ed, B.Ed. & M.Ed. courses.

A new college can be started with the permission of the Government of Punjab. The Government imposes the condition of adhering to the rules of the State.

The state government is authorized to decide fee structure of various colleges and revise it from time to time. The state affiliating universities follow UGC norms in the selection of teachers. And also enforce compliance to the provisions of the Act and other provisions and regulates admissions, curriculum, examination, ensures transparency and faculty development. It regulates appointment of adequate qualified staff, student related amenities and facilities and maintenance of prescribed infrastructure and augmentation of required learning resources. It demands status and progress report and conducts inspection on its own volition. Affiliation is conditional upon strict adherence to all the mandated conditions.

At present, self financed colleges are dominating the scene in Teacher Education in Punjab in contrast to Govt. and Govt. aided colleges. Government policy of freezing aided posts, and creation of posts on contractual, lack of proper infrastructure and innovations is the main reason of deterioration of government aided colleges and therefore, these are no more, the centres of academic excellence and innovation whereas the self financed colleges have vast infrastructure with all modern facilities and collaborations at local, national and international level are providing professional growth opportunities to learners and are contributing significantly towards quality teacher Education.

With implementations of NCTE regulations, 2014 for two years B.Ed and M.Ed programme under semester system, a lot more quality management, and innovational strategies will be needed to be incorporated in teacher training to meet the needs of global education system. Over viewing, present scenario of teacher Education, it is crystal clear that only Quality Self financed colleges can meet the challenges and lead the scene

# 6. ANNEXURES



## ANNEXURE-1

## COLLEGE ACADEMIC CALENDAR AND TIME TABLE



## College Academic Calendar

Session- 2014-15

## Semester -I

<b>July</b>	
Workshop on Personality Development and Leadership Skills for Faculty	21 <sup>st</sup> July,2014
Computer and Inernet training Workshop for Faculty	24 <sup>th</sup> July,2014
Workshop on Communication Skills	31 <sup>st</sup> July, 2014
<b>August</b>	
Inauguration of the Session	4 <sup>th</sup> August,2014
Orientation Programme, B.Ed	4 <sup>th</sup> August to 6 <sup>th</sup> August,2014
Commencement of Cycle tests	16 <sup>th</sup> august, 2014
Induction Programme (M.Ed)	Fourth week
Allotments of Project work for Paper I	Fourth week
<b>September</b>	
Teacher's Day Celebrations	5 <sup>th</sup> September,2014
Extension Lecture on Naturopathy	9 <sup>th</sup> September, 2014
Inter House in Fine-Arts Competitions	8 <sup>th</sup> to 11 <sup>th</sup> September, 2014.
Talent Hunt	12 <sup>th</sup> September,2014
Hindi Divas	13 <sup>th</sup> September,2014
Orientation Programme on Micro Teaching	16 <sup>th</sup> September to 18 <sup>th</sup> September, 2014
Allotment of Supervisors (M.Ed)	19 <sup>th</sup> September, 2013
Micro Teaching Practice	23 <sup>rd</sup> to 28 <sup>th</sup> September, 2014
Allotment of Assignments for Foundation papers	Third week
'Each one Teach One' Programme (M.Ed)	24 <sup>th</sup> September to 24 <sup>th</sup> October
<b>October</b>	
B.Ed House Tests	10 <sup>th</sup> October to 15 <sup>th</sup> October, 2014
B.Ed Remedial Tests	18 <sup>th</sup> to 20 <sup>th</sup> October,2014
Workshop on RCEM Approach	22 <sup>nd</sup> October, 2014
Demonstration lessons	23 <sup>rd</sup> & 24 <sup>th</sup> October 2014
Workshop on Teaching aids Preparation	24 <sup>th</sup> October,2014
Allotment of Assignments Paper III & IVA	Third Week
M.Ed Field Based Programme	25 <sup>th</sup> October to 7 <sup>th</sup> November,2014
B.Ed Teaching practice- Phase I	25 <sup>th</sup> October to 1 <sup>st</sup> December, 2014

<b>November</b>	
Synopsis Presentation (M.Ed)	10 <sup>th</sup> & 11 <sup>th</sup> November, 2014
M.Ed House Tests	14 <sup>th</sup> November to 19 <sup>th</sup> November, 2014
Sukhmani Sahib Path	18 <sup>th</sup> November, 2014
National seminar on 'Human Rights Education'	22 <sup>nd</sup> November, 2014
M.Ed Remedial Tests	24 <sup>th</sup> to 26 <sup>th</sup> November 2014
Founder's Day( Sunehran Visit)	26 <sup>th</sup> November, 2014
M.Ed Internal Practicals	27 <sup>th</sup> November to 29 <sup>th</sup> November, 2014
B.Ed Internal Practicals	27 <sup>th</sup> November to 4 <sup>th</sup> December, 2014
Synopsis submission (M.Ed)	28 <sup>th</sup> November, 2014
<b>December</b>	
M.Ed External Practicals	2 <sup>nd</sup> December to 4 <sup>th</sup> December, 2014
M.Ed Remedial Teaching	6 <sup>th</sup> December to 11 <sup>th</sup> December, 2014
B.Ed External Practicals	5 <sup>th</sup> December to 7 <sup>th</sup> December 2014
University Examination Semester- I (M.Ed & B.Ed)	13 <sup>th</sup> December, 2014 to 3 <sup>rd</sup> January, 2015
Orientation Programme on the Use of Smart Class for the Faculty	22 <sup>nd</sup> December, 2014
<b>January</b>	
Rally on Swine Flu Awareness	4 <sup>th</sup> January, 2015
NSS Camp	4 <sup>th</sup> January to 10 <sup>th</sup> January, 2015





**College Academic Calendar  
Session- 2014-15**

**Semester II**

<b>January</b>	
Commencement of Semester	16 <sup>th</sup> January, 2015
Allotment of Project work / assignments in foundation papers	Third week
Teaching Practice Phase II	21 <sup>st</sup> January to 2 <sup>nd</sup> February, 2015
<b>February</b>	
Skill in teaching and On the spot teaching aid Preparation Competition	14 <sup>th</sup> February, 2015
Panjab University Zonal Skill in teaching Competitions	12 <sup>th</sup> February to 14 <sup>th</sup> February, 2015
M.Ed Project on Women Rights	17 <sup>th</sup> February, 2015
Panjab University Inter Zonal Skill in teaching Competitions	24 <sup>th</sup> February & 28 <sup>th</sup> February, 2015
Punjabi Sahit Samelan	25 <sup>th</sup> February, 2015
Extension lecture on AIDS awareness	27 <sup>th</sup> February, 2015
National Science Day	28 <sup>th</sup> February, 2014
<b>March</b>	
Meri Baat - An Interaction Programme by Guidance & Counselling Cell	5 <sup>th</sup> March 2015
Inter House Badminton Tournaments	6 <sup>th</sup> -7 <sup>th</sup> March, 2015
Milap - Alumni meeting	8 <sup>th</sup> March, 2015
Inter House Quiz Competition on pedagogical subjects	9 <sup>th</sup> March to 16 <sup>th</sup> March 2015
Extension Lecture on Gender Sensitization	18 <sup>th</sup> March, 2015
Visit to Nirdosh School -A school for Children with special needs	20 <sup>th</sup> March, 2015
Visit to Ranjeet war Memorial	20 <sup>th</sup> March, 2015
Educational Tour to Jaipur	28 <sup>th</sup> March to 31 <sup>st</sup> March, 2015
<b>April</b>	
Extension Lecture on Value Education	7 <sup>th</sup> April, 2015
Extension Lecture for M.Ed Class	7 <sup>th</sup> April, 2015
Annual Athletic Meet	8 <sup>th</sup> April, 2015
Orientation Programme on Revised guidelines of NCTE on B.Ed Curriculum	9 <sup>th</sup> April, 2015
Visit to Guidance and Counseling Bureau, Panjab University Chandigarh	13 <sup>th</sup> April, 2015
Career Talk	13 <sup>th</sup> April, 2015
Book Exhibition	15 <sup>th</sup> April, 2015
Workshop on Resume Writing	16 <sup>th</sup> & 17 <sup>th</sup> April, 2015

Internal Practicals B.Ed	17 <sup>th</sup> &18 <sup>th</sup> April, 2015
House tests B.Ed	21 <sup>st</sup> -29 <sup>th</sup> April, 2015
House tests M.Ed	24 <sup>th</sup> - 29 <sup>th</sup> April, 2015
<b>May</b>	
Internal Practical M.Ed	First Week
Remedial Teaching B.Ed	1 <sup>st</sup> May to 9 <sup>th</sup> May,2015
Remedial teaching M.Ed	2 <sup>nd</sup> May to 15 <sup>th</sup> May, 2015
External Practical M.Ed	5 <sup>th</sup> May to 11 <sup>th</sup> May,2015
External Practical B.Ed	11 <sup>th</sup> May to 14 <sup>th</sup> May,2015
Final University Examination( B.Ed &M.Ed)	21 <sup>st</sup> May to 8 <sup>th</sup> June,2015
<b>June</b>	
IQAC Exit meeting	12 <sup>th</sup> June 2015
Annual Prize Distribution Function & Farewell	13 <sup>th</sup> June,2015

# ANNEXURE- 2

## Time Table

BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)  
Time Table for B.Ed Semester- I, Session 2014-2015

	9.00 - 9.15	09:15 - 09:35	09:35- 10.10	10.10-10.45	10.45- 11.20	11.20 - 11.30	11.30 - 12.05	Period- IV	12.05-12.40	Period- V	12.40-1.10	01.10 - 01.50	Period- VII	1.50- 2.25	Period- VIII	2.25-3.10	3.10-3.40
Sec. A	MORNING	(1-2) (4-5) CYCLE TEST	Period- I	Paper-I P&SBE Ms. Jashirani Kaur Dayal (1-3) Mrs. Jasveer Kaur (4-6)	Period- II	Paper-III TLF&E Mr. Kapil Jaiswal (1-6)	Period- III	Paper-IVA S.M Mr. Manveer Kumar (1-3) House Meeting Craft(5-6)	**Paper-VI & VII (1-6)	Sociology (room no.20) Dr. Nand Kishor Choudhary	***Paper-VI & VII (1-6)	Punjabi (room no.5) Balraj Kaur	Paper-II TLN&D Mrs. Devinder kaur (1-6)	Paper-VA ICT Ms. Meena Arora (1-3) Lib. (4) CES (5) H&SP (6)	Period- IX	Skill in Teaching *Group 1 (1-2)	
			Period- I	Paper-I P&SBE Mr. Harinder Singh (1-6)	Period- II	Paper-III TLF&E Mrs. Babita Jadka (1-3) Dr. Davender Kumar (4-6)	Period- III	Paper-IVA S.M Mr. Bahadur Singh (1-3) House Meeting Craft(5-6)	**Paper-VI & VII (1-6)	S.Si.Grd.A (room no.5) Mr. Harinder Singh S.Si.Grd.B (room no.7) Dr. Biddhi Chand Gupta Science (Science. Lab) Mrs. Babita Jadka	Hindi Mr. Kapil Jaiswal (Room no.7)	English (room no.20) Ms. Reema	Paper-II Devinder Kumar Aggarwal (1-6)	Paper-VA ICT Ms. Meena Arora (4-6)	**Group 2 (3-4)		
Sec. B	A S S E M B L Y	(3) TUTORIAL	Period- I	Paper-I P&SBE Ms. Anjali Sharma (1-4) Mr. Jagdeep Singh (5-6)	Period- II	Paper-II TLN&D Dr. Mukesh Kumar (1-6)	Period- III	Paper-VA ICT Ms. Meena Arora (1-3) House Meeting Craft(5-6)	Pol. Science (room no.7) Dr. Mohit Dixit	History (room no.23) Mr. Bahadur Singh Phy. Edu (Phy. Edu. Room) Mr. Parandeep Singh	Maths Ms. Richa (room no.5)	Commerce (room no.23) Mr. Manveer Kumar	English (room no.20) Ms. Reema	Paper-III TLF&E Dr. Davender Kumar (1-6)	Paper-IVA S.M Mr. Jagdeep Singh (1-3) CES (4) H&SP (5) Lib. (6)	***Group 3 (5-6)	
			Period- I	Paper-I P&SBE Mr. Manveer Kumar (1-6)	Period- II	Paper-III TLF&E Ms. Richa (1-3) Paper-VA ICT Ms. Meena Arora (4-6)	Period- III	Paper-IVA S.M Ms. Reema (1-3) House Meeting Craft(5-6)	Economics (room no.20) Mrs. Devinder kaur Comp.Edu Ms. Meena Arora (ICT Resource center)	Commerce (room no.23) Mr. Manveer Kumar	English (room no.20) Ms. Reema	English (room no.20) Ms. Reema	Commerce (room no.23) Mr. Manveer Kumar	Comp.Edu Ms. Meena Arora (ICT Resource center)	Paper-II TLN&D Mr. Rishi Kumar (1-6)	Lib. (1) CES (2) H&SP (3) Paper-III TLF&E Ms. Richa (4-6)	***Group 3 (5-6)

L O N G                      B R E A K

S H O R T                      B R E A K

Principal  
Babe-Ke College of Education  
V.P. Daudhar, Distt. Moga

Ms. Jashirani Dayal  
Time Table In Charge

**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**  
**Time Table for B.Ed Semester- II, Session 2014-2015 w.e.f. 16.01.2015**

	9.00 - 9.15	09:15 - 09:35	09:35 - 10.10	10.10-10.45	10.45- 11.20	11.20 - 11.30	11.30 - 12.05	12.05-12.40	12.40-1.10	01.10 - 01.50	1.50- 2.25	2.25-3.10	3.10-3.40
			Period-I	Period-II	Period-III	Period-IV	Period-V	Period-VI	Period-VI	Period-VII	Period-VIII	Period-IX	
Sec. A	MORNING	(1-2) (4-5) CYCLE TEST	Paper-I P&SBE Ms. Jaskiran Kaur Dayal (1-3) Mrs. Jasveer Kaur (4-6)	Paper-III TLP&E Mr. Kapil Jaiswal (1-6)	S. E. C. Mr. Jasvir Singh (1-2) Paper-IVB G&C Mr. Manveer Kumar (3-6)	*Paper VI & VII (1-6) S. St Grp. A (room no.5) Mr. Harminder Singh	**Paper VI & VII (1-6) Sociology (room no.20) Dr. Nand Kishor Choudhary	***Paper VI & VII (1-6) Punjabi (room no.5) Mrs. Jasveer Kaur	Paper-II TLN&D Mrs. Devinder kaur (1-6)	Paper-II TLN&D Mr. Devinder Kumar Aggrawal (1-6)	Paper-YB Options (1-3) HPE (room no. 5) Mr. Paramdeep Singh		Skill in Teaching *Group 1 (1-2)
			MORNING ASSEMBLY	(3) TUTORIAL	Paper-I P&SBE Mr. Harminder Singh (1-6)	Paper-III TLP&E Mrs. Babita Jaidka (1-3) Dr Davender Kumar (4-6)	Paper-IVB G&C Mr. Bahadur Singh (1-4) S. E. C. Mrs. Jasveer Kaur (5-6)	Science (Science Lab) Mrs. Babita Jaidka	Maths Mr. Bhupinder Sharma (room no.5)	Hindi Mr. Kapil Jaiswal (Room no.7)	Paper-III TLP&E Dr Davender Kumar (1-6)	Paper-III TLP&E Mr. Jagdeep Singh	House Meeting (4)
MORNING ASSEMBLY	(6) THEME BASED MORNING ASSEMBLY	Paper-I P&SBE Ms. Anjali Sharma (1-4) Mr. Jagdeep Singh (5-6)			Paper-II TLN&D Dr. Mukesh Kumar (1-6)	Paper-IVB G&C Mr. Jagdeep Singh (1-4) S. E. C. Mr. Jasvir Singh (5-6)	History (room no.23) Mr. Bahadur Singh	Pol. Science (room no.7) Dr. Mohit Dixit	English (room no.20) Ms. Meena Aroa	Paper-II TLN&D Mr. Rishi Kumar (1-6)	Library (5) Sec. C&D (6) Sec. A&B	Sec. A&B (6) Sec. C&D (5-6)	Library (5) Sec. C&D (6) Sec. A&B
		Sec. B	MORNING ASSEMBLY	(3) TUTORIAL	Paper-I P&SBE Mr. Harminder Singh (1-6)	Paper-III TLP&E Mrs. Babita Jaidka (1-3) Dr Davender Kumar (4-6)	Paper-IVB G&C Mr. Bahadur Singh (1-4) S. E. C. Mrs. Jasveer Kaur (5-6)	Maths Mr. Bhupinder Sharma (room no.5)	Hindi Mr. Kapil Jaiswal (Room no.7)	Paper-III TLP&E Dr Davender Kumar (1-6)	Paper-III TLP&E Mr. Jagdeep Singh	House Meeting (4)	Edu.Tech. (room no. 20) Mr. Jagdeep Singh
Sec. C	MORNING ASSEMBLY				(3) TUTORIAL	Paper-I P&SBE Ms. Anjali Sharma (1-4) Mr. Jagdeep Singh (5-6)	Paper-II TLN&D Dr. Mukesh Kumar (1-6)	Paper-IVB G&C Mr. Jagdeep Singh (1-4) S. E. C. Mr. Jasvir Singh (5-6)	History (room no.23) Mr. Bahadur Singh	Pol. Science (room no.7) Dr. Mohit Dixit	English (room no.20) Ms. Meena Aroa	Paper-II TLN&D Mr. Rishi Kumar (1-6)	Library (5) Sec. C&D (6) Sec. A&B
		Sec. D	MORNING ASSEMBLY	(6) THEME BASED MORNING ASSEMBLY		Paper-I P&SBE Mr. Manveer Kumar (1- 2,5-6)	Paper-III TLP&E Mr. Bhupinder Sharma (1-6)	Paper-IVB G&C Mr. Manveer Kumar (1,2&5,6)	Pol. Science (room no.23) Mr. Manveer Kumar	Commerce (room no.23) Mr. Manveer Kumar	English (room no.20) Ms. Meena Aroa	Paper-II TLN&D Mr. Rishi Kumar (1-6)	Library (5) Sec. C&D (6) Sec. A&B
Sec. D	MORNING ASSEMBLY				(6) THEME BASED MORNING ASSEMBLY	Paper-I P&SBE Mr. Manveer Kumar (1- 2,5-6)	Paper-III TLP&E Mr. Bhupinder Sharma (1-6)	Paper-IVB G&C Mr. Manveer Kumar (1,2&5,6)	Pol. Science (room no.23) Mr. Manveer Kumar	Commerce (room no.23) Mr. Manveer Kumar	English (room no.20) Ms. Meena Aroa	Paper-II TLN&D Mr. Rishi Kumar (1-6)	Library (5) Sec. C&D (6) Sec. A&B

*Ms. Jasvir Singh*  
 Ms. Jasvir Singh  
 Time Table In Charge

*Ms. Jasvir Singh*  
 Ms. Jasvir Singh  
 Time Table In Charge



**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**

Time Table for M.Ed Semester-I & II, Session 2014-2015

Time Day	9:00 - 9:15	9:15 - 9:45	9:45- 10:30	10:30-11:15	11:15 - 11:25	11:25-12:10	12:10-12:55	12:55 - 1:40	1:40-2:25	2:25-3:10	3:10-3:40	
Monday		CYCLE TEST	Edu. Research Dr. Nand Kishor	Edu. Tech. / Dr. Ridhi Chand Gupta. Spl. Edu. / Dr. Mohit Dixit Mes & Eval. / Mr. Rishi Kumar	11:15 - 11:25	E.F.S Ms. Jaskiran Dayal	Adv. Edu. Psy. Dr. Mukesh Kumar.	12:55 - 1:40	Statistics Ms. Babita jaidka	G & C Dr. Anjali Sharma	library	
Tuesday	<b>M O R N I N G A S S E M B L Y</b>											
		CYCLE TEST	Edu. Research Dr. Nand Kishor	Edu. Tech. / Dr. Ridhi Chand Gupta Spl. Edu. / Dr. Mohit Dixit Mes & Eval. / Mr. Rishi Kumar		E.F.S. Ms. Jaskiran Dayal	Adv. Edu. Psy. Dr. Mukesh Kumar		Statistics Ms. Babita jaidka	G & C Dr. Anjali Sharma	library	
Wednesday		TUTORIAL	Edu. Research Dr. Nand Kishor	Edu. Tech. / Dr. Ridhi Chand Gupta Spl. Edu. / Dr. Mohit Dixit. Mes. & Eval. / Mr. Rishi Kumar		E.F.S. Ms. Jaskiran Dayal	Adv. Edu. Psy. Dr. Mukesh Kumar.		Statistics Ms. Babita jaidka	G & C Dr. Anjali Sharma	Dissertation	
Thursday		CYCLE TEST	Edu. Research Dr. Nand Kishor	Edu. Tech. / Dr. Ridhi Chand Gupta Spl. Edu. / Dr. Mohit Dixit Mes & Eval. / Mr. Rishi Kumar		E.F.S. Ms. Jaskiran Dayal	Adv. Edu. Psy. Dr. Mukesh Kumar.		Practical G & C Dr. Anjali Sharma	G & C Dr. Anjali Sharma.	Dissertation	
Friday		CYCLE TEST	Edu. Research Dr. Nand Kishor	Edu. Tech. / Dr. Ridhi Chand Gupta. Spl. Edu. / Dr. Mohit Dixit. Mes & Eval. / Mr. Rishi Kumar		E.F.S. Ms. Jaskiran Dayal	Adv. Edu. Psy. Dr. Mukesh Kumar.		Practical Adv. Edu. Psy. Dr. Mukesh Kumar	G & C Dr. Anjali Sharma	House Meeting	
Saturday		THEME BASED MORNING ASSEMBLY	Practical Edu. Tech & Spl. Edu.	Edu. Tech. / Dr. Ridhi Chand Gupta. Spl. Edu. / Dr. Mohit Dixit. Mes & Eval. / Mr. Rishi Kumar		E.F.S. Ms. Jaskiran Dayal	Adv. Edu. Psy. Dr. Mukesh Kumar		Field Based Experience Ms. Jaskiran Dayal	G & C Dr. Anjali Sharma.	Dissertation	

**L O N G B R E A K**

**S H O R T B R E A K**

Principal  
Babe-Ke College of Education  
V.P.O. Naudhahat, Moga  
Principal

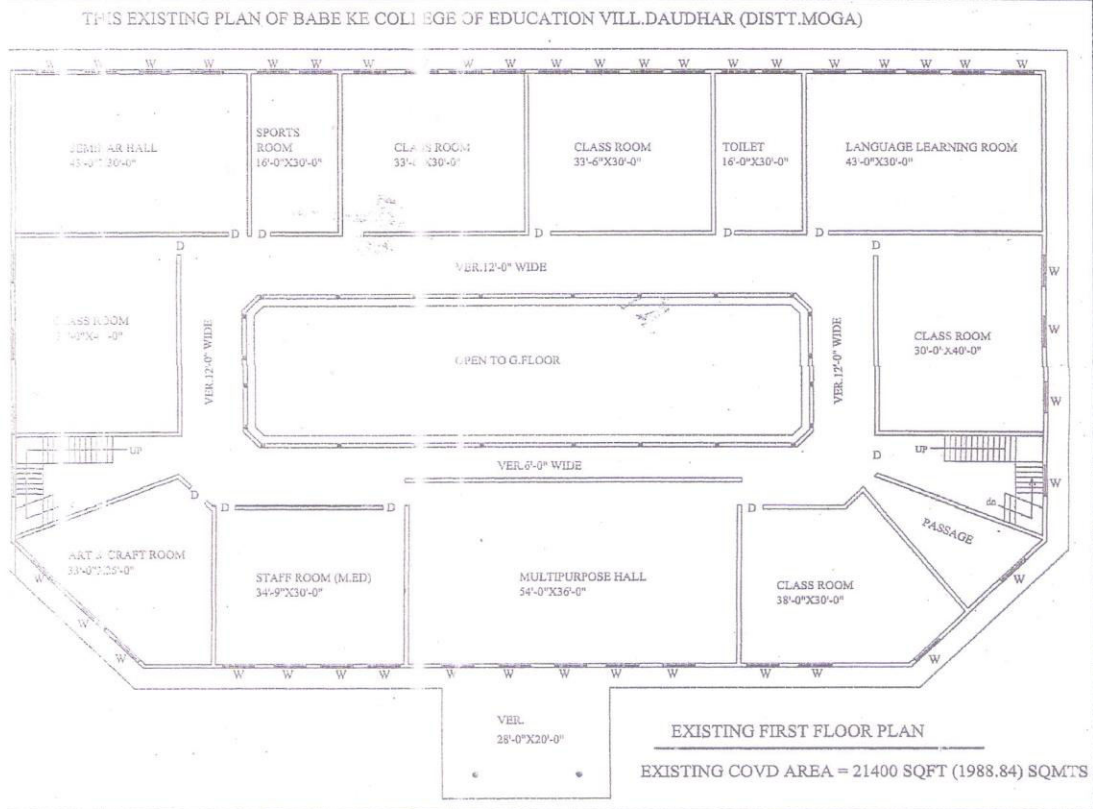
Ms. Jaskiran Dayal  
Time Table In Charge

## ANNEXURE - 3

The prescribed revised Syllabus of D.El.Ed. , B.Ed. & M.Ed. courses is being submitted along with hard copy to be sent by post and is also available online at

[www.babekegroupofinstitutes.com/bkce\\_daudhar/syllabus2014-15.pdf](http://www.babekegroupofinstitutes.com/bkce_daudhar/syllabus2014-15.pdf)

**ANNEXURE - 4**  
**MASTER PLAN OF INSTITUTION**



20/03/2015

*W.D.*  
Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

*Dr. B.K. Singh*  
गुंम प्रिंसिपल  
पिंड देवत नरसी (मिगा)

Approved & Certified by  
Estimate & Valuer  
*Hardeep Kumar*  
Hardeep Kumar  
B.E. (Civil)  
Moga, Distt. Moga

## ANNEXURE - 5


### UNIVERSITY RESULT OF PREVIOUS SESSION



(2013-14)

**Babe Ke College of Education, Daudhar****University Results****B.Ed. Session 2013-14**

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
1.	5151	797	19.	5169	798
2.	5152	843	20.	5170	794
3.	5153	794	21.	5171	775
4.	5154	751	22.	5172	818
5.	5155	756	23.	5173	741
6.	5156	748	24.	5174	771
7.	5157	748	25.	5175	767
8.	5158	775	26.	5176	797
9.	5159	773	27.	5177	734
10.	5160	817	28.	5178	741
11.	5161	714	29.	5179	800
12.	5162	891	30.	5180	A
13.	5163	809	31.	5181	781
14.	5164	C	32.	5182	744
15.	5165	725	33.	5183	780
16.	5166	704	34.	5184	771
17.	5167	816	35.	5185	775
18.	5168	808			


  
 Principal  
 Babe-Ke College of Education  
 V.P.O. Daudhar, Distt. Moga  
 Dr. Nand Kishor Choudhary

**Babe Ke College of Education, Daudhar**

**University Results**

**B.Ed. Session 2013-14**

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
36	5186	780	52.	5202	794
37	5187	732	53.	5203	802
38.	5188	800	54.	5204	768
39.	5189	735	55.	5205	790
40.	5190	785	56.	5206	806
41.	5191	804	57.	5207	774
42.	5192	779	58.	5208	829
43.	5193	895	59.	5209	747
44.	5194	825	60.	5210	805
45.	5195	798	61.	5211	807
46.	5196	788	62.	5212	772
47.	5197	765	63.	5213	A
48.	5198	788	64.	5214	774
49.	5199	774	65.	5215	782
50.	5200	779	66.	5216	786
51.	5201	786	67.	5217	A

  
 Principal.  
 Babe-Ke College of Education  
 V.P.O. Daudhar, Distt. Moga  
 Principal


**Dr. Nand Kishor Choudhary**

**Babe Ke College of Education, Daudhar**

**University Results**

**B.Ed. Session 2013-14**

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
68.	5218	793	82.	5233	821
69.	5219	818	83.	5234	746
70.	5220	823	84.	5235	798
71.	5221	773	85.	5236	809
72.	5222	810	86.	5237	811
73.	5223	814	87.	5238	825
74.	5224	799	88.	5239	724
75.	5225	834	89.	5240	799
76.	5226	808	90.	5241	701
77.	5227	844	91.	5242	874
78.	5228	837	92.	5243	842
79.	5229	785	93.	5244	A
80.	5230	798	94.	5245	881
81.	5231	749	95.	5246	808
82.	5232	809	96.	5247	811


  
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 Babe-Ke College of Education  
 V.P.O. Daudhar, Distt. Moga  
 Principal

**Dr. Nand Kishor Choudhary**

**Babe Ke College of Education, Daudhar**  
**University Results**

**B.Ed. Session 2013-14**

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
97.	5248	755	112.	5263	782
98.	5249	709	113.	5264	797
99.	5250	765	114.	5265	717
100.	5251	R	115.	5266	695
101.	5252	745	116.	5267	774
102.	5253	791	117.	5268	772
103.	5254	789	118.	5269	802
104.	5255	761	119.	5270	807
105.	5256	795	120.	5271	774
106.	5257	774	121.	5272	751
107.	5258	766	122.	5273	760
108.	5259	695	123.	5274	829
109.	5260	809	124.	5275	802
110.	5261	760	125.	5276	839
111.	5262	A	126.	5277	765


  
**Principal**  
**Babe Ke College of Education**  
**V.P.O. Daudhar, Distt. Moga**  
**Principal**  
**Dr. Nand Kishor Choudhary**

**Babe Ke College of Education, Daudhar**

**University Results**

**B.Ed. Session 2013-14**

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
127.	5278	803	142.	5293	766
128.	5279	790	143.	5294	775
129.	5280	818	144.	5295	759
130.	5281	776	145.	5296	764
131.	5282	866	146.	5297	765
132.	5283	741	147.	5298	829
133.	5284	774	148.	5299	767
134.	5285	751	149.	5300	758
135.	5286	A	150.	5301	777
136.	5287	765	151.	5302	815
137.	5288	767	152.	5303	770
138.	5289	749	153.	5304	768
139.	5290	778	154.	5305	770
140.	5291	782	155.	5306	770
141.	5292	814	156.	5307	835

  
 Principal  
 Babe-Ke College of Education  
 V.P.O. Daudhar, Distt. Moga

**Dr. Nand Kishor Choudhary**




**Babe Ke College of Education, Daudhar**

**University Results**

**B.Ed. Session 2013-14**

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
157.	5308	723	172	5323	737
158.	5309	761	173	5324	749
159.	5310	783	174	5325	C
160.	5311	779	175	5326	773
161.	5312	749	176	5327	775
162.	5313	810	177	5328	748
163.	5314	768	178	5329	C
164.	5315	771	179	5330	740
165.	5316	776	180	5331	788
166.	5317	803	181	5332	723
167.	5318	792	182	5333	797
168.	5319	761	183	5334	781
169.	5320	788	184	5335	755
170.	5321	A	185	5336	770
171.	5322	707	186	5337	833

  
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 Principal  
**Dr. Nand Kishor Choudhary**

**Babe Ke College of Education, Daudhar****University Results****B.Ed. Session 2013-14**

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
187.	5338	822	190	5341	805
188.	5339	A	191	5342	757
189.	5340	748	192	5343	G

  
Principal  
Babe-Ke College of Education  
V.P.O. Principalistt. Moga

**Dr. Nand Kishor Choudhary**

## Babe Ke College of Education, Daudhar

### University Results

#### M.Ed. Session 2013-14

Sr. No.	University Roll no.	Marks	Sr. no.	University Roll no.	Marks
1.	1312	523	18	1329	495
2.	1313	516	19	1330	491
3.	1314	530	20	1331	495
4.	1315	498	21	1332	450
5.	1316	490	22	1333	472
6.	1317	495	23	1334	479
7.	1318	463	24	1335	449
8.	1319	465	25	1336	491
9.	1320	462	26	1337	469
10.	1321	527	27	1338	462
11.	1322	493	28	1339	503
12.	1323	484	29	1340	490
13.	1324	492	30	1341	481
14.	1325	500	31	1342	519
15.	1326	501	32	1343	448
16.	1327	513	33	1344	499
17.	1328	496	34	1345	493


  
 Principal  
 Babe Ke College of Education  
 V.P.O. Daudhar, Distt. Moga

Dr. Nand Kishor Choudhary



**ANNEXURE - 6**

**AUDITED INCOME -EXPENDITURE STATEMENT OF  
PREVIOUS TWO FINANCIAL YEARS**

<u>BABE KE COLLEGE OF EDUCATION, DAUDHAR</u>					
<u>BALANCE SHEET ON 31.03.2012</u>					
<u>LIABILITIES</u>	<u>AMOUNT</u>	<u>AMOUNT</u>	<u>ASSETS</u>	<u>AMOUNT</u>	<u>AMOUNT</u>
Babe Ke Edu Charitable Trust		9738108.28	Fixed Assets		
			(As per Schedule Attached)		12183837.23
Reserve & Surplus			<u>Current Assets</u>		
Op Balance	2590176.08		Security FDR Uni/NCTE		1612789.00
Surplus during the year	<u>1018009.38</u>	3608185.46	Babe Ke Ayurvedic College & Hospital		469821.00
			Babe Ke Institute of Nursing		340000.00
<u>Secured Loan</u>			TDS		37423.00
Car Loan No. 01066511000051	7708.00		Securities		35600.00
Bus Loan 253000NG00051416	816890.00				
Bus Loan 253000NG00051443	843922.00		<u>Cash &amp; Bank Balance</u>		
Bus Loan 253000NG00051452	<u>775566.00</u>	2244088.00	Cash in hand	2391151.01	
			OBC 01061010000500	526942.00	
<u>Current Liabilities &amp; Provisions</u>			OBC 01061010036310(Prin)	<u>64249.00</u>	2981342.01
Student Security		817500.00			
Salary Payable		311832.00			
S. Creditors		591098.50			
Babe Ke College of Education Mudki		300000.00			
Audit Fee Payable		<u>50000.00</u>			
		<u>17660812.24</u>			<u>17660812.24</u>
for BABE KE COLLEGE OF EDUCATION			for PARMOD SHARMA & ASSOCIATES		
( Chairman )			Chartered Accountants		
			PARMOD KUMAR SHARMA		
			Partner		
Dated 16.08.2012					
Moga					
					
			Principal		
			Babe-Ke College of Education		
			V.P.O. Daudhar, Distt. Moga		
#32, Near Improvement Trust Office, Lal Bahadur Shashtri Complex, Ferozepur Road, Moga- 142001					
Ph. 01.636- 237330,237331,98881-48057,98556-50965					

BABE KE COLLEGE OF EDUCATION, DAUDHAR

## SCHEDULE OF FIXED ASSETS &amp; DEPRECIATION FOR THE YEAR ENDED 31.03.2012

S.NO	DESCRIPTION OF ASSETS	Rate %	WDV 01.04.2011	ADDITION BEFORE 30.09.2011	ADDITION AFTER 30.09.2011	TOTAL	DEPRECIATION WDV ON 31.3.2012
1	Library Books	15	591055.37	2710.00	157284.00	751049.37	100861.11
2	Building	5	8518873.51	0.00	80680.00	8599553.51	427960.68
3	Computer & IT Peripherals	60	215185.01	0.00	0.00	215185.01	129111.00
4	Lab & Electric Equipment	15	108147.10	0.00	0.00	108147.10	16222.07
5	Furniture & Fixture	10	579095.04	0.00	8120.00	587215.04	58315.50
6	Sports Goods	15	74964.90	0.00	0.00	74964.90	11244.73
7	Language Lab Goods	15	30706.25	0.00	0.00	30706.25	4605.94
8	Car	15	248035.70	0.00	0.00	248035.70	37205.35
9	Photostate Machine	15	158434.60	0.00	0.00	158434.60	23765.19
10	Sundry Assets	15	23686.48	53813.00	160361.00	237860.48	23652.00
11	Watercoller & Purifier	15	73313.35	0.00	0.00	73313.35	10997.00
12	Buses	15	2286250.00	0.00	0.00	2286250.00	342937.50
			12907747.30	56523.00	406445.00	13370715.30	1186678.07
							12183837.23



Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

Parmod Sharma & Associates  
Chartered Accountants

**BABE KE COLLEGE OF EDUCATION, DAUDHAR**

**BALANCE SHEET ON 31.03.2013**

LIABILITIES	AMOUNT	AMOUNT	ASSETS	AMOUNT	AMOUNT
Babe Ke Edu Chertiable Trust		9738108.28	Fixed Assets		
			( As per Schdule Attached )		11247498.58
<b>Reserve &amp; Surplus</b>			<b>Currunt Assets</b>		
Op Balance	3608185.46		Security FDR Uni/NCTE		1612789.00
Surplus during the year	<u>3186566.35</u>	6794751.81	Babe Ke Ayurvedic College & Hospital		469821.00
			Babe Ke Institue of Nursing		340000.00
<b>Secured Loan</b>			Sundry Debtors		367696.00
Bus Loan 253000NG00051416	569263.00		TDS		37423.00
Bus Loan 253000NG00051443	743129.00		Securities		35600.00
Bus Loan 253000NG00051452	<u>668395.00</u>	1980787.00			
			<b>Cash &amp; Bank Balance</b>		
<b>Current Liabilities &amp; Provisions</b>			Cash in hand	5005788.01	
Sundry Creditors		411650.50	OBC 01061010000500	961388.00	
Student Security		595500.00	OBC 01061010036310(Pri)	<u>104626.00</u>	6071802.01
Salary Payable		311832.00			
Babe Ke College of Education Mudki		300000.00			
Audit Fee Payable		50000.00			
		<u>20182629.59</u>			<u>20182629.59</u>

for BABE KE COLLEGE OF EDUCATION

( Chairman )

Dated :30.09.2013  
Moga

PARMOD SHARMA & ASSOCIATES  
Chartered Accountants

PARMOD KUMAR SHARMA  
Partner



*W.S.B.*

Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

Parmod Sharma & Associates  
Chartered Accountants

BABE KE COLLEGE OF EDUCATION, DAUDHAR

SCHEDULE OF FIXED ASSETS & DEPRECIATION FOR THE YEAR ENDED 31.03.2013

S.NO	DESCRIPTION OF ASSETS	Rate %	WDV 01.04.2012	ADDITION BEFORE 30.09.2012	ADDITION AFTER 30.09.2012	TOTAL	DEPRECIATION WDV ON 31.3.2013
1	Library Books	15	650188.26	3440.00	43897.00	697525.26	101336.51
2	Building	5	8171592.84	0.00	0.00	8171592.84	408579.64
3	Computer & IT Peripherals	60	86074.01	11580.00	46970.00	144624.01	72683.41
4	Lab & Electric Equipment	15	91925.03	0.00	0.00	91925.03	13788.75
5	Furniture & Fixture	10	528899.54	0.00	0.00	528899.54	476009.59
6	Sports Goods	15	63720.16	5450.00	750.00	69920.16	59488.38
7	Language Lab Goods	15	26100.31	0.00	0.00	26100.31	22185.26
8	Car	15	210830.34	0.00	0.00	210830.34	179205.79
9	Photostate Machine	15	134669.40	0.00	0.00	134669.40	114468.99
10	Sundry Assets	15	214208.49	0.00	0.00	214208.49	182077.22
11	Wateroller & Purifier	15	62316.35	0.00	0.00	62316.35	9347.45
12	Buses	15	1943312.50	0.00	0.00	1943312.50	291496.88
			12183837.23	20470.00	91617.00	12295924.23	1048425.65



*(Signature)*

**Principal**  
**Babe-Ke College of Education**  
**V.P.O. Daudhar, Distt. Moga**

#32, Near Improvement Trust Office, Lal Bahadur Shashtri Complex, Ferozpur Road, Moga-142001  
Ph. 01636-237330, 237331, 98881-48057, 98556-50965, 99886-05871, 95308-11787  
www.capks.com





**BABE KE COLLEGE OF EDUCATION, DAUDHAR**  
**INCOME & EXPS ACCOUNT FOR THE YEAR ENDED 31.03.2014**

EXPENDITURES	AMOUNT(Rs.)	INCOMES	AMOUNT(Rs.)
To Advertisement Expenses	367192.00	By Student Fees	12780650.00
To Bank Charges	3584.00	By Bank Interest	7688.00
To Building Repair & Maintance	71947.00	By Fine	6000.00
To College Upkeep Exps.	7610.00		
To Computer Expenses	26870.00		
To Consultancy Expenses	197500.00		
To Electricity Bill	103550.00		
To Examination Exps.	41728.00		
To Freight & Carriage Exps.	250.00		
To Fuel A/c	527440.00		
To Function & Seminar Exps.	66533.00		
To Interest on Loan	236111.00		
To Legal Expenses	500.00		
To Library Expenses	5550.00		
To Membership Fees	1200.00		
To Misc. Expenses	81476.00		
To Newspapers and Periodicals	32480.00		
To Postage Expenses	4975.00		
To Printing Exps.	175640.00		
To Rates & Taxes	203256.00		
To Refreshment & Entertainment	2900.00		
To Registration Fees	78150.00		
To Repair & Maintenance	26798.00		
To Salary	5046580.00		
To Sanitary Expenses	1950.00		
To Sports Exps.	119184.00		
To Staff Welfare Exps.	88106.00		
To Stationery Exps.	38490.00		
To TA/DA Exps.	130302.00		
To Telephone & Mobile Exps.	33720.00		
To Tour Expenses	39098.00		
To Transport Expenses	12468.00		
To University/Technical Council	104075.00		
To Refund A/c	10000.00		
To Vehicle Repair&Maintenance	75998.00		
To Depreciation	919396.26		
To Excess of Income over Expenses	3911730.74		
	<u>12794338.00</u>		<u>12794338.00</u>

Compiled as per information provided by assessee

for BABE KE COLLEGE OF EDUCATION

**PARMOD SHARMA & ASSOCIATES**  
Chartered Accountants

( Chairman )


Dated :30.09.2014  
Moga

**PARMOD KUMAR SHARMA**  
Partner

  
Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

## ANNEXURE - 7

**A COPY OF LATTEST RECOGNITION ORDER ISSUESD BY  
NCTE**

रा	<b>अध्यापक शिक्षा परिषद्</b> सरकार का एक विधिक संस्थान <b>उत्तर क्षेत्रीय समिति</b>	 गुरुकुलमो धाम NCTE	<b>NATIONAL COUNCIL FOR TEACHER EDUCATION</b> (A STATUTORY BODY OF THE GOVERNMENT OF INDIA) <b>Northern Regional Committee</b>						
<b>To be published Gazette of India Extraordinary</b> NRC/NCTE/F-7/PB-421/ 22952 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>APN</td> <td>0</td> <td>3</td> <td>1</td> <td>8</td> <td>0</td> </tr> </table>				APN	0	3	1	8	0
APN	0	3	1	8	0				
<b>ORDER</b>									
<p>WHEREAS in terms of Section 15 (1) of the NCTE Act, 1993 <b>Baba-Ke College of Education, VPO- Daudhar, Tehsil &amp; Distt- Moga, Punjab -142053</b>, has submitted an application (code No.03163) to the Northern Regional Committee of NCTE for grant of recognition/permission for starting <b>B.Ed. (Add) Course</b> of one year duration with an annual intake of <b>100 (One Hundred Only) students</b>.</p>									
<p>2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.</p>									
<p>3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to <b>Baba-Ke College of Education, VPO- Daudhar, Tehsil &amp; Distt- Moga, Punjab -142053</b> for conducting B.Ed. Add Course of one duration with an annual intake of 100 (One Hundred Only) students under clause 7(12) of Regulation dated 13-1-2006 subject to fulfillment of the following:</p>									
<p>(i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.</p>									
<p>(ii). The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.</p>									
Cont..									
कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान) कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चंडीगढ़, हिमाचल प्रदेश, राजस्थान		Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan) Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan							
Phone No. : 0141-2623501 (O), Telefax No.: 0141-2620116 (RD)		E-mail: nrc@ncte-in.org Website: http://www.ncte-in.org							

-2-

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

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

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

7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.

By order

(Dr. O.V.S Sikarwar)  
Regional Director  
Tel No.0141-2620116

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

C.C

- 1) The Secretary, Dept. of Elementary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001,
- 2) The Secretary, Education, Govt .of Punjab, Secretariat, Chandigarh.
- 3) The Registrar, Punjab University Chandigarh.
- 4) The Director, Directorate of Secondary Education, I/c Teacher Education, Govt. of Delhi, Directorate, Delhi.
- 5) The Principal **Baba-Ke College of Education, VPO- Daudhar, Tehsil & Distt- Moga, Punjab -142053,**
- 6) The Under Secretary (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
- 7) Office order file/Institution file.

  
Regional Director.



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 राष्ट्रीय अध्यापक शिक्षा परिषद्  
 (भारत सरकार का एक विधिक संस्थान)  
 उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION  
 (A STATUTORY BODY OF THE GOVERNMENT OF INDIA)  
 Northern Regional Committee

F.NRC/NCTE/F-7/PB-421/23569

By Speed post/Regd post  
 Date: 6 AUG 2007

**CORRIGENDUM TO THE ORDER NO. F.NRC/NCTE/F-7/PB-421/22947-53 DT. 02 AUGUST 2007**

The NRC Office Vide Order No. F.NRC/NCTE/F-7/PB-421/22947-53 Dt. 02 August, 2007, granted recognition to Babe-ke College of Education, VPO- Daudhar, Tehsil & Distt- Moga, Punjab-142053, for starting B.Ed. add course of one year duration with an annual intake of 100 (One Hundred Only) Student under clause 7(12) of Regulation dated 13.01.2006. The same may be read as Babe-ke College of Education, VPO- Daudhar Tehsil & Distt- Moga, Punjab-142053, for starting 2<sup>nd</sup> unit B.Ed. additional intake of 100 student in B.Ed. course of 1 year duration and thereby making the annual intake of 200 students under clause 7 (12) of NCTE Regulation dated 13 Jan, 2006. Other conditions will remain unchanged.  
 This issues with the approval of competent authority.

By Order:

(K.R. Narendra babu)  
 Under Secretary

The Manager  
 Government of India,  
 Department of Publications, (Gazette section)  
 Civil lines,  
 Delhi-110054

Copy to:

1. The Secretary, Deptt. of Elementary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001
2. The Education Secretary, Govt. of Punjab, Secretariat, Chandigarh
3. The Registrar, Punjab University, Chandigarh (with reference to your letter no. Misc.A-45144 dated 03.08.2007)
4. The Principal, Babe-ke College of education, VPO- Daudhar Tehsil & Distt- Moga, Punjab-142053
5. The Under Secretary, (Computer) National Council for Teacher Education Har Bhawan Wing -II, Bahaduer Shah Zafar Marg, New Delhi-110002
6. Office order file/Institution file.

*(Signature)*  
 Principal  
 Babe-ke College of Education

*(Signature)*  
 Under Secretary

पता: ए-4, शांति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)  
 ऑफिस: ए.पी. जमनाल, कैथी, हरियाणा, पंजाब  
 टेलीफोन: 0947-351201 (RO), टेलीफैक्स: 011-26320115 (RO)  
 ऑफिस: A-43, Shanti Path, Tilak Nagar, Jaipur  
 Jammu: U.P., Jammu, Cabi, Haryana, Punjab  
 E-mail: nrc@ncte-in.org

उत्तर क्षेत्रीय समिति  
राष्ट्रीय अध्यापक शिक्षा परिषद्  
( भारत सरकार का एक विधिक संस्थान )



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6/8/12  
Northern Regional Committee  
National Council for Teacher Education  
(A Statutory Body of the Government of India)

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

F.NRC/NCTE/F-3/NRCAPP-1027/201<sup>st</sup> meeting/2012/26524

Date:  
30 JUL 2012

**RECOGNITION ORDER**

WHEREAS, in terms of section 14(1) of the NCTE Act, 1993 **Babe Ke Education Charitable Trust, Village/Town/City- Daudhar, Tehsil/Taluka- Moga, Town/City- Moga, Distt.- Moga- 142053, Punjab.** had submitted an application to the Northern Regional Committee of NCTE for grant of recognition for seeking permission to the institution i.e. **Babe-Ke College of Education, Village- Daudhar, P.O. – Daudhar, Tehsil – Moga, Distt.- Moga, Punjab.** for M.Ed. Course of one year duration for an annual intake of 35 (Thirty five Only) students on 08.10.2010.

2. AND WHEREAS on scrutiny/perusal of veracity of the facts & figures as per the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of visiting team report including videography and also keeping in view of the **reply of Show Cause Notice of intent under clause 14/15 (3) (b) dated 10.07.2012**, the Northern Regional Committee in its 201<sup>st</sup> meeting held from 12<sup>th</sup> July to 15<sup>th</sup> July, 2012 is satisfied that the institution/society fulfils the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the M.Ed. programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory, etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to **Babe-Ke College of Education, Village- Daudhar, P.O. – Daudhar, Tehsil – Moga, Distt.- Moga, Punjab** for conducting **M.Ed. Course** of one year duration with an annual intake of **35 (Thirty Five Only)** from the academic session **2012-13** under clause 7(11) of NCTE (Recognition Norms & Procedure) Regulations, 2009 subject to fulfilment of the following conditions:-

- (i) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- (ii) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2009.
- (iii) The institution shall ensure that the required number of academic staff for conducting the course is always in position.

4. Further, the recognition is subject to fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

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

- (i) Copy of the Application Form
- (ii) Land and Building Particulars
- (iii) Staff Profile
- (iv) Recognition letter
- (v) Information for having fulfilled the norms & standard and other required conditions.

P.T.O.

20/198, Kaveri Path, Near Mansarovar Stadium, Mansarovar, Jaipur -302 020 (Rajasthan)  
Phone : (0141)-2390064, 2390210, Fax : 0141-2390087  
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org




// 2 //

7. In case if the land is in the name of the Society/trust, you must transfer the land within six month in the name of the institution failing to which action shall be initiated to withdraw the recognition. It shall be essential on the part of the institution concerned to get the needful done in this regard and intimate about the same to the respective Regional Committee along with the new land documents within the stipulated time.

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

9. Further, if the institution is not satisfied by this order, they can prefer an appeal to National Council for Teacher Education, Hans Bhawan, Wing-II, 1 Bahadur Shah Zafar Marg, Near ITO, New Delhi-110002 under Section 18 of the NCTE Act, 1993 within 60 days of the issue of this order. The guidelines of appeal are enclosed herewith.

By orders,  
  
 (Dr. Ram Kishor)  
 Regional Director

Encl:- As above

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

C.C.

1. The Manager/Secretary, Babe Ke Education Charitable Trust, Village/Town/City- Daudhar, Tehsil/Taluka- Moga, Town/City- Moga, Distt.- Moga- 142053, Punjab.
2. The Principal/Correspondent, Babe-Ke College of Education, Village- Daudhar, P.O. – Daudhar, Tehsil – Moga, Distt.- Moga, Punjab.
3. The Registrar, Punjabi University, Distt.- Patiala, Punjab.
4. The Commissioner/Secretary, Department of School Education, Government of Punjab, Mini Secretariat, Sector-9, Chandigarh,
5. The Secretary, Dept. Of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I. Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file.

  
 (Regional Director)

उत्तर क्षेत्रीय समिति  
**राष्ट्रीय अध्यापक शिक्षा परिषद्**  
 ( भारत सरकार का एक विधिक संस्थान )



Northern Regional Committee  
**National Council for Teacher Education**  
 (A Statutory Body of the Government of India)

NRC/NCTE/NRCAPP-1027/201<sup>st</sup> Meeting/2011/28104-28110

Date:

**15 AUG 2012**

**CORRIGENDUM**

In the order no. NRC/NCTE/F-3/NRCAPP-1027/201<sup>st</sup> meeting/2012/26522-528 dated 30.07.2012 issued to the "Babe Ke Education Charitable Trust, Village/Town/City/Post office-Daudhar, Tehsil/Taluka/Town/City-Moga, Distt.-Moga- 142053, Punjab", a copy of which was also inadvertently endorsed to the affiliating body i.e. "The Registrar, Punjab University, Distt.- Patiala, Punjab" instead of "The Registrar Punjab University, Chandigarh-160014."

Therefore the name & address of the affiliating body shall be read as "The Registrar, Punjab University, Chandigarh-160014." in "copy to" Column at Sr. No. 3.

(Dr. Ravi Kishor)  
 Regional Director

**Copy to:-**

1. The Manager/Secretary, Babe Ke Education Charitable Trust, Village/Town/City/Post office-Daudhar, Tehsil/Taluka/Town/City-Moga, Distt.-Moga- 142053, Punjab.
2. The Principal/Correspondent, Babe-Ke College of Education, Village- Daudhar, P.O.-Daudhar, Tehsil - Moga, Distt.-Moga, Punjab.
3. The Registrar, Punjab University, Chandigarh-160014.
4. The Registrar, Punjab University, Distt. Patiala, Punjab – with the request that the copy of the order dated 30<sup>th</sup> July, 2012 endorsed to you under reference be treated as cancelled.
5. The Commissioner/Secretary, Department of Higher Education, Government of Punjab, Punjab Civil Secretariat-II, Sector-9, Chandigarh,
6. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
7. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
8. Office order file/ Institution file

Regional Director

राष्ट्रीय अध्यापक शिक्षा परिषद्  
(भारत सरकार का एक विधिक संस्थान)



NATIONAL COUNCIL FOR TEACHER EDUCATION  
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

Northern Regional Committee

To be published in the Gazette of India Extraordinary

F.NRC/NCTE/F73/PB-351/23051  
APN 0 2 4 8 8

Date:

**ORDER**

12 AUG 2007

WHEREAS in terms of Section 15 (1) of the NCTE Act, 1993 **Baba Ke College of Education, Vill & P.o-Daudhar, Distt-Moga, Punjab-142053** has submitted an application (code No.02973) to the Northern Regional Committee of NCTE for grant of recognition/permission for starting **ETT.Course** of Two year duration with an annual intake of **50 (Fifty Only) intake**.

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

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to **Baba Ke College of Education, Vill & P.o-Daudhar, Distt-Moga, Punjab-142053** for conducting ETT. Course of Two year duration with an annual intake of 50(Fifty only) students under clause 7(12) of Regulation dated 13-1-2006 subject to fulfillment of the following:

- (i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.
- (ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

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

Cont...02.

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

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)  
Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

E-mail: nrc@ncte-in.org

Website: http://www.ncte-in.org



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5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.
7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.

By order

(Dr. O.V.S.Sirkarwar)  
Regional Director  
Tel No.0141-2620116

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


C.C

1. Principal, Baba Ke College of Education, Vill & P.o-Daudhar, Distt-Moga, Punjab-142053
2. Secretary, Dept. of Elementary Education and literacy, Ministry of Human Resource Development, Govt.of India, Shastri Bhawan, New Delhi-110 001,
3. Secretary, Education, Govt .of Punjab, Secretariat, Chandigarh.
4. Director; SCERT, Govt. of Punjab, Chandigarh (Punjab).
5. Director, Directorate of Higher Education, I/c Teacher Education, Govt. of Haryana, Directorate, Haryana. Chandigarh
6. US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
7. Office order file/Institution file.

  
Regional Director.

## B.Ed. Corrigendum

**राष्ट्रीय अध्यापक शिक्षा परिषद्**  
(भारत सरकार का एक विधिक संस्थान)  
**उत्तर क्षेत्रीय समिति**

  
**गुरुकुलमो धाम**  
**NCTE**

**NATIONAL COUNCIL FOR TEACHER EDUCATION**  
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)  
**Northern Regional Committee**

By Speed post/Read post  
Date: **16 AUG 2007**

**10/8** F.NRC/NCTE/F-7/PB-421/23569

**CORRIGENDUM TO THE ORDER NO. F.NRC/NCTE/F-7/PB-421/22947-53 DT. 02 AUGUST, 2007**

The NRC Office Vide Order No. F.NRC/NCTE/F-7/PB-421/22947-53 Dt. 02 August, 2007, granted recognition to Babe ke College of Education, VPO- Daudhar Tehsil & Distt- Moga, Punjab-142053, for starting B.Ed. add course of one year duration with an annual intake of 100 (One Hundred Only) Student under clause 7(12) of Regulation dated 13.01.2006. The same may be read as Babe- ke College of Education, VPO- Daudhar Tehsil & Distt- Moga, Punjab-142053, for starting 2<sup>nd</sup> unit B.Ed. additional intake of 100 student in B.Ed. course of 1 year duration and thereby making the annual intake of 200 students under clause 7 (12) of NCTE Regulation dated 13 Jan, 2006. Other conditions will remain unchanged.  
This issues with the approval of competent authority.

By Order,  
**(K.R. Narendra babu)**  
Under Secretary

The Manager  
Government of India,  
Department of Publications, (Gazette section)  
Civil lines,  
Delhi-110054

Copy to:

1. The Secretary, Deptt. of Elementary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001
2. The Education Secretary, Govt. of Punjab, Secretariat, Chandigarh
3. The Registrar, Punjab University, Chandigarh (with reference to your letter no. Misc.A-45144 dated 03.08.2007)
4. The Principal, Babe ke College of education, VPO- Daudhar Tehsil & Distt Moga, Punjab-142053
5. The Under Secretary, (Computer) National Council for Teacher Education Har Bhawan Wing -II, Bahaduer Shah Zafar Marg, New Delhi-110002
6. Office order file/Institution file.

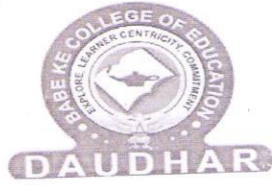
*[Signature]*  
Principal  
Babe Ke College of Education  
VPO Daudhar (Moga) Distt Moga

*[Signature]*  
Under Secretary

**ANNEXURE - 8**

**SAMPLE PERFORMAS OF STUDENT FEEDBACK ON COURSE;  
OVERALL EVALUATION OF PROGRAMME &TEACHING AND  
FACULTY**





**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**

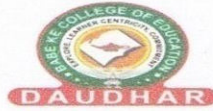
**FEEDBACK REGARDING COURSE**

COURSE: *B.Ed.*  
SESSION: *2013-14*

Sr. no.	Parameters	Very Good	Good	Satisfactory	Unsatisfactory
1.	Depth of the course content including project work, if any		✓		
2.	Extent of coverage of course	✓			
3.	Applicability/relevance to real life situations		✓		
4.	Learning value (Knowledge, concepts, manual skills)		✓		
5.	Clarity and relevance of textual reading material	✓			
6.	Relevance of additional source material (Library)		✓		
7.	Extent of effort required by students	✓			
8.	Overall rating		✓		

*W.D.*  
Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

*Jayprakash Kaur*



**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**

**Pupil Teacher Overall Evaluation of the Programme and Teaching**

(To be filled only after the course results are declared)

Course : M.Ed

Session/ Year: 2013-14

Your responses will be seen only after your course results have been finalized and recorded. The information will be used only for the improvement if the curriculum and teaching in future. You need not disclose your name if you do not wish to. You may tick more than one option to a question to the extent that they do not contradict each other.

1. The syllabus of each programme was
 

<input checked="" type="checkbox"/> a) Sufficient	<input type="checkbox"/> b) Inadequate
<input type="checkbox"/> c) Challenging	<input type="checkbox"/> d) Not clear
2. Background for advantageous from the curriculum was
 

<input checked="" type="checkbox"/> a) More than enough	<input checked="" type="checkbox"/> b) Sufficient
<input type="checkbox"/> c) Inadequate	<input type="checkbox"/> d) Cannot say
3. Was the course easy or tough to grasp?
 

<input type="checkbox"/> a) Easy	<input checked="" type="checkbox"/> b) Manageable
<input type="checkbox"/> c) Difficult	<input type="checkbox"/> d) Very difficult
4. How much of the syllabus was covered in the class?
 

<input type="checkbox"/> a) 85 to 100%	<input checked="" type="checkbox"/> b) 70 to 85%
<input type="checkbox"/> c) 55 to 70%	<input type="checkbox"/> d) less than 55%
5. What is your judgment about the library material and facilities for the programme?
 

<input type="checkbox"/> a) More than adequate	<input checked="" type="checkbox"/> b) Fit
<input type="checkbox"/> c) Inadequate	<input type="checkbox"/> d) Very poor
6. To what extent were you able to get material for the prescribed reading?
 

<input checked="" type="checkbox"/> a) Easily	<input type="checkbox"/> b) with some difficulty
---	--

  
 Principal





- a) Regularly/ in time                      b) With helpful comment  
c) Often/ late                                      d) Without any comments

16. Where your assignments discussed with you?

- a) Yes/fully                                      b) Yes, partly  
c) Not discussed at all                      d) Sometimes discussed

17. Where you provide with a course contributory lecture too at the beginning?

- a) Yes    b) No  
if yes, was it helpful?  
a) Yes    b) No

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

- Overall sufficient for students. I think no more suggestions for the teachers. Because all the teachers are fully prepare in his/her subject-matter.

Bhame

W.O.

Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga



**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**

Class. B.Ed.

Session 2013-14

**FEEDBACK REGARDING FACULTY**

Note: - 1. Kindly answer Independently, Responsibly, Honestly, Truly and Freely

2. Do not write your Name or Roll no. anywhere on the form.

**Your Response will in no way affect your results**

**Objective:** The purpose of this feedback is to further improve the performance of the faculty with your cooperation. Kindly play the role of a counselor rather than that a judge. Your assessment should be unbiased and objective.

Please rate the faculty who have been associated with your class room teaching on a 5 point scale, ranging from 5 (Very high rating) to 1(Low rating). Indicate the rating on various attributes\*\* (See overleaf) and overall competence.

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

Sr. No.	Name of the faculty	A	B	C	D	E	F	G	H	I	J
1.	Dr. N.K. Choudhary	4	3	4	3	4	3	4	4	4	4
2.	Dr. Anjali Sharma	4	4	4	4	4	4	4	4	4	4
3.	Mrs. Babita	4	3	4	5	5	4	4	5	5	5
4.	Dr. Ridhi Chand	4	3	3	3	3	3	4	4	5	5
5.	Dr. Devender Kumar Aggarwal	4	4	4	4	4	4	3	4	4	3
6.	Mrs. Devinder Kaur	4	4	4	4	4	4	4	4	4	5
7.	Ms. Reema	4	4	4	5	4	4	4	4	4	4
8.	Mr. Parmdeep Singh	4	4	4	3	3	4	3	3	4	4
9.	Mr. Kapil Jaiswal	5	4	4	3	3	4	4	4	3	4
10.	Ms. Jaskiran Kaur Dayal	5	5	5	4	3	4	4	4	4	4
11.	Ms. Meena Arora	4	3	3	4	4	4	4	4	4	4
12.	Mr. Rishi Kumar	5	4	4	3	4	4	4	3	4	4
13.	Mr. Harminder Singh	5	5	4	4	4	4	4	3	3	4
14.	Dr. Mukesh Kumar	5	4	4	4	4	4	3	4	4	4
15.	Dr. Mohit Dixit	5	5	4	4	4	4	4	3	4	4
16.	Ms. Richa Arora	5	4	4	4	3	4	4	3	4	4
17.	Mr. Manveer Kumar	5	4	4	4	3	4	4	4	4	4
18.	Mr. Bahadur Singh	5	5	4	3	3	3	3	3	3	3
19.	Ms. Amarjit Kaur	3	3	4	4	4	4	3	4	4	3
20.	Ms. Charanjit Kaur	3	5	4	5	4	5	4	3	4	4
21.	Mr. Jasvir Singh	4	4	5	4	5	4	5	5	5	4
22.	Mr. Jagdeep Singh	9	3	3	3	3	3	2	2	3	5

Principal  
Babe Ke College of Education


Perman Singh

\*\*

- A : Over all personality
- B : Fluency in speech
- C : Mastery over Content
- D : Interaction with learners
- E : Teaching Method
- F : Innovate Teaching shategies
- G : Over all quality of teaching & learning
- H : Rapport with students
- I : Use of Technpology
- J : Resourcefulness

Any other Suggestions for improvement of Teaching Learning Process

---

  
Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga



## ANNEXURE- 9

**SAMPLE PERFORMA FOR FEEDBACK ON PRACTICE  
TEACHING BY TEACHER EDUCATORS AND HEAD OF  
PRACTICE TEACHING SCHOOL**

<b>MACRO LESSON EVALUATION SHEET</b>					
Name of the Pupil Teacher: <u>Ajithpal Singh</u> Roll No. <u>121</u> Date: <u>2/2/2015</u>					
Class: <u>6<sup>th</sup></u> Subject: <u>Science</u> Topic: <u>Balanced Diet</u>					
<b>I. RATING SCALE</b>					
S.No.	COMPONENT	RATING	S.No.	COMPONENT	RATING
1.	Voice of the Teacher	07	11.	Use of Varied Stimuli (Sustained pupil interest)	5
2.	Instructional & E.B. Objectives	07	12.	Use of positive (Verbal & Non Vb) Reinforcers	7
3.	Creating Set for Lesson Introduction	07	13.	Pacing of the Lesson (Time Consideration)	4
4.	Introduction of the Lesson	08	14.	Promoting pupil involvement & participation	6
5.	Structuring of Questions	06	15.	Black Board (B B) Work	9
6.	Question Delivery & Distribution	06	16.	Closure of the Lesson	8
7.	Handling of Pupil Responses	05	17.	Evaluation of Pupil's Progress	7
8.	Explanation of Content	07	18.	Giving Assignments	7
9.	Illustrating with examples	08	19.	Level/Degree of Confidence	9
10.	Use of Audio & Visual Teaching Aids	06	20.	Classroom Management	8
<b>II SUPERVISORS FEEDBACK (Remarks) :</b>					
1.	<i>Pupil teacher was delivering lesson confidently class was well managed.</i>				
2.	<i>Pupil teacher made use of model to illustrate the concept.</i>				
3.	<i>Adequate examples were given to correlate the concept with daily life.</i>				
4.	<i>Proper Discipline was maintained into class-room</i>				
<b>III OVERALL : The Lesson delivered <u>V. Good</u> :</b>					
Signature of the Teacher Supervisor: <u>Malita</u>			Peer-Supervisor's Roll No. <u>                    </u>		
RATING	EXCELLENT	V. GOOD	GOOD	AVERAGE	WEAK
SCORE	10-9	8-7	6-5	4-3	2-1



**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**

Teaching practice Feed Back Form

Name of the School:- *Guru Harjind High School Gurusar Maddoke (Moga)*

Session: - *2013-14*

Respected Sir/Madam,

Internal Quality Assurance cell feels delighted to approach your good self to seek your observation & valuable suggestions for the further improvement in skill in teaching program of B.Ed students of our college who performed teaching practice in your school.

Components	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Duration of T.P was adequate.		✓			
2. The no. of students allotted to school was sufficient.		✓			
3. Subject wise allotment of Pupil Teachers was justifiable.		✓			
4. Adequate no. of Peer observers were present.		✓			
5. The no. of Teacher Educators employed was satisfactory.		✓			
6. The lesson plans were properly prepared by Pupil Teachers.		✓			
7. Syllabus prescribed was covered by the Pupil teachers.		✓			
8. Lessons were delivered in effective manner.		✓			
9. Adequate teaching aids were used by Pupil Teachers.		✓			
10. Regular home assignments were given.	✓				
11. Innovative teaching methods were employed.		✓			
12. Remedial teaching was arranged by Pupil Teachers.	✓				
13. ICT was used by Pupil Teachers.		✓			
14. Pupil Teachers were punctual during Practice teaching.	✓				
15. Pupil Teachers were well dressed during teaching practice.	✓				


Principal *[Signature]*  
Babe-Ke College of Education  
V.P.O. Daudhar, Dist. Moga




16. Pupil Teachers came fully prepared.		✓			
17. Pupil Teachers made adequate use of Black board.	✓				
18. Class control was effective.		✓			
19. Pupil Teachers were well disciplined during their stay at school.	✓				
20. Cordial relations were maintained with school teachers.		✓			
21. Affectionate relations were maintained with the students.		✓			
22. Adequate no. of Co-Curricular activities were organized.		✓			
23. Teacher Educators were cooperative to school authorities.	✓				
24. Teacher Educations observed the lesson vigilantly.	✓				

25. Suggestions for further improvement.

Division of Pupil Teachers should be subject wise.

  
**Principal**  
 Babe-Ke College of Education  
 V.P.O. Daudhar, Dist. Moga

  
 Principal  
 Gururaj Madhoke (MG 15049)  
 Moga

## ANNEXURE - 10

## SAMPLE OF ALUMNI FEEDBACK PERFORMA



BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)

ALUMINI FEEDBACK PERFORMA (Session-2013-14)

## PERSONAL DETAILS:

NAME: Raman Sood FATHER'S NAME: Rakesh Kumar Sood  
 SESSION: 2013-14 COLLEGE ROLL NO. 234 CONTACT NO. 94643-75533  
 ADDRESS: Campus Nandga Maggi Madia Road, Jagran  
142020  
 E-MAIL ID: \_\_\_\_\_

## ASSESSMENT OF EXISTING RESOURCES FOR ASSURANCE OF INTERNAL QUALITY

Sr. No.	Components	Rating scale			
		Unsatisfactory	Satisfactory	Good	V. Good
<b>INSTITUTIONAL HUMAN RESOURCES</b>					
1.	<b>TEACHING</b>				
1.a	Communication				✓
1.b	Knowledge of content matter				✓
1.c	Innovation			✓	
1.d	Creativity			✓	
1.e	Use of technology			✓	
1.f	Efforts for creative teaching				✓
2.	<b>NON TEACHING</b>				
2.a	Behaviour			✓	
2.b	Dealing			✓	
2.c	Efficiency				
3.	<b>INSTITUTIONAL INFRASTRUCTURE</b>				✓
3.a	spacious		✓		
3.b	Well-furnished				✓
3.c	Well-equipped				✓
4.	<b>ACCESSIBILITY OF COURSE RELATED MATERIAL</b>				
4.a	Library			✓	
1	Conduct			✓	
2	Books			✓	
4.b	Resource center		✓		
1	Equipments			✓	
2	Conduct of activity			✓	
3	Instructional material			✓	
5.	<b>TIME MANAGEMENT</b>				
6.	<b>INSTITUTIONAL STRATEGIES</b>				
6.a	Orientation week			✓	
6.b	Organization of skill and teaching practices		✓		
6.c	Micro-teaching practices			✓	
6.d	Real teaching in school		✓		
6.e	Communication of knowledge for understanding of lesson-plans			✓	
6.f	Research & creative Work programs		✓		

7.	INSTITUTIONAL FUNCTIONING				
7.a	Feedback provided by teachers to students			✓	
7.b	Feedback by pupil teacher to peers		✓		
7.c	Efforts for creative Teaching			✓	
8.	COMMUNITY NETWORKING				
8.a	Participation of community in functions organized by institution		✓		
8.b	CAMPS ORGANIZED				
8.b.1	Health care check-up, Blood donation camp, awareness camp.		✓		
8.c	EXTENSION LECTURES ORGANIZED				
8.c.1	EXT. Lecture By Employment officers, D.E.O, school principals ,doctors etc			✓	
9.	ALUMNI				
9.a	Alumni guidance/counseling services		✓		
9.b	Alumni meetings				
9.c	INSTITUTIONAL GROWTH/DEVELOPMENT				
9.c.i	Academic		✓		
9.c.ii	Professional			✓	
9.c.iii	Financial			✓	

View regarding:-

I. Untouched dimensions:-

convocations, long terms should be arranged

II. Recommendations to other friends for joining the College:-

Yes,

III. View on Higher studies in same Institution (for M.Ed.)

Higher studies arranged properly. (M.Ed.) best provisions are made by the college during M.Ed. course.

IV. Further Suggestions:

There should be a separate hostel for B.Ed. students.

V. Overall impact of the Institution:

Overall impact of the Institution was satisfactory.


Raman Surti.  
SIGNATURE:-

Date: -



## ANNEXURE - 11

## SAMPLE OF PARENT FEED BACK PERFORMA



**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**

**PARENTS FEEDBACK QUESTIONNAIRE**

Dear Parents,

Kindly spare a few moments to answer the following questions to provide your valuable suggestions regarding development of Institution.


Name of ward: Bhupinder Sharma Session: 2013-14

College Roll No.: 30 Class & Section: M.Ed

Address: Village - Kishada, P.O - Sahasr Teh-Tapa, Dist Barmala

	Strongly agree	Agree	Disagree	Strongly disagree
1. The College is located in Eco friendly Environment ਕਾਲਜ ਪ੍ਰਸਥਿਤੀ ਸੰਬੰਧਿਤ ਵਾਤਾਵਰਨ ਵਿਚ ਸਥਿਤ ਹੈ।		✓		
2. Infrastructural facilities are adequate ਉਚਿਤ ਸੁਵਿਧਾਵਾਂ ਉਪਲਬਧ ਹਨ।		✓		
3. Resource centers in the college are well equipped ਕਾਲਜ ਵਿਚ ਸਰੋਤ ਸੈਂਟਰਾਂ ਵਿਚ ਵਧੀਆ ਸਾਜ-ਸਮਾਨ ਪੂਰਨ ਹੈ।		✓		
4. College library has sufficient stock of Books ਕਾਲਜ ਲਾਇਬ੍ਰੇਰੀ ਵਿਚ ਕਿਤਾਬਾਂ ਦੀ ਗਿਣਤੀ ਸੰਤੋਖਜਨਕ ਹੈ।		✓		
5. Infnibnet facility is available ਜਾਣਕਾਰੀ ਅਤੇ ਲਾਇਬ੍ਰੇਰੀ ਨੈਟਵਰਕ ਉਪਲਬਧ ਹੈ।		✓		
6. Adequate ICT & Wi-Fi Facility are provided to pupil Teacher ਆਈ.ਸੀ.ਟੀ ਅਤੇ ਵਾਈ-ਫਾਈ ਦੀ ਉਚਿਤ ਸੁਵਿਧਾ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕ ਲਈ ਉਪਲਬਧ ਹੈ।		✓		
7. Congenial & Neat canteen is available ਅਨੁਕੂਲ ਅਤੇ ਸਾਫ-ਸੁਥਰੀ ਕੰਨਟੀਨ ਉਪਲਬਧ ਹੈ।			✓	
8. Transport facility provided is satisfactory ਆਵਾਜਾਈ ਦੇ ਸਾਧਨਾਂ ਦੀ ਸੁਵਿਧਾ ਸੰਤੋਖਜਨਕ ਹੈ।		✓		
9. Human resources are Qualified & experienced ਯੋਗ ਅਤੇ ਅਨੁਭਵੀ ਮਨੁੱਖੀ ਸਾਧਨ ਉਪਲਬਧ ਹਨ।	✓			
10. BKCE contributes in community upliftment by organizing awareness camps ਬੀ.ਕੇ.ਸੀ.ਈ. ਸਮੇਂ-ਸਮੇਂ ਤੇ ਜਾਗਰੂਕ ਕੈਂਪ ਲਗਾ ਕੇ ਨਮਾਜ ਸੁਧਾਰ ਵਿਚ ਹਿੱਸਾ ਪਾਉਂਦਾ ਹੈ।		✓		

Principal  
Baba-Ke College of Education  
V.P.O. Daudhar, Distt. MoGa



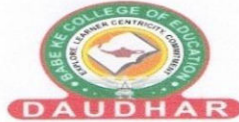
11. College has an adequate placement service program ਕਾਲਜ ਵਿਚ ਉਚਿਤ ਪਲੇਸਮੈਂਟ ਪ੍ਰੋਗਰਾਮ ਉਪਲਬਧ ਹਨ।		✓		
12. Guidance & Counseling services are provided to students ਅਗਵਾਈ ਅਤੇ ਸਲਾਹਕਾਰੀ ਸੇਵਾਵਾਂ ਵੀ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਉਪਲਬਧ ਹੈ।		✓		
13. Communication skills are properly developed in pupil teachers ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਵਿਚ ਸੰਚਾਰ ਕੌਸ਼ਲ ਸਹੀ ਤਰੀਕੇ ਨਾਲ ਵਿਕਸਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।		✓		
14. There are satisfactory programmes of student Academic Reforms, i.e. snap tests, cycle tests & house tests ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਅਕਾਦਮਿਕ ਸੁਧਾਰ ਪ੍ਰੋਗਰਾਮ ਵੀ ਸੰਤੋਖ-ਜਨਕ ਹਨ, ਜਿਵੇਂ - ਸਨੈਪ ਟੈਸਟ, ਹਫਤਾ ਵਾਰੀ ਟੈਸਟ ਅਤੇ ਘਰੇਲੂ ਟੈਸਟ ਆਦਿ।		✓		
15. A cordial relation is maintained by teaching faculty with parents & students ਅਧਿਆਪਕ ਸਾਹਿਬਾਨਾਂ ਦਾ ਵਿਦਿਆਰਥੀਆਂ ਅਤੇ ਮਾਪਿਆਂ ਨਾਲ ਨਿਘਾ ਸੰਬੰਧ ਸਥਾਪਿਤ ਹੈ।		✓		
16. The college provides regular appraisal of students progress ਕਾਲਜ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਤਰੱਕੀ ਲਈ ਲਗਾਤਾਰ ਮੁਲਾਂਕਣ ਕਰਦਾ ਹੈ।		✓		
17. Adequate no. of co-curricular activities are organized in the college. ਕਾਲਜ ਵਿਚ ਸਹਿ-ਸਹਾਇਕ ਗਤੀਵਿਧੀਆਂ ਦਾ ਉਚਿਤ ਪ੍ਰਬੰਧ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।		✓		
18. Sports programme in the college is satisfactory ਕਾਲਜ ਵਿਚ ਖੇਡ ਪ੍ਰੋਗਰਾਮ ਸੰਤੋਖਜਨਕ ਹੈ।		✓		
19. Burden of assignments & teaching aids is negligible ਅਸਾਈਨਮੈਂਟਾਂ ਅਤੇ ਅਧਿਆਪਨ ਸਹਾਇਕ ਸਮਗਰੀ ਦਾ ਬੋਝ ਨਾ ਮਾਤਰ ਹੈ।		✓		
20. Positive assets of BKCE Daudhar : ਬੀ.ਕੇ.ਸੀ.ਈ. ਦੌਰ ਦੇ ਸਕਾਰਾਤਮਕ ਗੁਣ :	ਪ੍ਰਕਿਰਮਾ ਤਜਰਬੇਕਾਰ ਹੈ। ਕੁਝ ਆਈ.ਪੀ.ਟੀ.ਆਂ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸੁਧਾਰ ਪ੍ਰੋਗਰਾਮ ਦਿੰਦੀਆਂ ਹਨ। ਸਟਾਫ ਦਾ ਸੰਬੰਧ ਹੈ। ਕੁਝ ਆਈ.ਪੀ.ਟੀ.ਆਂ ਦਾ ਭਾਰ ਹੈ।			
21. Suggestions for Further improvement: ਅਗਾਂਹਵਧੂ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ:	ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਅਤਿ ਭਾਰੀ ਭਾਰ ਨੂੰ ਘਟਾਉਣ ਲਈ ਸੁਝਾਅ ਹੈ।			

  
**Principal**  
 Babe-Ke College of Education  
 V.P.O. Daudhar

  
 Gurmel Ram  
 Signature

## ANNEXURE - 12

## SAMPLE OF EMPOLYER FEED BACK PERFORMA



**BABE KE COLLEGE OF EDUCATION, DAUDHAR (MOGA)**

**EMPLOYER'S FEEDBACK PERFORMA**

Session....2013-14.....

A. Is the visions/mission of your organization being fulfilled? YES/NO/PARTIAL

B. Is the institution and its products fulfilling the aims and objectives of the trust/society? YES/NO/PARTIAL

**Part I: For Human Resources of the Institution**

1. Evaluation over performance of the Head of the institution.

Sr. No.	Components	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1.	Contribution in attainment of Goals of organisation					✓
2.	Technical knowledge/skill.				✓	
3.	Ability to manage/leadership.				✓	
4.	Innovativeness, creativity				✓	
5.	Relationship with management					✓
6.	Relationship with teaching Faculty				✓	
7.	Relationship with subordinates				✓	
8.	Relationship with community				✓	
9.	Involvement in social activities				✓	
10.	Ability to take up extra responsibility				✓	

2. Evaluation over performance of the Teaching staff.

Sr. No.	Components	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1.	Contribution in attainment of Goals of organisation				✓	
2.	Technical knowledge/skill possessed by teachers				✓	
3.	Innovativeness, creativity in Teaching			✓		
4.	Relationship with Principal			✓		
5.	Relationship with co-workers				✓	
6.	Relationship with students				✓	
7.	Involvement in social activities			✓		
8.	Ability to take up extra responsibility				✓	
9.	Obligation towards work beyond schedule if required			✓		
10.	Contribution in arranging the academic activities				✓	
11.	Overall impression of parents/community about the teachers			✓		



## 3. Evaluation over performance of the Non-Teaching staff.

Sr. No.	Components	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1.	Technical knowledge/skill in office work.				✓	
2.	Ability to manage the office record			✓		
3.	Relationship with Teaching staff				✓	
4.	Relationship with students				✓	
5.	Ability to take up extra responsibility			✓		
6.	Maintenance/preservation of old office record			✓		

## 4. Evaluation over performance of the Students

Sr. No.	Components	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1.	Participation in the development of the organization			✓		
2.	Skill development			✓		
3.	Achievement in university examinations				✓	
4.	Achievement in co-curricular activities				✓	
5.	Modification in their behavior				✓	

## Part II: Evaluation over the Non-Human/Material resources.

Sr. No.	Components	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1.	Utilization of resources			✓		
2.	Maintenance of resources			✓		

## Suggestions for improvement

1. Innovative practices should be increased
2. The exposure of the students should have more scope in curriculum transaction
3. More & more stress & focus should be given to sharpen the skills

Date: 31.03.14

Robin Sanyal  
Signature of Employer/s

## ANNEXURE - 13

### ANALYSIS OF VARIOUS FEED BACK PERFORMAS

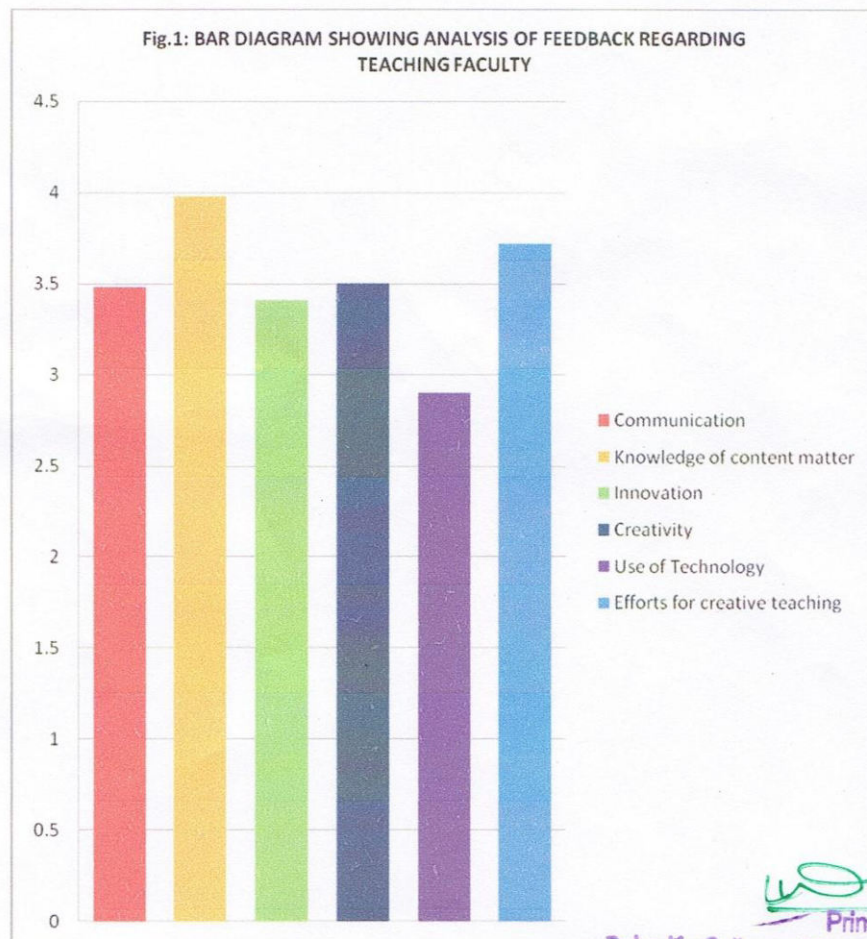


BABE KE COLLEGE OF EDUCATION, DAUDHAR

SESSION 2013-14

ANALYSIS OF ALUMNI FEEDBACK PERFORMAS

#### 1. Graphical representation of Analysis of Feedback regarding Teaching Faculty

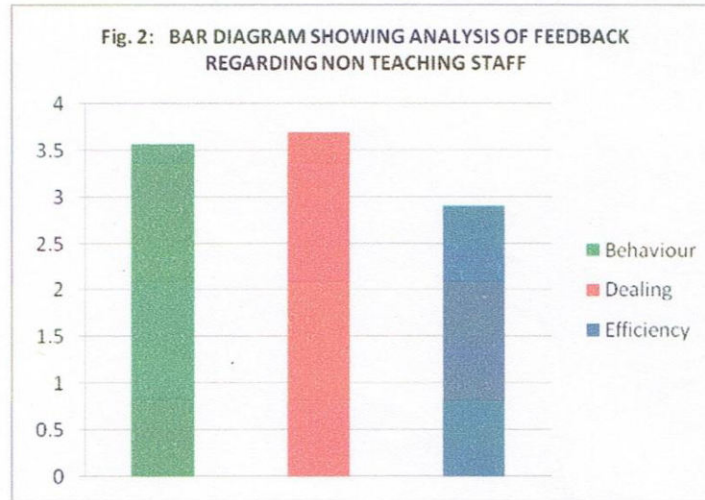


*W.D.*  
Principal

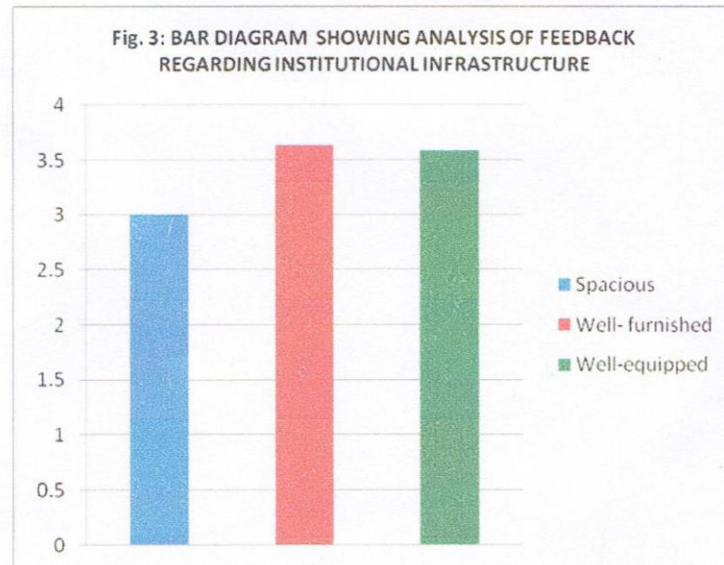
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moza



2. Graphical representation of Analysis of Feedback regarding Non Teaching Staff



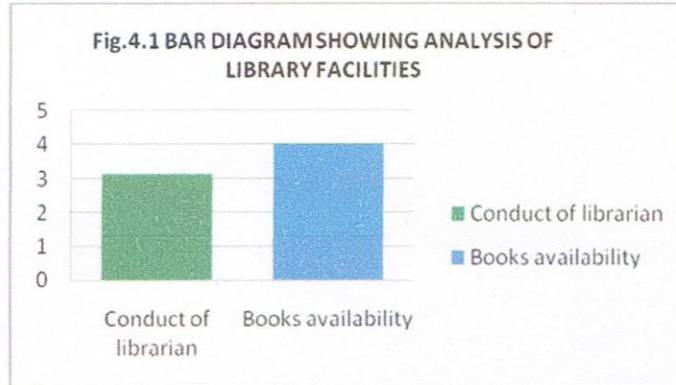
3. Graphical representation of Analysis of Feedback regarding Institutional Infrastructure



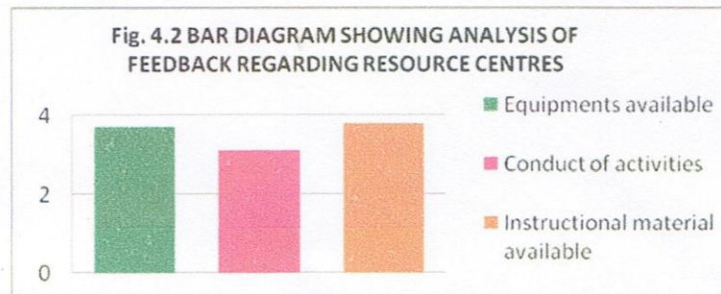
Principal  
Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

**4. ANALYSIS OF FEEDBACK REGARDING ASSESIBILITY OF COURSE RELATED MATERIAL**

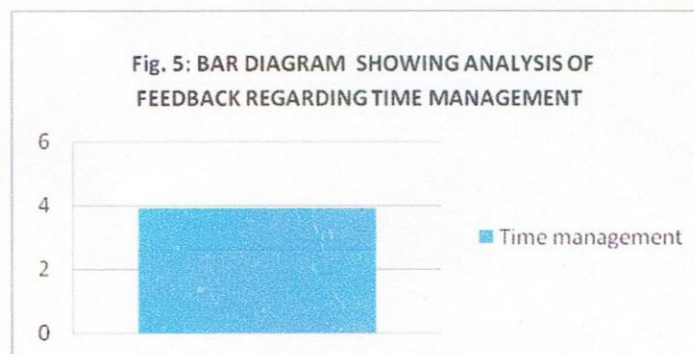
**4.1 Graphical representation of Analysis of Feedback regarding Library facilities**



**4.2 Graphical representation of Analysis of Feedback regarding Resource Centres**

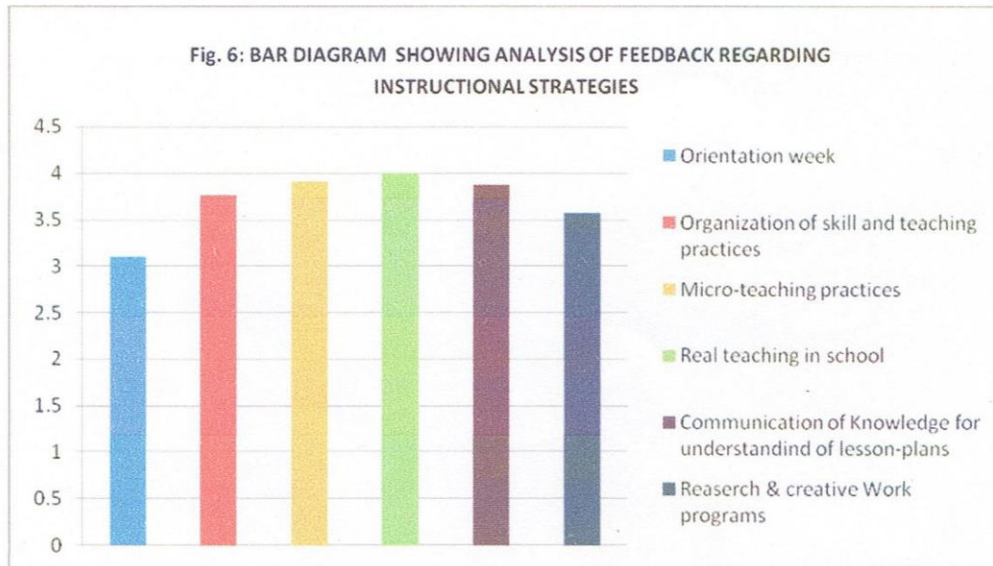


**5. Graphical representation of Analysis of Feedback regarding Time Management**

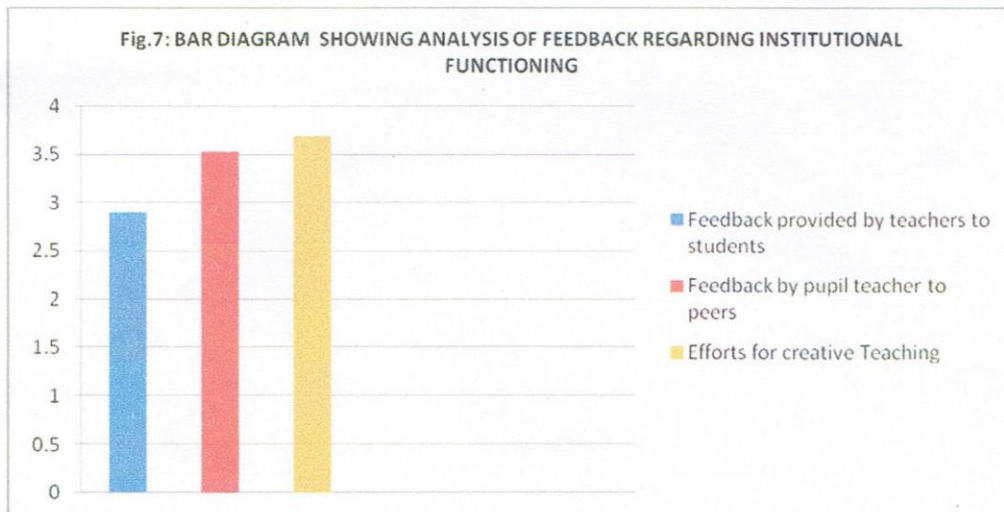



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6. Graphical representation of Analysis of Feedback regarding Instructional Strategies



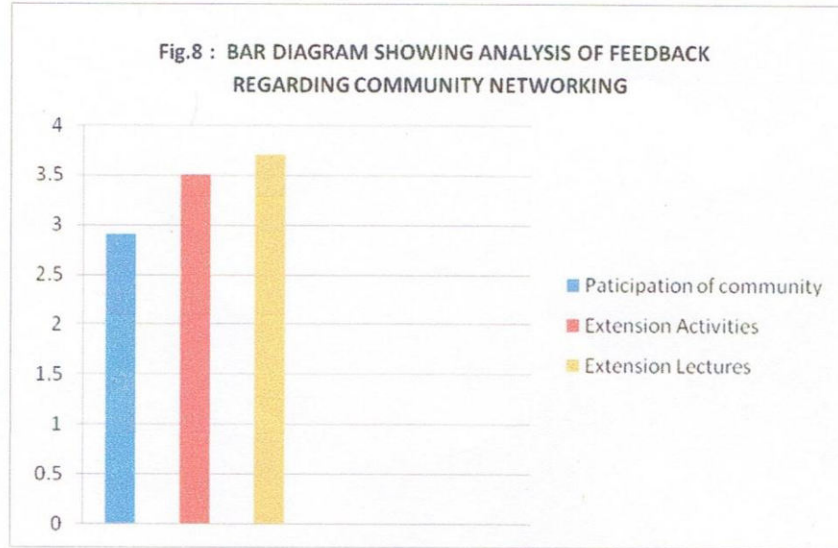
7. Graphical representation of Analysis of Feedback regarding Institutional functioning



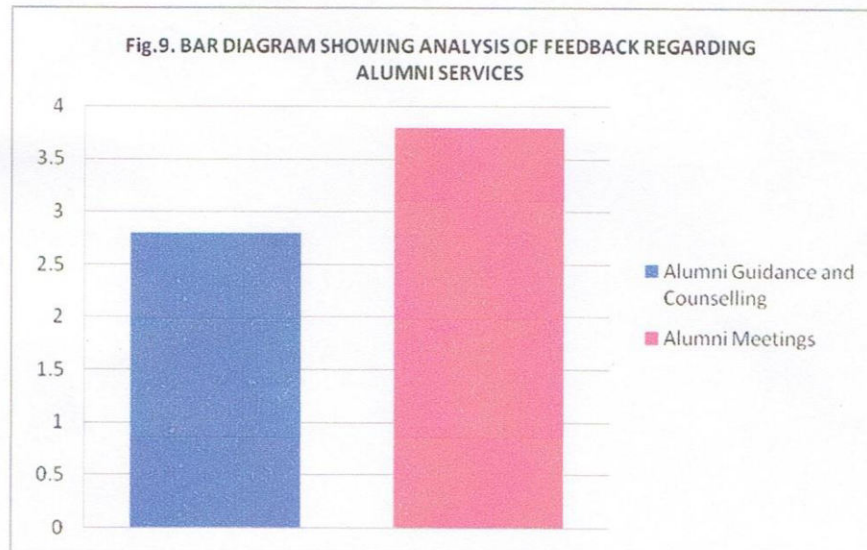
  
 Principal  
 Babe-Ke College of Education  
 V.P.O. Daudhar, Distt. Moga




8. Graphical representation of Analysis of Feedback regarding Community Networking

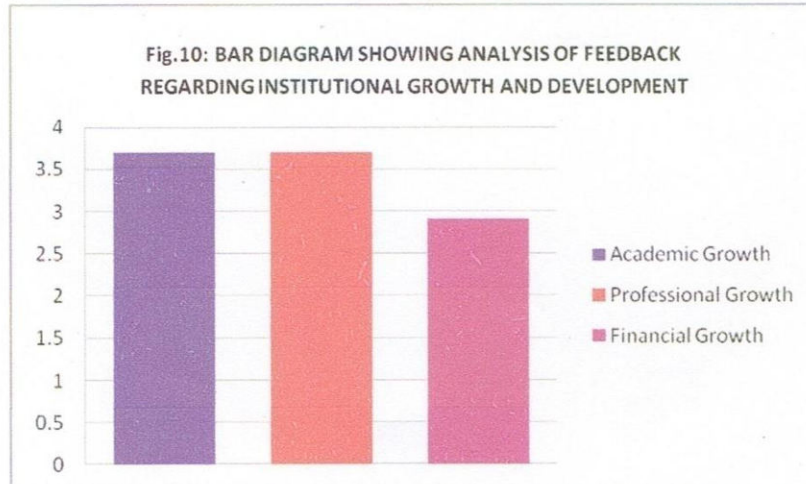


9. Graphical representation of Analysis of Feedback regarding Alumni Services.



  
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**10. Graphical representation of Analysis of Feedback regarding Institutional growth and development.**



➤ **Analysis of Feedback regarding Views about Untouched dimensions.**


Most of the alumni considered arrangement for tours and trips as the untouched dimensions.

➤ **Analysis of Feedback regarding recommendation to join the college.**

Most of the alumni have agreed to recommend the college name to other friends to join for B.Ed and M.Ed

➤ **Analysis of Feedback regarding Views about Higher studies in the same institution (M.Ed).**

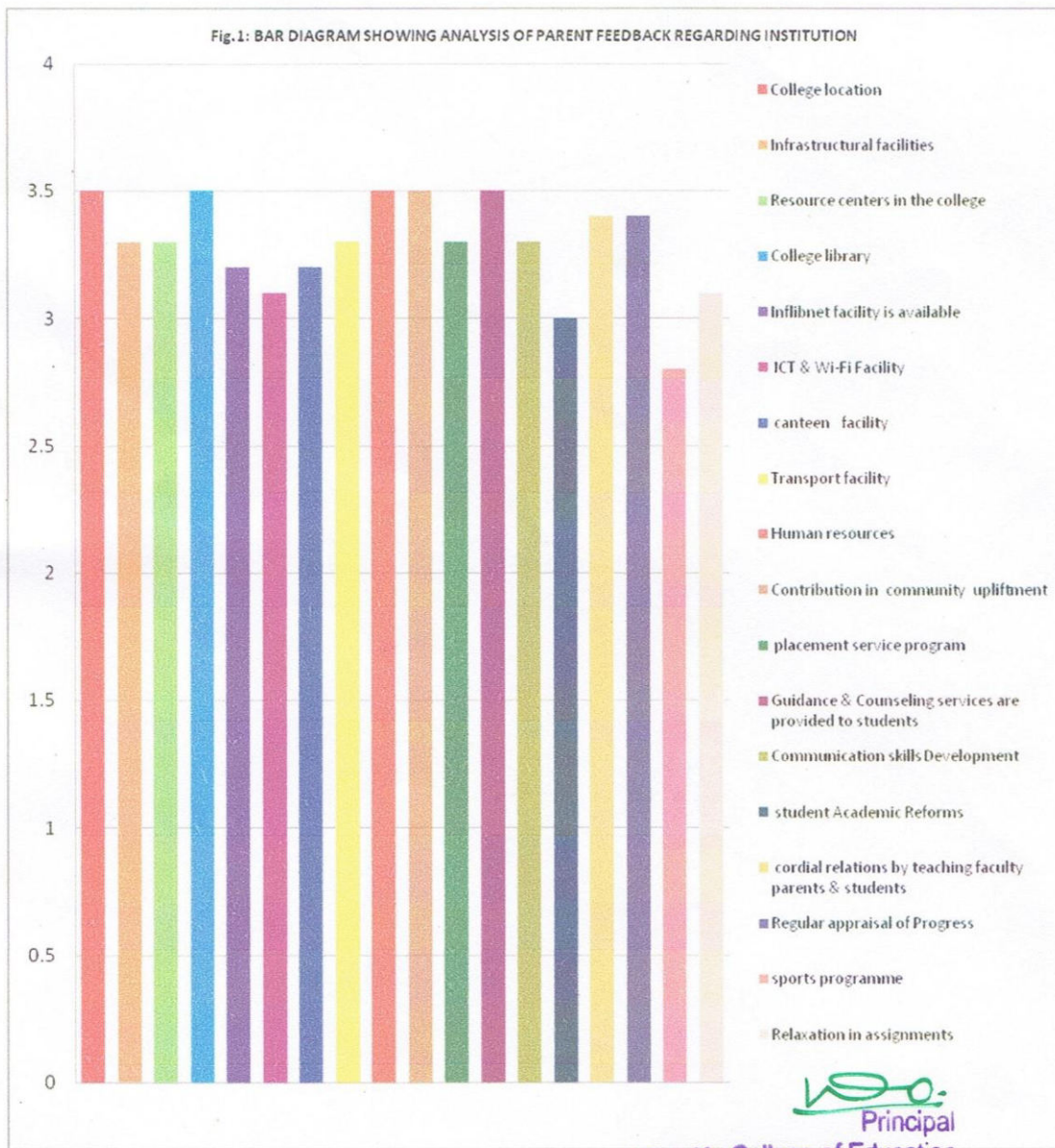
Most of the alumni agreed to join same institution for M.Ed

  
 Principal  
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 V.P.O. Daudhar, Distt. Moga



**BABE KE COLLEGE OF EDUCATION, DAUDHAR  
SESSION 2013-14  
ANALYSIS OF PARENTS FEEDBACK PERFORMAS**

**Graphical representation of Analysis of Parent Feedback regarding Institution**



*[Signature]*  
Principal


Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga

**Analysis regarding Positive assets of BKCE, Daudhar:**

1. Most of the Parents have agreed that BKCE, Daudhar good Infrastructure and eco-friendly location contributes to positive assets of the Institution
2. Well qualified and Cooperative Teaching Faculty is another asset for the Institution.
3. Well stocked and fully furnished College Library adds to positive assets of the Institution.

**Analysis regarding Suggestions for Further Improvement:**

1. Most of the parents have suggested improving Sports programmes and Placement services in the college.
2. Parents have suggested for construction of separate College Canteen.
3. Most of the parents have felt the necessity of construction of Auditorium.

  
Principal  
Babe-Ke College of Education  
V.P.O: Daudhar, Distt. Moga





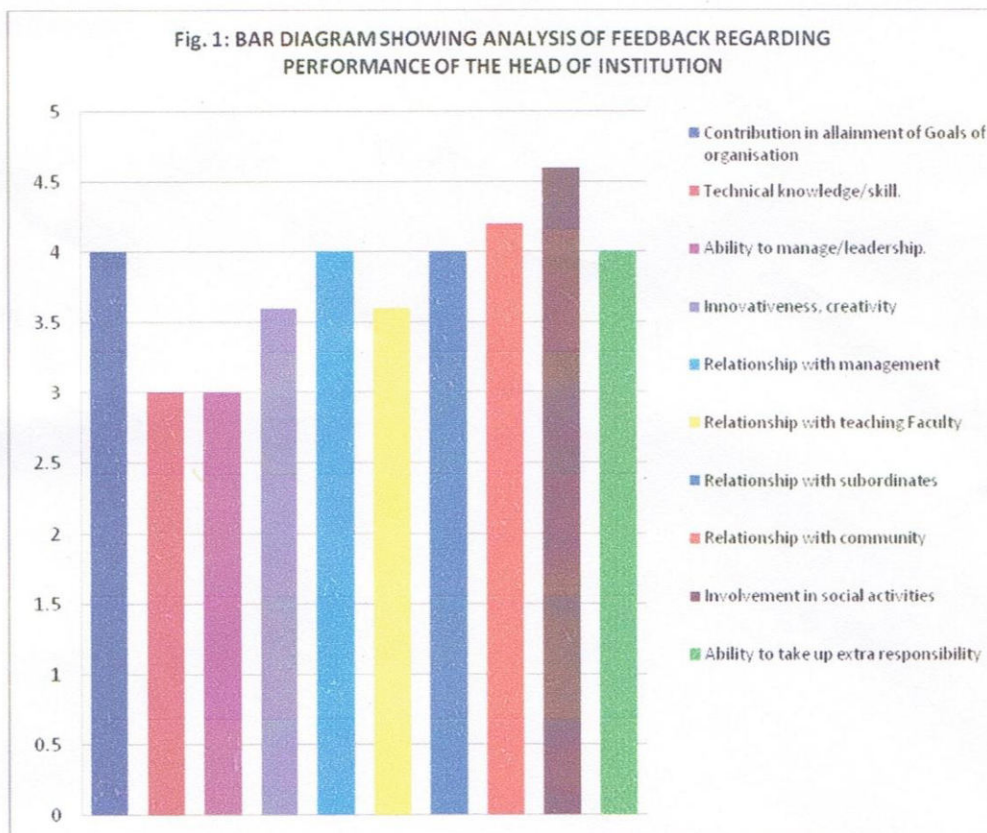
**BABE KE COLLEGE OF EDUCATION, DAUDHAR**

**SESSION 2013-14**

**ANALYSIS OF EMPLOYERS FEED BACK PERFORMAS**

- A. The Employers agreed that Vision and Mission of the Organisation is being fulfilled.
- B. The Employers agreed that the Institution and its products are fulfilling the aims and objectives of the institution.

**1.Graphical representation of Analysis of the Feedback regarding Head of the Institution**



*V.P.O.*  
Principal

Babe-Ke College of Education  
V.P.O. Daudhar, Distt. Moga



## ANNEXURE - 14

### SAMPLE OF TEACHER APPRAISAL REPORT

#### Teacher appraisal Report

##### PERFORMANCE APPRAISAL REPORT

##### FOR SELF APPRAISAL OF TEACHERS

##### 1) General Information

- a) Name – Dr. MOHIT DIXIT
- b) Address – BABE KE COLLEGE OF EDUCATION RESIDENTIAL COMPLEX  
V.P.O. DAUDHAR , MOGA
- c) Designation – ASSISTANT PROFESSOR
- d) Department – EDUCATION
- e) Date of Birth – 21/10/1983
- f) Area of Specialization – SPECIAL EDUCATION

##### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division
High School	RBSE, Ajmer	All Subjects	1998	1 <sup>st</sup>
Higher Secondary	RBSE, Ajmer	Physics , Chemistry, Biology, Hindi,English	2000	1 <sup>st</sup>
B.Sc.	University of Rajasthan	Biotechnology, Chemistry, Zoology	2004	1 <sup>st</sup>
M.A.	V.M.O.U. Kota	Political Science	2010	1 <sup>st</sup>
B.Ed.	University of Rajasthan	Teaching of Chemistry, Teaching of General Science	2006	1 <sup>st</sup>
M.Ed.	Dr. Bhimrao Ambedkar Uni. Agra	Teacher Education, Special Education	2009-10 (late sess.)	1 <sup>st</sup>
M.A.Ed.	IASE, Gandhi Vidya Mandir ,Churu	Education	2007	1 <sup>st</sup>

## ii) Research Experience &amp; Training

Research Stage	Title of Work / Theses	University
M.Phil	-----	-----
Ph.D.	Sarva Siksha Abiyaan Ke Prati Panchayatiraj Shikshko Ki Abivrati Aur Karyasantusti ka addyan	Jain Vishvabharti University Ladnun,Rajasthan
Post-Doctoral	-----	-----
Publications (separate List)		
Research Guidance (M.Ed.)		Panjab University , Chd.
1.Jaspreet Singh	1. Value Pattern Of Government And Private Secondary School Teachers.	
2.Nirpal Singh	2.Study Of Academic Stress In School Students In Relation To Their Self Esteem	
3.Monika	3.Study Of The Occupational Burnout Among High School Teachers In Relation To Organizational Climate	
4.Amandeep Kaur	4.Study Of Educational Philosophy Of Shir Guru Arjun Dev Ji And Its Relevancy In 21 <sup>st</sup> centuray Of Education System	
5.Parminder Kaur	5.Study Of Social Intelligence And Adjustment Among Pupil Teacher In Relation To Their Gender & Locality	
Training	-----	-----

## B) Research Projects carried out

Title of the project	Name of the funding Agency	Duration	Remarks
-----	-----	-----	-----

## C) Seminars , Conferences , Symposia , Workshops Etc. Attended

S.NO	Name of the Seminars , Conferences , Symposia , Workshops Etc	Name of the Sponsoring Agency	Place and Date
1.	Human Rights- Quality Assurance In Teacher Education	NAAC	Moga College Of Education ,Moga ,29 November 2014
2.	Human Right Education And	CDC	B.K.C.E,Daudhar, Moga ,22

	School Curriculum		November 2014
3.	National Seminar On Shiksha Ke Samajik Sanskratik Sarokar	CTE	Keshav Vidhyapeeth , Jamdoli , Jaipur(Cte), 15, November 2014
4.	Value Crisis - "A Challenge For Education	ICSSR	LLRM,Dhudike,Moga 12-13 September 2014
5.	Continuous And Comprehensive Evaluation A Paradigm Shift In Assessment System	ICSSR	Desh Bhagat University,Punjab (20-21 March 2014)
6.	Social Software -A New Booster Of Teaching Learning Process	ICSSR	Guru Gobind Singh College Of Education , Giddarbaha (10-11 March 2014).
7.	Extent Of Agrarian Crisis In Punjab : The Scope Of Diversification	ICSSR	Guru Nanak College ,Moga ,8 March 2014
8	National Seminar On Right To Education	ICSSR, CHANDIGARH	Guru Nanak College Of Education , Gopalpur , 7 March 2014
9.	Quality Assurance In Higher Education Vis-A-Vis Human Resource Development : Perspectives And Challenges	CTE	Desh Bhagat College Of Education , Sangrur (1 March 2014).
10.	Professionalization Of Teacher Education	College development council , punjab university	D.M College Of Education College , Moga (22 Feb 2014).
11	International Conference On Challenges For Learning Professionals – New Directions	International Professional Development Association , U.K.	Pratap College Of Education, Ludhiana, 21-22 February 2014
12.	Evolve Her -Empowering Women From The Inside Out	College development council , punjab university	Babe Ke College Of Education ,Mudki (8 Feb 2014)
13.	Education : Rural And Urban Perspective	College development council , punjab university	Guru Hargobind College Of Education ,Raikot(1 Feb 2014)
14	National Seminar On Educational Philosophy Of Swami Vivekananda	COUNCIL FOR TEACHER EDUCATION	Keshav Vidhyapeeth , Jamdoli , Jaipur(Cte),3 October 2013
15	NATIONAL SEMINAR ON Shrimad Bhagwat Gita : Shekshik Chintan	COUNCIL FOR TEACHER EDUCATION	Shri Agrasen Pg Education College , Jamdoli CTE, 8 APRIL 2012
16.	International Conference On Teaching And Learning Challenges And Strategies	RCEAM	Jaipur National University , Jaipur, 8-10 April 2011
17.	Population Education And Environment	UNIVERSITY GRANT COMMISSION	Jain Vishvabharati University, Ladnun, Nagaur (Raj.) (31 Jan-1feb 2011).
18.	National Symposium On Qualitative And Quantitative	COUNCIL FOR TEACHER	Jaipur National University , Jaipur,

	Handling Of Research Data	EDUCATION	1 May 2010
19.	International Conference On Promoting Social Cohesion Through Peace Education	National council for teacher education	Lokmanya Tilak Teachers Training College (CTE) Dabok, Udaipur, 25-27 March 2011

## TEACHING EXPERIENCE

COURSES TAUGHT	NAME OF THE UNIVERSITY/ COLLEGE /INSTITUTION	DURATION
U.G. (B.Ed.)	Vidhiyasthali W.T.T. College, Jaipur, Rajasthan	1/11/07 to 31/3/11 1/3/12 to 17/8/13
P.G. (M.Ed.)	Babe ke college of Education, Daudhar, Punjab	19/8/13 to till date
School	India overseas School ,Jaipur, Rajasthan	1/6/06 to 31/08/07

Total Teaching Experience - **6 Years 5 Months 16 days**

- a) Under graduate - **4 year 10 months 16 days**
- b) Post Graduate - **1 year 7 months**

## VIII) Innovations / Contributions in Teaching

- a) Design of Curriculum – **Prepare syllabus for Teaching Of Pub. Adm. & Inclusive Education which discussed in Panjab university sponsored workshops.**
- b) Teaching methods – Lecture Method using blackboard , Illustration , Discussion , **Questioning & Power point presentation .**
- c) Laboratory experiments – **Conducting practical using psychology Lab.**
- d) Evaluation methods - **Through Cycle test , House test , Internal practical , Seminars , Assignments .**
- e) Preparation of Resource material including books, reading material Laboratory manuals etc. - **Lecture notes , Practical exercises & Power point presentation Question papers , Blueprint .**
- f) Remedial Teaching / Students Counseling (academic) – **Solving student's difficulties , guiding dissertation and research publication work.**
- g) Any other

## IX) Extension Work / Community Service

- a) Please give a short account of your contribution to
  - 1) Community work - **No**
  - 2) National Literacy Mission - **No**
- b) Position held/ Leadership role played in organizations linked with Extension Work and NSS or NCC or any other similar activity - **Attended NSS camps and various campagins organized by the college .**

## D. Participation in Corporate Life

- a) College/ University/Institution – **M.Ed. In charge for session 2013-14 & 2014-15**
  - **Research Promotion cell In charge (2013-15)**
  - **Educational Trip Co- Incharge**
  - **College IQAC Member**




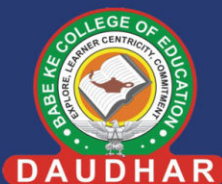
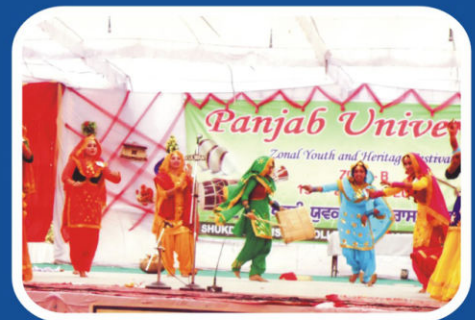
- Entertaning College Journal publication work
- Organized Quiz Week in college
- Supervised 10 dissertation
- Paper checker for Panjab university B.Ed. Exam
- Represent College in many seminars & workshops
- Six and half year fully devoted teaching in B.Ed. & M.Ed college .

- b) Co-curricular Activities - **Quiz Comptition , Hindi divas, Educational trip , Historical place trip , Special School Trip**
- c) Enrichment of Campus Life -  
(Hostel , sports , games, cultural activities)  
**Sports & Games – Badminton , Race , Cricket**  
**Cultural activities – Hindi poetry**
- d) Students Welfare and Discipline - **Research promotion cell , Grivance redresal cell , development of communication skills , development of discipline in the students through morning assembally.**
- e) Membership/Participation in Bodies/ Committees on  
Education and National Development -----
- f) Professional Organization of Teachers -----
- E. (a) Membership of Professional Bodies, Societies etc.
1. **All India Teacher Educators Association (AITEA) Membership No- 1972**
  2. **Indian Association Of Teacher Educators (IATE) Membership No- M0402**
- b)Editorship of journals - **NO**
- F. Any other information -----

*Mohit*

Sd/- Dr. Mohit Dixit

  
**Principal**  
**Babe-Ke College of Education**  
**V.P.O. Daudhar, Distt. Moga**



# BABE KE COLLEGE OF EDUCATION

V.P.O. Daudhar, Moga (Pb.) INDIA

Contact: 01636-253092,253167, 92572-13987, Fax: 01636-253092,253178

E-mail:- [bkcedudaudhar@gmail.com](mailto:bkcedudaudhar@gmail.com), Website: [www.bakekegroupofinstitutes.com](http://www.bakekegroupofinstitutes.com)