CONTENTS

A	**Part-I: Institutional Data**	
1.	Profile of the Institution	
2.	Criterion wise Inputs	
	Criterion I : Curricular Aspects	
	Criterion II : Teaching-Learning and Evaluation	
	Criterion III : Research, Consultancy and Extension	
	Criterion IV : Infrastructure and Learning Resources	
	Criterion V : Student Support and Progression	
	Criterion VI : Governance and Leadership	
	Criterion VII : Innovative Practices	
B	**Part-II: The Evaluative Report**	
3.	Executive Summary	
4.	Criterion- Wise Analysis	
	Criterion I: Curricular Aspects	
	Criterion II: Teaching-Learning and Evaluation	
	Criterion III: Research, Consultancy and Extension	
	Criterion IV: Infrastructure and Learning Resources	
	Criterion V: Student Support and Progression	
	Criterion VI: Governance and Leadership	
	Criterion VII: Innovative Practices	
5.	Mapping of Academic Activities of the Institution	
6.	Declaration by the Head of the Institution	

List of Annexures

Annexure I: Details of affiliation & recognition order issued by NCTE.

Annexure II: Profile of the Institution-Brochure, Syllabus and Academic Calendar.

Annexure III: List of faculty.

Annexure IV: Sample format of student feedback on Teachers.

Annexure V: Sample format of teacher appraisal report.

Annexure VI: Practice Teaching Schools List.

Annexure VII: Copy of the Budget & Audit Report of last two years 2009-10 & 2010-11.

Annexure VIII: Details of Committees of the Institution.

Annexure IX: Time-Table

Annexure X: Result information

Annexure XI: Profile of the Board of Management and Trust Deed.

Annexure XII: Building plan, showing existing and proposed area.

LINGAYA'S GROUP
choose to know
LLDIMS
"PAR EXCELLENCE WITH HUMAN TOUCH"

Profile of the College

Self Appraisal Report

1 Name and address of the Institution : LINGAYA'S LALITA DEVI INSTITUTE OF MANAGEMENT AND SCIENCES
Mandi Road, Mandi,
New Delhi- 110047

2 Website URL : **www.lldims.org.in**

3 For Communication : (011)- 26651112-3

OFFICE

Name	Telephone number with STD Code	Fax No.	e-Mail Address
Director Prof. A. N. Srivastava	011-26651112-3	26651050	director.lldimsnacc@gmail.com
Vice-Principal	--	--	--
Self appraisal Co-ordinator Prof. Kavita Joshi	011-26651112-3	26651050	prof.kjoshi@gmail.com

RESIDENCE

Name	Telephone number with STD Code	Mobile
Director Prof. A. N. Srivastava	011-25072771	9810124587
Vice-Principal	--	--
Self appraisal Co-ordinator Prof. Kavita Joshi	011-26651112-3	9811222956

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: .91 Acres (Check)

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

7. Date of establishment of the institution:

Month	Year
July	2005

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

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY, DELHI

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

N.A

10. Type of institution

a. By funding
- i. Government ☐
- ii. Grant –in-aid ☐
- iii. Constituent ☐
- iv. Self- financed. ☐

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

c. By Nature

i. University Dept. ☐

ii. IASE ☐

iii. Autonomous ☐

iv. Affiliated Institute ☐

v. Constituent Institute ☐

vi. Dept. of Education of Composite Inst. ☐

vii. CTE ☐

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

Yes ☐ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction

1.	Secondary	B.Ed.	UG / PG Degree	Degree	1 Year	English – Hindi

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

Level	Programme	Order no and date	Sanctioned Intake
Secondary	B.Ed	NRC/NCTE/F-3/DH-207/10 318-10327 23-9-2005	100
Total Intake			100

-*-*-*-

Criterion - Wise inputs

Criterion 1 – Curricular Aspects

1. Does the institution have a stated

Vision	Yes		No	-
Mission	Yes		No	-
Values	Yes		No	-
Objectives	Yes		No	-

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

Yes		No	

If yes,

a) How many programmes? -

b) Fee charged per programme. -

3. Are there programmes with semester system?

No

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

Yes		No	

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

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

B.Ed. | 6 Methods & 2 Elective Subjects |

6. Are there any Programme offered in modular form

No

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

Yes	✓	No	

Number	1

Assessment of teachers by students of course is done regularly as per the prescribed proforma.

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

Yes		No	✓

Number	---

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

- Heads of practice teaching schools

Yes		No	

- Academic peers

Yes		No	

- Alumni

Yes		No	

- Students

Yes		No	

- Employers

Yes		No	

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

One Year

1 year

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

Yes		No	✓

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

Yes	✓	No	

Number	01

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 2 – Teaching, Learning & 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 (10% of Management Quota through Merit as per GGSIPU norms) ☐

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

a) Date of start of the academic year	15th September 2010
b) Date of last admission	1st August 2010
c) Date of closing of the academic year	7th May 2011

d) Total teaching days | 150

e) Total working days | 180

3. Total number of students admitted (99) for session 2010-11

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	5	94	99	3	14	17	2	80	82

4. Are there any overseas students? No

If yes, how many?

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

For B.Ed.

a) Unit cost excluding salary component | ` 23450

b) Unit cost including salary component | `50188

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

Programs	open		Reserved SC/ST	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed. (Students are admitted on the basis of Ranks in CET)	886	6432	714	1487

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

Yess		No	

8. Does the institution develop its academic calendar?

Yes		No	

9. Time allotted (in percentage Previous year)

Programmes	Theory	Practice Teaching (Including pre -practice teaching days)	Practicum	Dissertation
B.Ed	44.84%	22.2%	23.06%	-

10. Pre-practice teaching at the institution

a) Number of Pre-practice teaching days allotted by the Institution — 15

b) Minimum number of pre-practice teaching lessons given by each student — 05

11. Practice Teaching at School

a) Number of schools identified for practice teaching — 12

b) Total number of practice teaching days B.Ed. — 30

c) Minimum number of practice teaching lessons given by each student — 20

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

No. of Lessons in simulation	05	No. of Lessons Pre-practice teaching	02

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
B.Ed.	25%(Theory)/ 40%(Practical)	75%(Theory)/ 60%(Practical)

16. Examinations

a)	Number of sessional tests held for each paper	0 | 3
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(CD`s)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other(specify) LCD & OHP	✓	

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

Yes		No	

Number 01

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

Yes		No	

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

Compulsory ☐ Optional ☐

Criterion 3 – Research, Consultancy & Extension

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

Number	3	27	%

2. Does the Institution have ongoing research projects?

Yes		No	

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

Funding agency	Amount (`)	Duration(Years)	Collaboration, if any
-	-	-	-

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

--

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

Teachers are given study leave	
Teachers are provided with seed money	--
Adjustment in teaching schedule	
Providing secretarial support and other facilities	
Any other (Incentive granted for acquiring additional research degree)	

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

Yes ☐ No ☐

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

M.Phil. 01

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	-	-	02
National Journals Referred Papers Non-referred Papers	-	-	04
Academic articles in reputed magazines / news papers	Yes		01
Books			No
Any other (Specify and indicate) Articles in various magazines	Yes		01

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

Number	--		No	✓

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

	Presented		Participated	
	Staff	Students	Staff	Students
National Seminars	10	3	5	-
International Seminars	03	-	-	-
Academic Forum	-	-	-	-

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

(Mark ☐ for Yes and ☐ for No.)

Self-instructional materials	✓
Print Materials	✓
Non Print Materials	✓

Digitalized (Computer aided instructional materials)	✓
Question Bank	✓

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

Yes ☐ No ☐

If yes, indicate the nature of the post.

Full –time ☐ Part-time ☐ Additional charge ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

04

16. Does the institution provide consultancy services?

Yes ☐ No ☐

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

Only free consultancy is provided

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

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

Criterion 4 – Infrastructure & Learning Resources

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

8223.51 Sq. Mts

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

a)	Methods Lab	Yes	✓	No
b)	Psychology Lab	Yes	✓	No
c)	Science Lab	Yes	✓	No
d)	Educational 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?

165

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

` 300000/-

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

` 9773/-

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

` 38400/-

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

` 300000/-

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

Yes ☐ No ☐

9. Total number of posts sanctioned

	Open		Reserved	
	Male	**Female**	**Male**	**Female**
Teaching	2	6	NIL	NIL
Non Teaching	5	1	NIL	NIL
Administrative			NIL	NIL

10. Total number of posts vacant | Nil |

11. a. Number of regular and permanent teachers:

(Gender –wise)

All are regular, full time and permanent

	Open		Reserved	
Lecturers	M	F	M	F
	2	5	NIL	NIL
Readers	M	F	M	F
	-	-	NIL	NIL
Professors	M	F	M	F
	-	1	NIL	NIL

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

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

c. Number of teachers from same state | 07 |

Other states | 01 |

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed	1:15

13. a. Administrative staff

	Open		Reserved	
Permanent	M	F	M	F
	2	1		
Temporary	M	F	M	F
	-	-	-	-

b. Technical Assistants

	Open		Reserved	
Permanent	M	F	M	F
	3	-	-	-
Temporary	M	F	M	F
	-	-	-	-

14. Ratio of teaching – non - teaching staff

8:6

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

6.81 %

16. Is there an advisory committee for the library?

Yes ☐ No ☐

17. Working hours of the Library

On working days	8 hours
On holidays	No
During examinations	8 hours

18. Does the library have an Open access facility

Yes ☐ No ☐

19. Total collection of the following in the library

a. Books (Titles)

-Textbooks	2593
-Reference books	5989
	57

-General books

b. Magazines	27
c. Journals subscribed	25
- Indian journals	19
- Foreign journals	6
d. Peer reviewed journals	2
e. Back Volumes of journals	2
f. E-information resources	
-Online journals	02
-CDs/ DVDs	130
-Databases	-
-Videocassettes	-
Audio cassettes	-

20. Mention the

Total carpet area of the Library (in sq. Mts)	292.113 Sq. Mts
Seating capacity of the Reading room	125 students

21. Status of automation of Library(Check)

Yet to intimate	
Partially automated	
Fully automated	

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

Circulation	✓
Clipping	✓
Bibliography Compilation	✓
Reference	✓
Information Display & Notification	✓
Book Bank	✓
Photo Copying	✓
Computer and Printer	✓
Internet	✓

Online Access Facility	✓
Inter library Borrowing	✓
Power Backup	✓
User Orientation / Information literacy	✓
Any other (Air Conditioned)	✓

23. Are students allowed to retain books for examinations?

Yes		No	

24. Furnish information on the following

Average number of books issued/returned per-day | 30 - 35 |

Maximum number of days books are permitted to be retained

By students 14 Days

By faculty 30 Days

Maximum number of books permitted for issue

By students 03

By faculty 10

Average number of users who visited/consulted per month 660

Ratio of library books (excluding textbooks and Book bank facility) to the number of students enrolled. 2:1

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

0.5 %

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

Year →	2008-09		2009-10		2010-11	
Categories ↓	Number	Total cost (in `)	Number	Total cost (in `)	Number	Total cost (in `)
Text books	25	2986/-	354	15153/-	2431	15763/-
Reference books	13	2149/-	07	2481/-	09	1838/-
Journals / periodicals	22	25094/-	32	3901/-	25	7401/-
General books	137	15025/-	21	1050/-	20	1890/-

Criterion 5 – Student Support & Progression

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

Programmes	Year	2008-09	2009-10	2010-11
B.Ed.	--	3	Nil	Nil

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

☐ Yes ☐ No

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

15

3. Does the institution offer Remedial instruction?

Yes ☐ No ☐

4. Does the institution offer Bridge course?

Yes ☐ No ☐

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

	B.Ed.		
Year ⟶	2008-09	2009-10	2010-11
Pass Percentage	92.85%	96.96	98.9%
Number of first classes	75	72	54
Number of distinctions	16	26	44

6. Number of students who have passed competitive examinations during the last three years.

	I	II	III
NET	-	-	-
SLET/SET	-	-	-
TRB	-	-	-

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

Financial Aid	I	II	III
Merit Scholarship	01	01	01

Merit-cum-means scholarship	--	--	--
Fee concession (from GGSIPU)	--	--	08
Institution has the provision of fee waiver and Installment Scheme depending upon the case of the student	Every Year Students availed the Installment Scheme paying the fee. Fee is regulated by the GGSIPU. Eligible students are recommended to the university for the fee waiver.		
Any other specify and indicate Cash Prize, Uniform	Every year student who topped the merit list of Institute, a Cash Prize is awarded to them.		

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

Yes ☐ No ☐

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	
	Yes		No	

Non-teaching staff

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

Yes	✓	No	

If yes, number of students residing in hostels

Men [--] Women [--]

NOTE: The facility has commenced from the current year.

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

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

12. Availability of rest rooms for Women

Yes		No	

13. Availability of rest rooms for men

Yes		No	

14. Is there transport facility available?

Yes		No	

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

Yes		No	

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collage	-	NO	-	Yes	-	02
Inter-university	-	NO	-	Yes	-	01
National	-	NO	-	-	NO	-

Inter Institutions Cultural Programme	-	NO	-	Yes		01

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	02	0
Regional	02	0
National	0	0
International	0	0
Inter Institutions Tournament	0	0

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 Institute 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.**

	(2008-09) (%)	**(2009-10)** (%)	**(2010-11)** (%)
Higher studies	40.81	23.23	40%
Employment (total)	40.81	49.49	42%

Teaching	40.81	49.49	45%
Non teaching			

23. Is there a placement cell in the institution?

Yes ☐ No ☐

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

Year 2008-09	Year 2009-10	Year 2010-11
41	49	45

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

	Yes	No
Academic guidance and counseling	☐	☐
Personal Counseling	☐	☐
Career Counseling	☐	☐

Criterion 6 – Governance & Leadership

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

Yes ☐ No ☐

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

Governing Body/Management	Annual
Staff Council	Every Month
IQAC	Half yearly
Internal Administrative Bodies contributing to quality improvement of the institutional processes.	
Central Coordination Committee	Every Month
Academic Affairs	Every Alternate Month
Proctorial Committee	

3. | | |
|---|---|
| | As and When Required |

What are the Welfare schemes available for the teaching and non-teaching staff of the institution?

	Yes	No
Loan Facility	✓	
Medical Assistance	✓	
Insurance	✓	
Other Welfare Schemes		

1. P.F Yes
2. Maternity Leave Yes
3. Fee Concession for employers Children studying in our Institutions Yes
4. Monetary assistance at time of need Yes

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

09

5. Furnish the following details for the past three years

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

03

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

National	03
International	Nil

c) Number of faculty development programmes organized by the institution:

02

d) Number of seminars / workshops / symposia on Curricular development, Teaching -Learning , Assessment, Etc., organized by the institution

Seminar	02
Workshop	01

e) Research Development programmes attended by the faculty

02

f) Invited /endowment lectures at the Institution

06

Any other areas (specify the programme and indicate)

-	Staff Training Programs

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

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

(By analyzing Students University Results, Assessment by HOD and Director)

7. Are the faculty assigned additional administrative work?

Yes		No	

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

2 hours / week

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

Grant - in - Aid	-
Fees	` 42,57,000/-
Donation	--
Self - Funded Courses	--

9. Expenditure statement (for last two years)

(Enclosed – Annexure VII)

10. Specify the institutions surplus/deficit budget for the last three years?

(Specify the amount in the applicable boxes given below)

	Surplus in `	Deficit in `
Year 2008-09	-	` 14,72,747/-
Year 2009-10	-	` 29,61,694/-
Year 2010-11	-	` 6,64,831/-

11. Is there an internal financial audit mechanism?

Yes		No	

12. Is there an external financial audit mechanism?

Yes		No	

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

	Yes	No
Administration	✓	
Finance	✓	
Student Records	✓	
Career Counseling	✓	
Aptitude Testing	✓	
Examination / Evaluation	✓	
Assessment	✓	
Any other (Attendance of Students, **Seminars and conferences etc.**)	✓	

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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes ✓ No ☐

Criterion 7 – Innovative Practices

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

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 B.Ed. (2010-11)?

	Category	Men	%	Women	%
a	SC	3	2.97%	13	12.87%
b	ST			1	.99%
c	OBC				
d	Physically challenged				
e	General category	2	1.98%	78	77.22%
f	Rural				
g	Urban	5	100%	94	100%

h	Defence	-		2	1.98%

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC				
b	ST				
c	OBC				
d	Women	6	66%	1	14%
e	Physically Challenged				
f	General Category	9	100%	7	100%

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

B.Ed

Category	At Admission		On completion of the course	
	2009-10	2010-11	2009-10	2010-11
SC	51.9%	56%	67.9%	73%
ST		53%	-	70%
OBC				
Physically Challenged				
General Category	59.32%	58.17%	73.1%	74.49%
Rural				
Urban				
Defense	57.35%	56%	73.6%	73.5%

The Evaluative Report

Executive Summary

Lingaya's Lalita Devi Institute of management and Sciences was established in the year ***2005*** under the Gadde Charitable Educational Trust ***Delhi.*** The Gadde Charitable Educational Trust, Delhi has constructed a spacious building as per statutory norms laid by the NCTE and affiliating University. The Institute is located at Mandi Hills, ***a distance of about 20Kms from Cannaught Place, New Delhi.*** The Institute is situated in a very ideal and lush green atmosphere away from noise and pollution of city life.

The main objective of the Society / Trust to set up the Institute at the present location was to take teacher education nearer to the prospective teachers belonging to rural areas and at the same time enable those belonging to urban areas to easily familiarize themselves with rural background and hence understand conveniently the role of community in the development of the schools.

It has been globally realized that universalization of Teacher Education could perhaps be possible only with active community cooperation.

It is, therefore, quite important for teacher education to motivate teacher trainees that they have a great role to play in developing a wholesome relationship between the school and the community through their initiative and commitment.

The Society established the Institute with missionary spirit for the achievement of the following goals & objectives:

- Recognition of Education as one of the pious obligations of the human society towards the next generation.
- Promotion of capabilities for inculcating national values and goals as enshrined in the Indian Constitution.
- Activation of prospective teachers to bring about social & cultural awakening.
- Uplifting of children belonging to socially disadvantageous classes, backward areas and economically weaker sections of the society.
- Eradication of illiteracy among girls leading to women empowerment.

The Institute is affiliated to the Guru Gobind Singh Indraprastha **University, *Delhi*** for imparting instructions leading to B.Ed. degree. It enjoys a very cordial relationship with the University and faces no problem vis-a-vis University administration.

For purpose of practice of teaching the Institute every year approach Navyug School Education society (NSES) which has seven Senior Secondary Schools located in New Delhi District. Most of our student teachers do their School Experience Programme (SEP) in these identified schools. The heads of schools willfully co-operate with the Institute to supervise the internship part of the practice teaching programme. Every teacher trainee has to function as a regular teacher in the cooperating school concerned. Apart from teaching practice he is expected to prepare time table, attend morning assembly, organize co- curricular activities, maintain school records etc, and this entire exercise is done under the supervision of the head of the school with group incharge who is invariably a teacher educator of the Institute. During the SEP, the student teachers are generally not allowed to deviate from school time table. They are required to select topics for preparation and delivery of lessons strictly according to the syllabus concerned.

The B.Ed course extends over one academic year and at least 180 working days are to be devoted to the completion of the course-theory as well as practice teaching as per statutes. Out of this duration about 45 days are spent to develop teaching skills at micro as well as macro level. Micro teaching is conducted in simulated conditions and regular macro lessons in real class room situation. However it has been observed that this period of 180

days is not adequate to transform a teacher trainee into a competent and committed professional educator so that he acts as a trail blazer in the lives of the learners.

The Institute envisages that teacher education plays a crucial role in the process of education for development so that it is held as a core condition to ensure highly proficient and qualitative school education and also seeks to reshape the attitude, remodel the habits and in a way reconstitute the total personality of the teacher. But due to the paucity of time it is not possible to achieve this pious goal of teacher education institutions.

Threats: During past 2 to 3 years, a mushrooming growth has been witnessed by the Institute in teacher training institutions throughout the NCR Region that has caused a great threat of intake especially in B.Ed. programme. So, the Institute desires to be pioneer in the field of teacher education rather than merely a follower which is only possible through imparting quality training to the prospective teachers.

However, due to the demand for teacher training through B.Ed. Programme, GGSIP University is running the programme very successfully and so far there is no dearth of B.Ed. students.

Institute has the rich tradition of keeping our students close to Indian culture but students are given exposure to National &

International experience through various Co-curricular activities and industry exposure program.

The Institute ceaselessly strives for excellence in its entire endeavour in fostering global competency and instilling sound value systems among the student teachers. The Institute has marched towards sustainable quality in Professional Education and thus contributing to the National Development.

CRITERION - I

CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the Institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Issue of ecology and environment, Value orientation, Employment, Global trends and demands, etc.)

Lingaya's Lalita Devi Institute of Management & Sciences under the aegis of Gadde Charitable Educational Trust (GCET) has the following Vision & Mission statement.

VISION

To emerge as an educational centre for providing facilities of professional Education to students and thus facilitating them for a pivotal role in Nations program of growth and development. Transform our students into thoroughbred educational professionals for a humane society. This is done by using variety of innovative approaches so as to become an Institute with a close social, educational and industrial interface.

MISSION

Lingaya's Lalita Devi Institute of Management and Sciences strives to provide the best Educational professional training to its students. It seeks to develop skills, knowledge and improve the overall personality of the students with respect to education as well as responsibility towards the society. The Institute is dedicated to improve social and economic standards of the society by working for human welfare through education.

- Emerge as an Educational Center of Professional Excellence inculcating Professional Education and imbibing all round professional development using effective approach.
- To become an Institute of Excellence with close Social and Industrial Interface.
- Imparting Quality Education.
- To develop and promote critical thinking, analytical ability, creative skills among students.
- To inculcate practical knowledge with theoretical background in order to develop a bent of mind that is more professional and confirms to the recent and required skills for the respective professions.

- Lingaya's Lalita Devi Institute of Management & Sciences makes a constant effort to develop Spiritual and Moral culture to make the students a utility for the upliftment of the society.
- Transforming students into knowledge workers through all round Personality Development.
- Contribute for the Development of Spiritual, Moral, Aesthetic and Mental Culture and help building up a character.
- Imparting education to produce Human Resource of Excellence.

INSTITUTIONAL GOALS

Goals are the broad statements of accomplishment of the Programme.

LEARNING PROCESS

Competency Learning: To provide multiple opportunities to learn the defined competencies throughout the curriculum and device innovative methods.

Learning Strategies: To promote effective, interdisciplinary learning in which student teachers actively construct and interpret information in multiple settings of practice teaching and theory, give diverse views on topics and amalgamate them to form concepts.

Instructional Methods: To use variety of methods along with ICT instructional methods as appropriate to accomplish specific learning

outcomes based on interactional techniques. Methods such as project method, co-operative learning, team teaching etc are incorporated in the teaching learning process.

Content Focus: To ensure that Program content focus on both theoretical and practicum aspect, comprehensiveness and interdisciplinary concepts that provide diverse views on the issues of education.

Assessment: To implement assessment procedures that are formative, summative, varied in techniques and include self – and peer-evaluation, to ensure that the defined competencies are effectively learned and satisfactorily performed. Unit tests and class room teaching assessment are some of its examples.

LEARNING ENVIRONMENT

Orientation: To provide student teachers with orientation when entering B.Ed. course, in the beginning of practice teaching, devising innovative teaching aids, academic reports and overall B.Ed. Curriculum.

Responsibility: To provide opportunities and support for student teachers to learn to take responsibility for their own learning by participating in variety of curricular & co-curricular activities, develop balanced approach towards understanding the diverse concepts.

Teamwork and Collegiality: To create an environment that fosters teamwork and collegiality, adjustment and mutual understanding that works best at academic front.

Student Support: To support student teachers through effective and sensitive counseling, individual and group support and career planning and placement.

Faculty Interactions and Role Models: To promote faculty student interaction and provide role modeling for student teachers, like presentations by faculty members, team teaching and group discussion.

Respect & Trust: Respect to all student teachers, regardless of gender, race, age, disability or religion infuses a sense of empathy and altruism to a greater extent.

SOCIAL RESPONSIBILITY

Enhance Awareness: To make an empathetic teacher, trainee must know the background of the learners and contribute in the society in constructive way.

Community Needs: To specifically address the social needs of the community from time to time.

Leadership: To identify & nurture effective leaders during the Program, to give opportunity to organize different academic as well as non-academic programs.

FACULTY

Faculty Recruitment, Retention and Recognition: To recruit, retain and support faculty members with potentiality of creating dynamic teachers and to encourage, recognize and reward their educational achievements along with their contributions and develop their profile from time to time.

Faculty Development: To provide a rich learning environment for faculty professional development, creating a culture of support and challenge and ensuring a high level of faculty competence in teacher education, to provide opportunity to attend and participate in numerous seminars, conferences and refresher courses.

PARTNERSHIP

Partnership with Educational Bodies: To establish greater cooperation and an educational responsibility with GGSIP UNIVERSITY, NCERT, NCTE, NCTE, CIET and other bodies.

Practice Teaching School Partnerships: To involve practice teaching schools in the program and mentoring of interns by experienced staff of schools.

RESEARCH

Research Orientation: To offer an educational program that facilitates and enhances research opportunities for student teachers and faculty. Special assignments are given to faculty members &

students under tutorials comprising of some research inputs based on primary or secondary data to develop competency to undertake project work.

PROGRAM IMPROVEMENT

Accreditation: To elevate the program by meeting or surpassing requirements for curriculum, human resources, services, policies, management, evaluation, and consistency across program as set out by NAAC.

Evaluation, Assessment and Improvement: To implement a system to support continuous program evaluation and improvement, regarding both learning goals and program goals, by the students as well as the faculty.

Faculty Assessment: To provide assessment and feedback to faculty at the end of the session as well as during the session, to maintain quality standards in the program as annually, feedback of teachers is taken from students at the end of their training sessions.

FINANCIAL AND ADMINISTRATIVE RESPONSIBILITY

Effective Administrative Structures: To maintain and enhance effective structure, systems and resources for governance and program management.

SCHOLARLY CONTRIBUTION

Recognition: To recognize program evaluation studies as worthy of research.

Dissemination: To contribute to the professional literature on the theory and practice of teacher education. Faculty members engage in research activities that are useful for the education.

Knowledge sharing: To encourage and support workshops and conferences to provide opportunity to faculty members and students to attend and participate in the conferences, workshops and seminars. The Institute organizes workshops & conferences regularly to provide such opportunities.

INNOVATIONS

Orientation: To encourage the exploration and use of promising new ideas in teacher education incorporating new methods and techniques of transacting curriculum and student teachers are oriented on different subjects having diverse educational requirements and advantages.

Rewards: To recognize and reward successful innovative ideas and achievements by faculty and student teachers in the program.

GLOBAL COMPETENCY

Exchange: To encourage and support faculty, student teachers and staff in gaining experiences by deputing them for regional, national,

international seminars, conferences, workshops and refresher courses.

Students: To attract and educate a diverse group of student teachers in the program and provide opportunities to students to participate in various seminars and workshops who join us through GGSIP University counseling and special lectures on various educational issues of the world, are also conducted in the Institute.

Knowledge Sharing: To encourage knowledge sharing with other B.Ed. Institutes, practice teaching schools and stakeholders through personal interaction seminars, Internet, Blogs etc.

INSTITUTIONAL OBJECTIVES

Objectives are specific statements of accomplishment for the program.

The following are the Institutional objectives:

Exhibit competencies: To ensure that every graduating student teacher surpasses the competency requirements necessary for proficiency and practicing teaching as a foundation for lifelong learning and experiences.

Learning Objectives: To ensure that the student teachers acquire competencies specified for the B.Ed. program, viz, various assignments, projects tutorial work and documentaries are shown along with being discussed in our classrooms and amalgamate

diverse concepts to form their own understanding of the concepts. In the Institute, after orientation, content based testing is done before school experience program.

Knowledge Integration: Knowledge skills relate to the acquisition, maintenance, integration and use of knowledge. Student teachers should be able to demonstrate an in-depth knowledge of:-

- Relationship between philosophy and education.
- Contribution of Indian and western philosophers.
- Relationship between society and education.
- Basis of curriculum designing.
- Mutual influence of society while interacting with community.
- Human rights, peace education, democracy, modernization, gender issues.
- Relevance of philosophies to Indian society.
- Psychology of learner and process of learning.
- Concept, techniques and tools of educational evaluation.
- Innovative and creative techniques of teaching.
- Pre/ post independent and contemporary issues in the field of education.
- Relationship between curricular and daily life in schools.
- Digital portfolio in computer in education.

Communication Skills: These skills relate to communication between teacher and student, teacher and administrators, teacher and colleagues, teacher and parents. Students are trained during

school experience program, that every student must spend qualitative time in the administrative office of school for 8 hours spread over a number of days.

Student teachers should be able to demonstrate that they can:-

- Listen and comprehend carefully.
- Observe non-verbal cues.
- Develop foresightedness for education system in India.
- Demonstrate an understanding of the students with their feelings.
- Communicate truthfully and effectively both verbally and in writing.
- Develop and maintain effective relationships with all stake holders.
- Apply negotiation, decision making, problem solving and conflict resolution skills in interpersonal relationships.
- Critically analyze educational issues and news.
- Develop soft skills, mental hygiene, stress management skills, interview skills through personality development program.
- Develop balanced approach towards life.

Effective Teaching: Student teachers should be able to demonstrate proficiency in:

- Selecting and using appropriate and diverse teaching methods, techniques, strategies for unit transaction.

- Selecting, preparing and using appropriate and relevant instructional material for unit transaction.
- Presenting the learning material in an effective and interesting manner.
- Reflecting on their own strengths and weaknesses in the process of teaching for self improvement.
- Focused observation on content and methods to be used.
- Remedial and reflecting teaching session.

Professional Behaviours: Student teachers should be able to demonstrate that they can:

- Epitomize accepted ethical standards, including the *professional Standards for teachers*, with the highest sense of honesty, transparency and integrity.
- Interact with students with honesty, integrity, compassion, empathy and respect.
- Not discriminate in interactions with students on protected grounds such as age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex and sexual orientation.
- Respect diverse social and cultural differences in attitudes and beliefs.
- Exhibit professional conduct regarding demeanor, use of language, and appearance in an educational settings.

- Exhibit presence of mind in respect to solving daily educational problems.

ICT Skills: Student teachers should be competent in performing a set of core practical and technical skills meeting the specific objectives. These skills relate to the acquisition and use of information. GGSIP University has made this as a compulsory component in B.Ed. program under paper code 105, 139 & 154. Student teachers should be able to demonstrate that they can:-

- Use general-purpose computer software packages.
- Use electronic networks for communication with others.
- Search, retrieve, and organize information from a variety of information sources with special mentor of specific soft wares.
- Select and use materials as resources in self-directed learning, including computer-aided and web-based learning resources.
- Use ICT in unit transaction

Personal Management Skills: These skills relate to development of the individual. Student teachers should be able to demonstrate that they can:-

- Prioritize tasks, plan and schedule work to meet deadlines and communicate effectively with others around planning and scheduling work.

- Select appropriate learning methods for the subject/ competency to be mastered.
- Assess their own strengths and weaknesses and be willing to seek guidance or accept feedback about personal weaknesses in knowledge and skills.
- Develop and practice active coping skills and when distressed, seek counseling from GC cell.
- Adequate communication skills for effective teaching.

Thus the Institutional goals and objectives reflect major considerations such as Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Issue of ecology and environment, Value orientation, Employment, Global trends and demands, etc.

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

Many faculty members of the Institution are a part of the Syllabus Framing Committee of the Guru Gobind Singh Indraprastha University. At present university is revising the syllabus and faculty members are part of the review committee.

Name	Subject
1. Prof. Kavita Joshi	1. Education in Emerging Indian Society 2. Educational Technology 3. Teaching of Biological Science
2. Mr. Indrajeet Dutta	1. Curriculum and Instruction 2. Teaching of Science

NEED ASSESSMENT:

The valuable inputs from the students and alumni on relevance of topics in the curriculum are guiding factors in curriculum development. The faculty gets an opportunity to develop an insight into the needs, demands, problems and challenges faced by schools catering to different boards such as SSC, ICSE, CBSE, and IB by interacting with the school teachers, Principals and alumni. The grey areas or any kind of suggestions are looked up on by developing the curriculum.

The curriculum is responsive to the changing social needs like Globalization, ICT, Human Rights, Peace, Knowledge Commission, Gender Sensitivity, Inclusion, Millennium Goals, Environment, Global trends and Current Trends in Education. The Institution reflects and considers these issues during the process of curriculum development and make it a point to reach the right forum.

The academic peers and experts deliberate on the issues mentioned above and thus contribute to the data base.

The faculty interacts with different NGO's associated with women, children, senior citizens, environment, consumer protection and the inputs from these enrich the process of curriculum development.

Development of information database pertaining to the feedback from faculty, student teachers, alumni, employers, and academic experts. The data collected from the aforementioned personnel is critically analyzed by the academic sub committees comprising of experts in various meetings to finalize the draft syllabus. There is a registration form and prorforma for alumni association in the Institute.

Formalizing the decisions in statutory academic bodies: After research and analysis, based on the need and guidance from experts, the draft syllabus is forwarded to the Chairperson of Board of Studies constituted by Guru Gobind Singh Indraprastha University.

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

The global trends like Globalization, Education for Peace, Education for Human Rights, Information and Communication

Technology, Environmental Issues, Cooperative and Constructivist learning, Millennium Goals, Inclusive Education, Value Education, Developing Global Perspectives are reflected in the current syllabus to provide students comprehensive as well as prolific understanding of the concepts.

The various papers that deal with the above issues are Foundation of Education, Educational Psychology, Educational Management, Information and Communication Technology, Environmental Education and various methods of teaching such as Science, Mathematics, History, Geography, Economics, Commerce, Hindi Sanskrit and English. These papers are a reflection of the important concepts that pupil teachers are required to be proficient in the course of Education as a subject.

The modifications in the curriculum are aimed at providing knowledge embedded in the practicum that links the theory with real life learning.

The Chairman, Fee Regulatory Committee, Department of Higher Education, Government of NCT Delhi had instructed our Institute for working on following areas after a thorough research

- Bench Marking in Teacher Education
- Developing Support System in Higher Education
- Best practices across continents in Teacher Education

These areas were worked upon and a formal presentation was made.

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

The Institute has always ensured that the curriculum bears thrust on issues like environment, value education and ICT in the following manner. Environment education was offered as an optional paper in B.Ed. for academic sessions –

1. 2008-09
2. 2009-10

ENVIRONMENT

- Use of thermocol & harmful project is banned during B.Ed. course and afterwards too.
- Environment Education is offered as an elective subject.
- Environment Education is integrated with other content courses like Human Rights Education, Educational Philosophy, Educational Sociology and Methods of Teaching.
- A workshop on Environment through Eco-club is conducted wherein different cultures of the world related to environment is the main thrust area.

- Environment Education is integrated with the practice teaching program.
- Environment Education is also incorporated with various co-curricular activities.
- Talks by experts are held on environmental issues.
- Celebration of Environment Day.
- Debates, Conferences, Poster Making and other competitions are held on environmental issues. An Eco-club is established in the Institute which concerns and arranges lectures on the immediate new issues. Special lectures on environmental issues are also organized by the Institute.
- Special lecture on environment by Dr. B.C. Sabata (Programme Officer, Ministry of Environment) in the session 2009-10.

VALUE EDUCATION

- The Institution lays emphasis on Value Education as reflected in the mission statement to meet the emerging societal needs. Special lecture are organized.
- Value Education is integrated with the entire course content.
- Value Education is integrated with the practice teaching program .

- Value Education is also incorporated with co-curricular activities.
- Value Education is incorporated in the Morning Assembly where the student teachers read value based articles from the News paper and share their thoughts. Respecting all religions & respecting them equally. Patriotic & thought provoking, short films are shown in morning assembly for this purpose. Educational movies, short films and documentaries are shown to the students and likewise reflection on the respective issues is done in the classroom.
- Value education is transacted with the aim of creating diligent as well as human-individuals.

ICT

- Use computers to enhance teaching/ learning skills.
- Use various technology applications like World processors spreadsheets, multimedia in their classroom processes.
- Browse the internet and conduct research for their lessons.
- Evaluate digital lessons plans, project, presentations and research.
- Use computers in designing curriculum.

The Institution follows GGSIP University curriculum. The ICT is offered as a compulsory core paper (Computers in Education) comprising of 100 marks. A practical compulsory paper of 100 marks is also included in the curriculum. The core (theory) paper basically focuses on the basic introduction to computer.

The practical course basically focuses on development of digital portfolio and transaction of digital supported lessons. The content includes use of MS-word through creation of lesson plan, MS-Excel for preparing grade card of students, MS-Publisher for creating Brochure & web page and MS- Power Point Presentation for creating Power Point Presentation's. In addition students are also given a demonstration of the use of HOT Potato Practical (a software to create question bank on the web.) The students are also responding to develop evaluation rubric. Managing their work by creating unit Portfolios is also taught.

- The Institution offers a course in ICT related to the practical application of computers such as Web designing, Flash, Photo shop, Animation, MS office and Dream Weaver.
- ICT is integrated into different "content" courses and methods of teaching.
- The faculty guides students to effectively search the Web based resources within the specific subject being taught.

- ICT is integrated with the practice teaching Program where the student teachers are expected to surf the sites, collate data, prepare slides for effective transaction of lessons.
- ICT is an integral part of the project work, seminar presentation, and other examinations.
- The Institution facilitates student teachers in knowing appropriate use of the Web, E-mail, publishing, power point presentation, preparation unit plan template and other ICT aids to learning the course material, doing the course assignments, communicating with their fellow students, and communicating with the course faculty and preparation of CAI packages.
- ICT is also integrated with the assembly and co-curricular activities.
- The faculty uses ICT for various teaching strategies.

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

The Institution makes use of ICT for curriculum planning.

ICT is used for Collating Data: The feedback collected from student teachers, alumni, academic peers and practice teaching schools is maintained as database that serves as a base of reviewing curriculum and making modification on the basis of present day requirements of the curriculum. The Institution maintains its own

web site which is regularly updated with reports of latest announcements, results etc.

ICT Integration: There is integration of new technologies in teaching practices. Students are motivated and trained to develop computer based lesson plans like power point presentation unit plan templates.

ICT Culture: The Institution encourages and supports the innovative and collaborative use of new technologies and ICT resources by faculty and student teachers. Faculty members prepare power point presentation of their respective subjects and also give demonstration lesson plan.

ICT in the Curriculum: Faculty and student teachers create their own digital content and explore new technologies to create presentations and collaborate.

Professional Learning: Faculty with an interest in ICT resources by faculty and student teachers, for example, faculty members attended a workshop on preparing audio visual teaching aids through animation etc.

ICT and Publishing: The Institution web site reflects Institution's vision, mission, activities, details of faculty, admission procedure and is updated. ICT is also used for bringing out the Institute Publication and Annual Magazine, Institute certificates, designing of documents etc. ICT is also used to update and e-mail important decisions and planning for day to day functioning.

The Institute has it's own journal "Lingaya's Lalita Devi Journal of Professional Studies" ISSN No. 2230-987X. Compilation & proof reading are done completely with ICT.

1.2 ACADEMIC FLEXIBILITY

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

The aim of the Institute is to train the students in such a way that students elevate incessantly in their lives. The Institution attempts to replace passive student teachers with one who can critically reflect on the 'received' curriculum and 'prescribed' knowledge. It prepares students to move beyond mere textbook knowledge by complimenting the course content with workshops, field visits such as visits to National Museum, NCERT, Book fairs, National Science Centre, Nehru Science Centre, Nehru Planetarium, Museum etc to critically comprehend and synthesize knowledge from various sources and deal with the complex challenges of classroom teaching. Special lectures are also organized on issues related to education.

During the pre-practice teaching, through micro-teaching, simulated practice teaching sessions, the teacher educators provide constructive and effective feedback to the student teachers in

order to enhance their teaching competencies and skills. The student teachers are also encouraged to seek feedback from the school teachers and peers on the areas of improvement which can be incorporated in their future practice lessons. The teacher educators also give demonstration lessons for the benefit of student teachers. The students are trained to understand the school environment as well as its functioning under the tutelage of the Head and Faculty members.

The Department has created its own student's feedback form, which the pupil teachers have to fill at the end of their each lesson plan. The parameters of teaching learning process are observed and evaluated on a 5 point scale and can be converted into grades /numbers. In this manner students are able to know the micro details of their performance in the classroom.

The student teachers are encouraged to do 'reflective teaching' by being reflective practitioners in the classroom as well as in the educational situation by ensuring active pupil participation in solving classroom and educational problem in a methodical way. For example, students are given projects in a class to complete it on the basis of their understanding. The student teachers are trained to adopt reflective practice and open mindedness for correction by attentively reflecting on the feedback provided by the teacher educators which is purposive and directed to improve their performance in the class. Such practices have empowered the

student teachers to show visible improvement in the process of teaching. The student teachers are also trained in the preparation & use of visual aids, charts, models etc. A special training in the Skill of Blackboard writing is also given.

The Institution follows the practice of SWOT analysis wherein the qualitative written and verbal feedback given by Faculty of the Institute on the performance of the student teachers in the exams and practice lessons help them to gain insight into their strengths and weaknesses. The SWOT analysis is also done by the student teachers for their theory and practicum. The student teachers are supervised through an observation proforma developed by the department itself. The students are also under peer observation to understand their short comings & strengths.

During tutorials the student teachers are made to reflect over the units learnt by them earlier or concepts that are essential for the pupil teachers to know and reflect, to check any gaps in understanding and to develop new insights in the concerned topics. The students are made to evaluate a text book to get into the habit of selecting recovering books. The department also conducts presentation of micro-lesson plans competition, to enhance the spirit of effective and correct lesson plans in their due course.

Thus the Institution through its numerous activities engage student teachers to reflect on issues of subject content,

appropriate methods of teaching and assessment and attempt to evolve pedagogy in consonance with the needs of the learner. The Institution attempts to evolve the individuality of the student based on the assumption that it is the individual transformation that leads to social transformation.

In the course of School Experience Program, pupil teachers visit the department once a week to discuss and seek guidance under their respective subject teachers. Pupils teachers also conduct at least 3 co-curricular activities in these respective allotted schools.

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

The Institution offers five electives alternatively out of the eight electives to provide varied learning experiences.

The five electives offered by the Institute are:

- Guidance and Counseling
- Educational Technology
- Environmental Education
- Assessment, Evaluation and Remedial
- Special Education

An orientation is conducted in each elective to give students a comprehensive understanding in these electives and the student teachers are allowed to make their choices according to their aptitude and interest and also allowed flexibility of shifting if required, during the first few sessions.

While selecting the second method of teaching, the Institute considers aptitude of the student teachers. The Institution allots equal time to all the methods selected by the students in its time table to accommodate the subjects selected.

Grouping of student teachers for practice teaching, simulated lessons and tutorials is done considering their potentials, requirements, accessibility and medium of Instruction.

The students are grouped on the basis of their teaching subjects either by the university or on the basis of the minimum qualifications prescribed by the university.

1.2.3. What value added courses have been introduced by the Institution during the last three years which would for

example: Develop communication skills (verbal & written), ICT skill, Life skills, Community orientations, Social responsibility etc.

The course and strategies introduced for different skills by the Institute in the last three years are as follows:

Skills	**Implementation by the Institute**
Communication skills	• 'Speak well club' to develop and hone the oral and written communication skills of the student teachers • Creative writing – Contributions to Institutes' Magazines in the form of articles, short stories, poems
ICT skills	• The Institute has a centralized media facility to prepare audiovisuals and other teaching aids where the teacher educators prepare computerized transparencies, Power Point Presentations for their seminars and workshops • The teachers are also trained to prepare transparencies, slides and Power Point presentation in their individual school subjects. Regular classes on visual education given for the preparation and use

	of audio-visual aids are an annual feature of the Institute.
Life Skills	• The Institute has initiated the use of simulated lessons incorporating Life skills education. • The Institute conducts annual sessions on topics such as self determinism, conflict management, thought management and change management. • The Institute has a regular and compulsory personality development program (PDP) for the students to improve their communication, stress management presentation & life skills. • The Institute organizes skits and puppet shows on life skills.
Community Orientation	• The students are given the opportunity to work in with the community through conduct of study based report, organization of Blood Donation Camp, Eye camps & literacy drives.

	• The Institute also organizes 50 hours community service programs, wherein students visit schools, special schools in order to work in team from these lists • The Institute brings out annually theme based Institute magazine. • The Institute has started with its Journal titled 'Lingaya's Lalita Devi Journal of Professional Studies" ISSN No. 2230-987X • E-Magazine is also available on the Institute website. • The Institute has its annual festival which serves as a link between community and Institution. • Bulletin boards of the Department are revitalized recurrently imbibing the news clips and manifestation of significant issues of the community.
Social Responsibility	• Blood donation drive is organized every year by the Institute to develop a sense of social responsibility among the student teachers.

	• The "Environmental Club" has organized workshop on creating awareness towards cleaning Yamuna. • As a social & ecological responsibility, the Institute has banned the use of thermo cols for preparations of charts & models. • The Institution also organizes workshop on FIRST AID for B.Ed. students. • The students also conduct regular excursions to out-station in order to make students familiar with their own country and come across opportunity to learn planning & management skills. • The students of the Institution also participated as volunteers for Common Wealth Games 2010. • The Institute's students participated in the Tree plantation campaign in the Lingaya's Group of Institute's Premises, organized by Art of Living and United Nations millennium campaign for Mission Green Earth (MGESYTA 08) in the year 2008. • The Institute students participated in Eco-Club Mela at Pragati Maidan, clean

	Yamuna discussion & rally and Eco-club competition at Institute of Vocational Studies in the year 2008-2009. • Dr. B.C. Sabata (Programme Officer, Ministry of Environment), 2010-11, Dr. V.P. Vaidik (Eminent Educationist)

The structure of planning co-curricular activities is pre-decided at the commencement of the new session.

Co-curricular activities bring out the personality & potential of students when given opportunity. Institute realizes this need and has a well planned and elaborate program. The calendar for the academic year has cope for variety of literary & performing activities. B.Ed. students are subdivided into a lively houses system. Three houses are named by students every year. Students develop a sense of belongingness towards their houses. Various activities are given as under:-

INTER HOUSE COMPETITIONS	**OTHER VITAL ACTIVITIES**
Extempore	Special Orientation Day
Debate	Freshers' Party
Decoration of Bulletin Boards	Teachers' Day
Power point presentations	Field Trips

Salad decoration	Excursions and Picnic
Antakshari Competition	University cultural Festival
Extempore Competition	Lingaya's Cultural Festival
Rangoli Competition	Sports Day
Blackboard writing competition	Celebration of National Festivals
Poster making competition	Theatre Workshop
Competition of 'Preparing eco-friendly bags'	Workshop on 'Low -Cost teaching aids'
Slogan writing competition	Workshop organized byEco-Club'
Dramatics and nukkad natak	Annual Sports meet
Dance competition	Inter Institute cultural festival
Music competition	Special assembly for important occasions
Inter house sports events	

Moreover, students also participated in various Inter Institute competitions:

- Essay competitions in Amity Institute of Education in February'10

- Dance competition and Creative writing competition at Inter-Institute annual event at Banarsidas Chandiwala Institute in the year 2008-09.

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

The Institution conducts seminars, workshops, varied programs and activities to ensure the inclusion of the following:

(a) Interdisciplinary/ Multidisciplinary: The Institute conducts seminars, talks on Human Rights, Workshop on Co-operative Learning Strategies, Pedagogical Analysis, Micro-teaching, Orientation of school Experience program ,block teaching at pre-internship phase of School experience program, Correlation and Project method, Science Curriculum, Environment issues & Problems in education etc. are a part of interdisciplinary and multidisciplinary aspect of education.

(b) Multi-skill development: The Institute has the motto of 'Learn by Doing' that includes 100% participation of students. The student teachers are given varied opportunities to nurture their potentials and talents by undertaking the responsibility of organizing and participating in various co-curricular activities and inter house competitions such as dance, debates, rangoli, singing, food festival, poster competition

and drama. The student teachers are also motivated to take part in various collegiate and inter collegiate competitions like debates, elocution, essay writing, poetry recitation, dance, music, singing, drama, hairdressing, mehandi and personality contest, University fest and inter Institute competitions.

The student teachers are also given opportunities under the guidance and supervision of the teacher educators to organize seminars presentations on varied curricular topics such as Right to Education devices for physical and curricular adaptations for children with special needs, Globalization, Need for global perspectives, Constitutional Provisions, Ecological problems etc.

The student teachers are also encouraged to participate in seminars & paper presentation in different Institutes.

(c) Pre-Practice Teaching: The Institution is pro-active in conducting pre-practice teaching programs like Workshops on Instructional Material, Chalkboard skills, Micro-teaching, Demo- lessons and Lesson Planning. The student teachers are introduced to the respective practice teaching time table and lesson Plans under the guidance of the faculty. The feedback on lessons provided by teacher educators and peer is of immense value to the student teachers. The student teachers also observe the peer lessons in their school subjects. Feedback is also taken from the Principals

and the school teachers and incorporated in the Practice Teaching Program.

(d) School experience/internship: After completion of Practice teaching the student teachers are sent for 31-40 days internship wherein the student teachers spend the entire day in the school assisting teachers in organizing various activities, project work, preparing teaching aids, productively engaging proxy periods and getting acquainted with school records and school functioning. The student teachers are required to teach 20 lessons in each of their pedagogies. The Student teachers are also involved in encapsulating the school environment through organizing Co-Curricular activities in their respective schools and spending time in the administrative office of the school.

(e) Work experience/SUPW: The student teachers learn with great zeal & zest, the following activities under SUPW:

- Frames (Picture)
- Borders
- Clay modeling
- Display and notice board presentation
- Decorative Candle making
- Paper bag making
- Embroidery

- Glass painting
- Painting
- Culinary art
- Flower making
- Making finger puppets
- Poetry
- Soft toys
- Gardening
- Low cost teaching aids

The basis of evaluation is continuous assessment by internal examiner and on records generated therein.

Such programs add a new dimension to the student teacher's personality and also equip them with entrepreneurial skills for alternative vocations. It also inculcates dignity of labor and value for goods and services. They can impart the same to school children in their future teaching career.

(f) **ANY OTHER:**

Computers: The student teachers are trained in the practical application of computers with respect to preparation of letters, annotation in MS Word, preparation of mark sheet in MS Excel, Preparation of slides in MS Power Point, Preparation of posters in MS

Publisher, Use of internet in the teaching learning process, designing webpage using MS Publisher.

Skills for a Challenging Future: Education is rapidly changing and likewise new concepts emerge and become a part of the existing curriculum. Education should be such as to adapt and adjust to such changes in the educational world. With this repertoire of knowledge, skills and attitudes student teachers will be placed to succeed in any aspect of their life, in employment, in personal and social situations and in creative and recreational pursuits. Students are given concepts to understand and they are expected and motivated to analyze as well synthesize the concepts in due course of time, so as to build their own understanding of the concepts. This is quintessential so as to create independent and at the same time ambivalent individuals.

1.3 FEED BACK ON CURRICULUM

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

The Institution encourages feedback and communication from its various stakeholders in the following manner:

Students: During the academic year the Head of Dept and the faculty members constantly have a verbal interaction with student teachers to get feedback about the course contents. An insight into the student teachers' perceptions of the course transmission is secured through the mechanism of written feedback conducted at the end of the academic year.

Alumni: During practice teaching and internship the faculty interacts with the Alumni, working as teachers, supervisors and Principals of various schools to seek feedback about teaching, learning and evaluation methodologies and curriculum of the B.Ed. course. Every year alumni association invites pass out students in orientation programs and seminars/conferences organized by the Institute.

Employers: The faculty interacts with the Principals and management during the course of practice teaching and a sincere attempt is made to inquire about their views on the B.Ed. course. During the placement process the Institute's Principal and faculty are provided with an excellent ground for discussion with the school Principals, Supervisors, Administrators and Management personnel regarding their perceptions of the B.Ed. curriculum in relation to the existing demands and requirements of the different school boards. The Institute has also conducted a survey to study the perception and opinions of Principals, teachers, and former students to know their views or B.Ed. curriculum pedagogy and practical

aspects of the programs. The placement cell of the Department regularly intimates the students about the various vacant positions in the schools and even encourages them to attend interviews. The letters from the Institute are dispatched to various schools regarding the prospective teachers with the school requirements.

Academic Peers: Faculty members get an opportunity to have prolific and insightful discussions with their academic peers during orientation and refresher Programs, seminars, workshops, and central assessment project.

Community: Valuable inputs through interactions with resource persons from NCERT newspapers, experts.

Other Stakeholders: During the biannual Local Management Committee meetings the Institute Management and the other members of the LMC share their appreciation as well as concerns related to B.Ed. curriculum.

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

The HOD and the faculty share and review the feedback obtained by the individual staff members and the Principal of internship schools during their interactions with the student teachers, alumni, employers, academic peers, and community. In these meetings reflective and focused discussions are carried out to identify and note the areas for improvement and the changes to be brought in the curriculum. Various dimensions of the curriculum, methodologies used etc. are analyzed and consequently constructive steps are taken to modify the futuristic approach to teaching and learning. Many of the faculty members are the conveners and members of syllabus Revision Committee for different theory papers. Hence the outline of the observations made by the Institute's faculty is forwarded to the concerned authorities for necessary action.

1.3.3 What are the contributions of the Institution to curriculum development? (Member of BoS? Sending timely suggestions, feedback, etc.)

The teacher educators regularly participate in the curriculum meetings conducted by GGSIP University. During the process of syllabus revision, the inputs and the general perceptions and opinions of the Institute's faculty regarding various curriculum related issues were conveyed in the form of timely suggestions and

feedback to the respective syllabus committees and members of Board of Studies in Education. Preparing drafts of new topics introduced and circulating it via e-mail, preparing and circulating the question bank for the theory paper to facilitate all teacher educators to get the right direction for teaching, learning evaluation.

1.4 CURRICULUM UPDATE

1. 4.1 ***Which courses have undergone a major curriculum revision during the last five years? How do these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).***

The B.Ed. syllabus had been revised for the academic session 2006-2007 and subsequently 2 topics were added:

1. Co-operative learning
2. Constructivist learning

In methodology papers, certain innovations were made at the Departmental level. This includes demonstration lessons by faculty

and then five micro teaching by students. These lessons are reviewed by peers. Classroom video recording is also done. These recordings are given detailed feedback followed by discussions between students and faculty members.

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

Besides the contributions described in 1.3.3, the strategies adopted for curriculum revision and update by the Institution are as under:

- The Institution conducted orientation programs for faculty on new areas in the curriculum. It also deputed faculty members to other Institutes of education where such programs were conducted.
- Cooperative learning and Constructivist Learning were two new topics introduced in a number of theory papers of the revised B.Ed. curriculum.
- The revised syllabus has been implemented in the academic year 2006-2007. The Institution is in the process of devising an appropriate mechanism to assess the effectiveness of the present curriculum. However oral discussions have been conducted with academic peers during Centralized Assessment Process and a few points have been noted to make curriculum

effective. The faculty has identified areas of difficulty for student teachers in general with academic peers and meets annually.

- The student teachers give valuable inputs on the reading material available and the difficulties faced by them especially on new areas. The faculty works on these areas in the curriculum.
- The practice teaching schools and the alumni give feedback on the appropriateness of the methodologies and evaluation procedure incorporated by the faculty in the Program. This is an incessant process and goes on year after year.
- In the new scheme of evaluation Seminar Presentation, Co-curricular activities encompassing core elements of NPE, CAI Presentation, Research based individual Project work with viva voce, preparation, administration and scoring of Unit Tests have been incorporated.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

Commitment is the secret of achieving quality in Institution firmly. The Institution identifies the needs of individual student

teacher during the initial months of the academic year by different process of evaluation like conducting personality development workshop, workshop on self concept, writing essays, conducting talent search Programs, Monday tests and content proficiency Tests. Then it decides measures to tap the ability/aptitude and thereby improve the quality of these student teachers. Some of the strategies are stated as under:

- Morning assembly paves the way for incorporating curricular as well as co-curricular aspects which is paramount importance to create learning environment.
- Conducting communication classes in small batches besides regular curriculum of GGSIP University.
- Conducting tutorials in small batches according to their intellectual ability/aptitude so that the student teachers who are good performers become better, the average students improve and perform well and the weaker students reach the average level. The topics to be covered by the students in the tutorials are of comprehensive nature & help in building divergent understating of the concepts.
- Student teachers write answers to difficult and new areas in the subjects which are examined and a feedback given on time. The student teachers have a free access to the faculty in case of academic doubts even beside Institute hours.

Students need to submit assignments regularly of the concerned subjects.

- Two Internal Examinations are held every academic session along with external examination.
- Continuous assessment is done all round the year.
- The students are required to give presentations on their respective issue given to them in tutorials.
- Many of the faculty members are doing Ph.D. in their areas of interest which will bring in quality enhancement. The Institution also encourages individual and Institutional researches.
- The faculty writes annotations on new areas included in the revised curriculum and improves the existing ones to benefit the student teachers who are provided with handouts as study materials every year.
- The faculty provides list of new text books to be made available for the students in the library. (The portfolio of Library Committee is to collect information about the books and materials to be purchased and kept in library)

1.5.2 ***What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the Institution?***

The Institution emphasizes on Participative approach. Student teachers do not remain merely recipients of knowledge given by teacher educators. The quality of education depends upon the quality of the 'providers' as well as that of the 'receivers'.

The Institution firmly believes that there is need for and possibility of providing opportunities to all student teachers to truly participate and learn in one's own way. They should participate not as mere 'recipients' but as learners to evolve curriculum and its transaction modes. The nature and number of learning experiences could emerge according to learner needs. Such a Program would be meaningful and enriched for each student teacher individually. Each would find his/her own potential and be capable of using it effectively. This inturn helps in boosting self confidence and self dependence in their personalities.

STEPS

Initiation involves ice breaking, workshops, sensitization etc., comprises of several inputs which lead to perception and acceptance of one's strengths and weaknesses of oneself and others acceptance of others, significance of teacher's roles, their demands and field conditions. Such sessions are more frequent in initial phase and then continue throughout the course.

All other learning experiences encompassing academic as well as co-curricular activities comprise the substantive input. These

pertain to conceptual as well as practical, that student teachers identify as relevant for them to become effective teachers. The modes of interaction are also as perceived as relevant – both collectively and sometimes individually.

Appraisal and feedback comprise several kinds of appraisal measures in the form of self-appraisal, peer appraisal, teacher feedback and also testing from time to time.

Thus Institution conducts programs through curricular and co-curricular activities, wherein students get comprehensive and practical knowledge about various issues of education along with imbibing values to develop personality.

CRITERION - II

TEACHING LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT'S PROFILE

2.1.1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory, equity access, transparency, etc) of the Institution.

ADMISSION PROCESS OF B.Ed. PRGRAMME-

Presently University is running its one year regular Bachelor of Education (B.Ed.) program through its affiliated Institutions. Lingaya's Lalita Devi is one of the affiliated Institutes which is offering B.Ed. program. The process of admission generally starts by advertising it through the University Admission Brochure in the month of March every year. The University invites applications from eligible candidates for admissions to the B.Ed. program. The University also publicizes its admission through leading National dailies like Hindustan Times, Times of India, Dainik Jagran etc. University also has provision of advertising it through its website. – www.ipu.ac.in. The aspiring candidates for B.Ed. program fulfill the eligibility condition of 50% in graduation/post graduation as the case may be as mentioned in the University admission Brochure. The entire admission process is centralized and controlled by the University. University will prepare a list of qualified candidates in

order of merit based on the marks obtained by the candidates in the said Tests. The result of Common Entrance Tests is displayed on the University's Website (www.ipu.ac.in) on the dates specified in admission brochure. The University declares inter-se-ranks for qualified candidates only. All the admissions are made through two counseling to be conducted by the University strictly on the bases of inter-se-merit of the qualified candidates. The students are allocated seats depending on the merit, the seats will be offered to the candidates as per availability at that point of time (With the help of preference sheet filled during counseling in the University).

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

The advertisement for the program is Guru Gobind Singh Indraprastha University (GGSIPU) in leading newspapers and University website. The date of availability of brochure-cum-admission form, eligibility criteria and other relevant details is given in the admission brochure. Our Institute also utilizes Institution's website and notice board to display the information regarding admission process and sale of brochures. The Institute provides constructive help to aspiring candidate and guides them in

stepwise manner through entire admission procedure based on the queries received.

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

As already mentioned in question no. 2.1.1 the entire admission procedure for seats is carried out on the basis of the guidelines issued by the Centralized Admission Committee which functions under the Guru Gobind Singh Indraprastha University. In regard to the admission of the candidates under the management quota (as allocated by government of NCT, Delhi) the following procedure is adopted:-

- Advertisement in Local dailies for the management quota (10% of 100 seats) seats. (Normally in between first and second University counseling schedule).
- Formulation of Institution admission committee which comprises of Director, Head of Department, Senior Faculties and administrative staff.
- Scrutinizing the applications of the aspiring candidates on the basis of following criteria:-

  i. Qualifying Common Entrance Test (CET) is mandatory.

ii. The eligibility criteria for students are as per the University guidelines.

- Rank wise merit list is drawn. Faculty and administrative staff in consultation with each other complete the admission formalities of the selected candidates. Details of candidate selected by the admission committee are sent to the University for Confirmation of their eligibility and other verification related to admission. The University provides the final confirmation by sending the Institute a letter which indicates student enrolment number.

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

The admitted student teachers come from diverse religious, cultural, economic, linguistic backgrounds. The academic year commence with an orientation program which normally run for 2-3 days. So that student teachers coming from diverse backgrounds get an opportunity to interact with each other creating a feeling of oneness.

- The Institution emphasizes on the celebration of days of national importance and festivals of all religious groups.
- The Institution prayer highlights the oneness of all the religions and cultures.
- The Institution has 'Sarva Dharm Prarthana' as one of the unique and special features of the assembly conducted at the beginning of the day.
- To help student teachers overcome the economic diversity.

- The teacher counsels the student teachers on various schemes of the Government for availing finances, freeships and scholarships. The student teachers are guided to fill up these forms which are then forwarded to the administration so that deserving candidates avails the facility. A regular follow up is done and intimated to respective student teachers for collection of cheques.
- The student teachers who find it difficult to pay the fees at the time of admission are allowed to pay in installments.
- The Institution conducts communication skills classes- to equip the student teachers with skills in spoken and written English.
- The student teachers are given constructive feedback in order to improve their communication skills during pre-practice teaching sessions, simulated lessons and practice teaching.

In addition to the above, the Institution invites few of its successful alumni at the beginning of every academic year to conduct sessions and share their experiences with the student teachers of the existing batch. This is done with an intention to let the current student teacher learn from the experiences of the alumni as to how they have overcome all the barriers of diversities and have paved their way to success in their career. The Institute motto is *Par Excellence with Human Touch* and hence believes in philosophy striving for excellence with humanity per-se. This philosophy is translated into peer mentoring and buddy system practices wherein student teachers support each other with respect to academic and non academic work. The experienced faculties who understand the psychology of the student teachers are then encouraged to offer counseling to those with peculiar problems. To facilitate this, the Institution follows policy by allotting fifteen student teachers to each faculty in the form of tutorials. Provision is made in the time table and a time slot is allotted for each faculty to conduct meetings with their adopted student teachers where each faculty then counsels student teachers on one to one to one basis to solve problems pertaining to personal, family and academic arenas. Thus the student teachers coming from varied backgrounds are motivated and encouraged to complete their course curriculum successfully.

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

To assess the student teachers' knowledge/ needs and skills before the commencement of teaching program the Institution adopts the following strategies.

Orientation Session: During the orientation the student teachers are introduced to the teaching profession and the code of conduct required for the same. Students are also acquainted with the syllabi of B.Ed. examination system, orientation, theory and practical papers, importance of being regular and punctual etc. At the end of the orientation an interactive session is conducted which enables the faculty to assess the student teachers attitude and interest towards the profession.

Ice Breaking Session: In the ice breaking sessions the student teachers are allowed to introduce themselves one by one which

enables the faculty to assess their communication skills at one to one level and one to many level.

Workshop Series: The academic year is initiated with a series of workshops conducted by the faculty of Institution. These workshops are in the form of SUPW, Art and Craft, visual education distributing students in different houses. These workshops involve group discussions and group interactions. These provide a vital platform to the students at the beginning of the year to showcase their talent, communication skill, leadership qualities, content knowledge, team spirit values and quality to accommodate each others diversity.
A Uniqueness of the Institute is content Proficiency test. It is to guage their knowledge at the entry level in the Institute.

2.2 CATERING TO DIVERSE NEEDS

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

The Institution believes that an environment conducive for learning is key for learning and development to take place. Therefore, the Institution strives to create:

- An environment where student teachers feel safe and supported.
- An environment which fosters intellectual freedom and encourages experimentation and creativity.
- An environment which is physically and psychologically comfortable and flexible that accommodates different styles of learning by balancing the presentation style.
- An environment where peers are accepted and respected as intelligent experienced adults, whose opinions are listened to, appreciated, and respected.
- An environment that stimulates active involvement in learning, as opposed to passively listening to lectures.
- An environment that provides feedback mechanism to ensure expectations and goals of teacher educators and student teachers are being met.

The Institution strives to bring all the student teachers at par and thus organizes the following activities in order to create an overall intellectual, socio-cultural and emotional environment conducive to learning and development.

Morning Assembly: The day in the Institution begins with an assembly comprising of multi religion prayer followed by thought of the day, new headlines and yoga or meditation.

- The first week of the academic session is related to orientation program, workshops on art and craft, finalization of teaching subjects and electives. The activities are held throughout the year in form of interactive session e.g.

    - Aesthetic learning experiences
    - Building leadership styles
    - Teacher profile
    - Values at cross roads,
    - Managing emotions

The workshops conducted are interactive and participative in nature. The student teachers are motivated to be active learners and contribute to the learning process. The workshops to be conducted throughout the academic year are planned well in advance and are geared to aim at equipping the student teachers with innovative methods of teaching, technological and pedagogical competencies.

- During transaction of the theory, teacher educators develop an inspiring and motivating classroom climate. This is seen in practice during the classroom session where the student teachers are encouraged to ask questions, share their opinions, give feedback and contribute their experiences

during sessions. The teacher educators use a variety of participative teaching strategies which ensures maximum student teachers participation and involvement in the lectures. The student teachers are inspired to 'conduct' their own base of knowledge.

- The teacher educators promote a climate of approachability by stirring the student teachers to provide a regular verbal feedback of the classroom sessions conducted. This feedback is immediately incorporated to fine tune the instructional strategies followed so to cater to the varied learning needs of the student teachers.
- The teacher educators cater to the diverse learning needs and styles of the student teachers by using technology and multimedia presentations.
- The student teachers admitted to the course come from varied disciplines and at times are not accustomed to the curriculum. Hence tutorials are conducted towards the weekend so to tune them to the course curriculum and to discuss problems related to content that week.
- Brainstorming session is a regular feature of B.Ed. program especially during class or an event to be organized, dwelling on some important topic during the assembly so that "Thinking teachers" are formed. The qualitative written and verbal feedbacks given by the teacher educators to the HOD

of the Department on the performance of the student teachers in the exams help them to gain insight of their strengths and weaknesses.

- Teachers of tomorrow need to be innovative, creative and entrepreneurial in their approach to ensure the development of their students for an unpredictable and dynamic society. Keeping this in view, the Institution conducts the practice teaching sessions to develop global competencies among its student teachers. To ensure this the student teachers are provided intensive guidance for their practice lessons. The Institution ensures that the student teachers are supported with technological and print resources in the form of library facilities and hands on workshop on preparation of teaching aids.
- Through its PDP program the Institution strives to upgrade confidence and personality of the student teachers by helping them to gain a better command and hone their skills of written and spoken English and Hindi. This enables the student teachers to enhance their academic and practicum performance.
- During the practice teaching sessions, the teacher educators provide constructive feedback to the student teachers in order to enhance their teaching competencies. The student teachers are encouraged to do 'reflective teaching' and SWOT

analysis. The student teachers are encouraged to seek feedback on their practice lessons from their peers who have observed their lessons.

- Positive interdependence between the student teachers of the Institution is fostered in the Institution, where the student teachers who have mastered one particular art or skill are encouraged to display the art and talent by teaching and sharing it with a group of student teachers who are interested in learning the same.
- Throughout the year various program are organized to tap the hidden talents and potentialities of the student teachers. The Institution conducts talent search program. Student teachers are encouraged to participate in these program as well as intercollegiate competitions. In order to enhance the leadership and organizational qualities present in the student teachers, they are motivated and guided to organize a wide range of activities such as sports day, excursion, picnics, movie appreciation, celebration of festivals, food festival etc. thus the student teachers are provided with a platform for display of their art and talent.
- The Institution follows the mentoring practice in the form of tutorials where each teacher educator has 10-15 student teachers allotted randomly. The Institution provides a time slot in the time table of the Institution when the adopted

groups meet their Mentors (teacher educators) at least once a week. Besides this the teacher educators are also available to the student teachers on the phone. Academic, professional as well as personal counseling is provided to the student teachers. Any problem encountered by any student teacher is shared by the mentor with the rest of the teacher educators as well as the Head/Principal of the Institution. The sharing is done to ensure the extension of complete support from all members of the Institution. A positive environment along with motivation from every quarter of the Institution has resulted in optimum development of the student teachers in every sphere of professional and personal life.

- The Institution provides the best of physical resources in terms of seating, resting room, acoustics, light, computers. The Institution believes and practices the saying 'Cleanliness is next to Godliness' and hence clean drinking water, hygienic sanitary facilities are provided to student teachers. The Institution is an admirer of green maintains beautiful lawn at the entry of Institution.
- The Institution has a hall that is infinitely flexible to accommodate a wide range of activities apart from having a big auditorium with a capacity of 1000 persons.

- Some lecture rooms are fitted with LCD projectors and screens which encourages integration of technology in teaching learning.
- The campus is Wi-Fi. Enabled.
- All the method rooms and tutorial rooms have windows and natural light long with provision of artificial light during day.
- The Institution has furniture which is comfortable, multi-functional and intuitive to operate.

Thus the Institution strives to have an open, motivating, inspiring, reciprocating and yet a professional climate for the overall learning and development of the students.

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

The student teachers are have individual differences different in personality, cognitive and affective development, attitudinal and social maturity, motivation, ability, learning styles, aspirations, needs and interests. The Institution adopts a multidimensional approach using different teaching strategies in order to meet the specific needs of learners.

The Institution believes that catering for student diversity is not intended to even out abilities and performances, but to enable all student teachers to learn and perform to the best of their abilities. The ultimate goal is to stretch the potential of all student teachers whether they are gifted or among the low achievers. The Institution adopts the following strategies-

- Enhance student teachers intrinsic motivation through-
  - i) Using their curiosity through use of multimedia,
  - ii) Using content and context that appeal to the learners,
- Give recognition to student teachers performance in aspects other than academic achievement, e.g. sports, dancing, poster making, elocution and other co-curricular activities etc. This is the most immediate means to raise the self – esteem of student teachers.

- The faculty adopts co-operative learning collaborative strategies as learning from peers and collaboration help to remove the feeling of failure and provide the emotional basis to boost motivation and learning.

- To address the needs of student teachers with different learning styles, the faculty makes diversified use of learning

materials, such as audio, visual, pictorial, graphic representations, and texts, etc. the faculty makes use of a spectrum of intelligences and multi-sensory experiences to tap the different potential of student teachers.

- The faculty restructures activities so that student teachers are able to explore, explain, extend and evaluate their progress by simplifying the content of available teaching and learning materials.
- Assessment is an integral part of the teaching and learning process. The faculty provides formal and informal feedback during learning and teaching processes. The feedback system focuses on identifying strengths and weaknesses of student teachers learning, and provides information on what they could do to achieve the learning objectives or improve learning further.
- The faculty faces the challenges to design a learning environment that addresses the divergent needs of students, while at the same time providing a sense of community and class unity.
- The Institution plans instructional strategies for its diverse adult learners which would provide opportunities for social learning and enable them to feel comfortable in the learning environment. Examples of student centered management range from formal cooperative learning structures to informal

pairings, regularly scheduled mentor meetings to get input on student standards, problems-solving, planning of projects and topics for seminar presentations, and peer tutoring to provide role models of behavior and motivation.

- The Institute has unique assessment system wherein cognitive domains are assisted by regular test, assignment projects whereas non-cognitive domains are nurtured through participation in various activities happening throughout the year. All non-cognitive activities are organized by the students of the respective houses turn by turn and others students assist them in organizing them. This helps the students to develop the skill necessary for organizing program.

The Institution uses a multi-modal approach to cater to diverse learning needs of the student teachers i.e. providing information through all of the senses – visual, auditory, tactile and kinesthetic.

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

In regard to the diversity and equity in teaching –learning process the curriculum contains gamut of activities which is already mentioned in 2.1.4 & 2.2.1.

Besides these strategies, the Institution emphasizes sensitization of student teachers to the diverse learning needs of the pupils by conducting classes on teaching and learning styles. The student teachers receive training in cooperative learning strategies which are implemented by them during practice teaching to create an inclusive classroom environment. The student teachers are also trained in human rights education emphasizing particularly on the issue of child rights which enables them to be more aware of the diverse needs of the school students. The Institution conducts workshop on the contemporary issues. The Institution strives to provide variety of experiences to the student teachers by the means of community teaching. The student teachers' responsiveness in taking the challenge in planning practice lessons for such diverse needs is an indication of the student teachers preparedness and sensitization towards role of equity and diversity in the teaching-learning process

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

The outputs of the teacher education Institutions are the inputs of the educational system and therefore have a tremendous influence in the national development. Hence the training of

student teachers is of great significance. To ensure effective and efficient outcome of the teaching-learning process in a teacher education Institution the teacher educators have very significant role to play.

The Institute ensures that the teacher educators recruited have satisfied the requisite eligibility criteria and are encouraged to upgrade themselves by participating at the orientation and refreshers courses conducted by the UGC Academic Staff Institutions.

In order to meet the ever changing demands of the student population the Institution encourages the teacher educators to upgrade their personal, pedagogical, technological competencies by attending various international, national, state and regional level workshops, seminar, and conferences and implementing the same through classroom transactions.

The teacher educators follow the principle of being 'Life long Learners' and this is reflected in the numerous in -service certificate, diploma and degree courses undertaken by the teacher educators to endow themselves with requisite and relevant knowledge for creating teachers of highest caliber. The details of the same are mentioned in Criteria III,3.1.4.

The teacher educators are intrinsically motivated to incorporate innovative strategies in their classroom sessions. The Institution provides a technical support to the teacher educators to technologically enhance their educational transactions by equipping classrooms of the Institution with Liquid Crystal Display projector and internet facility. The Institution also motivates the teacher educators to enhance their technological skills by providing flexibility and freedom to take technology related courses.

Moreover the teacher educators are an integral part of planning, executing and participating in the strategies and program followed by the Institution as discussed in 2.1.4, 2.2.1. & 2.2.3.

2.3.5 ***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?***

A great diversity in preferred learning styles is identified by the Institution. The educational and the psycho-social strategies

and programs adopted by the Institution as mentioned in 2.1.4,2.2.1 and 2.2.3 displays the Institution's sensitivity towards diversity. In addition the Institution initiates the following program:

The Institution organizes for visits of the student teachers and teacher educators to centers of special education for sensitizing and creating an awareness of the needs of the special children, the instructional methodology, aids and evaluation techniques adopted. Such on field observations has tremendous impact on moulding the student teachers attitude towards inclusion.

- The Institution offers an optional subject of Inclusive Education wherein strategies to be adopted in an inclusive classroom are demonstrated and inculcated by the student teachers.
- Annually hands on workshops on Core Elements, Life Skills Education, Models of Teaching, Multiple Intelligences, Cooperative Learning Strategies, Diagnostic testing and Remedial teaching, Creative Techniques, Environmental Education through Mythology, Instructional Games, Instructional material, Evaluation techniques, CAI packages, and Self Learning techniques such as SQ4R are conducted to train student teachers in mastering and incorporating the same during the practice teaching sessions.

- As part of the B.Ed. Curriculum the faculty disseminates to students teachers training in various soft wares such MS-Publisher, MS-Excel, MS-POWER POINT PRESENTATION to cater to the multiple learning styles of the school students.
- A balance between the learning styles in lectures and other in class learning activities helps alleviates the problem. This is also extended to out of class learning activities with the help of on-line resources and self study groups.
- The Institute organizes various community outreach programmes such as :
  i) blood donation camps,
  ii) eco-awareness programme,
  iii) Bal Panchayats

  And thus provides exposure and generate sensitivity towards society.

2.3 TEACHING-LEARNING PROCESS

2.3.1 How does the Institutions engage students in active learning?(use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum etc.)

The Institute emphasizes on student centered learning and interactive instruction which involves high amount of reflective discussion and sharing among students participants and always sets its resources towards providing active learning opportunities. The Institute makes use of the various learning resources for engaging students' teachers in active learning as follows:

LIBRARY AS A RESOURCE:

- Student teachers are given assignments for self study, supervised study wherein they refer to the library resources.
- During lesson guidance students are sent to do reference work in the library
- Student teachers use library resources for preparing the open book assignments, research projects, seminar, presentations, inter-Institute competitions on literary and social activities.

WEBSITES AS RESOURCE:

- Students teachers are asked to refer to websites for references for individual topics.
- The Institute has subscribed to various e-journals and other e-resources which are referred to the student teachers.

FOCUS GROUPS:

- Group projects, instructional materials, tutorials, field trips, simulated lessons, peer teaching,
- Remedial teaching,

Internship: Internship in practice teaching schools is a significant activity. The student teachers are sent for 6 weeks to a practice school. This enables them to understand the functioning of a school, its daily routine and some of the activities like library work, conducting assembly, co-curricular activities and maintaining various school records.

Practicum: The various components included under practicum are practice teaching, conducting psychology experiments, observation of practice teaching lessons, research projects administration and scoring of unit test, seminar presentation co-curricular activity

preparation and presentation encompassing core elements of national policy of education.

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

Learning requires the active participation of the learner because learning is both an individual process and a social process. In order to make learning student-centered the Institution provides to the student teacher:

- Meaningful, learner-centered experiences.
- Opportunities to touch, manipulate, and experiment.
- Opportunities to ask questions, solve problems, and think independently.
- Extensive talking, reading, and writing.
- Opportunities to make decisions and to be creative.
- Respect and trust for each other or other learner.
- Opportunities to learn from mistakes.
- Integration of content areas.
- Assessment as part of the daily routine.

The Institution encourages the teacher educators to supplement the lecture method of teaching with learner-centered teaching methods such as workshops, seminars Group projects on topics related to the theoretical components. Besides these the teacher educators regularly use the following participatory learning methods to enable the student teachers to develop their skill and self manage their knowledge.

- Brainstorming
- Cooperative Learning Strategies
- Different methods of Self Study
- Discussion
- Seminar
- Field trips
- Team Teaching
- Problem Solving
- Peace Education
- Life skills Education
- Simulation
- Concept Mapping

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

The Institution always tries to fulfill its quest for excellence in the form of encouraging the teacher educators to attend session on innovative instructional strategies and practice the same in Institution. The following are the various instructional strategies which has been developed and practiced by the Institution teacher educators:

- Life skills Education
- Cooperative Learning Strategies
- Peace Education

The aforementioned techniques of teaching and learning are practiced by the teacher educators of Lingaya's Lalita Devi Institute of Management & Sciences with the student teachers. Some techniques are also practiced by student teachers in the school teaching. Hence the techniques are used for learning at tertiary level as well as at secondary level of education. An evaluative format in the form of rating scale has been developed by the department. The details of the technique Team teaching and collaborative Learning practiced in the Institution are as follows:

TEAM-TEACHING

- Selection of a Topic by team of teachers
- Dividing into sub topic area.
- Acquiring material related to each sub areas.

- Discussing ideas within the members of team for sharing /exchanging
- Refreshment in the content/sub area periodically.
- Delivering the content as team-members in class

SEMINAR

- Selecting a topic for the seminar
- Announcement of the topic to the students as well as on the notice board
- Grouping o students on the sub theme areas of the topic
- Teacher Educators act as a mentor for each sub-group and thus help them to prepare for the sub themes.
- Making of a paper on the sub-theme by collaboration and cooperative learning strategies
- Presentation of the paper by sub group to the whole class.
- Evaluation of the presentation by teacher educators.

COLLABORATIVE LEARNING

- Involves three steps structure.
- The facilitator introduces the topic and divides the students in accordance to number of subtopics.
- A subtopic is distributed to each group

- The group is given the task of analyzing and understanding the subtopics and citing examples related to the same
- New groups comprising of one student from each previously formed groups are formed.
- The new groups thus formed will have students who have learnt different sub topics
- The members of the new group learn different subtopics from each other
- The facilitator summarizes the entire exercise

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

The theoretical aspect of the B.Ed. course curriculum includes topics such as Concept Attainment Model, Inquiry Training Model. The practicum aspect of the B.Ed. course curriculum requires the student teachers to give one lesson using any one of the Models of Teaching.

The Institution stresses the belief that effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is constantly reflect about their work, observe

whether students are learning or not, and then adjust their practice accordingly. To accomplish this it is imperative to ensure that the student teaches are equipped with conceptual and practical base of varied instructional strategies.

Hence the student teachers are provided comprehensive conceptual and practical training in all the above mentioned models of Teaching. Moreover beside the mandatory models of teaching included in the B.Ed. syllabus the Institution trains the student teachers in use of Project, Enquiry, Activity based and Laboratory.

The Institution faculty encourages the student teachers to make relevant use of the Models of teaching while executing their practice lessons thus illustrating the interrelationship of the theory and practicum.

2.3.5 ***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.***

As a part of the pre-internship phase the Institution provides focused training in use of Micro-Teaching Techniques for developing teaching skills. The following are the Micro Teaching Skills practiced and mastered by the student teachers:

- Skill of Introduction
- Skill of Questioning
- Skill of Illustrating with Examples
- Skill of Set Induction
- Skill of Explanation
- Skill of Closure
- Skill of Stimulus Variation
- Skill of Using Chalkboard

These sessions which include explicit teaching and demonstrations provide maximum exposure to the student teachers to utilize as many skills as possible in simulated and practice teaching lessons.

- Pre –Internship phase starts with micro-teaching and lasts around two weak.
- As a unique practice teacher educators demonstrate the students regarding preparation & delivery of micro-lesson.
- Therefore students teacher delivers at least one lesson in each of the teaching skill in both the Pedagogy subjects moreover they work to master 5 skills through teach and re-teach cycle.

- Student teachers have to practice the skill of Integration as a part of compulsory bridge lesson.

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

The training of the student teachers in the practicum commences with pre-internship sessions. The pre-internship sessions provide ample opportunities to the teacher educators to observe the capabilities, potentialities and teaching competencies of the student teachers and also gather information about their place of residence. Based on this data the group of hundred students is divided into 10-12 school groups comprising of 8-9 students of mixed ability and methods. Each teacher educator is the faculty in-charge and supervisor of one to two schools and has the responsibility of mentoring the allotted school group through the Internship phase. This is done by providing in depth information about the process of practice teaching, manner of preparing the school group practice lesson time table and the etiquette and politeness to be maintained while interacting with various members of the school. Each faculty in charge of the group also has the responsibility of introducing the student teachers of the allotted school group to the school Principal and the school teachers.

As per the guidelines received from the school principal or the school supervisor the student teachers prepare the school group to collect time table and Content to be taught in their respective methods from the school teachers. The student teachers in consultation and guidance from the concerned method experts prepare a lesson and then under the supervision of the teacher educator or school mentor delivers lessons.

A student teacher usually gives one lesson per day in each pedagogy subject. The teacher educators observe minimum of 8-10 lessons per day. The student teachers of the Practice teaching school group observe the peers and give suggestion to improve lessons. School teachers also observe the lessons of the student teachers and provide beneficial feedback to the student teachers.

To ensure the excellence in quality of teachers, at the end of every lesson, the teacher educator gives written feedback in the Performa specially developed for this purpose. Feedback Performa contains 30 items on the various aspects of lesson being delivered. The items are framed in statement form and in five point rating scale. The rating scale also has a section to write teacher educators comment on the lesson observed as well as suggestions for the improvement in lessons and enhancement of the performance of student teacher. The suggestion given by the teacher educator is

being shared by the student teachers along with the peers group in form of focus group discussion so that changes suggested should be incorporated in the subsequent lesson plan for further teaching.

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

The internship programme of the Institution is an initiative to build the capacities of student teachers by providing them with an opportunity to gain practical work experience related to functioning of schools. The internship programme is a wonderful, opportunity for mutual learning. The ideas and experiences which the interns bring with them add value and strengthen the capacities of the student teachers. Institute conducts the internship in two phases (a) Pre-internship Phase (b) Internship Phase.

Pre-Internship Phase: The pre internship phase usually is the phase of not only orienting the students regarding the various activities of the school teacher generally but also developing the competencies among the student teachers to teach in the classroom in most effective and joyful manner. The pre-internship phase is divided in to two minor phases. In phase one, student teachers are oriented towards lesson planning, micro teaching, simulated teaching, teaching aid preparation and other activities to be organized during internship phase in school and doing any task as given by the school

teaching personal. In second phase of pre internship student practiced micro teaching skills in each of their pedagogy subject. They also prepare innovative lesson plans on problem solving approach, activity based instruction, co-operative learning, collaborative learning and ICT. They deliver lessons in simulated conditions and a systematic feedback is given by faculty members.

Internship Phase: The student teachers after completion of pre-internship phase are sent for internship of about four week wherein the student teachers spend the entire day in the school. They not only deliver lessons as they have practice in pre-internship phase in their class room but also assist the school teacher for organizing various activities of the school like conducting proxy periods, maintaining records, conducting assembly and doing any other task allotted by the school. During internship phase student teachers also complete their curricular assignment as given in the syllabi of B.Ed. curriculum. This includes completing case study, administering a standardized psychological test, making school profile, peer observation file, daily journals, achievement test records etc. The guidance sessions for the student teachers take place on every Monday or as required by the Institute. The student teachers are instructed to prepare and submit their lesson plans in this guidance session, so that regular monitoring and feedback from the pedagogy teachers are provided to student teachers. The

internship phase ends with their final university examination on teaching skills.

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

The practice teaching is a collaborative work of the school staff and mentor teachers. The Institution has adopted a system of collaboration, co-operation and shared responsibility in the best interest of the student teachers.

The practice teaching lesson plans are developed in partnership involving school teachers and the pedagogy teachers. The school teachers assign content to the student teachers, at times recommend a particular methodology that can be adopted, particular teaching aids to be used, level of school students evaluation to be carried out or evaluation sheets to be prepared, revision to be carried out. The student teachers then discuss all these points with the pedagogy teachers and prepare a lesson plan. The practice lessons thus executed are also observed by the school teachers and supervisors who provide systematic feedback to the student teachers regarding areas of improvement.

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

The preparation of the student teachers to cater to the diverse learning needs of school students involves the following:

- Normally the Institution organizes workshops on art and craft for preparing teaching aids.
- Workshop on low cost teaching aids.
- Special lecture from school principal/Educationist who have an expertise in school education at various levels.
- Empowering the student teachers through the regular B.Ed. curricula about the prerequisite of a learning environment catering to diverse learning needs of the school students in the following manner:
- Classroom structure (e.g. rules, procedures, routines, procedures and negative consequences)
- Environmental structuring and supports (e.g. visual prompts and cues, seating arrangements, work areas to increase production and accommodate diverse learning styles, organization of materials, structuring for movement within the classroom)
- Modeling, practicing and reinforcing behavioral expectations critical teacher behaviours (e.g. providing students with

positive attention, feedback and reinforcement; proximity and movement; communication styles with students)

- Motivating students through classroom positive reinforcement, classroom management and encouraging/reinforcing cooperative, positive student behaviour.
- Moreover the student teachers also model the strategies followed by the Institution faculty to cater to diverse learning needs of the student teachers. The same has been described in question 2.1.5,2.2.1,2.2.3 and 2.2.5

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

Teacher educators believe in practicing rather than preaching and hence all the teacher educators use variety of instructional materials or learning resources in the form of technology in their regular lectures.

Even during guidance for practice teaching the teacher educators ensures that the student teachers use technology wherever required and wherever available, give guidance on preparation of slides, transparencies and other instructional material. The student teachers are encouraged to use both offline and online resources for reference for their practice lessons.

2.4 TEACHER QUALITY

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

The teacher educators collaborate with school teachers to provide for appropriate time frame for conducting the internship. During internship student teachers and teacher educators interact with the school teachers and school principals to seek information about various teaching, learning and evaluation methodologies followed in the schools. An earnest attempt is made by the teacher educators to guide and enable the student teachers to implement the same in their practice lessons. The student teachers are also encouraged to approach the school teachers for productive feedback on the practice lessons conducted.

In this paper, student teachers are not only taught theoretical aspects of computers but how computers can be integrated in teaching learning process; student teachers are given practice on various soft wares and program like MS-office Ms-Powerpoint, Ms-Excel etc. Student has to develop one digital lessons plan in each pedagogy subjects and delivered in the schools. Apart from it student teacher used computers in achievement test record where they have to use excel to do all the analyses of data collection in

achievement test. The B.Ed. curriculum of Guru Gobind Singh Indraprastha University has a compulsory paper on computer.

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

The ratio of the practice teaching school to the number of student teachers allotted to the same is roughly 10: 1 .The decision for assigning schools to student teachers for practice teaching is taken on the basis of proximity of the schools from the student teachers home and the methods of the student teachers. If the student teachers have completed their post graduation they are assigned secondary classes for giving practice lessons. Also while allotting standards for practice teaching the previous teaching experience of student teachers is considered.

During microteaching and simulated lessons the teaching faculty notes communication skills, language skills, content knowledge, and class management skills possessed by the student teachers. These observations made by the faculty are utilized for assigning the student teachers to various schools for practice teaching.

Utmost care is taken to allot students of different methods to every school group so as to facilitate the school in smooth allocation of the teaching periods.

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

The various areas in which feedback is given are as follows:-

LESSON FEEDBACK: The student teachers are given both verbal and written feedback after completion of micro lessons, simulated lessons and practice teaching lessons. During practice teaching the suggestions given by the teacher educators are then incorporated in the net lesson with the help of mentor teacher.

EXAMINATION FEEDBACK: After the correction of papers of weekly examinations, verbal feedback is given to individual student teachers and written feedback is given in the forms of comments on the answer sheets. The HOD gives intensive individual feedback to the student teachers after the every terminal examination.

CO-CURRICULAR ACTIVITIES FEEDBACK: Feedback is also given for improvement in nonacademic areas such as assembly, dance,

drama, singing and debates to motivate the student teachers and help them improve their future performance.

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

During the period from January to April the Institute orient student teachers on different board patterns such as SSC, ICSE, and CBSE specially with respect to their teaching strategies, information about the evaluation pattern followed in schools, work load, preparation of worksheets, techniques for inclusive classrooms, service conditions with respect to salary, leave, facilities available in school, and PTA organizations in the school.

The faculty members of Institute on regular basis provide information in tutorials or through notice board about the contemporary issues of education and how it is related to teaching profession.

Seminar, group discussion and special lectures are arranged to benefit the students in regard to Government policies like continuous comprehensive evaluation, central teacher eligibility test, value education, right to education etc.

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

The teacher educators are encouraged to attend workshops, seminars, conferences for updating, enriching them in areas such as innovative methods of teaching and learning, research methodology, human, women and child rights, peace education, gender sensitization, and inclusive education.

At time experts are invited from various fields such as Education Management to give talks, conduct workshops in Institution for the benefit of teacher educators and student teachers. During practice teaching, teacher educators and student teachers interact with Principals, staff of the schools to acquire knowledge about the development in school subjects and teaching methodologies. School teachers are invited to observe practice lessons so that they can give their valuable suggestions to student teachers.

In this era of ICT, lot of information is disseminated on the websites, the student teachers are guided to identify and use authentic sites for acquiring knowledge on recent trends in education and for transacting their practice teaching lessons.

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

The major initiatives of the Institution in ensuring personal and professional development of the teacher educators have been described in **3.1.4.** Besides the initiatives mentioned, the Institution ensures that all the circulars from different organizations about workshops, seminars, conferences, talks, various courses, orientation and refresher courses are circulated among staff members. Interested faculty members take permission and attend the programme.

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

The Institution follows the philosophy that if the members of the Institution have to be successful and satisfied with the work that they are doing in the Institution then both intrinsic as well as

extrinsic motivation needs to be provided. The Institution provides the same in the following manner:

- Director and HOD take initiative in organizing the celebrations of faculty's efforts in ensuring successful accomplishment of the vision, mission and goal of the Institution.
- Appreciation letters are given to the staff members who have done exemplary work with respect to their portfolio. Messages of 'Congratulations' to the staff is also displayed on the Institution notice board.
- The HOD also disseminates the accomplishments of the faculty through her interactions with the student teachers, alumni and other stakeholders of the Institution.
- The Director and HOD of Institution along with the management provides a proactive environment by appreciating the work done by the staff members during the staff meetings.
- The "We Club" is the brain child of the Executive Director of the Institution. Through this club the multi agenda activities are under taken. It takes care of social issues and discussions along with value education.
- The Director of the Institution acknowledges the faculty by rewarding student teachers during the 'Care and Share' program.

- The Director creates an amicable atmosphere by organizing refreshments for the staff members to welcome them for the new academic term, during the staff meetings.

2.5 **EVALUATION PROCESS AND REFORMS**

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

The barriers to student teachers' learning are identified through examinations, group discussions, group activities and interaction with individual students and with the group. Also the Institute has a grievance committee comprising of HODs and senior faculty member at Institute level. The student teachers having any kind of grievance can approach this committee who give a patient hearing and try to solve problems of student teachers. The Institution maintains *a suggestion box Institute director room* where student teachers can even drop their suggestions. The suggestions are then taken up by the Director/Head of department. Barriers identified are language barriers, problem in coping with the array of activities of the B.Ed. course.

The barriers to student teachers' learning are then communicated to concerned faculty members and staff. In consultation with the entire faculty, the HODs then devise and implement strategies for overcoming the barriers to learning.

The various strategies used to overcome barriers to student teachers learning are mentoring, *buddy* system, tutoring, brainstorming, remedial teaching and counseling.

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

The Institution has to follow the examination pattern set up by the affiliated University i.e. Guru Gobind Singh Indraprastha University, Delhi. The examination for B.Ed. course consists of two parts-: Theory and Practical. Internal assessment of theory has the weightage of 25 marks in each of the eight papers. Internal assessment of practicals have the weightage of 40 marks in each of the 5 subjects codes whereas the two practical components of visual education and co-curricular activities are being evaluated completely internally (as decided by the university).These two practical components are evaluated by the in-house examination

committee which comprises of all the faculty members and the Head of the department. The assessment comprises of the following components:

I) Two terminal examinations and written assignments.
II) Submitted reports of project work based on field/research work.

- Attendance and regularity.
- Teaching practice of not less than 20 lessons distributed over different, standards from VI to XII of recognized Secondary and Higher Secondary Schools/Institutions selected by the Principal as practicing school/Institution. In addition to these 20 lessons, there will be i) 5 compulsory micro teaching lessons and one integrated (bridge) lesson ii) 5 simulated lessons. (4 simulated lessons from Role, play, games, Models of Teaching, Creative teaching etc and 2 simulated lessons in Computer assisted presentation mode.)
- Unit planning, Preparation of Unit Test, Administration of Unit test, Scoring and Marking in any one of the Special Method.
- Observation and feedback of minimum 40 lessons.
- Participation in Seminar/Paper presentation in the theory paper in the clam rooms.
- Classroom interaction.
- Two theoretical assignments in each subject.

- Participation in co-curricular activities prepared and presented based on the core elements (NPE-1986)
- An internship of six working days in assigned schools.
- A research based Project Work conducted on any topic in the core papers of Education.
- Participation in Social Service/Community Work.
- Completed Content Tests with minimum 40% marks in each of pedagogy subjects.

The Institution conducts two term exams to give maximum practice to student teachers in writing answers to question for preparation of the final theory examination conducted GGSIPU.

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

The evaluation outcomes are communicated to the student teachers though individual oral and written feedback after every microteaching simulated and practice lessons. Individual oral and written feedback is given after assignment, seminar presentation and terminal examination. The HOD also gives individual feedback to the student teachers after the terminal examinations. A master

data sheet of results is prepared and underperforming cases are identified.

To improve the performance of the student teachers, the Institution organizes for individual counseling, mentor groups, brainstorming, tutorials, and remedial teaching sessions.

To improve the curriculum transaction regular staff meetings are held wherein the evaluation outcomes of every activity are discussed and suggestions are taken from the staff members to bring in modification in the transaction of the curriculum. A final decision is then taken by the HOD in consultation with the staff to use a new strategy for continuous improvement in the performance of the student teachers. The new strategy is then implemented and then reviewed again for its effectiveness in the next staff meeting.

2.5.4 How ICT is used in assessment and evaluation processes?

The Institution uses electronic methods in the assessment and evaluation process. The computerized record of the performance of student teachers in the practicum and theory of B.Ed. course is maintained in MS EXCEL software. Computers are used for recording of different kinds of records of student teachers work. ICT is used in assessment and evaluation in the following ways-

- ICT has enabled new forms of output for assessment (Power Point and video)
- ICT is used to support teachers in traditional assessment (more efficiently, more accessibly).
- ICT is used to making assessment available, supporting learners and improving consistency of making by minimizing errors.
- ICT helps automatised assessment.
- ICT is used to record and preserve assessment data.

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

The Institution has introduced significant innovations in teaching/learning process. The significant innovations are:

Innovative methods are used as tools for brainstorming and have facilitated thinking visually. Online resources and in-class presentations are encouraged. Multimedia is accessed and integrated into lectures, class discussions, and outside class for assignments. Student teachers make multimedia presentations for

seminars. Some student teachers integrate the video and audio within a Power Point Presentation. Simulations are used by faculty to fully engage student teachers in lectures and develop decision making and other skills.

E-Library- the Institution has CD ROMs and electronic journals (open access journals)

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

Since any teaching and learning environment requires effective engagement and interaction at a number of levels, the ability to reflect on what we are doing and why we are doing is crucial to any form of learning. Reflection takes around the common themes addressed in the innovations such as:-

- Was there an increase in student engagement because of the use of innovation?
- Did it encourage active learning?
- Did it encourage critical thinking?
- Did it enable student teachers to share their analyses and reflections?
- Did it build student teacher self –expression and dialogue skills?
- Did it support collaboration?
- Did it enable student teachers to apply concepts and gain "hands on" experience?
- Did it make content relevant and "real"?
- Did it provide individualized support and feedback to learners?
- Did it bring a large and varied quantity of multimedia into classroom presentations?

- Was there a balance between knowledge dissemination and construction of knowledge?
- A fair degree of formative evaluation of student teachers learning and regular feedback from stakeholders is obtained to reflect on the best

CRITERION - III
RESEARCH CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1. *How does the Institution motivate its teachers to take up research in education?*

Research is a very important component of higher education. To promote research culture, the Institution has developed a special unit which works exclusively for the promotion of research work. During the last four years four faculty members have registered for Ph.D. with GGSIP University and Delhi University.

The Research activities include brainstorming sessions for the faculty in order to encourage them to undertake research and generate ideas for novel approaches of conducting research. The Institution provides all possible help for streamlining the research work.

The Institution provides all technical and administrative support to the faculty researchers in the form of computer facility, internet, scanning, printing, reprography etc. to facilitate their research endeavor. The Institution has launched its own research

journal "Lingayas Lalita Devi Journal of Professional Studies" under the ISSN No. 2230-987X.

In addition to the above, the Director of the Institution circulates all the relevant circulars, programme information related to research, seminars, conferences and workshops to the faculty. The faculty is also motivated by Management, Director & Heads of Depts. of the Institution to apply and undertake different research work in the form of research papers and theoretical papers.

A two days workshop on RESEARCH METHODOLGY was conducted to train the faculty in the research work. It was conducted by the well known social scientist, Dr. B.S. Nagi, Ex Director, Council for Social Development, New Delhi.

The Institution encourages the faculty to disseminate their research findings in the form of research papers presentations and publications. The Institution encourages the faculty to publish their research papers in their research journal. During the last couple of years many research papers have been published by the faculty in various national and international journals. A list of papers from primary / secondary sources of information which have been published for the past 3 years is given in Annexure 3(a)

3.1.2. ***What are the thrust areas of research prioritized by the Institution?***

The Institution has helped the faculty by organizing training in ICT through the 60 Hrs Training programme organized by Guru Gobind Singh Indraprastha University.

This process has constantly motivated the Institution to touch upon varied areas of relevance for undertaking quality research work. The contemporary issues are chosen carefully to constantly evolve and improve the existing scenario and the standards in the field of education. Some of the areas chosen are:

- ICT (Information And Communication Technology)
- Environment education,
- Guidance and counseling,
- Teacher personality and Methodology of teaching.
- Mentoring in Teacher Education.
- Use of ICT in Pedagogy
- Development of CD'S by the student teachers in their respective pedagogy subjects
- Power Point Presentations on several Pedagogy topics are researched and used in SEP days by the student teachers.

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

The action research is conducted in the form of study based report. A group of 4-5 students are grouped under one faculty in -charge. The faculty as well as the students selects the areas to be studied in the field based assignment. A brain storming session is conducted to identify the specific issue. The students under the guidance of their respective faculty members identify the key areas of study. If required a Questionnaire, opinionaire, or interview schedule is developed by the group. This is then administered to the target population. The data is collected and analyzed. The results are interpreted for the conclusions. Actions are taken to solve the particular issues as per findings of the research. In past we have solved the problem of low achievers & underperforming students in academic areas.

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

The Institution has ensured that every faculty of the organization realizes their potential and strives not only to be in sync with the on-going developments in the field of education. For this reason, the faculty is encouraged to participate in important

conferences/ seminars/ workshops and also to organize the same in their fields of expertise. The efforts put in by the faculty and the support extended by the Institution has resulted in outstanding achievements in this area of work. The Institution also provides finances for registration charges towards Faculty Development Programme, research seminars and workshops. (Annexure-3(c)) for example:

RESEARCH AND PUBLICATION OUTPUT

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

The faculty members of the Institution have been engaged in developing various instructional materials for enhancing the quality of teaching in the Institution. The materials by students and faculty members developed have been in the form of:-

(a) Institution Publication- wherein the faculty members on the subjects they specialize in. Various publications of LLDIMS are:

- **LLDIMS** – Times
- **E**- Magazine
- **B**-Elegance

- **Lingayas Lalita Devi journal of professional studies (ISSN 2230-987x)**

(b) Multi Media Package - The faculty members have been preparing power point presentations for their lectures and workshops. The faculty members developed Unit Portfolios on various Pedagogy subjects using ICT and College Excel.

Faculty uses different teaching aids to enhance the quality of teaching in the classroom like newspaper cuttings, magazines, handouts, psychological tests, charts, audio-video recordings, case studies, maps, models, science lab equipments, movies and slide shows, mathematics corner, social science lab, Educational technology lab.

Important sessions conducted by experts and teacher educators are recorded and maintained for future access.

Psychological laboratory- The Institution has been continuously working towards updating its psychological laboratory and has been equipping it with latest psychological tests and equipments.

3.2.2*Give details on facilities available with the Institution for developing instructional materials*.

The Institution has a technologically enhanced computer lab with all the latest equipments, which includes 165 computers with multimedia facility and latest software, web camera, printer, scanner and internet facility. Software's like HOT Potatoes, MS. Publisher are available and used by the students.

The Institution has Audio & Video Laboratories well equipped with teaching tools, teaching accessories, other stationeries and necessities needed for preparing and using instructional materials. These include video recorder, tape recorders, digital camera, transparencies, cassettes, television, OHP, LCD, DVD players, CD players, slide projector, episcope, display screen, boards of different types, audio lab and video lab.

3.2.3Did the Institution develop any ICT/ technology related materials during the last five years?

Since last four years the faculty members have been regularly preparing power point presentations for their lectures and workshops. The faculty members developed Unit Portfolios on various Pedagogy subjects using ICT.

Students are trained in the use of MS-Office wherein student teachers design pamphlets, broachers and newsletters on various

topics like AIDS awareness, banking, and blood donation, pedagogy of subjects, organization of seminars, environmental issues etc using MS-Publisher.

Student teachers are trained in web page designing using MS-Publisher. The student teachers have been trained during the last five years to make power point presentations on various topics in their respective methods.

From the year 2006, Encarta, encyclopedias, CDs on various relevant subjects are made available to the student teachers to be used as reference materials for development of these packages.

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

The Institution recognizes the importance of training programs and workshops in the overall progress of its faculty and the student teachers. The Institution has therefore, constantly not only encouraged its faculty to organize various training programs and workshops on material development in the Institution but has also motivated them to attend the programmes which are organized by reputed Institutions. The details of the same are given below:-

ORGANIZED BY THE INSTITUTION -

(A) The faculty members guide students; the form of assignments, worksheets, power point presentation which are evaluated by the faculty. Library sessions and discussions, open book examination, co-group assignments are important components for reflective student learning. In addition, the Institution also organized the Unit portfolio development workshop for teacher educators.

(B) Personality development programme is an additional value added programme designed for student teachers. The programme emphasis development of personality through training in communication skills, development of resume and identifying and improving the strength and weakness of student teachers. The programme also conducts mock interviews in order to help the student teacher to face the challenges of interview after their B.Ed. course.

(C) The workshop on planning, preparation, delivery and evaluation of achievement test is a useful tool for preparing student teachers for conduct of examination in their future careers. The student also gets a sneak preview of the basic research methods, collection and interpretation of data. This

helps the student teachers to handle independent research to work as future teachers.

(D) The Institution organizes visits to National Museum, National Science Center, NCERT and CIET every year in order to expose the students to various important organizations working in the field of education.

(E) The Institution is planning to conduct training Programmes/ Workshops/ Certificate courses for student teachers and teachers and teacher educators on Human Rights, Cooperative learning strategies, Instructional Design, E-learning, Research Methodology, and Calligraphy in the coming academic year.

(F) The Institution also encourages students to procure and present socially and educationally relevant short films for peer review.

ATTENDED BY THE FACULTY:

The Faculty has attended workshops covering a range of topics like, Script writing, Instructional Design, Soft-Skills, Preparation of Audio-Visual Aids, Use of Internet Resources and Library Resources, Animation for instructional purposes.

TRAINING PROVIDED TO THE FACULTY:

It is mandatory for the faculty to attend the presentation/ workshops conducted by their colleagues so that everyone is benefited by the expertise of the other.

The Institution also invites experts to conduct workshops for the student teachers as well as for the teacher educators every year in order to hone their skills. A special workshop for B.Ed. students was conducted on 'First Aid' by Dr. T.C. Gupta from Red Cross society of India.

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

The following are the names of some of the leading journals in which the Institution faculty have published their papers during the last five years. These are:

Staff and Development Educational International (Stride), IGNOU, New Delhi

Learning Community,

University News

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

Recognition has come in many ways to the Institution over the past five years. Many of the faculty has brought laurels to the

Institution by earning accolades for their performances and achievements.

One faculty member was deputed as member of the Board of Studies of the Department of Education, Guru Gobind Singh Indraprastha University. Faculty members are conveners and members of different syllabus revision committees for the B.Ed. course of the Guru Gobind Singh Indraprastha University. One faculty member has completed their M. Phil Course and one faculty completed Master in Distance Education. Faculty members have received recognition as resource persons for Central Board of Secondary Education, Lingaya's University, National Council of Teacher Education, The Faculty members are the examiners of Guru Gobind Singh Indraprastha University. Four faculty members have registered for Ph.D. in different Universities.

3.2.8. Give details of the minor/ major research projects completed by staff members of the Institution in last five years.

Research has been the core area of emphasis in the Institution. This has resulted in creating a research oriented atmosphere where every faculty member has undertaken research projects. Details of the same have been given as under:

The Faculty members have completed small research projects on the following topics and submitted their findings in the form of paper presentations:-

- Student Support services
- Mentoring for teacher educators
- Maternal and child care
- Expectations of the school from the newly trained teachers
- ICT awareness among the youth of urban and rural India.

3.3 CONSULTANCY

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

Consultancy is offered to the aspiring B.Ed. students to prepare for DSSB, KVS, CTET examinations etc conducted by these agencies for recruiting teachers.

Faculty members also provide consultancy services as conveners and members of different syllabus revision committees of the University.

Remedial Teaching is conducted for the students identified from Master Data evaluation Sheet and accordingly remedial classes are organized for these students.

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

The faculty members have the required experience and expertise to undertake consultancy for common entrance test for admission to the B.Ed. course.

Lecture on Anti Ragging Laws & students psychology for the faculty members of the Lingaya's University was conducted by the B.Ed. HOD.

The HODs and the faculty members conducted workshops in Lingaya's University, Jamia Millia Islamia, Delhi for In-Service Teacher Education Programme.

The HOD also conducted a Workshop for CBSE on the topic AIDS prevention and Education.

Faculty members are regularly deputed as:

- As Examiners
- As Evaluators
- As Paper setters for the GGSIP University.

The Institution holds the zonal competitions for selecting students for the university fest **Anugoonj**. The faculty members are also appointed as judges for various CCA events. The Institution is proposing to offer certificate courses in Co-operative Learning Strategies and Action Research from the coming academic year 2011-12.

The Institution publicizes about its consultancy services through various mediums like Website, E-mail, Instant Messaging, brochures, circulars, displays on notice boards, different forums like faculty alumni meeting and practice teaching meetings.

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

The Institution has made some progress in the area of consultancy services since the first assessment; however the faculty members get payment for various professional services rendered to other organizations in the form of examiners, question paper setters, interview boards and selection committees. However Institute does not share these professional fees paid for such

activities. To cover the cost incurred in offering the consultancy services, a nominal amount is charged. The Institution provides honorarium to the faculty as per the university guidelines.

3.3.4. How does the Institution use the revenue generated through consultancy?

The Institution offers consultancy services on a nonprofit basis. The cost incurred in offering the consultancy services, is barely recovered through a nominal amount charged. However the Institution provides honorarium to the faculty as per the university guidelines.

3.4 Extension Activities

3.4.1. How has the local community benefited from the Institution? (Contribution of the Institution through various extension activities, outreach programmes, partnering with NGO'S AND GO'S).

The Institution takes part in various community activities. Some of the major activities were organizing Eye Checking Camp, Blood Donation Camp, and Interacting with community's Women and Children.

The Institution has organized 'Bal Panchayat' for the students of Mandi Vidya Niketan School, Mandi. The objective of organizing this event was to give an opportunity to the students to share their views about their problems and give them a platform to showcase their leadership skills. In addition it also focused on the career and the guidance needs of the students. These issues of the students were discussed by the career and guidance cell of the Institution.

The student teachers were also motivated and trained to interview Government school students for feedback on the school related problems, if any. The aforesaid activities promote experiential learning in the student teachers and kindle the light of compassion in them. The student teachers also visit special schools centers to understand and help the needs and requirements of special needs of the children.

These are part of the conscious efforts made by the Institution to involve the student teachers in alleviating the suffering and deprivations of the underprivileged and understand their responsibilities towards the community

3.4.2. How has the Institution benefited from the community? Community participation in Institutional

development, Institution-community networking, Institution-school networking etc.)

The Institution and the community enjoy a reciprocal and both are benefited by each others activities. Community participation in Institutional development takes place in the following ways-

- Experts from the community conduct workshops, sessions, talks on diverse social and academic issues,
- Members from the community participate in the different activities like seminars, workshops, blood donation drive. Director visited and attended meetings with community regularly.
- The Institution invites feedback from community about its program,
- Members from the community visit the Institution in the capacity of judges to judge various activities of the Institution.
- Some philanthropists from the community have Instituted awards for the meritorious performers of the Institution.
- Group insurance schemes and Banking facilities.
- Sh. Hemant Uppal from NGO (KABERI) conducted a special Lecture on communication skills for faculty members.

INSTITUTION – COMMUNITY NETWORKING

- The Institution organizes need based extension Programmes wherein the student teachers as well as the faculty are encouraged to participate and contribute to the welfare of the community.
- The Institution takes initiative in organizing talks related to different problems existing in the society.
- The student teachers are sensitized on several issues related to behavioral adjustments in children and render their services to students of schools around Mandi.
- The faculty organizes the activities mentioned in the Appendix – IV, accompany the student teachers and also discuss with them the vital issues and ways to handle them.

INSTITUTIONAL – SCHOOL NETWORKING

- The Institution enjoys good interface with the schools and more than twelve schools helps the Institution with its practice teaching and internship programme.

- The student teachers and faculty attend the programme/ competitions/ festivals like essay writing, elocution, personality contests, seminars, workshops organized by

schools and Institutions in Navodaya School Students organized decoration/ fest etc.

- The faculties share their expertise with various schools and Institutions in the capacity of experts for various sessions and judges for various competitions.
- The other Institution's faculty visits the Institution in the capacity of resource persons and judges.
- Visual Aids (Charts and Models) are gifted to various schools for use in class room teaching
- Our students helped Navyug school - in organizing science fair and school appreciated their work a lot
- The Institution conducts Study Based Report on various issues: - Maternal and Children and adults of rural and urban youth mentoring of student teachers.

3.4.3. What are the future plans and major activities the Institution will like to take up for providing community orientation to students?

- The Institution is planning to encourage more participation of student teachers and faculty in extension programs. Involving them for getting a feel of school environment before internship.

- The Institution has taken up the extension work with two faculty members as the in charge wherein more community centers will be adopted to render need based services to them.
- Besides the Institution through the practice teaching programme plan to incorporate lessons on Peace Education, Environmental Education, Population Education, and Core Values.

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

- Extending discussion with women on reproductive health and gender related issues and counseling.
- The faculty has worked on community development project in the village of Mandi to study educational status, opportunities and facilities available in different communities with special emphasis on education of girls. A paper on the findings of the study was also presented by the student teachers in the national conference.

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

The Institution places special emphasis on developing social and citizenship values among its student teachers as these place them in good stead. To attain this objective the Institution has various houses Named – **Agni, Jal and Vayu** which meet regularly to discuss and disseminate information about various issues related to the respective fields, conducts exhibitions and displays important information on the bulletin board and organizes visits and

competitions. Various houses broadly take care of the following tasks:

Celebration of days/festivals/cultural activities Organizing Ice-breaking sessions, organizing assembly, curriculum based sociology and philosophy sessions, incorporating Life skills in practice teaching lessons, workshops community work activities, poster making competitions, black-board writing competitions, participation at Inter-college competitions and extending community services to the needy and deprived sections of the society.

The Institution visualizes the entire programme of education, both curricular as well as co-curricular as nothing but a set of values in essence. Programmes on ethical fitness are conducted in form of PDP workshop leading to better mental health. Morning assemblies focusing on critical discussions on values and thought for the day.

3.5. Collaborations

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

In the last five years the Institution has established tie-ups with several national level organizations like ISSR, CIET, NCERT, IGNOU, GGSIPU, and Center for Science and Environment in order to expand and strengthen its extension and research activities.

3.5. 2. Name the international level organizations (Trends) with which the Institutions has established linkages in the last five years. Detail the benefits resulted out of such linkages.

To keep the faculty abreast with changing trends in education, the Institutions has established linkages with international level organization like –

- The benefits accrued from the linkage are – The faculty participates and present papers in the conferences conducted by facilitators of their programs, and contribute write ups for publication in their refereed international journals.

3.5.3. How did the linkage if any contribute to the following?

Curriculum development- the linkage enabled the faculty to give inputs for curriculum development for Guru Gobind Singh Indraprastha University in all subjects.

Training - The linkage helped in providing training in social and cultural issues which is the need of the hour such as life skills and ICT.

Students placement - The Institution sends its student teachers for practice teaching in various prestigious school of NCR and conducts campus interviews and orientation sessions in the Institution premises. 80% of its student teachers are recruited in reputed schools of NCR.

3.5.4. What are the linkages of the Institution with the school sector? [Institution-school-community networking]

Since the Institution is five years old, the Institution school community networking is strong and healthy.

- The staff and students of the practice schools, members of community attend seminars, workshops, talks and other programmes organized by Institution.
- The student teachers and faculty attend the programmes/competitions like essay seminars, workshops, participation in school activities both academic and non-academic organized by schools, *Institutions and*

Institutions like science fair, Sports day, Health Mela, Blood Donation Camps, Environmental Campaign etc.

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

The faculty has an excellent interface with the practice teaching schools. In terms of designing the practice teaching programme, the faculty and the school personnel collaborate for deciding the practice teaching schedule, units/content to be taught by the student teachers and methodology of teaching adopted by the schools as per their respective affiliated Boards.

The faculty involves the school subject teachers in evaluating the practice teaching lessons of the student teachers. The suggestions, comments of the school personnel are encouraged and incorporated for the improvement of the practice teaching programme. *A Mentoring model has been implemented for this academic year.*

3.5.6. How does the faculty collaborate with school and other Institution or university faculty?

The faculty collaborates with school faculty for the design, evaluation and delivery of the practice teaching programme. The collaboration is also extended in the form of sharing expertise as resource persons, judges for evaluating contests and competitions.

The faculty members have contributed to the syllabus revision committees of various courses like B.Ed.

3.6 Best Practices in Research, Consultancy and Extension:

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

The Institution is seriously concerned to enhance the quality of research, consultancy and extension activity. The following measures has been initiated :-

a. Students are given training to conduct a piece of research analysis and prepare the report. For this every year students are assigned a survey in the community.

b. Students are encouraged to take action research under the guidance of a teacher educator.

c. Linkage with neighborhood educational and other Institutions are established to fully utilize the expertise of the staff members to provide consultation services.

d. Community work is a very important activity for the Institution. Different types of community services and awareness activities are undertaken in the extension services of the Institution.

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

For our research work we are compiling data of our surrounding community and places covering all aspects including historical, cultural, geographical, social and economical. This data will help us to preserve local heritage of the surrounding place and will be highly beneficial for transferring it to next generation by the teachers.

We want to extend our consultancy and community service actively so that both the community and Institution make full use of the resources of each other.

Self Appraisal Report

LINGAYA'S GROUP
choose to know
LLDIMS
"PAR EXCELLENCE WITH HUMAN TOUCH"

CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Yes. The Institution has physical infrastructure as per NCTE norms. The details of infrastructure and plan of building is placed at Annexure IV. The reliant features are as under:

Building

(i)	Whether Permanent / Temporary	PERMANENT	
(ii)	Total Built-up area (in Sq. Meters)	8223.51 sqm.	
(iii)	FAR Achieved (Built up area available per student as against prescribed by the University/Govt. Statutory Body)	Built up Area Available	Built up Area required as per norms
		8223.51 sq.m.	5000 sq.m.
		Excess capacity available (Area Available - Area Required) 3223.51 sq.m	
(iv)	Total Built up area required as per norms for all programmes	5000 sq.m	

Specifications of Accommodation	No.	Size (in Sq Mtrs)
Number of class/tutorial rooms	39	2130
Drawing Halls/Conference Room	01	33
Laboratories (give details)	07	332
Audio Visual Laboratories	02	100
Library	01	224
Admn. Block	01	54.43

Workshop	N/A	
Computer Center	02 (05 Labs)	166
Toilets	18	1828
Common Rooms	02	127
Sports facilities (Indoor & Outdoor)	Outdoor - Badminton, Basketball & Volleyball Indoor - Table Tennis, Carom, Gym & Chess	
Playground	01	1853
Students Canteen	01	278
Hostel (Total Area/rooms/Number of seats etc.) Boys 21 seater Girls 12 seater	278 sqm. 185 sqm.	
Any other facilities 1. Auditorium - 1000 sitting capacity fully air-conditioned	925.8 sqm.	
2. Medical Room	22 sqm.	
3. Circulation Area	409.56 sqm.	
4. Utility Room	77.83 sqm.	
5. Staff Quarter	83.64 sqm.	
6. Management Block	145.44 sqm.	
7. Faculty Room (Seven)	146.85 sqm.	
8. Placement Cell	19.05 sqm.	
9. Music Room	83.64 sqm.	

Details of Other Facilities Available

(i)	Drinking Water	YES
(ii)	Generator	YES
(iii)	Bank facility	NO
(iv)	Facilities provided for physically Handicapped	YES
(v)	Transport facilities	YES
(vi)	Medical facilities	YES

Infrastructure of the Institution:-

All the rooms are well ventilated and illuminated. Provision of drinking water facility with Industrial RO purified is made for entire Institution. The classrooms, faculty rooms and Labs are well furnished and well equipped. Every floor has separate rooms for tutorials and equipped with LED Television for teaching purpose. Apart from this every floor is having a seminar room with a capacity of 120 & equipped with projector and audio equipment. The Institute has a Wi-Fi Campus. The campus is well maintained and cleanliness is the motto.

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

The Institution has more than sufficient infrastructure to meet even the futuristic requirement. It is mentioned that the Institute has surplus 3223.51 sq mtr space over and above University/NCTE norms on the subject.

The Institution optimizes the use of its resources. The computer lab and the resource room/visual education room have storage facility for equipment, audio visual aids, CDs and other paraphernalia which are

annually sorted, weeded out and updated. The staff room is also being refurbished with the purpose of providing the faculty more space for storing laptops, personal copies of books and other resource material.

The library is updated regularly with respect to print and technological resources. Details of library updates are given in the latter half of this chapter.

In addition to aforementioned as and when the need arises creative solutions of using the available space are encouraged and availed of.

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

The Institution has a huge (925.8 sqm) fully air-conditioned Auditorium with a seating capacity of over 1000 and state of art light and audio system. The auditorium with green rooms is used to organize all the co-curricular and extra-curricular activities. The auditorium has a permanent stage with the podium that is used for all kinds of cultural activities that are organized over the year. It is equipped with OHP, LCD projector, Internet facility, DVD player, music and sound system with acoustics which is used for curricular as well as co-curricular activities. A door at the end of the stage facilitates back stage entry and exit during

these programmes. Halogen lamps are available for lighting during the cultural programmes.

During various competitions organized in the Institution, the auditorium, all the classrooms, rest room, library as well as corridors are used to conduct the activities and later to aesthetically display the product of the same activities.

As sport is the integrated part of B.Ed curriculum, special care is given to sports and outdoor games. For regular sports periods of all the departments, the Institution uses quadrangle between the buildings of the Institution. The Institution uses Jawahar Bal Bhawan Premises to celebrate the Annual Sports Meet.

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

During vacations the classrooms are utilized for holding workshops, faculty development programmes (FDP), certificate Institution classrooms and multi-purpose rooms are used for holding examinations like CET of Guru Gobind Singh Indraprastha University, Delhi (GGSIP) and for semester as well as term end examinations of the other Institutions affiliated to the same University.

Institution auditorium is used for organizing workshops and seminars of national or international level by all the departments of the Institution and parent body. It is used by all the departments for holding special lectures by the experts of concerned programmes. Each department organizes a Fest separately during academic session, which is specially targeted to their future profession, to encourage the student to develop their inherent talents. These departmental Fests are organized in the auditorium.

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

Care is taken to keep the premises clean and dust free as far as possible. The computer lab, the HOD's room and the meeting rooms are air conditioned to avoid free flow of dust. Each floor has four washrooms for faculty and students separately. The Institution has a provision of separate boy's and Girls' common room, which the students use for resting and relaxing, reading and also for having their lunch. Institution also has a gym and sports room for the students where students can work out as per their convenience.

The canteen that caters to the Institution provides nutritious and hygienic food. Institution has a canteen committee headed by a HOD and representatives from all other departments. This committee looks into various matters related to canteen such as canteen menu, rate list, quality of the food, complaints of the users etc.

Institute has a well-equipped medical room with a view to maintain mental and emotional health of the staff and students. Institution also has arrangements for occasionally camps and workshops for practice of yoga, meditation, practice of mudra for good health.

The Institute has a formal Guidance and counseling cell. Workshops like ‘Stress Management’ are conducted by the counseling cell. The cell circulates notices of schedules of these programs and the faculty and the students with their convenience and without disturbing the Institution schedule take benefit of these sessions. Counseling services are available at any time of need. This cell is extending its career counseling services to students of each department.

The medical room managed by the Institute has one qualified (MBBS) doctor and one attendant. Whenever there is medical emergency in the campus, the doctor from the medical room is available for consultation and medical aid.

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

The Institute has Hostel facility for students. The details are as under:

	No. of Rooms	No. of Beds
Boys	4	4
Girls	5	3

4.2 Maintenance of Infrastructure

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

- **Building**
- **Laboratories**
- **Furniture**

- **Equipments**
- **Computers**
- **Transport/Vehicle**

Enclosed Annexure VII

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

All the activities and sessions in the Institution are planned keeping in view of making optimum use of the infrastructure available. Such use of venue for activities is notified to the staff and students through the Institution time table displayed on the notice board. Internally the furniture and the infrastructure of the room are temporarily rearranged to suit particular needs of the activities conducted.

The auditorium which has a seating capacity of 1000 people, a permanent stage, a fixed LCD projector, internet facility, music and audio system with acoustics, DVD player, OHP and special lights is used for multipurpose activities besides being used for regular academic activities. The discourses,

seminars, workshops, student counseling, tutorials, brainstorming sessions, remedial sessions, campus orientation, all the cultural activities, competitions and intercollegiate activities, are conducted in the auditorium. The guidance of practice lessons, micro teaching sessions and simulated lessons are conducted in different groups in the multipurpose and class rooms. These rooms are also used for personality Development Programs(PDP). Multipurpose rooms and some classrooms are equipped with LCD projector and sound system.

B.Ed. multipurpose room is used for small group activities, method lectures and special field lectures for smaller groups, guidance sessions, student counseling, tutorials, brainstorming sessions, remedial sessions, adopted group meetings, demonstrative simulated and micro teaching sessions and campus interviews as well as such competitions which have smaller number of participation.

The psychology lab is equipped with psychology equipments and Tests. The lab also has a language corner where teaching aids of Hindi and English languages are displayed in unequivocal manner. The Institution has separate career and counseling centre.

The lectures for the special field of computer education are conducted in the computer lab. The computer lab is designed in such a manner that seating arrangements is at times when required converted into a regular classroom where guidance sessions, student counseling, tutorials, brainstorming sessions, remedial sessions, simulated and micro teaching sessions, seminar presentations, workshops and campus interviews are conducted.

The classrooms are provided with lockers to facilitate students to temporarily store their books and belongings. Each locker is shared by two students.

The Institution has girls' and boys common room which are equipped with gym facilities. Girls can work out here as per their convenience.

The Institution has long and spacious corridors which have notice boards for display of notices related to admissions, placement, results, collegiate and intercollegiate activities, examinations, practicum and weekly time table. These corridors are beautified with pots having attractive and soothing plants. Fire extinguishers are fitted on each corridor

for security reasons. During art competitions and important events the entire corridor is decorated with display of beautiful art work in form of rangoli and flower arrangements with oil lamps lit around creating a pious ambience.

The staff room is big enough and accommodates the faculty with provisions for storing reference books and other belongings. It also has small storing cupboards and lockers. The appliances like the microwave, a refrigerator and a cooler are for the use of all the staff members. The staff room is equipped with a computer station and internet facility. Each faculty has an allotted work place table with sufficient storage facilities. The arrangement of the staff room enables the faculty to do their task individually as well as conduct reflective discussions whenever the need arises.

B.Ed. department also has a visual education room which is used as store room to stock up the practice teaching kits, teaching material, and instructional aides such as maps, globs, geometry boxes, readymade charts, models, science apparatus and equipments.

The Management room adjacent to Director's room is spacious, air conditioned with good ambience where staff meetings, confidential work of examination and consolidation of marks, meetings with the guest lecturers, important delegates like the vigilance squad and inspecting committee of various regulatory bodies is conducted. Hence the Institution has made optimal use of the existing infrastructure.

4.2.3. How does the Institution consider the environmental issues associated with the infrastructure?

The Institution keeping in view the environmental issues has ensured that all the rooms are airy and well ventilated, spacious and are well furnished with sufficient provision of fans and tube lights. The institution is located in a pollution free area and in a peaceful atmosphere away from the city's hustle and bustle. The institution has lush green lawn keeping the environment healthy.

The Institution office, computer room, the staff room, the principal's room and the meeting room are air-conditioned, but AC is used judiciously, temperature is always put under control, clean drinking water is available for the student

teachers and the faculty, water cooler is serviced time to time to purify water, old furniture of the Institution have been recycled and used and maintained.

Plants have been kept in every corner of the Institution to provide a healthy environment. Lecture by experts and guests are organized on issues like global Warming, Gardening and Vermicompost. Student teachers are encouraged to prepare models and projects, glass board display son environmental issues, global warning, waste disposal etc. student teachers have been encouraged to make paper bags for their use; different materials are prepared from waste materials. The Institutions discourage the student teachers to carry and use plastic bags. The materials used and prepared by the student teachers under the care and share' program are environment friendly. Competitions like "Low cost environment friendly teaching aids" are held in the Institution to sensitize student teachers to the environmental issues. Student teachers are encouraged to switch off the lights and fans when not in use.

Talking loudly in the corridor and library is strictly prohibited. Student teachers' are refrained from using mobile phones in the campus. Parking of vehicles is not permitted in the campus.

4.3 Library as a Learning Resource

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

The Institution has highly qualified and well-motivated librarian who has organized an efficient and effective library service system using his technical knowledge about the automation and functioning of the library.

Besides, the members of the library advisory committee are available for discussion and consultation as and when required to add on to the materials and collection in the library. The library has two individual computer terminals with internal facility. The faculty in-charge of the technology cell takes care of the repairs and maintenance of computer with the help of servicing personnel. The library has well-furnished reading room to seat about 120 readers. Reprographic facility is available adjacent to library. The Institution library has a good collection of audio –video CDs and VCDs on various topics of relevance to the student teachers.

4.3.2. What are the library resources available to the staff and student? (Number of books-volumes and titles, journal-national and international, magazines, audio visual teaching-leaning resources, software, internal access, etc.).

The users of library are student of BBA, BJMC, besides the faculty and regular B.Ed. students. Also the library facility is extended to the members of the parent body

The following are the library resources available to the staff and students:

No. of books volume & titles - Approximately 5,989 books related to Education is present in the library.

EXCLUSIVELY FOR DEPARTMENT OF EDUCATION

Subject	Titles (Text Books)	Volumes	Journals/ Periodicals	Reference
Education	2593	5989	25	57

AUDIO – VISUAL TEACHING MATERIALS

CDs & VCDs

The library also offers its best service through:

Selected Dissemination of Information (SDI): Faculty members are informed about the articles in the journal and other sources of information related to their teaching subjects, area of research and otter academic interests.

Current Awareness Service (CAS): The current list of the articles published in the journals is also informed through e-mail.

Display of the Book: the new additions to the library resources are displayed in separate bracket titled “New Arrivals”.

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

A library committee formed every year acts as an advisory committee as well and meets periodically or as and when

required to discuss various issues of library concern, they also decide and review on available resources, renewal, addition of subscriptions, magazines, journals, purchase of new books and also monitor enhancement and availability of library facilities to the satisfaction of its users. The Institution library advisory committee constitutes of the following:

- One HOD as the Chairperson
- The Librarian is the Secretary
- Two Faculty and
- The Library support staff as members

Library committee is empowered with the following:

- The library is updated periodically and systematically for facilitating the enhancement of quality in Learning Resources.
- Purchase of books
- Automation of the library
- Maintenance of the library

The library advisory committee provides guidance to the librarian for smooth functioning of the library, extension of library services to faculty, student teachers and other members of the community.

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

Library is fully computerized. Open Public access catalogue program is installed. The record of issue and return of books is maintained with the help of software. The Institution has the Libllyne educational software. Libllyne Education software caters to the various aspects of library management. Libllyne education software has been divided into operational modules to deal with each of these aspects.

These Modules are:

Cataloging module: the module provides the facility of data entry, data updation, printing spine labels, printing accession register, printing bar codes, and various reports related to cataloguing.

Circulation module: Books issue and return and renewal transaction facility is provided through this module. Reservation of the book, queries to view circulation status and statistics of the same can be browsed.

Query Module: Various bibliographical searches can be carried out through this module. The details of the document can be viewed in MARC and catalogue card format.

Conventional mode of functioning of library is also simultaneously practiced so that the library does not collapse on failure of electronic support system.

4.3.5. Does the Institution library have computer, internet and reprographic facilities? If yes, give details on the access to the staff and student and the frequency of use.

Institution library has four computers. One of the four computers in the library has Libllyne educational software which is used for library material transaction and all other library work. One other is also allocated for library work. The other two computers are available for students and faculties. All computers are equipped with the Internet facilities. The

Internet facility can be accessed by the student teachers as well as the faculty whenever required. The teacher training course being more practical oriented occasionally when relevant and improvement topic is discussed the student teachers are allowed to access the internet for further reference and preparation of notes.

A photocopier machine is provided for extending reprographic facility to students.

4.3.6. Does the Institution make use of inflibnet/Delnet/IUC facilities? If Yes, give details.

The Institution is equipped with the facility of Delnet.

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

Library being a service oriented component of an educational Institution, believes in extending its facilities and resources to

its users for maximum possible hours in a day. The library is open for all working days of the week for students from 8:45 a.m. to 4:10 p.m. without lunch break. Before and during the examinations and study break prior to the university examination the library functions for same hours.

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

The new arrivals are displayed on the separate stand which is titled as “New Arrivals”. Also these arrivals are informed to Director and faculties through e-mail facility. The staff and students come to know of the new arrivals by various means like Circulation, Clippings, Information display on the journal rack and notice board.

4.3.9. Does the Institution’s library have a book bank? If yes, how is the book bank facility utilized by the students?

A unique feature of the Institution is the book bank facility provided to B.Ed., BJMC & BBA students. In the beginning of the academic year the Institution library provides 4 books to willing students. The students use these books for the entire year and after the university examination return the book. In addition, the students are issued two books for a period of 14

days. Students are allowed to photocopy certain important material from the library if demand for such materials is found to be more than the available number of copies.

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

Differently abled student rarely seek admissions with the regular student teachers. However, the Institution management is very keen towards these students. The Institution management is planning to have elevator in the building. The Institution, till date has never had any differently abled students. The Institution always has a definite positive approach towards making such facilities as book in braille, talking software available in the library as and when need arises.

4.4 ICT as Learning Resource

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

Facilities Available	Use of the available facility
Computer laboratory	The Institution has a well-equipped computer laboratory with 165 Computers. Besides the computers in the laboratory there is 1 computer in the Institution office, 4 computers in the library, 1 computer in each the staff room, 1 computer in HOD's room, 1 computer in the auditorium, 1 computer in the multipurpose room.
Hardware	All the computers are multimedia computers
Software	All the computers have windows XP with Microsoft 7 on all computers, application software such as Photoshop, Flash and Dreamweaver.
Internet Connectivity	The Institute has 5 Mbps dedicated Aircel leased line providing Wi-Fi connectivity for all the computers and 5 MTNL Broadband connections as back up.
Audio Visual	The Institution has a visual education room with maps used in History and Geography, Models in science and other subjects.

The institute makes full use of all these ICT facilities. Digital camera is used regularly to take photograph of all competitions, functions, celebrations and other activities.

Computer and internet facility is widely used both by the students and staff. OHP and LCD projector are used during classroom teaching, seminar presentation and practice teaching program of student.

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

The B.Ed. course curriculum has compulsory paper on Computers in Education. In the paper of Computers in Education, topics such as Word Processor, Spreadsheets, Power

Point presentations and Internet are included. Along with theoretical knowledge the student teachers are also given hands on practical experience for the same. As per the Practicum work suggested in B.Ed. syllabus the student teachers are to prepare Computer Assisted lesson plan.

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

ICT is used in all subjects in the curriculum; as a teaching method using games and presentations on the interactive whiteboards, as a method for recording work, as part of the student teachers work e.g. using internet for curricular and co-curricular work, and as an assessment tool, e.g. filming good work and practice and sharing these.

The Institution management always encourages the use of computer technology and LCD projector in the process of curriculum transaction such as conducting of lectures, demonstration lessons, workshops, seminars, orientation to research, open book assignment. The faculty is encouraged to access the internet to do reference work for their lectures, research, seminars, and workshops. The faculty is provided

with the facility of the printers and copier machine for preparing transparencies, handouts and course material. The students are also stirred to prepare their seminar and workshop presentations using the Institution computer facility and use the media of LCD projector and OHP to execute the same. The student teachers utilize the internet and audio video facility of the Institution to prepare for their simulated and practice lessons.

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

The pupil teachers use and adopt technology for planning and preparing regular lesson plans. They also make use of it for producing various teaching aids. They use internet facility for searching materials and pictures related to their lesson and submission. Our teachers also surf various websites for different pictures and related information for the transaction of the curriculum.

Major areas	**Use of technology**
Developing lesson plans	Students are encouraged to refer to internet for innovative, interesting techniques for

	teaching, additional information on the units to be taught.
Classroom transactions	Students wherever possible use OHP projectors, LCD projectors, laptops, colored printouts in their lessons.
Preparation of teaching aids	Students prepare PPTs in their respective methods.

4.5 Other Facilities

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

The Department has six method rooms and a multipurpose room with a seating capacity of 100. Multipurpose room and three method room are equipped with audio-visual equipment necessary for presentations. The Institution organizes the seminars, conferences and guest lectures in the multipurpose room.

The multi-purpose room is equipped with powerful Audio-Visual systems. Cultural festivals, large student congregation, Institution day celebrations, teacher's day celebrations and other festive activities are held here. Students of other departments also use this multipurpose for practice or rehearsals during Institution or university fests.

The Institution library stacks a good collection of books in different fields and all basic texts that the student teachers may be required to refer frequently. The collection also contains some very rare and valuable books. The library is fully computerized. In addition to faculty, student teachers and others utilize the library as per their needs.

The Placement Cell invites potential employers to hold interviews and select suitable students for different positions.

Placement Cell also conducts periodical training programs in Personality Development, Preparation of Resumes, Interview Skills, Soft skills, etc. to prepare student teachers for their career search. It also holds career counseling sessions and school interactive training programs.

The Institution has reprographic facilities with 3 Xerox machines.

The psychology lab is used for conducting experiments and Guidance and counseling sessions.

The computer lab is used for conducting computer classes and netsurfing and publication purposes.

All the rooms are flexible to accommodate group work like guidance for lessons, pre-practice teaching programe like micro and simulated teaching and for brain storming sessions.

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

Our Institute has a good collection of audio visual facilities and materials:

1. O.H.P.
2. L.C.D.
3. Television
4. D.V.D. player
5. Audio Cassette player
6. Audio cassettes
7. CDs
8. Photographs
9. Posters
10. Transparency
11. Models
12. Computers.

The Institution has a well – equipped Education Technology lab with Demo CDs of different subjects, T.V., CD players for recording of micro teaching and simulated lessons. During practice teaching if the school has the infrastructure the students are encouraged to prepare and give technologically enhanced lessons. In the Institution the faculty uses technology for lectures as well as student teachers use it

freely for their seminars, workshops and for cultural programes also.

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

The Institution has the following general and methods laboratories—

Psychology Laboratory & Language corner

Educational Technology Laboratory & Social science corner.

Rooms for different methods offered by the Institution

Science Laboratory with Math corner

Computer Laboratory

The Institution has acquired latest technological gadgets for teaching and administrative purpose besides upgrading the existing ones. Latest software is installed for efficient working of the Institution. Reviewing and stock taking of the resources is done periodically. All equipments are also serviced annually for their optimum use.

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

The seminar halls are the multipurpose hall for the each department. The facilities of which have been described under Criterion IV, 4.1.3 and 4.5.5

In a metropolis city like Delhi the public transport is readily available to one and all. Yet Institution provides a good transport facility. Institution buses ply on almost all suitable routes of Delhi.

The Institution has a music room with western as well as Indian musical instruments like harmonium and table which are available for conducting the morning assembly and the cultural programmes. It is also equipped with dance glasses to practice during cultural programmes.

4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no,

indicate the Institution's future plans to modernize the classrooms.

The multipurpose hall has a fixed LCD Projector, computer with internet facility, public address and audio music system which are amply used for lectures, workshops, seminars assembly and cultural activities. The multipurpose hall has a built in acoustic system to avoid sound echo. The other smaller classrooms have the premium facility of plasma & LCD projector and computers with internet facility.

4.6 Best Practices in Infrastructure and Learning Resources

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

The Institution has the state of art infrastructure like electronic mail, electronic addresses, website, network connections, display capabilities, electronic assignments & attendance, electronic collaboration, state of the art labs, plug in classrooms, ample research opportunities, well stacked library comprising of the file servers, high-level

connections, virtual sites, search/retrieval facility, electronic journals, and electronic references.

Faculty has access and support to presentation/ graphics software, audio video projectors and screens. The faculty is deputed for training for such things.

The faculty is frequently deputed to international, national, state level workshops, seminars, symposium and other sessions. Any innovative practices identified at that time are modeled upon.

In the faculty meetings and intellectual sharing sessions the existing successful practices are reviewed and evaluated and the new ones identified are discussed to determine what makes them successful.

Reflection of the best practices in the diversity of instruction and technology is done on the following basis:

- What is the positive and negative impact of using the best practice?
- How has the innovative practice changed certain learning styles, or foster new ones?

- What is the impact of innovative practices on students' learning?
- What is the perception of the students about the innovative practice?

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

ICT is used to bring into the Institution world experience, provide good training materials, facilitate simulations, capture and analyze practice teaching, familiarize student trainees with sources of materials and support and training potential teachers in the use of technologies for teaching and learning. ICT is used as pedagogical tool.

ICT is used for Capability Development of student teachers. The students are trained to be proficient ICT users and thereby enhancing their pedagogy effectiveness, lesson preparation, teaching and communication.

ICT is used by student teachers to prepare their own technology based lesson plans for teaching practice. The digital content in the form of animations, interactive and self

paced activities are developed by some of the student teachers.

ICT has opened a whole world of lifelong upgrading and professional development for the faculty. Networking and experience sharing among the teacher educators is facilitated by ICT.

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

Faculty have access and support to presentation/ graphics software A/V projectors and screens, "plug-in classrooms" inter connectivity and laptop computers which has obliterated the conventional constraints of space, time, monopoly, and even reality itself.

In the Institution modern digital technologies such as computers and networks have reshaped the teaching learning process by enhancing communication and collaboration

CRITERION - V
STUDENT SUPPORT AND PROGRESSION

1.1 Student Progression

1 5.1.1. How does the Institution assess the students' preparedness for the program and ensure that they receive appropriate academic and professional education program (student's pre-requisite knowledge and skill to advance) to completion?

The institution assess the student preparedness for the program by collecting data on the entry behavior of the students, which includes entire background data of the students like family, health, educational, achievements, interest and other abilities. This entire data of the students help the Institution to provide remedial or enrichment programs according to the requirement of the students.

We organize a 2-3 days of orientation program to acquaint the students about the teacher education course. Thus, the pupil teachers of B.Ed. program are helped to gain thorough information about the whole program. The annual calendar of the activities of the Institute make student teachers aware of different academic programs, co-curricular activities, submissions of practical work and some other tasks to be submitted by them during the whole year.

The planning and data of student profile help in the execution of different activities of the Institute.

Institution observes transparency in admission process which is in consonance with the admission policy of State government.

As described in Criterion II, 2.1.1 the aspiring candidates are admitted to the Institution as per the norms of the Guru Gobind Singh Indraprastha University. The aspiring candidates have to clear the B.Ed. Common Entrance Test conducted by the Guru Gobind Singh Indraprastha University, which to some extent checks their preparedness for the B.Ed. course. The common Entrance Tests comprises of questions on mental ability, Teachers aptitude, Teachers attitude, and General awareness.

The Institution follows varied strategies to assess the student's knowledge/needs, skills and awareness before the commencement of teaching programs. A content proficiency test on all subjects is being conducted by the Institution just after the admission in B.Ed. course in order to assess their content proficiency. The Institution commences the professional preparation of the student teachers by adopting a rigorous pre-practice teaching preparation program in the form of workshops on lesson planning, micro teaching skills, simulated lessons, and models of teaching. Besides these pedagogy related workshops, experts from the field and Institution faculty conduct workshops in different areas which facilitate development of personality and instilling of value system. Special PDP classes are also being conducted for improving communication and overall personality of students. The Institution fosters global competencies among the students by conducting interactive sessions on use of ICT in teaching and learning. Such innovative programs help the student teachers to broaden their teaching learning competence and be better equipped to teach in international schools. A variety of such sessions enable the teacher educators to appraise the student teacher's teaching aptitude, attitude towards the teaching profession, confidence level, communication skills, leadership qualities,

content knowledge, team spirit, values and quality to accommodate each other's diversity, emotional, moral and social intelligence. The appraisal thus done equips the Institution with vital information about the student teachers which is utilized to appropriately place them for different academic and non-academic activities and programs. All the students are supposed to give their details about their personal attitudes in the favor of student profile.

The student teachers are tested on their content knowledge and corrective inputs are provided if required. A content proficiency test on all subjects is being conducted by the Institution just after the admission in B.Ed. course in order to assess their content proficiency.

A "Talent Search" is conducted by the Institute to identify the hidden talents and potentialities of the student teachers so that they can be suitably nurtured through various opportunities throughout the academic year during the orientation program.

The periodic formative evaluation for theory and practicum, the feedback and grievance redressal mechanism are all

effectively revisited for bringing the program to a successful completion.

5.1.2. How does the Institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement to the students?

The Institute has several healthy traditions which contribute to the creation of campus environment that promotes motivation, satisfaction and all over improvement in the performance of our students at the end of the academic year.

1. The Institution provides stress free and democratic environment inside and outside the classroom on its campus.
2. Easy accessibility of teachers for any sort of guidance needed by the students.
3. The teacher incharge of the tutorial group act as a mentor to the student to provide individual guidance in personal, social and academic problems and specially motivate them

to take full advantage of the B.Ed. program offered by the Institute.

4. Infrastructural facilities of well equipped classroom, playground, Library, well equipped Computer Lab, E.T. Lab, Science Lab and other Laboratories etc.
5. Innovative and creative ideas promoted by Head and the faculty.
6. Academic expertise and all round performance of faculty.
7. Students' Council in collaboration with faculty for organization of various co-curricular and extra-curricular activities.
8. Motivation and personality development programs.
9. Celebrations of various Days, Weeks and Religious celebration.
10. Our pupil teachers get multifarious experience of social, cultural and moral values through different activities.
11. Our pupil teachers are inspired to think creatively for planning and organizing curricular and co-curricular activities at the Institute as well as at the practical teaching schools.
12. Our pupil teachers are made aware of the new innovations and research in the field of teaching-learning to face the global challenges in the new millennium.

In addition to the strategies mentioned in Criterion II, …., the Institution provides a transformative environment in the form of excellent infrastructure viz, well lit, ventilated, spacious and aesthetically done classrooms, rest room, IT room, well equipped resource room, a well-stacked library with book bank facility, an access to internet and other technological resources for smooth conduct of academic and non-academic activities. The Institute has a separate multipurpose hall equipped with LCD and projector and audio system for conducting programs and morning assembly.

13.The Institution endeavors to provide an academically rich culture by assisting the students in acquiring and applying techniques and methods of effective lesson transaction, promoting problem solving and critical thinking abilities through the quality education program, fostering international perspective through workshops, talks, visits and other extra mural activities, computer and communication classes, activities supporting research and creativity.

14. The peer mentoring, the regular formative evaluation and effective feedback mechanism, promote a climate of motivation.

15. Special feedback proformas are developed to evaluate student competence.

Thus the Institution empowers and inspires the students to make the choices required of informed, responsible citizens throughout their lives.

5.1.3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any)

S.No	Year	Drop Out Female Male
1	2006-07	3
2	2007-08	1
3	2008-09	2 1
4	2009-10	Nil Nil
5	2010-11	Nil Nil

As depicted in the above table the Institution has a negligible dropout rate. This can be attributed to the regular informal and formal counseling sessions offered by the teacher

educators and special guidance cell. The Institution being a teacher training Institution has adult learners who come with their set of financial and family commitments. Due to these responsibilities the student teachers at times find it difficult to cope with the rigorous of the B.Ed. course. The Institution follows the mentoring practice through tutors (in the form of tutorials) where each teacher educator adopts ten student teachers. The Institution provides a time slot in the time table of the Institution when the adopted groups meet their tutor with the rest of the teacher educators as well as the Principal of the Institution. The sharing is done to ensure the extension of complete support from all members of the Institution. When required, the family members of the student teachers are also called for counseling.

The Institution encourages a relationship of symbiotic and positive interdependence among the student teachers by following a unique practice of wherein the student teachers provide academic, non-academic and personal support and assistance to each other.

A rare case of leaving the course was due to getting a permanent job.

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

The Institution has started with a career and guidance and counseling cell to set up a 'Career and Counseling Unit' under the UGC XI plan. The cell will extend its career counseling services to the student teachers, school and members of the community.

The Institution has an active Placement Cell managed by the faculty in charge educators. The placement cell-

- Networks with practice teaching schools, other schools, Junior Institutions and NGO's for placement,
- Arranges for campus orientation and campus interviews,
- Displays information brochure of various post graduate courses in Education, Special Education and other disciplines,
- Co-ordinates with the Institution administrative staff to makes provision for the student teachers to receive the requisite recommendation letters and transcripts for job and educational placement in the country and abroad,
- Provides personal guidance to the student teachers to facilitate them to take up the most fitting job offer.

- Mock interviews, training in preparation of Resumes and communication skills are especially emphasized.

The teacher educators provide guidance to the student teachers for conducting demonstration lesson which is a pre requisite for teacher selection in educational Institutions. The students are also made to practice their model lessons using aids for making them prepared for job interview.

The focused efforts of the Institution Placement cell yields employment of student teachers before their final exams. The Institute constantly displays information about entrance exams like CTET, KVS, NVS TEC.
In order to stimulate students for further academic courses the placement cell displays circulars/advertisements on courses of study.

5.1.5 What percentages of students on an average go for further studies/choose teaching as a career? Give details for the last three years?

The below mentioned table gives the breakup of last three years of student teachers who have opted for higher education and for teaching as career.

	(2008-09) (%)	(2009-10) (%)	(2010-11) (%)
Higher studies	**40.81**	**23.23**	**40%**
Employment (total)	**40.81**	**49.49**	**42%**
Teaching	**40.81**	**49.49**	**42%**

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

The Institution aspires to create a culture of support for its alumni. Therefore, the Institution provides training and access to library and other education related electronic information,

audio/video resources, computer hardware and software related and other resources to the student teachers after graduating from the Institution with a view to provide knowledge of pedagogical teaching technology.

The training is provided in the form of personal guidance that is given by the teacher educators to the student teachers for conducting of workshops, seminar, doing research projects, assignments, setting up of exhibitions or for any other matter such as pursuing higher education or change of job. This is done on demand from the student teachers. The student teachers can register themselves in the Institution library and can avail of all the resources of the library including the technological recourses in the form of CD's, cassettes and CAI packages. The library issues an identity card and readers ticket on which the two books can be home issued by the alumni.

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

Yes. Placement cell of the Institute has been sponsoring details of students to different organizations, schools and Institutes etc.

Year	Number of students provided placement opportunity
2009-2010	49
2010-2011	42

The Institution has an active 'Placement Cell' which

- Networks with practice teaching schools, other schools, Junior Institutions and NGO's for placement
- Disseminates information on job vacancies.
- Arranges for campus orientation and campus interviews,
- Creates a comfortable interactive interface between he school authorities and the student teachers,
- Trains and equips students for preparing curriculum vitae and appearing for interviews
- Guides students for demonstration lessons
- Shares expertise and resources of the Institution with the schools for conducting campus interview
- Documents the details of the recruitments,

- Arrange for career talks,
- Prepare database of student placements
- Displays the letters of requirement of teachers by schools for the reference of students on the Institution Placement board,
- Makes placement announcements in the classroom
- Provides assistance to the education Institutions to take apposite recruiting decisions
- Displays information brochure of various post graduate courses in Education, Educational Technology, Special Education and other disciplines.
- Coordinates with the Institution administrative staff to makes provision for the students to receive the requisite recommendation letters and transcripts for job and educational placement in the country and abroad,
- Provides personal guidance to the student teachers to facilitate them to take up the most fitting job offer.

The focused efforts of the Institution Placement cell yields employment of student teachers before their final exams and an exponential increase in number of schools visiting the Institution for placement.

Beside the schools mentioned above which conduct campus orientation and campus interview, the Institution receives information regarding job openings in various schools which is duly displayed on the Institution Placement Notice Board.

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

Private institutions are always in demand of good teachers due to competition and they approach us regularly. The minor impediments appear when the vacancy notifications are received while the students are either appearing for their annual examinations or are on their summer vacation. But the placement cell takes initiative in noting down such requirements and coordinating with eligible and interested students. Most of the schools in and around Delhi prefer student teachers fluent in English language and hence the student teachers coming from the rural background often find difficulty in securing jobs, hence based on this feedback from the student teachers and the Placement cell. The placement cell through its incessant efforts assists these student teachers in securing jobs.

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

As our practice teaching schools are both Govt. and Private, the placement in Govt. schools are given on ad-hoc or temporary basis due to different criteria of selection for the permanent post. Our

private practice teaching schools approach for the placement of students even before the commencement of examination.

The Institution has arrangements with practice teaching schools for placement of the student teachers. This is done through two ways. During practice teaching the Principals and other supervising authorities of the school observe the lessons and conduct of the student teachers. The student teachers are then asked to put in their applications in the schools. The school authorities then get in touch with the Placement cell of the Institution and in consultation conduct interviews and recruit the student teachers.

The second way of involving the school is to conduct campus orientation for all the student teachers in the Institution campus. The campus orientation by different schools provides an opportunity to the schools to interact directly with the prospective teachers. If also provides a platform for the schools to familiarize the student teachers with the philosophy of the schools, the various activities and achievements of the school and the expectations the school has from the future teachers. After the campus orientation the student teachers are invited to give in their curriculum vitae to the school. The school after scrutinizing the curriculum vitae, conduction of interviews and lesson demonstrations of the student teachers recruits them.

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

One Staff members are made incharge for the work of placement cell. A computer has been allotted for placement cell. The placement cell receives all financial, human and ICT resources from the Management.

The Institution has the faculty members who look after the smooth functioning of the Placement cell. The one faculty members in coordination with one other and the HOD plans and organizes for the varied activities mentioned in Criteria III.

The Institution maintains a separate notice board for display of placement related information such as vacancies in different schools and brochures of different courses that can be undertaken by the student teachers after the B.Ed. course.

For the campus and mock interviews the Institution provides resources in the form of spacious rooms for tests and conduct of interviews, ICT facilities for orientation sessions, refreshments and stationery to the schools.

5.2 Student Support

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

For the effective achievements of the objectives of the curriculum the entire program is planned before the commencement of the new session. The Head of Dept. (HOD) holds meeting with the staff members to discuss the schedule of activities for the annual academic calendar. Initially small committees formed to prepare the annual calendar and then it is finalized through discussion with the entire staff members under the guidance of the HOD. Printed form of it is circulated among staff members and put on the notice board for the information of the students.

Sometimes due to late admission or government program there has to be some change in the schedule of activity. The entire program of B.Ed. is divided into different activities. A team of faculty members is made responsible for the planning and execution of the activity assigned to them. The activities are planned according to the objective of the curriculum and ensuring quality in its implementation. Orientation program is held during the first week of the very beginning of the year, so that the student teachers become

familiar with the theory and practical program. Information is also provided to the students about other activities like cultural and sports, subject association and tutorials groups etc. Pupil teachers are divided in tutorials of smaller groups.

The tutorial incharge meet their students and guide them regularly about the different activities of the Institute. All the faculty members are in charge of curricular, co-curricular and extra-curricular activities. These activities are particularly planned out well in advance and are organized effectively. The in-charge faculty members of these activities guide the students for organizing various activities.

Every month the faculty meeting is called in the principal's office where healthy discussion are held regarding executed activities, barriers, problems and different strategies for further improvement. Subject association also meets regularly under the guidance of their incharge to plan and different activities to be held. After the execution of the every activity feedback is taken from the students to know the weakness and strength of the program and suggestion for improvement.

At the end of the session review meeting is held to discuss the execution of all the activities mentioned in the annual calendar. The

activity in-charge is required to present the report of the activity, which is then discussed among the staff members to invite suggestions for improvements. These suggestions are incorporated in the planning of the next session.

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

According to the State Govt. admission criteria 3% students are supposed to get admissions who are physically challenged. They are, without any bias, equally treated well. They are supported by the head and faculty as facilitator. They are individually given guidance if needed. They are encouraged and motivated to overcome their inferiority and gain confidence. They equally take part in all the activities with their peers. Books and other related materials are given to them which inspire them to gain self confidence.

Since the inception no students have taken admission under this criterion till date.

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

The Institution has mentoring arrangement in the form of tutorials for all its hundred students to provide educational cum personal guidance. The groups consist of sixteen to eighteen pupil teachers and a faculty member as a mentor. For the whole year this group remains with the mentor. Mentor –student meetings are scheduled in the Institution time table and together they endeavor to enhance study skills, time and stress management skills. In the beginning the mentor's role is of a counselor and then facilitator. They are free to meet and take advice of the mentor any time. They have harmonious relationship with the mentor and many a times they frankly discuss their personal problems. The mentor monitors their academic career very carefully.

The mentoring system helps them to solve professional and individual problems. For low achievers extra guidance is given to them and if need arises their parents are also called to enhance the impact of counseling. During internship program they have their mentor teacher in their respective schools who looks after the students and give them individualized guidance.

Each teacher educator updates the HOD and the rest of the faculty about the outcomes of the tutorial sessions so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive and beneficial manner.

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

For enhancing effectiveness in teaching the faculty is deputed to attend the orientation, refresher courses, various International/National/State level Seminars/Conferences, present and publish conceptual and experiential papers. The faculty is supported to take up Institutional and action researches, publish their research findings and incorporate it in their teaching.

In the Institution's quest for quality enhancement the faculty shares their experiences through Power Point Presentation's for the faculty members of innovative ideas, teaching strategies among the staff is promoted and a leverage to experiment and try out these strategies in the classroom is provided.

To augment qualitative teaching procuring and analysis of feedback of student teachers and restructuring the curriculum transaction is periodically undertaken. A proforma for student feedback is being developed for the students.

The efficacy of the mentoring program is enhanced by evolving strategies like reviewing of model answer papers, solving of previous

year's question papers and designing. Providing guidance through school teachers and mentors during School Experience Program.

Library has rich collections of reference books; journals and magazine also enhance the effectiveness of the faculty in teaching and mentoring the students.

5 ***5.2.5. Does the Institution have its website? If yes, what is the information posted on the site and how often is it updated?***

The Institution has its website www.lldims.org.in and it is regularly updated. On the website a surfer can access information about the following information is given and it is updated from time to time.

1. Brief history of the Institute
2. Resume of the faculty
3. Our vision
4. Our mission
5. Photographs
6. Organization chart
7. Infrastructural facilities
8. Syllabus
9. Information about Alumni Association.
10. Audited statement of the Institute.

For the benefit of the research scholars and others the Institution website also provides links to e-journals and free e-libraries.

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

The low achievers are identified from the various formative evaluation techniques like micro teaching lessons, essays, terminal exams, open book assignments and content tests. The remedial program is in the form of exhaustive guidance and practice in lesson planning and delivery, focused observation of model peer lessons. For facilitating tutor program in theory, small group tutor sessions are organized to ensure concept clarity and better assimilation of curriculum. Re-exams for performance improvement are held for the academically low achievers.

7 ***5.2.7. What specific teaching strategies are adopted for teaching?***

a) Advanced learner and (b) Slow Learner

Our Institute programs have different strategies to teach advanced learners and slow learners.

[a] Advanced Learners :

Advanced learners are provided with tips for effective writing of exam. Student teachers with excellent communication skills and content mastery are provided varied challenges by allotting them to schools of repute as well as to schools catering to first generation learners for conducting practice lessons. Such challenging situations stimulate and motivate the student teachers to perform better. They are also encouraged to conduct their practice lessons in higher classes so as to undertake the responsibility of generating interest among the adolescent learners. They are motivated to adopt self-learning methods through books, internet, CDs, CAI package. Higher order assignments like project, E group assignments are provided to them.

[b] Slow Learners:

The advance learner is asked to help and monitor the slow learner in giving lessons. The faculty gives ample guidance to the slow learners. Easy accessibility of mentor is planned for guidance. This strategy helps both the advance and the slow learners to get individualized guidance. There is lot of interaction amongst both of them which also leads to attachment and affection for each other. This helps in providing enough challenges to the advanced learners and the emotional and moral support to slow learners while counseling.

Both categories of students are constantly motivated to give their best by the faculty and Principal through various feedback mechanisms such as the mentor student meeting, brain storming sessions and individualized feedback of student teachers by the Principal.

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

The Institution has a formal Guidance and Counseling centre which can be accessed by the student teachers. Student teachers get personal and education guidance from the faculty in-charge and the placement cell provides vocational guidance. Under the UGC XI plan grant the Institution proposes to set up a 'Career and Counseling Unit' which will be accessible to the student teachers, school students and members of the community.

Apart from it 15-17 pupil teacher is attached to the faculty member who also acts as a counselor as well as a mentor. The mentor has the details of the students attached to him. This information helps mentor teacher to provide guidance and counseling to the students. The teacher encourages to the students to overcome its weakness and motivates for the strength and keep the track of the students

participation and achievements of the whole year. All the faculty members of our Institute encourage our students to discuss their professional and/or personal problems.

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

The Institution has an effective and democratic Redressal Mechanism in the form of Grievance Redressal Cell headed by the Director of the Institution and assisted by one faculty from each department which uses the suggestion box to collect student teachers opinions. This suggestion box is placed near the Director's room to help the students to express their grievances.The grievances of the student are taken by the committee of the grievances redressal cell.

Besides there is an informal mechanism in the form of student house system and the captain is appointed from which meets student teacher respective teacher educator conveys any student teachers grievance to the HOD of the Institution.

The HOD of the Institution also follows an open door policy for addressing the grievances of the student teacher. Since the Institution encourages a climate of approachability the student teachers rarely avail of the medium of written complaints.

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

There is a scheme in place for monitoring and advising progress of students in Theory and Practicum. The Institution has developed its own peer observation schedule which is used by faculty and the school teacher in various respects of teaching and skill development.

Detailed feedback on a five point rating scale covering all aspects of skill of teaching is provided in the interactive feedback session for which a time slot is allotted immediately after the lessons. A unique feature of the Institution practice teaching is that all faculties are deputed to different practice teaching schools on a rotational basis so as to ensure that all the hundred student teachers are benefited by the expertise, experience and perception of every teacher educator. To keep abreast with the academic developments and trends of the student population the Institution HOD also undertakes the task of guidance of practice lessons and observation of practice lessons in schools. An integral part of practice teaching is to facilitate a holistic feedback of the performance not only through feedback from teacher educators but also from peer, school teachers, supervisors, and the school principal.

Weekly unit tests and end of the term examinations are used as diagnostic tools to identify student teacher's potential and weaknesses. A list of the high and low achievers, and those who need special attention is prepared and a separate plan of action in the form of 'remedial sessions' are devised to help out these student teachers.

The HOD plays a pivotal role in the monitoring and advising mechanism, by individually meeting the faculty and student teachers and calling for parents meeting if the need arises. Student teachers mentoring also give the faculty an opportunity to advise the student teachers.

A policy of ever motivating and inspiring the student teachers to do better is adopted; good students to excel, average students to do better and weak students to buck up.

5.2.11. How does the Institution ensure the student competency to begin practice teaching (Pre-practice preparation details) and

what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

At the beginning of the academic year a workshop is held on Lesson Planning. Assignments on writing lesson plans are given to the student teachers who are thoroughly discussed and checked by the faculty. An orientation n program on school experience program is specially organized.

Demonstrations in micro teaching skills by the faculty and in macro lessons are delivered by the faculty. The student teachers are encouraged to observe the lessons very minutely and detailed discussions are carried out on them later. During micro teaching sessions the Institutes ensures recordings of their micro lessons and are given a detailed oral and written feedback to help them improve their skills.

The student teacher after acquiring mastery in executing micro lessons are trained to deliver simulated lessons where they integrate the different skills of micro teaching before they are send to schools for their practice lessons.

During practice teaching the student teachers are allotted to Method Master who guides them thoroughly for their practice

teaching lessons. They are given a detailed oral and written feedback from all faculty, so that they get an all round feedback from various perspectives. The faculty also observes and comments on whether the student teacher is incorporating and working on student teachers are encouraged and guided to use different teaching techniques and models of teaching which the faculty demonstrates through their interactive and hands on workshops.

In case any student teacher is found to be weak their lessons are delayed they are encouraged to observe some more lessons, guided thoroughly before they resume giving lessons. In special cases the schools of certain student teachers are changed if they are unable to meet with the demands of the school.

The Institution provides the student teachers with facilities like references in the library, map, globes, roller boards, science apparatus, CDs to be used for practice teaching.

Motivation is provided to all student teacher; those excelling in practice teaching are acknowledged and applauded in the class, sometimes even asked to demonstrate their excellent lessons before their peer, the weak students are positively motivated to do better. A competition is also organized for students for delivery of their best lessons.

Prizes for displaying creativity, versatility and other exceptional qualities in practice teaching are Instituted and publicized in the prospectus which motivates the student teachers to do better.

Thus, our students are exposed to the following programs at our Institute;

1) Language warm up activities.
2) Orientation to micro teaching
3) Micro teaching.
4) Guidance and preparation of lesson plan
5) Discussion of teaching methods
6) Practice in handling audio visual aids
7) Demonstration lesson by faculty members
8) Simulation lesson

Follow up support provided to the student during practice teaching in the form of

1) Guidance in planning of lesson
2) Regular feedback provided by supervisor in the school.

5.3 Student Activities

5.3.1. i. Does the Institution have an Alumni Association?

ii. Give the year of the last elections.

iii. List alumni association activities of the past two years.

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

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

I. The students of this Institute met in 2008 and formed alumni association. An adhoc executive committee was formed to draw the rules and regulations of the alumni.

II. At present adhoc committee is functional.

III. Alumni association is actively in existence for last one year. One alumni association meet has been arranged during August month. Alumni association members are invited during our orientation program of this session to exchange their views and experience in the institution and placement opportunity after that with the new students.

The meeting of alumni association members with the student of the current session helps in motivating the students to work hand for the course and to develop professionalism.

The Institution being established since 2005, many of its alumni hold prominent positions in Delhi-NCR schools. A few of the alumni

who had come from other states and had completed their teacher training course through the Institution are also placed at distinct positions outside Delhi. Some of them are being made in-charges of various department and clubs in their schools.

5.3.2 Give detail on the contribution of alumni to the growth and development of the Institution.

The Institution always arranges in the beginning of the year a meeting between the alumni and the student teachers of the new batch. The purpose is to interact with the students teachers and orient them to the course, clarify their doubts and put to rest their anxieties, guide them for time management and preparation of notes.

At times when student teachers need additional support during examinations they are given telephone numbers of the alumni so that they (Alumni) share with them how they overcame the challenges of examinations.

5.3.3. How does the Institution encourage the students to participate in the extra-curricular activities including sports and games? Give details on the achievements of students during the last two years.

The faculty keeps motivating the student teachers for taking part in extra-curricular activities by reiterating its importance for the development their personality. There is separate time allotted in the form of house meeting periods and dedicated separate period. In the time table announcements to be made regarding the various inter Institution activities/competitions held during the academic year to faculty in personally takes an active interest in grooming the participants for the inter-collegiate competitions such as debates, essay writing elocutions competitions, painting, dance and games. The house in charge along with faculty in charge planes for the year round activity. The students actively participate in inter Institution competition university festivals and inter university festivals and in the year 2008-09 the Institution had organized a **Sports Day** very student along with the faculty took part in the various events and tanners were awarded with certificates. The students have won many awards and prizes in the same.

- The Institute also organizes its annual sports day where students are awarded for their positions.
- The Institute also a centre for conducting regional level selections for annual university festival Anugoonj and university festival ZEST.

5.3.4 How does the Institution encourage the students to publish materials like catalogues, wall magazines, Institution magazine

and other material? List the major publication/materials brought out by the student during the previous academic session.

Our Institute is very active in encouraging students to participate in publishing articles since the inception of the Institute. Pupil teachers are involved very actively to prepare material for wall magazine. As institute has the house system as and when required each house display their material on the wall magazine. Especially if it is related to some celebration of festival or educational issues or any social issues houses are assigned the task to show case their talent by decorating the boards, displaying the theme in the form of collage or providing information for display which displays their high creativity. The Institution has published its magazine LLDIMS Times, and E-Magazine.

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

The Institution has house system which has 3 houses for 100 students. It functions smoothly in coordination with the faculty in-charge of the same. For the elections of the student captain and vice captain students are asked to astutely nominate members from the class as well as volunteer to stand for the elections. The candidates convince the students through their presentation.

The student council under the valuable guidance of the faculty in- charge takes a keen interest in planning, organizing and conducting several events throughout the academic year. The major activities conducted in the academic year 2010-11

- Teacher Day
- Gandhi Jayanti Celebration
- Excursion to Kerala
- Fresher Party
- Diwali Celebration
- Children Day
- Picnic
- Christmas Day
- Special lecture
- Book Fair and visit science centre
- Republic Day Fest
- Eid Celebration
- Blood Donation Camp
- Zest
- Workshop on Low Cost Teaching Aid
- National Seminar

  Valedictory

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

Following is the list of various bodies (Committees) which have student representation on it:

- Discipline
- Hospitality
- Decoration
- Accounts
- Assembly
- Notice Board
- Invitation Cards
- Intercollegiate Competitions
- Magazine
- Community Work
- Extension Work

After forming these committees the student teachers are briefed about their role and duties and the faculty in – charge with whom they would be working and reporting to. In all the committees students are called for the meeting of the members and their suggestions are always invited for the proper functioning of the committee.

5.3.6. Does the Institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the program and the growth and development of the Institution?

The institution has a strong mechanism of seeking feedback during the course as well as at the end of the course. We also try to incorporate the changes as suggested by our alumni or our practice teaching schools or the employers of our students as and when required. For this we have developed feedback proforma for each and every activity conducted during the session. Immediately after the completion of the activity students are given to fill the feedback proforma. A summary of the feedback is prepared by the teacher incharge and is discussed among staff members to seek suggestion for improvement. The suggestions are incorporated in planning the program of the future.

At the end of the academic year a written feedback is taken from the graduating student teachers regarding the effectiveness of the teacher educators and the services provided by the Institution. This provides an insight into the student teacher's perceptions of the course transmission and is utilized to fine tune the educational transaction in the Institution.

The feedback received during the interactions with the alumni, teachers and principals of various practice teaching schools is definitely considered to enhance the development of the course program.

5.4 Best Practices in Student Support and Progression

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

The department is always ready to help pupil teachers in their personal, economical or academic progression. We provide them inter disciplinary learning experiences by giving them an opportunity to interact with pupil teachers and teachers from different disciplines. The students are given ample opportunity to participate in the community work. Our ultimate goal is to help these prospective teachers to develop a sense of competence to teach different subjects through innovative programs and helps them for their all round development of their personality.

Our Institute has such facilities to support our students in their progression and academic development as listed below:

1. Extension lecturers are organized in the campus to enrich the knowledge of the students.

2. Information collected from various academic institutions related to career guidance is circulated among students.

3. Remedial classes are conducted for academically weak pupil teachers.

4. Personality development classes are conducted by inviting prominent visiting and guest faculty.

5. Yoga classes are arranged for keeping our pupil teachers healthy.

6. Providing e-learning facilities for our students.

7. Pupil teachers are awarded for their best performance.

8. Services like guidance and counseling are provided for academic matters and personal problems.

9. For the students point of view we have established a grievance redressal cell.

10. Every year we organize sports and cultural activities and orientation programs for pupil teachers.

11. Alumni are invited for interaction with the present students.

12. Our Institute regularly organizes educational tour.

13. Various competitions and functions are organized and festivals are celebrated in our Institute for significant progression of our pupil teachers.

SOME OF THE BEST PRACTICES ARE:

The students are trained in various SUPW work by the teacher and the skills of student teachers are identified and then a time slot is provided on the timetable in which the student teachers teach these skills to their class fellows. The skills that have been shared are: Borders, coasters, pen stand, picture frames, candle making, stain glass lamps, files, paper quilting, coasters, best out of waste and many others. This activity not only provides the student teachers with catharsis but also equip them with entrepreneurial skills that one can exploit at any juncture in life. The skills thus acquired can be transferred by the student teachers to the school students also. The student teachers who are competent in the use of ICT are paired with new learners so that they are able to guide those students.

MORNING ASSEMBLY

This is an integral part of any educational Institution but what makes it the unique is the manner in which it is organized and the variety of activities that are a part of it. For instance Morning Assembly is organized in this manner: Gayatri Mantra, secular prayer, National Song, thought of the Day, Meditation, and National Anthem. The assembly is conducted by the student teachers and it is ensured that every student takes the opportunity to be a part of the aforementioned activities at least once to as many times as possible.

After the end of the SEP, the student teachers are supposed to show some useful education short film to be peer reviewed during assembly.

During the academic year the students' council established **Student Teacher Welfare Fund** and this was done with the purpose of providing financial support to a needy student. The student teachers pledged that they would donate some amount from their first salary to this fund. This fund will come in to effect from the next year when the current batch is employed.

PERSONALITY DEVELOPMENT PROGRAMME:

Student teachers are given special PDP class to improve communication skills are coached and provided with a lot of practice in communicating specifically in the classroom situation. They are groomed also in their pronunciation and stress. Classroom etiquette, giving instructions, asking questions, framing interactive questions while using a teaching aid etc. is taught to the students. This infuses a lot of confidence in them to face the class and improve their competency in practice teaching. The students also discuss their problems find solutions and become more confident while teaching in the class.

ECO – CLUB

The Institution ECO-club guides the students to nurture different kinds of plants in the Institution. They also prepare small pots with ornamental plants to be gifted to the schools of practice teaching at the end of their practice teaching term. Besides the whole year they tend and

nurture the plants and look after their upkeep. The Institution 'garden' now has a collection of plants such as ferns, Crotons, Monsteras, Bougenvilliae, Aloevera, Ficus, medicinal plants to name a few. The Institute has a practice of gifting potted plants for all its VIP during special lecture and celebrations. The students also writs ECO-CLUB workshop and seminar, keep clean Yamuna.

TUTORIALS

The Institution follows the tutorials practice where each teacher educator has ten student teachers adopted by her. The Institution provides a time slot in the time table of the Institution when the adopted groups meet their (teacher educators) at least once a week. Besides this the teacher educators are also available to the student teaches on the phone. Academic, professional as well as personal counseling is provided to the students. The student also prepares a group presentations and present them is class. The topics include educational issues and problems.

Before the exams the student teachers get a chance to get their doubts clarified.

One of the best and unique practices of the Institution is he 'Brainstorming' sessions conducted after every term examination wherein the question paper and the feedback received by the student teachers in discussed in detail.

A unique feature of the Institution is the 'remedial session' which the Institution organizes for the student teachers who are unable to cope

up with course curriculum. These sessions are conducted outside the timetable and provide more concentrated and corrective inputs to the students enabling them to deal with the rigours of the course.

The tutorial sessions also includes book reviews by each student which are presented and discussed among the group. The students are also supposed to do study Based report in group of 4-5 students in order to understand its own society and community.

CRITERION - VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

INSTITUTIONAL VISION AND LEADERSHIP

Lingaya's Lalita Devi Institution has a created a niche for itself in the arena of education by spreading its fragrance with budding teachers who are nurtured and groomed towards excellence to serve the society. The Institution maintains its focus on the vision and mission for effective governance and leadership. It believes in empowering emerging evolving and encompassing towards development of a global knowledge society.

VISION

Emerge as an educational centre for providing facilities of professional Education to students and thus facilitating them for a pivotal role in Nations' program of growth and development. To transform our students into thoroughbred educational professionals for a humane society. This is done by using variety of innovative approaches so as to become an Institution with a close social, educational and industrial interface.

- Emerge as an educational/professional center of excellence for providing facilities of professional education to students and thus facilitating them for a pivotal role in Nation's programme of industrial development.
- Transform our students into thoroughbred knowledge - workers in the contemporary corporate world through an all-round professional development using effective didactic approach.
- Become an Institute with a close social and industrial interface.

MISSION

Lingaya's Lalita Devi Institution of Management & Sciences, strives to provide the best Educational professional training to its students. It seeks to develop skills, knowledge and improve the overall personality of the students with respect to education as well as responsibility towards the society. The Institution is dedicated to improve social and economic standards of the society by working for human welfare through education. It aims to:

- Inculcate practical knowledge with theoretical background in order to develop a bent of mind which is more professional and confirms to the recent and required skills for the respective professions.
- Transform students into knowledge workers who would be trained not only for the field of their choice but at the same time would work for the betterment of the society.
- Make a constant effort to develop spiritual and moral culture that would help for the upliftment of the society.

INSTITUTIONAL GOALS

Goals are broad statements of accomplishment of the Programme.

LEARNING PROCESS

Student Admissions: To calibrate & know through talent search and content proficiency tests the personal characteristics, attitudes, aptitude and behaviors to become competent, versatile and caring teachers.

Competency Learning: To provide multiple opportunities to learn the defined competencies throughout the curriculum and device innovative methods.

Learning Strategies: To promote effective, interdisciplinary learning in which student teachers actively construct and interpret information in multiple settings of practice teaching and theory, give diverse views on topics and amalgamate them to form concepts.

Instructional Methods: To use variety of methods along with ICT instructional methods as appropriate to accomplish specific learning outcomes based interactional techniques. Methods such as project method, co-operative learning, team teaching etc are incorporated in the teaching learning process.

Content Focus: To ensure that Program content focus on both theoretical and practicum aspect, comprehensiveness and interdisciplinary concepts that provide diverse views on the issues of education.

Assessment: To implement assessment procedures that are formative, summative, varied in techniques and include self – and peer-evaluation, to ensure that the defined competencies are effectively learned and satisfactorily performed. Unit tests and class room teaching assessment are some of its examples.

LEARNING ENVIRONMENT

Orientation: To provide student teachers with orientation when entering B.Ed. course, in the beginning of practice teaching, devising innovative teaching aids, academic reports and overall B.Ed. Curriculum.

Responsibility: To provide opportunities and support for student teachers to learn to take responsibility for their own learning by participating in variety

of curricular & co-curricular activities, develop balanced approach towards understanding the diverse concepts.

Teamwork and Collegiality: To create an environment that fosters teamwork and collegiality, adjustment and mutual understanding that works best at academic front.

Student Support: To support student teachers through effective, sensitive counseling, individual and group support and career planning and placement.

Faculty Interactions and Role Models: To promote faculty student interaction and provide role modeling for student teachers, like presentations by faculty members, team teaching and group discussion.

Respect & Trust: Respect to all student teachers, regardless of gender, race, age, disability or religion infuses a sense of empathy and altruism to a greater extent.

SOCIAL RESPONSIBILITY

Program Emphasis: To emphasize within the Program (a) micro teaching skills, (b) simulated lessons, (c) practice teaching (d) integration of NCTE core values (e) promoting ICT optimally.

Needs Identification: To establish systematic & research based feedback mechanisms to work with practice teaching schools served by the Program,

for example, feed back at the end of the session, listing the assessment of various criteria under the feedback Performa and identification of innovative techniques.

Enhance Awareness: To enhance awareness of opportunities for becoming effective teachers in respect to their strengths and weaknesses & placement.

Community Needs: To specifically address the social needs of the community from time to time.

Leadership: To identify & nurture effective leaders during the Program, to give opportunity to organize different academic as well as non-academic programs.

Placement: To ensure that the student teachers are given sufficient exposure for selection process and steps of interviews through mock interviews as candidates for teachers in variety of schools. Providing information related to vacant positions in different schools, giving counseling related to the requirement of schools for different posts. All to be ensured by placement cell in the Institution.

FACULTY

Faculty Recruitment, Retention and Recognition: To recruit, retain, and support faculty members with potentiality of creating dynamic teachers and to encourage, recognize and reward their educational achievements along with their contributions and develop their profile from time to time.

Faculty Development: To provide a rich learning environment for faculty professional development, creating a culture of support and challenge and ensuring a high level of faculty competence in teacher education, to provide opportunity to attend and participate in numerous seminars, conferences and refresher courses.

PARTNERSHIP

Partnership with Educational Bodies: To establish greater cooperation and an educational responsibility with GGSIP UNIVERSITY, NCERT, NCTE, CIET and other bodies.

Practice Teaching School Partnerships: To involve practice teaching schools in the program and mentoring of interns by experienced staff of schools.

RESEARCH

Research Orientation: To offer an educational program that facilitates and enhances research opportunities for student teachers and faculty. Special assignments are given to faculty members & students under tutorials comprising of some research inputs based on primary or secondary data to develop competency to undertake project work.

PROGRAM IMPROVEMENT

Accreditation: To elevate the program by meeting or surpassing requirements for curriculum, human resources, services, policies,

management, evaluation, and consistency across program as set out by NAAC.

Evaluation, Assessment and Improvement: To implement a system to support continuous program evaluation and improvement, regarding both learning goals and program goals, by the students as well as the faculty.

Faculty Assessment: To provide assessment and feedback to faculty at the end of the session as well as during the session, to maintain quality standards in the program as annually, feedback of teachers is taken from students at the end of their training sessions.

FINANCIAL AND ADMINISTRATIVE RESPONSIBILITY

Effective Administrative Structures: To maintain and enhance effective structure, systems and resources for governance and program management.

SCHOLARLY CONTRIBUTION

Recognition: To recognize program evaluation studies as worthy of research.

Dissemination: To contribute to the professional literature on the theory and practice of teacher education. Faculty members engage in research activities that are useful for the education.

Knowledge sharing: To encourage and support workshops and conferences to provide opportunity to faculty members and students to attend and

participate in the conferences, workshops and seminars. The Institution organizes workshops & conferences.

INNOVATIONS

Orientation: To encourage the exploration and use of promising new ideas in teacher education, incorporating new methods and techniques of transacting curriculum and student teacher are oriented on different subjects having diverse educational requirements and advantages.

Rewards: To recognize and reward successful innovative ideas and achievements by faculty and student teachers in the program.

GLOBAL COMPETENCY

Exchange: To encourage and support faculty, student teachers and staff in gaining experiences by deputing them for regional, national, international seminars, conferences, workshops and refresher courses.

Students: To attract and educate a diverse group of student teachers in the program and provide opportunities to students to participate in various seminars and workshops who join us through GGSIP University counseling and special lectures on various educational issues of the world, are also conducted in the Institution.

Knowledge Sharing: To encourage knowledge sharing with other B.Ed. Institutions, practice teaching schools and stakeholders through personal interaction seminars, Internet, Blogs etc.

INSTITUTIONAL OBJECTIVES

Objectives are specific statements of accomplishment for the program.

The following are the Institutional objectives:

Exhibit competencies: To ensure that every graduating student teacher surpasses the competency requirements necessary for proficiency and practicing teaching as a foundation for lifelong learning and experiences.

Learning Objectives: To ensure that the student teachers acquire competencies specified for the B.Ed. program, viz, various assignments, projects tutorial work and documentaries are shown along with being discussed in our classrooms and amalgamate diverse concepts to form their own understanding of the concepts. In the Institution, after orientation, content based testing is done before school experience program.

Knowledge Integration: Knowledge skills relate to the acquisition, maintenance, integration and use of knowledge. Student teachers should be able to demonstrate an in-depth knowledge of:-

- Relationship between philosophy and education.
- Contribution of Indian and western philosophers.
- Relationship between society and education.
- Basis of curriculum designing.
- Mutual influence of society while interacting with community.
- Human rights, peace education, democracy, modernization, gender issues.

- Relevance of philosophies to Indian society.
- Psychology of learner and process of learning.
- Concept, techniques and tools of educational evaluation.
- Innovative and creative techniques of teaching.
- Pre/ post independent and contemporary issues in the field of education.
- Relationship between curricular and daily life in schools.
- Digital portfolio in computer in education.

Communication Skills: These skills relate to communication between teacher and student, teacher and administrators, teacher and colleagues, teacher and parents. Students are trained during school experience program, that every student must spend qualitative time in the administrative office of school for 8 hours spread over a number of days.

Student teachers should be able to demonstrate that they can:-

- Listen and comprehend carefully.
- Observe non-verbal cues.
- Develop foresightedness for education system in India.
- Demonstrate an understanding of the students with their feelings.
- Communicate truthfully and effectively both verbally and in writing.
- Develop and maintain effective relationships with all stake holders.
- Apply negotiation, decision making, problem solving and conflict resolution skills in interpersonal relationships.

- Critically analyze educational issues and news.
- Develop soft skills, mental hygiene, stress management skills, interview skills through personality development program.
- Develop balanced approach towards life.

Effective Teaching: Student teachers should be able to demonstrate proficiency in:

- Selecting and using appropriate and diverse teaching methods, techniques, strategies for unit transaction.
- Selecting, preparing and using appropriate and relevant instructional material for unit transaction.
- Presenting the learning material in an effective and interesting manner.
- Reflecting on their own strengths and weaknesses in the process of teaching for self improvement.
- Focused observation on content and methods to be used.
- Remedial and reflecting teaching session.

Professional Behaviour: Student teachers should be able to demonstrate that they can:

- Epitomize accepted ethical standards, including the *professional Standards for teachers,* with the highest sense of honesty, transparency and integrity.
- Interact with students with honesty, integrity, compassion, empathy and respect.

- Not discriminate in interactions with students on protected grounds such as age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex and sexual orientation.
- Respect diverse social and cultural differences in attitudes and beliefs.
- Exhibit professional conduct regarding demeanor, use of language, and appearance in an educational settings.
- Exhibit presence of mind in respect to solving daily educational problems.

ICT Skills: Student teachers should be competent in performing a set of core practical and technical skills meeting the specific objectives. These skills relate to the acquisition and use of information. GGSIP University has made this as a compulsory component in B.Ed. program under paper code 105, 139 & 154. Student teachers should be able to demonstrate that they can:-

- Use general-purpose computer software packages.
- Use electronic networks for communication with others.
- Search, retrieve, and organize information from a variety of information sources with special mentor of specific soft wares.
- Select and use materials as resources in self-directed learning, including computer-aided and web-based learning resources.
- Use ICT in unit transaction

Personal Management Skills: These skills relate to development of the individual. Student teachers should be able to demonstrate that they can:-

- Prioritize tasks, plan and schedule work to meet deadlines and communicate effectively with others around planning and scheduling work.
- Select appropriate learning methods for the subject/competency to be mastered.
- Assess their own strengths and weaknesses and be willing to seek guidance or accept feedback about personal weaknesses in knowledge and skills.
- Develop and practice active coping skills and when distressed, seek counseling from GC cell.
- Adequate communication skills for effective teaching.

Thus the Institutional goals and objectives reflect major considerations such as Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Issue of ecology and environment, Value orientation, Employment, Global trends and demands, etc.

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

Yes, the Mission includes the Institutions goals and objectives according to the needs of the society.

Goals are as follows:

- To uplift the standard of education.
- To guide and direct the youth towards noble profession of teaching.
- To inculcate the feeling of National Integration.
- To inculcate values through various activities.

Objectives of the Institution:-

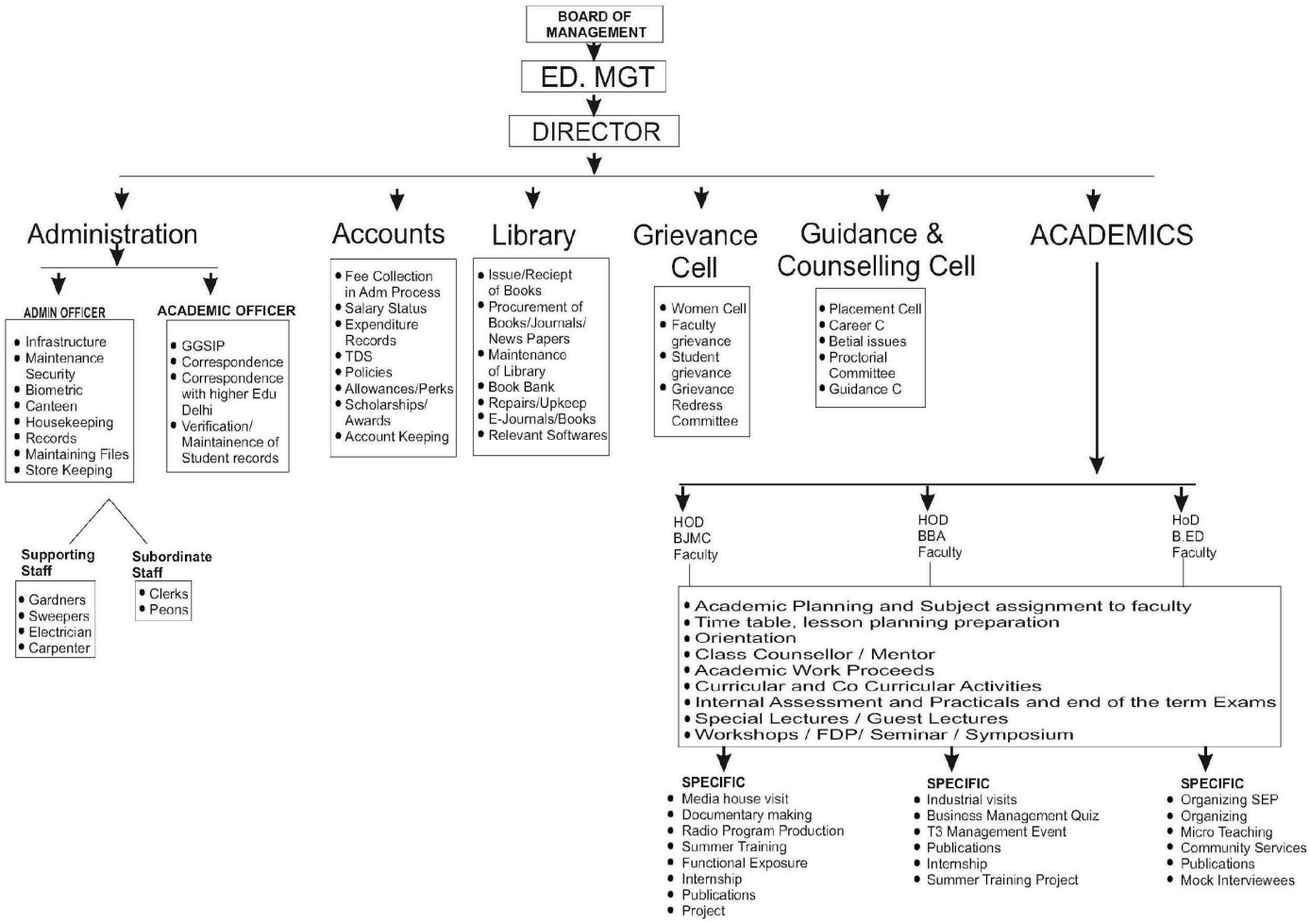
- To develop intellectual level of the students by helping them acquire inform knowledge and wisdom.
- To promote social values among the students and develop a sense of s responsibility towards community as a whole.
- To enable the students to make use of their theoretical and practical knowledge so that they can cooperate with others, and can plan, execute and evaluate learning and teaching.
- To bring out efficient enthusiastic and excellent teaching community.
- To make the teachers capable of following recent trends in the teaching Methods.
- To understand Philosophical, Sociological, Psychological and Economic bases of Education.
- To understand the nature of individual differences among children.
- To develop skills necessary to use emerging technologies.
- To develop interpersonal skills, communication skills and spirit of inquiry.
- To adopt teaching profession as a means of social service along with education.

- To imbibe a penchant of learning, to serve the nation being a teacher.

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

The Managing Committee which is the apex body of the Institution comprises of distinguished academicians and eminent personalities who are committed to the cause of disseminating quality teacher education. The Management adopts a democratic and transparent style of functioning with the Director receiving complete autonomy in carrying out the day to day functioning of the Institution. At the same time the management takes keen interest in being kept informed about the various endeavors undertaken by the Institution.

A Flow Diagram of the existing setup is given below:



6.1.4 How does the management and Director of the Institution ensure that responsibilities are defined and communicated to the staff of the Institution?

The Director of the Institution with consultation of the management divide the academic work into different portfolio, for each portfolio committees of 3-4 staff members are formed with one of them as coordinator of committee.

The teachers are assigned different committees according to their experiences and abilities. These committees meet the Director to discuss the details of the planning and execution of the work. Prior to the commencement of the session the

committee holds a meeting and submit the reports to the Director giving the details of annual planning of the activity and execution of work along with quality assurance determination.

6.1.5 How does the Management/Director of the Institution ensure that valid information (from feedback and personal contacts etc.) is available for the Management to review the activities of the Institution?

The Director of the Institution takes active part in the qualitative development for the progress of the Institution. The Institution has a well established feed back mechanism in place. To ensure valid information feedback forms filled up by students and the staff members are obtained at set periodicity and analyzed. The Director and Management also participate in deliberations at Grievance Redressal Cell and collect feedback and suggestions, thereby sort-out the difficulties of the faculty members and pupil teachers for smooth functioning of the Institution.

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

The process of identifying the barriers (if any) in achieving the vision/mission and goals is done by the Institution in the following manner:

- The discussions conducted during the weekly monthly staff meetings are recorded.
- Regular interactions of the Director with the faculty handling different portfolios.
- Informal discussions between the faculty at the common lunch table.
- Perceptive feedback received from the student teachers through their interaction with the faculty, administrative staff and the Director.

The barriers (if any) are reflected and deliberated upon and addressed through meetings between the Management, the Director, the faculty and at times if relevant discussion with the non-teaching staff and the student teachers.

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

As reflected in the aforementioned discussion of Criterion VI, 6.1.5, the Institution management is well informed and aware of the progress of the academic and non academic activities of the Institution. The Director pays utmost attention to sharing the faculty's accomplishments with the Institution Management through the annual written reports and regular oral interaction. The management has an open door policy to meet and interact

with the faculty. The management encourages and supports the faculty's role in bettering the effectiveness and efficiency of the Institutional process by providing the necessary backing, assistance and resources to support the endeavor. The letters from the management appreciating the faculty's commitment and dedication to the entire educational transaction is an immense source of impetus for the faculty.

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

The Director of the Institution has a proactive role in governance and management:

Curriculum: The Director of the Institution in conjunction with the Head of Department facilitates distribution of course curriculum amongst the faculty and evenly distribute the work load.

Administration: The Director of the Institution is responsible for complete administration of the Institution through the administrative dept. There is regular reporting by the administrative staff of the tasks accomplishment to the Director of the Institution.

Allocation and Utilization of resources: The Director of the Institution motivates the faculty to take initiative in having an innovative conduct of

curriculum for which there is an allocation of technological and print resources. Such freedom to experiment enables the faculty to be equipped to respond to new educational situations in a flexible and creative manner.

Overall the Institutional leadership displays sensitivity to others' well being and feelings, predisposition towards participatory decision making processes, and penchant to enable the Institutional personnel to work towards and contribute to social change and effective educational processes.

6.2 Organizational Arrangements

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

With a view to provide and ensure proper management of administrative, financial and academic functions and monitoring students' activities of the Institution, there are committees in the organizational structure of the Institution. Details of the various committees Constituted in the academic year 2010-2011 are mentioned in the appendix.

The Head of Department in consultation with the Director constitutes various Committees and appoint their Coordinators and members before the commencement of the academic year.

Practice lessons: The student teachers are also encouraged to approach the school teachers for productive feedback on the practice lessons conducted.

The Institution encourages the faculty to better their collaboration with the schools by undertaking the task of judging ward level and school level Science Exhibitions and elocution competitions. The Institution faculty also interacts with their colleagues from other Institutions of education, Department of Education of GGSIP University to keep abreast with latest trends and innovations in the field. Such initiatives provide an excellent vista to the teacher educators to be abreast with recent developments in their respective discipline as well in pedagogy. For smooth functioning of the Institution, it constitutes various committees. The details of each committee and its function are as follows:

1. **Time Table Committee:** It holds regular meetings to plan and frame time-table for the session and to make required changes/adjustments as and when required on daily basis.
2. **Examination Committee:** The Examination Committee holds meetings before and after every Examination to plan date sheet, format for question papers and allocate duties, etc.

3. **Discipline Committee:** Discipline Committee holds its' fortnightly meeting and review different disciplinary matters related to students, teaching and non teaching staff and report to the Director for necessary disciplinary action.
4. **Student Advisor Committee:** The committee consists of teaching personnel and students of the Institution. The committee holds its' meeting periodically as and when required. The matters relating to students academic issues are resolved. The students also participate and their suggestions are considered in the interest of students.
5. **Cultural Committee:** The committee consists of faculty personnel and students. The committee frames and reviews the schedule of various cultural activities to be done in the Institution periodically.
6. **Internal Assessment Committee:** The committee consists of faculty personal directed by the Director. The committee works according to the directions of the University and finalize the internal assessment marks of the students.
7. **Excursion Committee:** The committee consists of faculty members and students. The committee frames the tours and trips programs of the Institution and reviews the programs.
8. **Morning Assembly Committee:** The committee has been framed by students and directed by senior faculty member. The committee manages morning assembly activities.
9. **Library Committee:** It holds meetings at periodic intervals to discuss the needs and requirements felt by the Staff and Students through meetings of student representatives and other student council members and updating is done accordingly.

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

The Institution is run and managed by Gadde Charitable Educational Trust which governs and regulate academic and administrative affairs of the Institution.

The Governing body of the Trust comprises of the President, Secretary and the Treasurer and executive members. The present incumbent of the Trust are:

President : Shri Picheswar Gadde

Secretary : Smt. Sunita Gadde

Treasurer : Smt. Sarada Gadde

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

The Director is responsible for overall management of the Institution. To decentralize the work separate coordinators are appointed in the B.Ed programme. The academic work is divided and allocated to different committees comprising of a committee coordinator and 2-4 members according to the requirement of the work. The Director makes these committees and their coordinator. The plan and execution of the work of the committee is done in the meeting held by the committee coordinator with its members. The reports are submitted to the overall coordinator of each course.

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

Our Institution collaborates its activities with other sections, departments, schools, Government, Non-Government and Spiritual organizations. The Institution remains in constant touch with them. Faculty members are also in close contacts with surrounding community. The activities undertaken in collaboration with these bodies are plan and execution with our staff members approaching to discuss the plan of the activity. To ensure quality feedback is always is taken after the execution of the activity.

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

After the completion of each activity and after the completion of the session, the feedback is always collected from the staff and students. The report of the analysis of this feedback is communicated to the staff members, coordinators the program and Director. This data is used in decision making and improvement of the performance. Decision making and performance improvement are continuous process relying heavily on data obtained from various stakeholders. The Institution makes an earnest attempt to incorporate the various data about

information received from the feedback mechanism adopted in the Institution.

- On the basis of feedback provided by the candidate applying for admissions, the Institution organizes an Orientation Programme to provide constructive help to the aspiring candidates, wherein the students are introduced and guided in a stepwise manner to the entire admission procedure. Such orientation programme is unique feature of the Institution.
- During the academic year 2006-2007 the Institution obtained oral feedback from the students and practice teaching schools and a decision was taken to conduct communication skills classes-to equip the student teachers with skills in spoken and written English.
- During the course of the feedback taken during the academic year and at the end of the year the student teachers expressed their opinion that certain topics should be done at a slow pace or should be done by the workshop method. The teacher educators take this into consideration and try to change the strategies for the next batch. This kind of evaluation has been taking place continuously and students' feedback mechanism has been helpful in making the curriculum vibrant.

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

The Institution provides platform for growth and development to all the faculty members and students. The friendly atmosphere creates a sense of belongingness and thus all activities are carried out in a pleasant atmosphere. The Director, faculty members and all pupil teachers share their knowledge, innovation, and creativity. The faculty members are deputed for various academic development programs like seminar, workshop, conference, symposia, visits etc.

Cooperation:

The Director of the Department creates a sh*ear* captivated environment, where every member of the Institution is motivated to be independent thinking coworkers. The Director follows the process of consensus decision-making where the agreement of most faculties is taken in the execution of tasks to be done. Due attention is given by the Director to the dissemination of information about any educational or administrative decision taken to all members of the Institution. This has created a strong internal coordination and cohesive between all units of personnel functional in the Institution.

Sharing of expertise:

The faculty is intrinsically and extrinsically motivated to experiment innovative strategies in their classroom sessions which are observed and

imbibed by the other faculty. Such observations of co faculty's classroom practices facilitate Institutionalization of a new teaching learning practice. A unique feature of the Institution is the Intellectual Sharing' sessions which are conducted biannually and at times triennially also. These sessions provide a platform for the faculty of the Institution to share amongst themselves their experiential observations of an innovative strategy implemented in the classroom and the competencies acquired by them.

Creating/providing of conducive environment:

In order to meet the ever changing demands of the student population the Institution encourages the faculty to empower themselves by upgrading their Personal, Pedagogical, Andragogical and Technological competencies by attending various international, national, state and regional level workshops, seminars and conferences and implementing the same through classroom transactions. Faculty members are provided unconditional and wholehearted support to initiate novel Instructional strategies. The Institution provides a technical support to the teacher educators to technologically enhance their educational transactions by equipping each classrooms of the Institution with LCD projector and internet facility. The Institution also motivates the faculty to enhance their technological skills by providing flexibility and freedom to take technology related courses.

The Institution encourages the principle of being 'Life Long Learners' and this is reflected in the numerous in-service certificate, diploma and degree

courses undertaken by the faculty to endow themselves with requisite and relevant knowledge for creating teachers of highest caliber.

6.3. Strategy Development and Deployment

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

The Institution has a MIS software "Glodyne-College Excel Programme" which gives all kinds of reports containing data on academic and administrative aspects.

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

For the allocation of human and financial resources the requisition report is sent to the Director in written letter. The Director permits the procurement or forwards it to the management for the grant of the permission depending on the nature of the requirement. For the requirement of the human resources in the Institution, the Director sends the requsition to the management who advertise, appoint a selection Committee and recruit suitable candidates for various appointments.

Any new Initiative or changes resulting from the action plans is undertaken and accomplished by the existing staff. The Director in consultation with the management and administrative office judiciously plans and executes the financial allocation under various heads.

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

For implementation of the missions and goals, the Director and management prepares a plan in accordance with the rules and regulations of university and government bodies. The management has made ample arrangements of providing teaching faculty members, supporting staff, infrastructure and financial commitments to achieve the requirements of mission and goals.

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

Before the start of academic session, annual calendar is prepared. This work is allotted to a committee. The coordinator of the calendar committee generally is coordinator of the course. Staff members are engaged to prepare academic plan for the session. For this committees are formed by the Head of Department to plan different activities included in the annual calendar. For the execution of the

practice teaching program, a committee is framed with a coordinator who is normally an experience staff member. The duration and time period of both the round of teaching practice and block teaching are planned with the date confirmed with the calendar. These dates are further confirmed by the coordinator of the committee in consultation with the Director/Principal of practice teaching school.

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

Objectives of the Institution are displayed on bulletin boards and are communicated to the student teachers on the orientation – introduction day. Activities are planned keeping the aforementioned objectives in mind. Total Quality Management [TQM] is the prime concern of the Institution. The Institution is ready to utilize its human resources at its best by motivating faculty members to contribute significantly in various programs.

In the beginning of each academic year, the Director of the Institution holds a meeting of all the staff members and the objectives are communicated to all level of employees. As per the directives and guidance with regard to objectives of Institution, the staff implements the same. The performance of individual employee is discussed in the meeting of management and appropriate action is taken accordingly. Thus, individual employee's contribution for the Institutional development is observed and ensured.

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

The vision, mission and implementation plans are thoroughly discussed with the administrative authority and necessary program of action is prepared in consultation with the Director of the Institution. He holds meetings with faculty members and plans out effective strategy for the effective implementation. The suggestions offered by the students are collected from the suggestion box in the presence of Director. After healthy discussion suggestion are communicated in the general class and strategies of implementing the same are communicated to the students. The plans for the implementation of vision and mission are regularly monitored and evaluated. The plans are generally revised for the implementation of the next session. However, if it is necessary the plans can be revised any time according to the need.

The vision, mission and implementation plans are monitored, evaluated and revised through the formal staff meetings conducted on a regular basis. But at times during the implementation of any academic venture the process is reviewed as many times as possible through formal staff meetings, focused discussions at the common lunch table and insightful interactions between the faculty in charge of the venture and the Director.

6.3.7 How does the Institution plan and deploy the new technology?

Technological innovations are necessary for qualitative teaching program. The Institution offers computer education as a special field to keep pace with the modern era. Tools of Educational Technology like OHP and LCD projector, audio/video players, slide projectors, documentary/film shows, internet, ICT etc. are used extensively in the teaching learning process. Faculty members not only encourage pupil teachers to adopt technology in classroom teaching but also use technology in their respective field of teaching and activities.

The Institution encourages an environment of technology mediated teaching and learning and hence encourages its entire teaching and non-teaching staff to technologically proficient. For this the Institution encourages the teacher educators to take up technology related courses. The administrative office and the library are computerized. The Institution strives to ensure that all the support staff is adept in use of technology. The Institution provides a technical support to the teacher educators to technologically enhance their educational transactions by equipping each classroom of the Institution with over Director projector, and internet facility.

6.4 Human Resource Management

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

The Director motivates faculty members for development and career progression. The faculty members contribute significantly at local, state and national seminars, workshop, symposia and conference. The Management also motivates faculty

members by organizing quality improvement programs at regular intervals and encourages the faculty to attend refresher courses and orientation programs under UGC career advancement scheme.

For faculty promotion and career progression the Institution follows the norms specified by the GGSIP University and UGC. Deputation for in-service training such as orientation course and Refresher course is done on the basis of requirements specified in service conditions.

The Director encourages an environment of affability and hence the faculty is free to convey to the Director their desire to seek any particular development training. The day to day interaction of the Director and the faculty enables the Director to identify the professional interest area of the faculty and depute the faculty for development training in the same.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the Institution use the evaluations to improve teaching, research and service of the faculty and other staff?

For performance assessment of staff members, teachers are required to fill self appraisal proforma which is submitted for their job assessment by the Director and the management. We have adopted a mechanism to collect written and oral feedback from pupil teachers regarding syllabus, faculties, infrastructure,

facilities and other aspect concerning to qualitative development. The Director plans out academic programs taking into consideration pupil teachers' feedback. Faculty members prepare report of teaching, research and extension service and submit the same to the Director. Professional development of the faculty is the key aspect of all activities. Feedbacks are taken from the Directors of practice teaching schools assigned to the pupil teachers, with regard to the strengths, weakness and performance level of pupil teachers and faculty in particular and Institution in general. The inputs received from pupil teachers, faculty, practice teaching schools and employers is analyzed for enhancing the academic and administrative process at the Institution and management level.

The performance assessment process is designed to offer a positive opportunity for all staff members to recognize, develop and build upon the skills and experience they already bring to their work and to encourage them to reach their full potential.

All teacher educators are encouraged to observe the lectures/seminars/workshops conducted by the other teacher educators. Feedback is given to the concerned faculty for the improvement of the same.

Some lectures/seminars/workshops conducted by faculty are also videotaped. The respective faculty is encouraged to view the video recording and introspect.

A self-appraisal form is used to evaluate faculty performance in teaching, research and extension. Annually at the end of the B.Ed. course

the student appraisal of other performance and the services provided in the Institution are done. The confidentiality of the entire process is maintained.

The faculty member are allowed to analyze their student appraisal forms so that they are able to understand, appreciate and correct wherever necessary the concerns student teachers. The faculty is encouraged to evolve solutions to any issue identified so that they feel more involved and control of the entire process.

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

The various welfare schemes for employees of the Institute are:-

a. EPF
b. Insurance and Gratuity schemes of Life Insurance Corporation.
c. Duty leaves for handling seminars/workshops.
d. Various types of leave including study leave and maternity leave.
e. Financial schemes for motivating Faculty for improving their profile.

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

The Institution conduct staff development program. Some major program are mentioned below conducted in last 2 years

1. ICT training program
2. Personality development program
3. Training program for effective microteaching

The Institution has conducted staff development programme to facilitate the conceptual and skill up gradation of its faculty.

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

The staff is recruited as per the norms of University and NCTE. Advertisement for the requirement of staff is published in the leading newspapers followed by interview by a selection committee. Good grades and awards/ honours are given to retain the faculty.

The Institution pays salary as per the recommendations of 6th Pay Commission. Utmost care is taken to see that all the rules regulations framed by the statutory and regulatory bodies like the State Government, UGC, NCTE are followed while making regular appointments.

The Institution enjoys a good reputation and has no difficulty in recruiting fully qualified and competent faculty. Whenever there is a vacancy, proper advertisements in the local dailies are given. The entire

process of advertising and recruitment is completed as per the guidelines of the Government.

Whenever there is a vacancy of administrative staff, similar procedure is adopted.

The service conditions for the faculty are uniformly observed as laid down by the University, NCTE and the State Government and for the administrative staff the service conditions are as laid down by the State Government. These are broadly covered in the Institute's Service Rules.

The Institution has a very transparent mechanism in recruitment and disbursal of salary. Necessary benefits are extended to every unit of the staff.

The Institution environment fosters to the professional and personal development of one and all as result deserving and competent staff is retained by the Institution.

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

Employment of part-time/visiting faculty is need based and temporary in nature. The part-time/visiting faculty are paid honorarium as per the rules of the institution. The approved staffing pattern of the Institution is in accordance to the workload as specified by the NCTE.

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

The policy of our Institution with regard to professional development of the faculty is to encourage them for participation in seminars, conferences and workshops at the state as well as national level. Financial assistance is provided to the faculty to meet the expenditure to be incurred on participation. The Institution also supports the membership of staff members in professional association.

As discussed in Criterion VI, 6.2.6 the Institution provides ample opportunities to the faculty to explore new avenues of upgrading their professional competencies. For this the Institution provides monetary incentives as well as sanction duty leave, study leave etc.

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

The Institution provides the faculty with well maintained, spacious staff room equipped with a computer station and internet facility, lockers, food warmer and refrigerator: Each faculty has an allotted work place table with sufficient storage facilities. The arrangement of the staff room enables the faculty to do their task individually as well as conduct reflective discussions whenever the need arises. The faculty is also provided with clean and hygienic sanitation facilities and rest rooms in case of medical infirmity. The Institution aims to enhance the staff room to accommodate more technological resources for the faculty.

The staff is provided well furnished and equipped library, computer and E.T. laboratory and spacious and peaceful environment to carry out their work effectively. Well maintained staff room with good quality furniture and almirah for storage has been provided.

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

The Institution has developed a democratic mechanism for redressal of grievances. The Institution has a grievance cell administered by the Director of the Institution and assisted by two senior faculties which use the

suggestion box to collect student teachers' opinions. The Director of the Institution also follows an open door policy for addressing the grievances of the student teacher, teaching and non teaching staff. The Quality circle mechanism has been adopted for redressing problems where the focus is always on counseling rather than on punitive action.

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

According to rules and regulations of university each teacher is given 20-22 hours per week for teaching load. Rest of the time the faculty members engage themselves for preparing their lecturers in library, doing research work, organizing functions and competitions, helping students, doing evaluation work and performing other academic work assign to them which includes community engagement and meeting with teaching practice school etc.

The Institution is affiliated to GGSIP University and it follows the norms of UGC. Hence with respect to the workload policies and practices the Institution follows the norms specified by the NCTE and UGC.

Within the specified norms, the Director of the Institution does the strategic planning of the workload distribution and execution through participatory decision making.

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

The Institution follows the philosophy that if the members of the Institution have to be successful and satisfied with the work that they are doing in the Institution then both Intrinsic as well as extrinsic motivation have to be boosted. The Institution provides the same in the following manner:

- The Director takes initiative in organizing the celebrations of faculty's efforts in ensuring successful accomplishment of the vision, mission and goal of the Institution.
- Appreciation letters are given to the staff members who have done exemplary work with respect to their portfolio. Messages of 'Congratulations' to the staff is also displayed on the Institution notice board.
- The Director also disseminates the accomplishments of the faculty through his interactions with the student teachers, alumni and other stakeholders of the Institution.
- The Director of the Institution along with the Institution management provides a proactive environment by appreciating the work done by the staff members through awards.

- The varied achievements of the faculty is reported and published in the annual report of the Institution.
- The Director of the Institution acknowledges the staff members by rewarding them with a token of appreciation.
- The Director creates an amicable atmosphere by organizing refreshments for the staff members to welcome them for the new academic term, during the staff meetings and at the term end.

6.5 Financial Management and Resource Mobilization

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

No, the Institution is a self-financed Institution and is not getting any kind of grant or financial assistance from government or any other agency. It is managed from the income received only from students' fees. Deficit, as and when occurring, is compensated by the management from its own funds. The SC, ST, OBC and PH scholarship is given to the pupil teachers by the Government's Social Welfare Department.

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

The Institution does not mobilize any donation on its own.

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

Mostly yes. However additional funds are providedby the Trustas and when exigensies arise.

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

Income and Expenditure statement for last 3 years are enclosed. No deficit financing is resorted to.

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

The accounts of the Institution are audited regularly by an approved CA. The Institution has Statutory Auditors who conduct audit on quarterly

basis which involves scrutiny of fees, vouchers, cash book, ledger and disbursement of funds, salary payment, payment of allowances such as DA, HRA, CCA, and TA and other expenditure incurred. There is no pending audit, objection raised or dropped. The auditors also checks various circulars and important notifications pertaining to accounts and arrears, bills in order to ensure complete transparency in the financial procedures followed in the Institution.

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

The Institution has computerized its finance management systems with the help of customized software called Tally.

6. 6 Best practices in Governance and Leadership

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

The Governance and leadership of the Institution is in fine tuning with the vision and mission statement.

- The governance of the Institution is based on total democracy, flexibility and decentralization of the work. Decisions are taken in a democratic manner through dialogues and mutual consensus arrived through brain storming. The leadership aims at bringing about Total Quality in the working and

therefore adopts measures like where the strengths of each faculty is tapped and utilized for growth of faculty and Institution.

- The Director chairs all such important foras where he guides the proceedings in a democratic manner. In the planning and implementation of all academic activities. The Director seeks opinion from the coordinator of all the course before taking the final decision. He regularly interacts with the management to ensure appropriate allocation and utilization of resources for the preparation of students.
- Executive powers are delegated to the various committee conveners as they are given autonomy to plan and implement curriculum transaction for each course. They also receive all relevant feedback from the students, staff, parents and other stakeholders and place it before the Director in the monthly meetings. This has ensured a second line of effective leadership in the Institutional management.
- The leadership adopts austerity in financial management so as to provide funds for need based academic growth.
    - There is internal and external auditing of the academic and administrative activities done via staff meeting, Local Managing Committee meeting, and periodical reporting to NCTE.
    - The focused and goal oriented leadership has succeeded in mobilizing huge funds for research and academic activities through different agencies.

- The leadership has built state of the art learning and physical resources.
- The Institution has diversified its activities and is a centre for excellent higher education and research.

CRITERION - VII
INNOVATIVE PRACTICES

7. 1 Internal Quality Assurance System

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

Yes, our Institute has established an Internal Quality Assurance Cell.
The same was established in the year June 2008 to develop a system for conscious, consistent and catalytic improvement in the performance of the Institution.

The IQAC (2008) comprises of the following members:

- Director
- All HODs (Committee Coordinators)
- Lecturers (Committee Members)
- Administrative Officer

The major initiatives taken by the IQAC are as follows:

- IQAC has developed quality benchmarks in all activities of the Institution to ensure continuous improvement in the entire operations of the Institution.

- IQAC charted initiative and efforts to prepare a vision, mission document for the Institution.
- IQAC conducts workshops, awareness programmes, study circle and special lectures on quality innovations, TQM and workshops related to ICT, leadership, governance and strategic perspective planning.
- IQAC acts as a nodal agency of the Institution for quality related activities of teaching, research and outreach. It analyses the feedback received from all stakeholders and inform the concerned authorities about its outcome for correction and amelioration. It also gives appreciation letters to the well deserving staff for this performance.
- IQAC records, disseminates and monitors quality measures of the Institution related to various academic and non-academic activities.
- IQAC plans and implements quality initiatives and has established several cells and centers like Publication Cell, Placement Cell, Career and Counseling Cell and constituted various committees to initiate activities of both academic and administrative nature.
- IQAC endeavors for the optimization and integration of modern methods of teaching and learning in the Institution such as use of co-operative learning, teaching through technology etc.

- IQAC looks after the adequacy, maintenance and proper allocation of support structure and services.
- IQAC monitors the quality of research papers published /being published.
- It monitors publication of Institute's professional journal 'Lingaya's Lalita Devi Journal of Professional Studies.

IQAC has been channelizing the efforts and measures of the Institution towards academic excellence.

The IQAC monitors and evaluate academic, co-curricular and extracurricular activities of the Institute with evaluation of the performance and suggest the improved systems to be adopted like work diary introduced which is to be maintained and filled in daily by all the faculty members. Internet facilities have been introduced to update the knowledge of the faculty and to find out the latest teaching methods/systems. All these activities are organized and observed by in charge faculty members and monitored by the principal.

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

The major objectives of our Institute are that students should be given opportunities for education and employment so that the nation and the society get the service of good quality teachers. To achieve this goal, our Institute has prepared detailed plan of action for the successful

implementation of its objective. The head of the Institute observes the academic programs carefully. He guides, assists and inspires the faculty members in the implementation of the programs. He acts as a liaison officer between the management and the Institute. The activities carried out are observed and evaluated by the Institute and all the information regarding the performance and feedback of the activities is regularly conveyed to the management by him. The management thoroughly studies the performance and achievements of the Institute and remains in contact with the Institute for fulfilling the goals and objectives successfully.

_ Annual planning is done in the beginning of the year and care is taken that it is followed.

_ Continuous evaluation of students is done throughout the year by all the faculty members.

_ Get feedback from principals of the practice teaching school and from the students.

In order to strengthen the quality movement and ensure active contribution of all the Institutional personnel to the cause of achievement of Institutional goals and objectives a comprehensive, formative and cyclic mechanism has been developed and followed by the Institution.

Multi Source Feedback: The Institution encourages multi source feedback to evaluate the academic and non-academic programme in relation to the achievement of goals and objectives. The verbal and the written feedback are sought from the students, teachers, and alumni and visitors to the Institute.

Based on the feedback received; the committees recommend and design the essential changes in the academic programmes through the Review Analysis and Review deliberations.

Discussion of the problems faced by the students and the teacher educators during the course of the actions is done during periodical meetings of various committees. The informal but deliberate pondering by the faculty members help to critically analyze the level of effectiveness of the everyday academic and non-academic activities.

The Institution ensures the quality of its academic programmes in alignment with the Institutional goals and objectives through regular academic audit conducted by the Director, HOD and the faculty of the Institution through its.

7.1.3 How does the Institution ensure the quality of its academic programmes?

The Institute's Academic programme is as prescribed by the GGSIP University which is the parent body. The programme is distributed to various faculty in-charges according to their areas of interest. All co-curricular and extra-curricular activities are assigned to the concerned faculty members and they carry out the work assigned to them efficiently and to the best of their abilities.

The management reviews the academic programs and offers suggestion during its meeting and decides the strategies for qualitative improvement of the Institute. Student representatives are nominated to participate. The head of the Institute and the faculty members monitor this entire process.

The student's council comprises of :

_ Class Representative

_ Asst. Class Representative

Under the guidelines of in-charge faculty members, the students' council organizes, manage and administer various activities during the whole year.

Quality has become the defining element of education in the 21st century in the context of new social realities. Acquisition of quality and

excellence is the great challenge faced by all higher education Institutions. The Institution ensures the quality of its academic programmes in the following manner.

- Supporting the orientation and refresher programme of teacher educators to become highly competent.
- Supporting research activities and publication work of faculty.
- Providing assistance to teacher educators to integrate technology into curricula and instruction.
- Instilling a strong commitment to professionalism among faculty and staff.
- Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on co-operative learning, research methodology gender sensitization and inclusive education.
- Providing adequate resources without which, the Institution can fall short of accomplishing its objectives. Attention is also paid to staffing to ensure that the correct skills are in place to manage and implement the designed program.

- Besides these sessions the Director of the Institution also provides an open platform to share the good practices during the staff meetings and the IQAC meetings.

All these committees chalk out the detailed schedule, content, modus operandi of all activities under the guidance of the in-charge faculty by keeping activities in centre under the monitoring and coordination of the head of the Institute.

7.1.4 How does the Institution identify and share good practices with various constituents of the Institution?

The quality of administration and financial management are ensured by vigilant control by the management as well as through the Director and various committees. Internal and external auditing serves as tools.

The various constituents of the Institute are:-

- The three departments, namely Department of Education, Department of Management, Department of Journalism and Department of Mass Communication.
- The Library
- IT Labs
- Administrative office
- Accounts Department

- Canteen

The various committees which look into various aspects of Institutional functioning are the hall mark of the Institute. These committees have members from all departments and therefore, its deliberations reflect the opinions, problem solving approach and approaching the management through Director for decision making. It brings in total transparency in decision making. Since students are also co-opted in some of the committees, the decision taken consequent to their deliberations are well received and creates healthy environment in the Institute.

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

The various constituents of the Institute are:-

- The three departments, namely Department of Education, Department of Management, Department of Journalism and Department of Mass Communication.
- The Library
- IT Labs
- Administrative office
- Accounts Department
- Canteen

The various committees which look into various aspects of Institutional functioning are the hall mark of the Institute. These committees have members from all departments and therefore, its deliberations reflect the opinions, problem solving approach and approaching the management through Director for decision making. It brings in total transparency in decision making. Since students are also co-operated in some of the committees, the decision taken consequent to their deliberations are well received and creates healthy environment in the Institute.

7.2 Inclusive Practices

7.2.1 How does the Institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The teachers use various professional forums of the institute for discussing national priorities and goals as reflected in school curricula and the implied teaching methodologies. They read journals and magazines to keep track of national policies and creative practices in peer institutions. The frequent exposure given to the students through guest lectures by experts on issues concerning education also serve this sensitization process. School curriculum is sensitized before the student

go for practice-teaching. Students understand while and after the practice teaching sessions. The Institution strives to provide the empirical base for implementing strategies for Inclusive classrooms by encouraging the teacher educators to take up research related to the field of Inclusive Education.

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

At the commencement of the new academic year, we organize an orientation programme for our newcomers. In orientation programme we educate the new comers about the gender sensitization and value ethics of the Institute for their day to day conduct. The students are also given exposure to develop leadership qualities, effective communication, essence of group work and pair work, commitment and responsibilities toward society through value addition courses.

The Institution's academic plan is developed before the commencement of the academic session with lots of deliberation and reflective discussions in order to ensure the fulfillments of its vision, mission, goals and objectives. In order to keep the student teachers abreast with the latest techniques, policies, and regulations influencing inclusion; the academic plan provides opportunities for conducting relevant activities such as talks by experts and special lectures. Special lectures were organized by the Institute: 2007-08: Dr. Meenu Goswami (Principal, K.R.Mangalam World School), 2008-09: Dr. Joginder Singh(Retired Director, CBI), 2009-10: Dr. Janaki Rajan (Professor, Jamia Millia Islamia), Dr. B.C. Sabata (Programme Officer, Ministry of Environment), 2010-11: Dr. V.P.Vaidik (Eminent Educationist)

The B.Ed. course curriculum includes a variety of components related to inclusion, exceptionalities and gender differences. The academic plan envisioned provides opportunities to the Institution faculty to teach the same through expounding examples, pleasant graphics, and visually rich learning experiences and through small studies of local community.

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

Self Appraisal Report

Valuable learning needs a rousing and fervent environment. Institution always strives to promote such activities which are helpful in creating learning environments that foster positive social interaction, active engagement in learning and self-motivation. Some of those are as follows:

During the whole academic year, various activities are organized through which students are benefited to live an enlightened social life. By means of various seminars, tutorial, discussion, counseling, interaction between students and faculty members and thus develop socialization. During micro-teaching, stray lesson, unit lesson, block teaching, cultural activities, they develop qualities of honesty, responsibilities, punctualities, leadership, adaptation, time management, self-confidence, sense of co-operation, sharing and caring. Thus, they develop their personality and professional skills and ultimately achieve the peak performance.

They also prepare lesson plans, submission of teaching aids, bulletin board, inspiring story, unit test, construction of test items, blue print, psychological test, practical work, book review etc. Students organize various programs after consultation of faculty-incharge during the block

teaching in which activities like prayer, inspiring story, time table, making proxy period, arrangement of classroom activities, subject related activities, sports activities, and organization and conducting of cultural activities. In block teaching program they show their hidden talent and enhance their personalities. All the above activities lead to their self motivation.

- Subjects' lesson demonstration by using audio video teaching aids.
- Introducing "Bal Panchayat" to know the problems of children of the community.
- Audio recordings for diagnostic and remedial teaching for student teachers.

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

Our students mainly come from diverse backgrounds. We divide our student teachers in such a way that each group is comprised with the students coming from all the background. The supervisor of the group keeps track of the atmosphere and dialogues of the group and keeps himself always in close

contact with the group. While preparing all the lesson plans and assignments care is taken to address the students from diverse background and different levels of mental capabilities.

The educational and the pedagogical strategies and programmes adopted by the Institution as mentioned in 2.1.4, 2.2.1, 2.2.3., 2.1.5 of Criterion II and 7.2.1, 7.1.3 of the present criteria displays the Institution's focused efforts towards developing the student teachers proficiency for working with children from diverse backgrounds and exceptionalities. Among all aforementioned programmes conducted to develop proficiency in student teachers for working with children from diverse backgrounds and exceptionalities. Student teachers are supported, trained, guided and assessed on implementation of Core Elements, Life skills Education, Models of Teaching, Cooperative Learning Strategies, Creative Techniques and so on.

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

Since the inception of this Institute no physically challenged/differently abled student has taken admission in this Institute. However, we are geared up to provide requisite facilities to them as and when the need arises.

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

The question of gender issue does not arise. But the students are given ample training in handling these issues in their day today life, if any

The Institution has Women's Empowerment Cell which organizes numerous activities to empower both female and male student teachers of the Institution through the following activities:

- The Institute conducted breast cancer awareness lecture in coordination with Rotary Club, New Delhi.
- Street plays highlighting the problems of gender discrimination.
- Conducting regular meetings to keep a check on any kind of harassment against female students in and around of the Institutional premises.
- Supporting small departmental studies such as during the academic year 2008-2009 the B.Ed. department conducted a study on the status of women empowerment in local community with the help of student teachers.

Besides organizing curricular and co-curricular activities, talks and sessions by the experts from the community, all members of the Institution are vigilant and sensitive to any financial and social

problems that are encountered by the female students. Due to the family responsibilities coupled with non cooperation from the family members, often the female student teachers find it difficult to cope with the rigors of the B.Ed. course. Empathetic counseling and emotional support at this junction provides the much needed support to the female students thus empowering them to successfully complete their course.

7. 3 Stakeholder Relationships

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

Our Institute maintains a transparent method of operation wherein all relevant information is shared with the stakeholder with a view to enhance the performance of an individual candidate and the Institute as a whole. We keep live contacts with our former students. We regularly update their social-financial progress and moreover we try to provide placement for job seeking students. We organize parents-teacher meetings for discussion of behavior, achievements, limitation of students as per necessity. Through print and electronic media we telecast and publish various activities done in our institution.

All academic assignments, co curricular, extra-curricular activities and administrative activities concerning stakeholders are planned and executed by taking them into confidence. Our Institute organizes Alumni Meeting wherein we deliberate about individual achievements, progress of the Institute and its future plans of actions for students.

The information on organizational performance (Academic and Administrative) is widely disseminated to various stakeholders of the Institution through the following channels:

- Institution Website
- Institution Prospectus
- Institution Syllabus
- Prominent display in the Institution premises
- Institution magazine

The Institution annual reports are shared with the student body on annual day and disseminated to the governing bodies and sister concerns of the Institution. The Director of the Institution shares the organizational progress, goings on, undertakings, performance and accomplishments with the faculty members through the regularly conducted staff meetings and through staff circulars.

Also the new entrants into B.Ed. course are provided information on the organizational performance through the Orientation programme

conducted on the first day of the Institution. The teacher educators through the conduction of their respective portfolios communicate the past achievements of the organization to the students to motivate them. The Institution administrative staff and the teacher educators also disseminate the same through their interaction with the different stakeholders of the Institution.

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

The Institution through regular staff meetings conveys information data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders to the faculty.

The data on effectiveness of various processes is conveyed to the management through periodical fixed meetings and also through informal interactions with the members of the management.

The satisfaction and dissatisfaction of students regarding the process of curriculum transaction is conveyed through confidential and individual interaction between the Director and the concerned faculty members.

All the feedback received regarding the effectiveness of the varied Institutional processes the same is utilized after in depth deliberations to fine tune the relevant processes and activities.

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

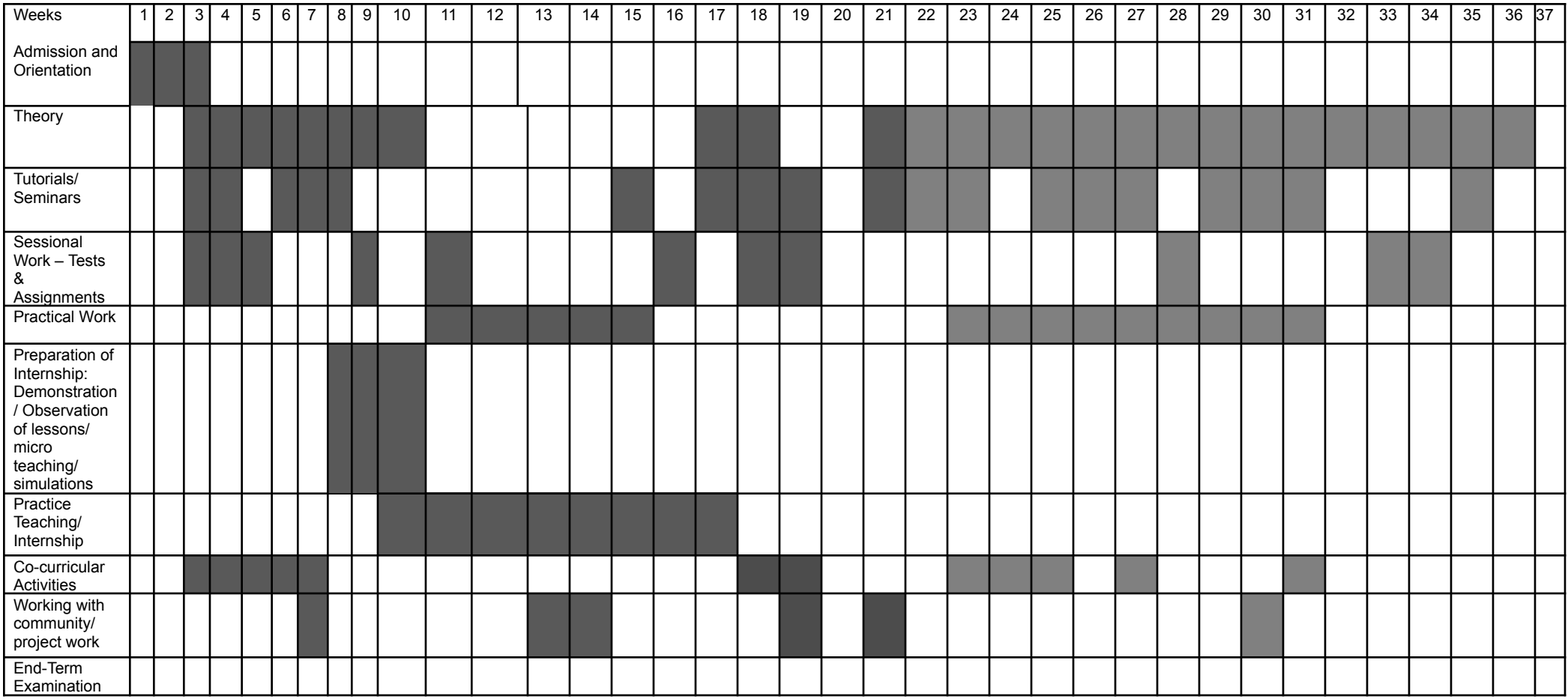
Oral feedbacks are taken at regular interval during the academic sessions. At the end of each academic year, feedback forms are collected from the students through which we obtain opinions of students about academic and related activities, infrastructural facilities at Institute, conduct of non-teaching staff, teaching and counseling by teaching staff, educational program, overall process of education, behavior and guidance of Head of Dept, facilities of library etc. This information is used to plan the following academic year. In case, the students or staff members are hesitant to express their opinions in open, then there is a provision of 'suggestion box' near the management Room of the Institute through which they can express their opinions, suggestion or grievances.

The Institute collects written suggestions about students from rural schools/areas during continuous education program through teachers and principal of schools. The information thus collected is used as inputs for planning the academic activities on the campus and off the campus student teacher training programs. Through Alumni Association, Institute alumnus are invited to the campus to interact and share their experience with the ongoing student teachers.

Thus our Institute is not only constantly updating the theoretical aspects of education, we are sincerely committed to update the practice and practical aspects of our teaching and training programs as per the ground reality and future needs.

LINGAYA'S GROUP
choose to know
LLDIMS

Mapping of Academic Activities of the Institution



Note: A week is of five working days and a day is of 7 hours 20 minutes.