

HANDBOOK OF INFORMATION

Bachelor of Education (B.Ed.) Programme 2018-19



NAAC Accredited 'A' Grade

Maharshi Valmiki College of Education
(University of Delhi)

Geeta Colony, Delhi 110 031, INDIA

Tel. +91 11 2208 5191; Email: mvce1995@gmail.com; Website: www.mvce.ac.in

ॐ सह नावतु ।
सह नौ भुनक्तु ।
सह वीर्यं करवावहे ।
तेजस्वि नावधीतमस्तु मा विद्विषाव है ।
ॐ शान्तिः शान्तिः शान्तिः ॥

Oh GOD!
May YOU protect us both (pupil and teacher) together
May YOU nourish us both together
May we be blessed with knowledge together
May our knowledge be beneficial
May we never hate each other
Om Peace Peace Peace.

Handbook of Information Committee
Dr. Parmesh Kumar Sharma
Mr. Reyaz Hashmi

Principal's Message

A warm welcome to you to Maharshi Valmiki College of Education! It is heartening to note that you have decided to become teachers. It's ~~indeed~~ a challenge, greater than what you may have visualized otherwise. Congratulations to you for deciding ~~to take up the challenge to~~ become teachers.



Teachers play an unparalleled role in the society. Teachers visualize, conceptualize and contextualize ideas. Teachers create human space conducive for cradling ideas. Teachers facilitate not only the transmission of ideas but ~~owe a great deal for~~ the spurt of novel ideas. Teachers catalyze comprehension, inspire application, and encourage innovation, discovery and creation. Teachers strike the human chord keeping the passionate quest for knowledge alive – themselves and through their students.

This is a glimpse of the role you have decided to prepare yourself for! You shall get to know more when you evolve in furtherance of your choice.

Humble initiatives lay the foundations for great contributions. Being humble always, think, reflect, and make a beginning. Open yourself up to myriad ways of thinking; of learning and experiencing. Prepare yourselves for a meaningful life and live it to its fullness through sincerity, hard work and dedication.

Concentrate and look within. Set yourselves on an expedition into your deep self. Experience, explore and evolve. You'll discover the germ of creativity deep within! Ignite your thoughts, unleash your potential and grow into the role you have chosen yourself for.

The challenge is great – ~~but~~ refreshing and transforming. Approach it to its fullness through ~~impeccable~~ commitment. Make a beginning and hesitate not. You can surely stand up to that. Believe me - you can indeed stand up to that!

May your stay in this College remain beautifully meaningful always! May it prove to be the transformational period of your life! May it enable you to kindle lives; and to kindle many more lives!

May education be your way of life, henceforth and forever!

Best wishes,

15 July 2018

Dr. Parmesh Kumar Sharma
Principal (Officiating)

Real knowledge is to know the extent of your ignorance.

- *Confucius*

A good teacher must be able to put himself in the place of those who find learning hard.

- *Eliphas Levi*

Children must be taught how to think, not what to think.

- *Margaret Mead*

Maharshi Valmiki College of Education: An Introduction

Maharshi Valmiki College of Education was established in the year 1995 by the Government of NCT of Delhi as a Constituent College of University of Delhi in order to cater to the long standing need for avenues for pre-service elementary and secondary teacher education programmes to the aspiring students in Delhi. Known initially as College of Education, and housed on the Ground Floor of Bhai Parmanand Institute of Business Studies Building at Shakarpur, Delhi, the College assumed its present name Maharshi Valmiki College of Education later in the year 1996 drawing inspiration from the high ideals of the great teacher Valmiki. The College conceptualized, designed and adopted its logo in the year 1999.

Making a humble beginning with Bachelor of Education (B.Ed.) programme with 38 students from the Humanities and Social Science streams, the College got initiated in shaping its profile under the inspirational leadership of the philosopher, artist and teacher - late Professor R.P. Sharma, Former Head & Dean, Faculty of Education, University of Delhi, who took over the College as Officer on Special Duty on 21 Sep 1995; the day celebrated as *Udbhav Diwas* every year. The College was formally inaugurated by Shri Madan Lal Khurana, the then Chief Minister of Delhi, on 16 Nov 1995, the day celebrated as *Foundation Day* every year. After seven years of functioning from the Ground Floor of Bhai Parmanand Institute of Business Studies Building, the College moved to its present location at Geeta Colony, Delhi in the year 2003.

Having successfully shaped the lives of twenty batches of its students of the one-year B.Ed. programme in its initial twenty years, the College introduced the two-year B.Ed. programme with effect from the academic session 2015 - 16 and opted for 100 seats for the course; admissions to which are open to the aspiring graduates and postgraduates from the sciences, social sciences, languages, mathematics, and commerce streams. The admissions to the College are made on all-India basis through a Common Entrance Test conducted by the Faculty of Education, University of Delhi.

All through the twenty-three years of its coming into being, the College has been very seriously focusing on instilling quality and bringing diversity within the scope of its teacher education programme. Much beyond the mandatory requirements, the College dedicates itself to the mission of transforming students into teachers who are attuned to the pursuit of academic excellence, who are vibrant on cultural diversity and who are oriented to social affinity. Teachers shape the destiny of future generations. Teacher education programmes therefore, have an intensively wider role to play. The College strives hard to assume this responsibility and endeavours to do justice to it being a dedicated teacher education institution of the University of Delhi.

With many pass-outs of the College contributing their bit in the school and university systems across the length and breadth of the country, and many others channelizing themselves in diverse domains abroad, the College commits itself to an exploratory journey in teacher education with the intent of blending the much cherished ideals with the hopes and aspirations of the emerging global world.

Vision, Mission and Value Framework

The vision of Maharshi Valmiki College of Education is as follows:-

Vision

To strive for excellence in teacher education and to prepare quality teachers, educational practitioners and researchers.

To translate the vision into reality, the following have been elucidated as the mission statement of the college -

Mission

- To prepare academically reflective, culturally sensitive, socially responsive, pedagogically sound and technology-savvy teachers.
- To produce intellectually sound, inquisitive, value-oriented and technically skilled educational practitioners and researchers.
- To pursue conceptual, field-oriented and need-based studies in teacher education.

The following has been resolved as the value framework depicting the vision and mission of the college -

Value Framework

To inculcate the following values among the student-teachers -

- Academic Integrity and Competence
- Cultural Sensitivity and Tolerance
- Social Affinity and Inclusion
- Duty, Responsibility & Accountability
- Professional Honesty and Commitment
- Respect for Human Freedom and Dignity
- Sensitivity to Diversity, Equity and Social Justice
- Appreciation of Originality, Creativity and Research
- Quest for Excellence

The college strives hard to translate the above into a vibrant reality blending the much cherished ideals with the hopes and aspirations of the emerging global world.

NAAC Accreditation

Maharshi Valmiki College of Education (University of Delhi) Geeta Colony, Delhi has been accredited by the National Assessment and Accreditation Council (NAAC) on 17.03.2016 with a CGPA of **3.15** at '**A Grade**' valid for a period of five years till 16.03.2021.

Courses of Study: Bachelor of Education (B.Ed.) Programme

(A) Curriculum for Bachelor of Education Programme

First Year

Foundation and Pedagogic Courses

In the first year of the course, there shall be 7 courses in all, 5 of them carrying 100 marks each, and the remaining 2 carrying 50 marks. It is expected that the 100 mark courses will be taught for 3-4 hours per week, and the 50 mark courses for 1-2 hours per week on an average. Each paper carries a provision for 30 per cent internal assessment.

The following courses will carry 100 marks each:

1. Education in Contemporary India
2. Human Development, Diversity and Learning
3. Conceptual Foundations of Education
4. Pedagogy-I (introduction to the pedagogic challenges posed by the subjects comprising any one of the FIVE broad disciplinary streams)
5. Pedagogy-II (Covering the pedagogic needs of any one subject within the stream chosen under Pedagogy I, at all stages of secondary education)

Note: The Practicum component of Pedagogy - II will be dealt with in the 2nd year of the programme.

The following Courses will carry 50 marks each:

6. Gender, School and Society
7. Knowledge, Disciplines and School Subjects (introduction to the disciplinary basis of all subjects)

EPC Courses

The first year will also provide 2 EPC (Enhancement of Professional Capacity) courses carrying 50 marks each. These will be taught in a workshop mode and evaluation will be entirely internal. These EPCs are:

- EPC 1: Art, Craft and Aesthetics (with special reference to any one of the four arts or a craft)
- EPC 2: Critical Understanding of ICTs in Education

Tutorial

A tutorial carrying 50 marks will be held throughout the first year. It will focus on developing student's understanding of his/her own aims in relation to the various courses through interactive sessions. Reflective reviews of books and other readings selected by the tutor will form the basis of evaluation, apart from the student's participation in the discussions.

Field Observation: (50 marks)

As per the NCTE framework, the first year of B.Ed. will provide an opportunity for field observation in school and other educational settings for a total period of 4 weeks (i.e. 20 working days, spread across the session). A reflective journal maintained by the student during field observation will be used for evaluation out of 50 marks.

Second Year

Foundation and Elective Courses

In the second year of B.Ed., there will be three Courses, two carrying 50 marks and one elective paper carrying 100 marks. The titles are as follows:

8. The Inclusive School (ref. children with special needs): 50 marks
9. Assessment for Learning: 50 marks
10. Elective course (100 marks) on any of the options available.

The following titles constitute an initial list:

Computer and Web Technologies in Education; Art Education; Human Rights and Education; Education and Technology; Peace Education; Adolescence Education; Education for Mental Health; Environment Education.

Suggested titles for expansion of the list of electives in future: Innovations in Education; Integral Education; Nai Talim; Media and Education; Childhood and Education in Literature. More titles may be added.

EPC Courses

There will be two EPC courses. The titles are as follows:

- EPC 3: Understanding Communication (50 marks)
- EPC 4: Yoga (50 marks)

School Experience Programme under Internship (300 marks)

A 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences will be offered in the first half of the second year (i.e. from August to December). Under internship, students will teach 4 days per week in schools, and the remaining day(s) will be used for course work and consultation with subject specialists. It is expected that under SEP, students will participate in all aspects of school life while

focusing on the teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges that teaching children with special needs involves. Students will be evaluated for SEP out of 300 marks. These marks can be distributed across different domains of school internship work to be spelt out later. Each student will regularly maintain a reflective journal consisting of observations and reflections on his/her own teaching, and observations on teaching by peers. The following pattern would be adopted for evaluation:

100 marks: to be given by the subject specialist on the basis of planning, use of resources, preparation of teaching aids, etc. These marks will be given in three installments: 25 after 4 weeks, 25 after 8 weeks, the remaining 50 at the end of the internship programme.

100 marks: to be given by the regular supervisor on the basis of classroom teaching in the same kind of installments as are mentioned above;

50 marks: to be given by 2 rotational supervisors.

50 marks: to be given by the regular supervisor on the basis of the reflective journal maintained by the student.

Time-Table

The Courses carrying 100 marks are envisaged to be taught for approximately four hours a week, i.e. once in a two-hour period and twice in one-hour periods. The Courses carrying 50 marks will be taught for two hours per week. The numbers of hours will need to be adjusted during the weeks when students go out for field observation one day (or more, if required) per week. The same will apply to the workshops for EPCs. This average allocation implies a total of 26 hours for teaching and the remaining 14 hours in a working week for other institutional activities and self-study in the first year. The second year programme will follow a two day time-table during internship when students go to schools for four days every working week for 16 weeks (i.e. 80 days). Hence, during internship, the teaching of courses and EPCs, and consultation with subject specialists, will be adjusted within the time available at the college. Following the completion of internship, the normal amount of periods can be allotted to the three courses and EPCs.

Scheme of Examination

The B.Ed. programme, as outlined above, will carry 1400 marks. The first year will carry 800 marks and the second year will carry 600 marks. Internal assessment will constitute 30 marks in courses carrying 100 marks and 15 marks in courses carrying 50 marks. All EPCs will be evaluated internally.

Let us sacrifice our today so that our children can have a better tomorrow.

-APJ Abdul Kalam

B.Ed. Two-Year Course Outline

I. Foundation Courses: All courses are compulsory

	Paper Title	Paper Code	Marks
1	Education in Contemporary India	F.1	100
2	Human Development, Diversity and Learning	F.2	100
3	Conceptual Foundations of Education	F.3	100
4	Gender, School and Society	F.4	50
5	Knowledge, Disciplines and School Subjects	F.5	50
6	The Inclusive School	F.6	50
7	Assessment for Learning	F.7	50

II. Pedagogy Courses

	Paper Title	Paper Code	Marks
Pedagogy I (any one of the FIVE disciplinary streams)			
1	Language	P.1.1	100
2	Science	P.1.2	100
3	Mathematics	P.1.3	100
4	Social Science	P.1.4	100
5	Commerce	P.1.5	100
Pedagogy II (Teaching of any one subject)			
1	English	P.2.1	100
2	Hindi	P.2.2	100
3	Sanskrit	P.2.3	100
4	Urdu	P.2.4	100
5	Punjabi	P.2.5	100
6	Physics	P.2.6	100
7	Chemistry	P.2.7	100
8	Biology	P.2.8	100
9	Integrated Science	P.2.9	100
10	Mathematics	P.2.10	100
11	History	P.2.11	100
12	Political Science	P.2.12	100
13	Economics	P.2.13	100
14	Geography	P.2.14	100
15	Psychology	P.2.15	100
16	Sociology	P.2.16	100
17	Social Science	P.2.17	100
18	Commerce	P.2.18	100
19	Home Science	P.2.19	100

III. Elective Course: (any one of the options available)

	Paper Title	Paper Code	Marks
1	Education for Mental Health	E.1	100
2	Art Education	E.2	100
3	Computer and Web Technologies in Education	E.3	100
4	Education and Technology	E.4	100
5	Environment Education	E.5	100
6	Human Rights in Education	E.6	100
7	Peace Education	E.7	100
8	Adolescence Education	E.8	100

IV. EPCs (Enhancement of Professional Capacity)

	Title	Paper Code	Marks
1	Art, Craft and Aesthetics	EPC.1	50
2	Critical Understanding of ICTs in Education	EPC.2	50
3	Understanding Communication	EPC.3	50
4	Yoga	EPC.4	50

V. Tutorial: 50 marks

VI. Field Observations: 50 marks

VII. School Experience Programme under Internship: 300 marks

Two-Year B.Ed. Programme (year-wise outline)

First Year		
Foundation Courses	3 Courses	3 x 100 = 300 marks
	2 Courses	2 x 50 = 100 marks
Pedagogy Courses		
Pedagogy I	1 Course	100 marks
Pedagogy II	1 Course	100 marks
EPCs	2 Courses	100 marks
Tutorial	-	50 marks
Field Observation	-	50 marks
	Total	800 marks
Second Year		
Foundation Courses	2 Courses	100 marks
Elective Courses	1 Course	100 marks
EPCs	2 Courses	100 marks
School Experience Programme under Internship	-	300 marks
	Total	600 marks
	First year + Second year	1400 marks

(B) Scheme of Examination

Every candidate seeking admission to the examination for the Degree of Bachelor of Education shall satisfy the conditions formulated and notified by NCTE in its Gazette Notification 2014 (REGD. No. DL 33004/99, No. 346, New Delhi, Dated, December 1, 2014).

The Course of Study shall be spread over two academic sessions.

I. Foundation Courses: All courses are compulsory

	Paper Title	Paper Code	Marks
1	Education in Contemporary India	F.1	100 (Duration of Exam: 3 Hours)
2	Human Development, Diversity and Learning	F.2	100 (Duration of Exam: 3 Hours)
3	Conceptual Foundations of Education	F.3	100 (Duration of Exam: 3 Hours)
4	Gender, School and Society	F.4	50 (Duration of Exam: 2 Hours)
5	Knowledge, Disciplines and School Subjects	F.5	50 (Duration of Exam: 2 Hours)
6	The Inclusive School	F.6	50 (Duration of Exam: 2 Hours)
7	Assessment for Learning	F.7	50 (Duration of Exam: 2 Hours)

II Pedagogy Courses

Pedagogy I (P.1) (any one of the FIVE disciplinary streams) Duration of Examination: 3Hrs.			
	Paper Title	Paper Code	Marks
1	Language	P.1.1	100
2	Science	P.1.2	100
3	Mathematics	P.1.3	100
4	Social Science	P.1.4	100
5	Commerce	P.1.5	100

Pedagogy II (P.2) (Teaching of any one subject) Duration of Examination: 3 Hrs.			
	Paper Title	Paper Code	Marks
1	English	P.2.1	100
2	Hindi	P.2.2	100
3	Sanskrit	P.2.3	100
4	Urdu	P.2.4	100
5	Punjabi	P.2.5	100
6	Physics	P.2.6	100
7	Chemistry	P.2.7	100
8	Biology	P.2.8	100
9	Integrated Science	P.2.9	100
10	Mathematics	P.2.10	100
11	History	P.2.11	100
12	Political Science	P.2.12	100
13	Economics	P.2.13	100
14	Geography	P.2.14	100
15	Psychology	P.2.15	100
16	Sociology	P.2.16	100

17	Social Science	P.2.17	100
18	Commerce	P.2.18	100
19	Home Science	P.2.19	100

III. Elective Course: (any one of the options available) Duration of Examination: 3 Hrs.

	Paper Title	Paper Code	Marks
1	Education for Mental Health	E.1	100
2	Art Education	E.2	100
3	Computer and Web Technologies in Education	E.3	100
4	Education and Technology	E.4	100
5	Environment Education	E.5	100
6	Human Rights Education	E.6	100
7	Peace Education	E.7	100
8	Adolescence Education	E.8	100

IV. EPCs (Enhancement of Professional Capacity)

	Paper Title	Paper Code	Marks
1	Art, Craft and Aesthetics	EPC.1	50
2	Critical Understanding of ICTs in Education	EPC.2	50
3	Understanding Communication	EPC.3	50
4	Yoga	EPC.4	50

Note: Papers F.1, F.2, F.3, F.4, F.5, P.1, P.2, EPC.1 and EPC.2 are to be covered in B.Ed. 1st Year. F.6, F.7, Elective Course, EPC.3 and EPC.4 are to be covered in B.Ed. 2nd Year.

30% marks in each of the paper F.1, F.2, F.3, F.4, F.5 and Pedagogy I and Pedagogy II in the 1st Year and F.6, F.7 and Elective Course in 2nd year will be awarded on an internal assessment.

V. Practicum

- | |
|---|
| <ul style="list-style-type: none"> • EPCs 1, 2, 3 and 4 : 50 marks • Tutorial : 50 marks • Field Observation : 50 marks • School Experience Programme under Internship: 300 marks |
|---|

There shall be written examination for the Papers F.1, F.2, F.3, F.4, F.5, F.6, F.7, Pedagogy I, Pedagogy II and Elective Course under Theory.

School Experience Programme under Internship

- 100 marks: to be given by the subject specialist on the basis of planning, use of resources, preparation of teaching aids, etc. These marks will be given in three installments: 25 after 4 weeks, 25 after 8 weeks, the remaining 50 at the end of the internship programme.
- 100 marks: to be given by the regular supervisor on the basis of classroom teaching in the same kind of installments as are mentioned above;
- 50 marks: to be given by 2 rotational supervisors.
- 50 marks: to be given by the regular supervisor on the basis of the reflective journal maintained by the student.

There shall be a Coordination Board to Coordinate the Field Observation and School Experience Programme (SEP) in the above institutions.

Note: The B.Ed. shall be offered by the Department of Education (CIE), University of Delhi, Maharshi Valmiki College of Education (MVCE), Shyama Prasad Mukherjee College (SPM) and Lady Irwin College (LIC), New Delhi. The course in the latter institution is open to Home Science graduates only. Students are allowed the option to use Hindi as medium of examination.

Any candidate who has obtained not less than fifty per cent of the aggregate marks but has failed in one subject only under Part A of the examination, obtaining not less than twenty five per cent in that subject under Part A of the examination may be admitted to a Supplementary Examination in that subject to be held on any date within 6 – 8 weeks of the announcement of the University Annual Examination result in that year.

Any student who gets an Essential Repeat in First Year in any one theory paper, shall be permitted to attend classes in Second Year, but will have to pass the said Supplementary Examination before being permitted to appear in the Annual Examination at the end of the Second Year.

A candidate who does not pass the B.Ed. Examination (Second Year) but has secured at least 50% marks in School Experience Programme may, subject to the Ordinances, be admitted to a subsequent examination, on his being enrolled as an ex-student for the Second Year.

The minimum marks required to pass the examination shall be 40% in each written paper, 40% in the work done during the session relating to each theory paper, and together (combined) 45% in the theory paper and the work done during the session relating to the theory paper.

50% in Field Observation (FO) and School Experience Programme (SEP) and 50% in the aggregate.

The classification of result shall be as follows:

Distinction: 75% in the aggregate

Ist Division: 60% of total marks and above but below 75%

2nd Division: 50% of total marks and above but below 60%

(C) Other Information

1. The B.Ed. programme involves lectures, discussions, group-work, tutorials, self-study, school-based experience, workshops, psychology practicum, enhancement of professional capacity, ICT, and other curricular/co-curricular activities including physical education. One major component of the programme, called field observation programme (FOP) in the first year and school experience programme (SEP) in the second year, is organized by the College in various schools/institutions in Delhi.
2. **Timings:** As regards the teaching and other academic pursuits, the College functions six days a week. The timings are 09.00 to 16.50 hrs. The College office, library and laboratories, however, remain open till 17.30 hours on five days a week. The students are expected to be there in the college throughout the college hours. During field observation/ school experience programme, students are required to be there in their allotted school/ institution throughout the duration of the school/institution hours.

3. Time Table: The B.Ed. time table changes often in the year because of the distinct nature

of the course. Students are advised to check the college website/notice board regularly and take note the announcements made by the College for the purpose.

4. **Medium of Instruction and Examination:** The medium of instruction/examination in B.Ed. course can be Hindi or English depending on the student's choice. However, for Pedagogy courses and other optional courses, classes may be held in either of the two languages or their combination depending upon the concerned teacher. The students may choose any of the two mediums - English or Hindi but once chosen, the same medium shall be used by the student in all the papers in the annual examination.
5. **Rules of Attendance:** Keeping in view the rigour of the B.Ed. course, students are expected to regularly present themselves for all the classes and activities organized by the College. The following needs to be clearly noted :-
 - (i) Permission for leave is essential. Leave applications on the prescribed format should be addressed to the Principal through the recommendation of the Tutor and submitted to College office well in advance.
 - (ii) Students should ensure that they do not fall short of attendance in any of the components of theory or practicum.
 - (iii) NCTE/ University rules require a minimum of 80% attendance for all course work and practicum and 90% for school internship.
 - (iv) In case of illness, students will be required to submit a medical certificate (for leave and fitness) on their return from leave. However, intimation about the same should reach the College well in time.
 - (v) The attendance of the students will be duly notified by the College at different points of time during the academic session and students are advised to consider it as a notice issued by the College for the purpose.
 - (vi) Short of attendance in the B.Ed. course may lead to ineligibility for appearing in the B.Ed. Annual Examination.
 - (vii) A student who discontinues theory classes/school experience programme and/ or does not fulfill the requirements for appearing in the B.Ed. Annual Examination will not be entitled to the issue of admission ticket for Annual Examination. University of Delhi rules will be taken as reference in all such cases.
6. **Assignments:** Students pursuing the B.Ed. programme are required to work on and submit the work assigned to them by their respective teachers as per the time schedule fixed for the purpose. Time deadlines must be respected. Submission of the assigned work is non-negotiable.
7. B.Ed. Programme has a unique feature of continuous and formative evaluation of students. Practicum, assignments and projects based on the theory component prepare students to perceive reality and become dynamic and spontaneous in their approach to life. Students should submit their assignments and other records as per the College calendar and as per the subsequent announcements made by the respective teachers.
8. **In-House Examination:** The College holds an In-House Examination in the middle of the academic session. Students are expected to appear in the in-house examination as their performance therein has a bearing on their internal assessment, depending upon the formula to be evolved by the concerned teachers.

9. Co-curricular Activities (Including Physical Education): Formal classroom experiences alone are not sufficient for the integral development of the students. In fact, a great deal of share pertaining to the physical and emotional development of students is lost within the four walls of the classroom. Recognizing the importance of physical education that calls for order, discipline, etc. among the students and that inculcates team-spirit, co-ordination and co-operation, the College has interwoven select components of physical education in its teacher education programme. "Physical exercises are not done for fun or to satisfy one's whims, but as a methodical discipline to develop and strengthen the body". Adhering to the position, the College organizes *yogasana*, meditation, *pranayama*, physical drill, aerobics, athletics etc. besides providing amenities for sports events like volley ball, badminton, table-tennis etc.

As part of co-curricular input, students are encouraged to organize activities focusing on music, dance, drama, art and craft, *alpana*, *rangoli*, clay-work, floral decoration, paperwork etc. The College encourages the participation of students in events like University Flower Show, Essay Writing Competitions, Environmental Awareness programmes and other social activities.

Special days like Independence Day, Teachers' Day, Gandhi Jayanti, Republic Day, Sadbhavna Diwas, HIV/AIDs Day, Human Rights day, Children Day, Women Day etc. are celebrated as a part of routine to sensitize the students about the social issues and concerns. Major festivals may also be celebrated for sensitizing the student-teachers to the finer socio-cultural fabric of the society and for facilitating the comprehension of the educational import for enrichment of their experience.

Pedagogy teachers may organize different subject-oriented visits, field trips, lecture demonstrations and workshops etc. for the academic and professional benefit of the students. However, permission from the College is needed for any activity that is organized outside the premises of the College and such activities can be announced by the concerned teachers only after all the modalities regarding the same have been meticulously addressed and written permission obtained from the College through the procedure notified for the purpose.

Student-teachers are expected to plan, organize and execute activities as a part of their teacher education programme. Co-curricular Activities Committee of the College facilitates the students in learning to plan and organize these activities and assesses them in this area. The picnic and educational excursion are also organized subject to the condition that the required formalities are fulfilled as per the notified procedure and prior approval from the Principal is obtained.

10. Community Work, Gender Sensitization and Environmental Awareness: The College lays due emphasis on community work, gender sensitization and environmental awareness and considers them significantly important for teacher education programme. The students are initiated to pursue self-less work in any or all the three. The process may start in the first year and gain momentum in the second year during/after the school experience programme.

11. Psychology Practicum: Sensitizing the student-teachers to the cognitive, psycho-social and emotional development of children and helping them to gain insight into their psyche is one of the important concerns of the teacher education programme. The awareness about the needs and aspirations of the children helps the student-teacher in many ways. As part of the course work, the student-teachers are encouraged to draw bridges between the theory and practice and also to put theory to practice in real

educational settings. Psychology practicum provides one such window for the purpose. Students are encouraged to develop tools and techniques and are equipped to use standardized tools to study the children on different planes. Learning to observe, to interview, to develop and to use questionnaire, checklists, inventories, records etc. and initiating the student-teachers in using socio-metric techniques etc. is one of the focal points of the teacher education programme.

- 12. Visual Experience:** Aesthetics plays a very important role in the education of children. Art and its appreciation, therefore, emerge as essential ingredients of a good teacher education programme. Visuals in the form of bulletins, brochures, posters, charts, wall designs, graffiti, models etc. facilitate the children in understanding various aspects of the subject. Student-teachers are encouraged to put in their best efforts to conceive visual education projects through integration of their subject knowledge with various art forms learnt by them through enhancement of professional competency workshops and various other channels. In the process, they are also encouraged to use educational technology and electronic media, in helping them to disseminate the ideas to the learners.

(D) Prizes & Awards

- 1. Professor RP Sharma Memorial Prize for All Round Best Student in the B.Ed. Programme of the Year.**

[The prize was instituted in the year 2015 by the family members of late Professor RP Sharma, Officer on Special Duty (Founder Principal), Maharshi Valmiki College of Education, in his fond memory after he completed his body journey in May 2014.]

- 2. Mrs. Mohinder Kaur Memorial Prize for Girl Student securing highest marks in the Science Stream in College in the B.Ed. Examination of the University of Delhi.**

[The prize was instituted in the year 2015 by Dr. Prabhjot Kulkarni, Retired Principal, Maharshi Valmiki College of Education, in the fond memory of her mother late Mrs. Mohinder Kaur.]

- 3. Professor RP Singh Memorial Prize for the Student securing highest marks in the Social Science Stream in College in the B.Ed. Examination of University of Delhi.**

[The prize has been instituted in the year 2017 by Dr. Gopal Rana, Associate Professor, Maharshi Valmiki College of Education, in the fond memory of late Professor RP Singh, former Member of the Governing Body of the College.]

- 4. Sh. Kanwal Singh Memorial Prize for the Student securing highest marks in the Language Stream in College in the B.Ed. Examination of the University of Delhi.**

[The prize has been instituted in the year 2017 by Dr. Gopal Rana, Associate Professor, Maharshi Valmiki College of Education, in the fond memory of his father late Sh. Kanwal Singh.]

Education is not preparation for life, Education is life itself.

-John Dewey

Fee Structure for the B.Ed. Programme (Ist Year)
[For Academic Session 2018 – 19]

University of Delhi Pass Outs Pass out from Other Universities

[A] College Dues

1. Admission Fee	10	10
2. Tuition Fee	180	180
3. House Exam Fee	300	300
4. Identity Card Fee	200	200
5. Library and Reading Room Fee	800	800
6. Garden Fee	300	300
7. Work Experience Fee	300	300
8. Magazine Fee	350	350
9. College sport Fee	300	300
10. Computer Fee	800	800
11. Water and Electricity Charges	300	300
	3840	3840

[B] University Dues

1. Cultural Council	5	5
2. Enrolment Fee	50	150
3. Athletic Fee	10	10
4. W.U.S. Health Centre	120	120
5. D.U. Development Fund	600	600
6. N.S.S.	20	20
7. Sport Fee	50	50
	855	955

[C] Students Fund

1. Co-Curricular Activities	900	900
2. Students Facilities	700	700
3. College Development Fund	500	500
4. Student's Aid	100	100
5. Medical	100	100
6. Sexual Harassment Committee	15	15
7. Library Security (Refundable)	1000	1000
8. College Annual Photograph	300	300
	3615	3615

Total Fee (A+B+C)	Rs. 8310/-	Rs. 8410/-
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The object of education is to prepare the young to educate themselves throughout their lives.

-Robert M Hutchins

College Infrastructure and Facilities

1. Despite housed in humble buildings, the College has the needed infrastructure for a good teacher education programme. Enough resources for teaching/research are available for teachers and students. The lush green lawns inside of the College provide an ideal environment for learners for engaging themselves to the pursuit of excellence. Some of the select facilities that the College provides are as follows.
2. **Multipurpose Hall:** With a capacity to accommodate 220 persons, the fully air-conditioned multipurpose hall is equipped with a mounted LCD projector and public address system. The hall witnesses walls narrating the students' sensitivity to art and painting through their creative works. The hall is regularly used for morning assemblies, special assemblies, academic functions and cultural activities throughout the year. The hall also serves as venue for holding various seminars and symposia for the benefit of the students. The students are advised to take off their shoes and place them properly in the racks outside the hall before entering the hall even if they are using it for purposes different from the ones mentioned above.
3. **Seminar Room:** The seminar room with a seating capacity of 100 is used for holding small group seminars and discussions. The seminar room is appropriately furnished and is also used for organizing photography exhibitions, work-experience sessions etc. The seminar room may also be used as extended classroom for holding combined classes. Portable LCD can be used for making presentations in the seminar room for which prior requisition shall be registered with the ICT/ Educational Technology laboratory.
4. **Class Rooms:** Besides having a number of small rooms that are used for small group interactions, the College has 10 big classrooms with a capacity to accommodate 50 students. All these classrooms have the basic furniture needed for the purpose. LCD, OHP etc. can be requisitioned from the ICT/ET lab if needed. Students are expected to keep the classrooms neat and tidy and refrain from littering it with paper/waste material.
5. **Common Rooms:** There are different common rooms for male and female students in the College. Students are provided with their small individual lockers for keeping their important belongings under their own lock and key. The lockers will be allotted by the office to the students roll number-wise. It is advisable not to keep cash and valuables in the lockers. The students are themselves responsible for the belongings kept by them in their lockers. Students are advised not to remove locker cabinets and furniture from the common rooms.
6. **Resource Centre:** The College provides material to student-teachers through various lecture-demonstration programmes, interactive sessions and workshops in the areas of Science, Mathematics, English and Self-Development. The Resource Centre is the hub of lot of e-resources stored in many modes.
7. **Computer Laboratory:** In the fast growing age of technology it is imperative for the students to be well equipped with the basics of information technology. Keeping in mind the growing need of technology in classroom teaching, the College is equipped with a Computer lab. This is available to the students and staff during the routine College hours. Special sessions are organized by the College to initiate the students with diverse background to the use of computers and technology in their preparation for engaging

with learners. The lab has special software facilities for the visually challenged. The entire College campus is Wi-Fi enabled.

The following acts are strictly prohibited in the Computer Laboratory -

- (i) Playing games on the systems.
- (ii) Locking screen of the system.
- (iii) Sending junk mail.
- (iv) Sending chain letters.
- (v) Giving personal account details to other persons.
- (vi) Viewing pornographic material.
- (viii) Storing pornographic material.
- (ix) Using personal account for private and commercial work [non institutional and un-academic work]
- (x) Breaking security of the system.
- (xi) Trying to capture password of others.
- (xii) Damaging/gaining access to the data of other users.

8. **Laboratories:** The College has well-equipped Physics, Chemistry, Biology, Psychology and Educational Technology laboratories. Laboratories are meant to be learning spaces. Students are required to make proper use of them. The general rules for the use of laboratories are as follows:

- (i) Students are expected to take proper care of the laboratories and use the apparatus and equipment with care.
- (ii) Students must observe silence and stay focused while they use the laboratories.
- (iii) Students are advised to take all necessary precautions while using burner, electric points and gas etc.

9. **College Library:** College Library occupies a central place in Maharshi Valmiki College of Education. The library strives to deliver standard library and information services to meet the needs of the students and faculty. It creates an ambience of academic excellence in which new ideas, research and scholarship flourish. The library has a good collection of books, and non-print material in Philosophy of Education, Educational Psychology, History of Education, Methods of Teaching of different subjects and a collection of books on Education. It maintains separate collection of Reference Books, Pamphlets, and bound volumes of Journals, Audio Cassettes, Compact Discs and Braille resources. Library is managed by well-motivated and skilled staff and is open for reference and consultation to its users. Each student is given four library tickets for borrowing books for four days. Users are assisted in locating information or any document of their choice. The working hours of the library are from 09:00 A.M. to 17:30 P.M. on all working days. During the preparatory/examinations days, the library remains open on Saturdays also. The seating capacity of library is 60 in the reading area. There are four seats exclusively for magazine section. A separate space is available for the otherwise-able students which has four dedicated terminals for these students.

10. **Medical Room & Physical Fitness Equipment:** The College has a small medical room where first-aid material is available. In case of any emergency, the needed help can be sought from the medical practitioners around. Besides, three first-aid kits are available at three different locations - administrative office, accounts office and security personnel room. Physical fitness equipment is available to students during College hours.

11. **Alumni Association:** The College had helped its pass-outs in the forming of alumni association way back in 1997. Some meetings were held but more was needed to be done for the purpose. The College has now expeditiously taken up the process of reviving/formalizing the alumni association as a vibrant platform for intellectual discourse and discussion.

Discipline and Code of Conduct

1. The students are issued Identity Cards which they are expected to carry on their person at all times. The students may be asked to produce their Identity Cards whenever needed.
2. The students are responsible for their conduct and are prohibited from doing those activities inside/outside the College that may amount to breach of College discipline and may interfere with the normal working of the College. A student breaching discipline shall be liable to disciplinary action as may be deemed necessary. Disciplinary action may involve warning, suspension from attending classes, refraining from taking examination, prohibiting from using the College library or even prohibiting from entering the College or any such action as may be necessary under Ordinance XV(B) and XV(C) of the Rules of Discipline of the University of Delhi.
3. Students shall conduct themselves in a polite manner towards the members of the teaching and non-teaching staff as also towards their fellow students.
4. Insubordination, indiscipline, misconduct, use of un-parliamentary and abusive language shall invite appropriate disciplinary action.
5. Students shall maintain silence in the classrooms and desist from the demonstration of disorderly behaviour. They must not loiter in the corridors in front of the classes and offices and must maintain silence at all times. During free periods, students should work quietly in the library or spend time meaningfully without causing any disturbance to the others.
6. Students should take proper care of the college furniture and property and should not spoil, mutilate or cause damage to it. They should take full care of the College lawns and cause no harm to the plants and trees.
7. Students shall leave their vehicles in the parking space provided for this purpose. No bicycle, scooter or motorcycle shall be parked in any other space of the College. No vehicle should be left parked in the College beyond routine hours.
8. No society/club shall be formed in the College without the prior permission of the Principal nor shall any person be invited to address a meeting without obtaining prior approval of the Principal.
9. No activity is allowed in the College beyond College hours. In special cases, the reasons for which will have to be duly recorded, the approval of the Principal shall be sought in advance.
10. The elected body of students called Student Panchayat shall owe an additional responsibility of facilitating the maintenance of discipline among students.

11. No tour, trip, excursion or picnic shall be arranged/ organized by any student, faculty or any other member of the staff without the prior approval of the Principal. Any departure from this may invite appropriate disciplinary action.
12. Throwing parties is strictly prohibited on the College campus.
13. The students are to be responsible for the safe custody of their belongings. The College shall not be responsible for any loss of valuables, money, mobile phones etc. carried by the students on their person.
14. Use of mobile phones is prohibited during the assembly and the class proceedings.

Ordinance XV-B of University of Delhi: Maintenance of Discipline among the Students of the University

1. All powers relating to discipline and disciplinary action are vested in the Vice-Chancellor.
2. The Vice-Chancellor may delegate all or such power as he/she deems proper to the Proctor and to such other persons as he/she may specify in this behalf.
3. Without prejudice to the generality of power to enforce discipline under the Ordinance, the following shall amount to acts of gross indiscipline.
 - (a) Physical assault or threat to use physical force, against any member of the teaching faculty and non-teaching staff of any Institution/ Department and against any student within the University of Delhi.
 - (b) Carrying of, use of, or threat of use any weapon.
 - (c) Any violation of the provisions of the Civil Right Protection Act, 1976.
 - (d) Violation of the status, dignity and honour of students belonging to the scheduled castes and tribes.
 - (e) Any practice-whether verbal or otherwise, derogatory of women.
 - (f) Any attempt at bribing or corruption in any manner.
 - (g) Willful destruction of institution property.
 - (h) Creating ill-will or intolerance on religious or communal ground.
 - (i) Causing disruption, in any manner, of the academic functioning of the university system.
 - (j) Ragging as per Ordinance XV-C.
4. Without prejudice to the generality of his/her powers relating to the maintenance of discipline and taking such action in the interest of maintaining discipline as may "seem to him appropriate", the Vice-Chancellor may, in the exercise of his/her power aforesaid, order or direct that:
 - (a) Any student or students be expelled; or
 - (b) Any student or students be, for a stated period, rusticated or
 - (c) Be not for a stated period, admitted to a course or courses of study in a college, Department or Institution of the University; or
 - (d) Be fined with a sum of rupees that may be specified; or
 - (e) Be debarred from taking a University or College or Departmental

- Examination or Examinations for one or more years; or
- (f) That the result of the student or students concerned, in the Examination or Examinations in which he/she or they have appeared be cancelled.
5. The Principal of the Colleges, Heads of the Halls, Deans of the Faculties, heads of Teaching Departments in the University, the Principal, School of Correspondence Courses and Continuing Education and Librarian shall have the authority to exercise all such disciplinary powers over students in their respective Colleges, Institutions, Faculties and Teaching Departments, in the university as may be necessary for the proper conduct of teaching in the Institutions, Halls and teaching in the concerned Departments. They may exercise their authority through, or delegate authority to, such of the teachers in their Colleges, Institutions or Departments as they may specify for these purposes.
6. Without prejudice to the powers of the Vice-Chancellor and the Proctor as aforesaid, detailed rules of discipline and proper conduct shall be framed. These rules may be supplemented where necessary, by the Principal of Colleges, Heads of Halls, Deans of Faculties and Heads of Teaching Departments in this University. Each student shall be expected to provide himself/herself with a copy of these rules.
7. At the time of admission, every student shall be required to sign a declaration that on admission he/she submits himself/herself to the disciplinary jurisdiction of the Vice-Chancellor and the several authorities of the University who may be vested with the authority to exercise discipline under the Acts, the Statues, the Ordinances and the Rules that have been framed here under by the University.

The teacher who is indeed wise does not bid you to enter the house of wisdom but rather leads you to the threshold of your mind.

-Kahlil Gibran

Ordinance XV-C of the University of Delhi: Prohibition of and Punishment for Ragging

1. Ragging in any form is strictly prohibited within the premises of College/ Department or Institution and any part of Delhi University System as well as on public transport.
2. Any individual or collective act or practice of ragging constitutes gross indiscipline and shall be dealt with under this Ordinance.
3. Ragging for the purposes of this ordinance means any act, conduct or practice by which dominant power of status of senior students is brought to bear on students freshly enrolled or students who are in any way considered junior or inferior by other students and includes individual or collective acts or practices which -
 - (a) Involve physical assault or threat to use of physical force;
 - (b) Violate the status, dignity and honour of women students;
 - (c) Violate the status, dignity and honour of students belonging to the Scheduled Caste and Tribes.
 - (d) Expose students to ridicule and contempt and affect their self esteem;
 - (e) Entail verbal abuse and aggression, indecent gestures and obscene behaviour.
4. The Principal of the College, Head of the Department or an Institution, the authorities of College of University Hostels or Halls of Residence shall take immediate action on any information of the occurrence of ragging.
5. Notwithstanding anything in Clause (4) above, the Proctor may also *suo motto* enquire into any incident of ragging and make a report to the Vice-Chancellor of the identity of those have engaged in ragging and the nature of the incident.
6. The Proctor may also submit an initial report establishing the identity of the perpetrators of ragging and the nature of the ragging incident.
7. If the Principal of college or Head of the Department or Institution or the Proctor is satisfied that for some reasons, to be recorded in writing, it is not reasonably practical to hold such an enquiry, he/she may so advise the Vice-Chancellor accordingly.
8. When the Vice-Chancellor is satisfied that it is not expedient to hold such an enquiry, his/her decision shall be final.
9. On the receipt of a report under Clause (5) or (6) or a determination by the relevant authority under Clause (7) disclosing the occurrence of ragging incidents described in Clause 3 (1), (b) and (c) the Vice-Chancellor shall direct or order rustication of a student or students for a specific number of years.
10. The Vice-Chancellor may in other cases of ragging order or direct that any student or students be expelled or be not, for a stated period, admitted to a course of study in a college, departmental examination for one or more years, or that the results of the

students concerned in the examination or examinations in which they appeared be cancelled.

11. In case any student who have obtained degrees of Delhi University are found guilty under this Ordinance, appropriate action under Statute 15 for withdrawal of degrees conferred by the University shall be initiated.
12. For the purpose of this Ordinance, abetment to ragging whether by way of any act, practice or incitement of ragging will also amount to ragging.
13. All Institutions within the Delhi University system shall be obligated to carry out instructions/directions issued under this Ordinance, and to give aid and assistance to the Vice-Chancellor to achieve the effective implementation of the Ordinance.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

An act to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith incidental thereto.

WHEREAS sexual harassment results in violation of the fundamental rights of a woman to equality under articles 14 and 15 of the Constitution of India and her right to life and to live with dignity under Article 21 of the Constitution and the right to practice any profession or to carry any occupation, trade or business which includes a right to a safe environment free from sexual harassment.

AND WHEREAS the protection against sexual harassment and the right to work with dignity are universally recognized human rights by international conventions and instruments such as Convention on Elimination of all forms of discrimination against Women, which has been ratified on the 25th June 1993, by the Government of India.

AND WHEREAS it is expedient to make provisions for giving effect to the said Convention for protection of women against sexual harassment at workplace.

For details, please see the website: <http://indiacode.nic.in/acts-in-pdf/142013.pdf>

University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Education Institutions) Regulations, 2015

For details, please see the website:

http://www.ugc.ac.in/pdfnews/7203627_UGC_regulations-harassment.pdf

Internal Complaints Committee (ICC) of the College

In accordance with Section 4 (1) of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 (14 of 2013), and as per the University Grants Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher education Institutions) Regulations, 2015 the following is the Internal Complaints Committee (ICC) for the College:-

Dr. (Mrs.) Manjari Gopal, Associate Professor – Presiding Officer
Dr. (Mrs.) Neelam Mehta Bali, Associate Professor
Dr. Satveer Singh Barwal, Assistant Professor
Dr. Awakta Verma, Assistant Professor, Faculty of Law, University of Delhi
Mr. Praveen Bhatia, SO (Accounts)
Mrs. Sarita Bhardwaj, Senior Assistant
Ms. Monica Sharma, Ms. Farheen & Mr. Akshat Sharma (If the matter involves students)

Other Important Committees/ Nodal Officers/ Cells

Grievance Redressal Committee

A Nominee of the GB – Chairperson
Dr. Manjari Gopal, Associate Professor
Dr. Neelam Mehta Bali, Associate Professor
Dr. Satveer Singh Barwal, Assistant Professor
Ms. Arti, B.Ed. I year Section A (For a period of One Year)

Anti- Ragging Committee

Dr. Gopal Rana, Associate Professor – *Convener*
Dr. Ramji Dubey, Associate Professor
Dr. Kailash Goel, Assistant Professor
Mrs. Shakuntala Tripathi (Member of Non-Teaching Staff)

Discipline Committee

Dr. Manjari Gopal, Associate Professor – Convener
Dr. Ramji Dubey, Associate Professor
Dr. Raghavendra Prapanna, Assistant Professor
Dr. Satveer Singh Barwal, Assistant Professor
Dr. Kailash Goel, Assistant Professor

SC/ ST Cell

Dr. Satveer Singh Barwal, Assistant Professor – *In-charge*
Mr. Lalit Kumar, Assistant

Nodal Officer for the North East Students

Dr. Neelam Mehta Bali, Associate Professor

Nodal Officer (PwD/ OBC)

Mr. Vinod Kumar A., Assistant Professor

Nodal Public Grievance Officer

Dr. Neelam Mehta Bali, Associate Professor

Anti-Discrimination Officer

Dr. Ramji Dubey, Associate Professor

Public Information Officer

Dr. Satveer Singh Barwal, Assistant Professor

Appellate Authority

~~Dr. Parmesh Kumar Sharma, Principal (Officiating)~~

The Human Resource

Non-Teaching Staff: Administration and Accounts

1. Mr. Praveen Bhatia	Section Officer (Accounts)
2. Mr. Pritam Chand Dogra	Section Officer (Administration)
3. Mrs. Sarita Vats	Senior Assistant
4. Mr. Chitaranjan Jha	Assistant
5. Mr. Lalit Kumar	Assistant
6. Mr. Dinesh Kumar	Assistant
7. Mrs. Shakuntala Tripathi	Junior Assistant cum Typist
8. Mr. Satyender Singh Yadav	Junior Assistant cum Typist
9. Mr. Dharam Singh	Junior Assistant cum Typist
10. Mr. Jatin Jain	(Daftari) MTS
11. Mr. Ravi Prakash	Gestetner Operator (MTS)
12. Mrs. Savita	Office Attendant (MTS)
13. Mr. Pramod Kumar	Office Attendant (MTS)
14. Mr. Bishnu Chand Padhan	Office Attendant (MTS)
15. Mr. Sanoj Kumar	Safai Karamchari (MTS)
16. Mrs. Kanta	Safai Karamchari (MTS)
17. Mr. Gajender Singh	Safai Karamchari (MTS)
18. Mr. Ram Shankar Pal	Chawkidar (MTS)
19. Mr. Chander Pal Singh Bisht	Chawkidar (MTS)
20. Mr. Roopak Rana	Chawkidar (MTS)
21. Mr. Umesh Thakur	Mali (MTS)

Non-Teaching Staff: Library and Laboratories

1. Mr. Reyaz Hashmi	Professional Assistant (In-charge Library)
2. Mrs. Sarita Tarun	Semi Professional Assistant (Library)
3. Mr. Ashok Kumar Singh	Laboratory Assistant
4. Mr. Mahender Kumar	Library Attendant (MTS)
5. Mrs. Renu Bala	Library Attendant (MTS)
6. Mr. Vikashji Upadhyaya	Laboratory Attendant (MTS)
7. Mr. Praveen Dahiya	Laboratory Attendant (MTS)
8. Mr. Narender Kumar	Laboratory Attendant (MTS)

Maharshi Valmiki College of Education (University of Delhi)

[Established 1995]

Principals

Professor R.P. Sharma	Officer on Spl Duty	21 Sep 1995 - 17 Nov 1998
Dr. Parmesh Kumar Sharma	Acting Principal	18 Nov 1998 - 01 May 2000
Dr. (Mrs.) Veena Sabharwal	Acting Principal	02 May 2000 - 22 Nov 2002
Dr. (Mrs.) Prabhjot Kulkarni	Principal	23 Nov 2002 - 31 Dec 2013
Dr. Parmesh Kumar Sharma	Acting Principal	01 Jan 2014 - 30 Jun 2014
Dr. Parmesh Kumar Sharma	Officiating Principal	01 Jul 2014 - Till date

Faculty

Dr. Parmesh Kumar Sharma	Principal (Officiating)
Dr. Manjari Gopal	Associate Professor
Dr. Jyoti Kohli	Associate Professor
Dr. Neelam Mehta Bali	Associate Professor
Dr. Sanjeev Kumar Verma	Assistant Professor
Dr. Ila Mehrotra	Associate Professor
Ms. Minu Talwar	Assistant Professor
Dr. Gopal Rana	Associate Professor
Dr. Ramji Dubey	Associate Professor
Mr. Raghavendra Prapanna	Assistant Professor
Dr. Vandana Gupta	Assistant Professor
Dr. Satveer Singh Barwal	Assistant Professor
Dr. Kailash Goel	Assistant Professor
Mr. Vinod Kumar A.	Assistant Professor

NOTES

“The first task of education is to provide the child with an environment in which it is able to develop its natural functions. This does not mean that one should merely satisfy the child's needs and allow it to do what it likes; we must also be prepared to co-operate with a command of nature, with one of its laws, according which development and growth proceed by means of interaction with the environment.”

[Montessori, 1972, p. 82].

“Teachers should function professionally as intellectuals and teacher education should be inextricably linked to critically transforming the school setting and, by extension, the wider social setting”

-Henry A. Giroux

When planning for a year- plant corn
When planning for a decade- plant trees
When planning for life- train and educate men.
- Kwan - Tsu

The Ideal Teacher

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lesson to his students can only load their minds; he cannot quicken them. Truth not only must inform but also must inspire. If the inspiration dies out, and the information only accumulates, then truth loses its infinity. The greater part of our learning in the schools has been wasted because, for most of our teachers, their subjects are like dead specimens of once living things, with which they have a learned acquaintance, but no communication of life and love."

Rabindra Nath Tagore

सच्ची शिक्षा

“दिमाग को हाथ के काम द्वारा शिक्षा मिलनी चाहिए। मैं कवि होता तो हाथ की पाँच उंगलियों की अद्भुत शक्तियों के बारे में कविता लिखता। दिमाग ही सब कुछ है और हाथ-पैर कुछ नहीं, ऐसा आप क्यों मानते हैं? जो अपने हाथ को शिक्षा नहीं देते, जो शिक्षा की सामान्य रूढ़ि में से होकर निकलते हैं, उनका जीवन नीरस बन जाता है... दिमाग खाली शब्दों से थक जाता है और बच्चे का मन भटकने लगता है। हाथ न करने लायक काम करते हैं, आँखें न देखने लायक चीजें देखती हैं, कान न सुनने लायक बातें सुनते हैं और उनको क्रमशः जो कुछ करना, देखना और सुनना चाहिए, उसे वे करते, देखते और सुनते नहीं हैं... जो शिक्षा हमें अच्छे-बुरे का भेद करना एवं अच्छे को ग्रहण करना और बुरे को त्यागना नहीं सिखाती, वह शिक्षा सच्ची शिक्षा ही नहीं है।”

महात्मा गांधी