

# Self Study Report, 2015

For  
National Assessment & Accreditation Council



**Maharshi Valmiki College of Education**  
(University of Delhi)  
Geeta Colony, Delhi 110 031





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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.



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## Preface

Moving ahead is life but to pause, look back and reflect transforms it into a meaningful life. The great mathematician G.H. Hardy in his 'A Mathematician's Apology' may find it a melancholy experience for a professional mathematician to write about mathematics; but it may be intrinsically apt to acknowledge that reflection, a higher form of a cognitive-evolutionary process, inspires action of a different kind and bestows upon it a meaning as profound as it could be, in a contemplative creative world. The strange synergy between reflection and action, awesome for many, has its own dynamics, idiom and vocabulary sculpting the context and contours of the processes as profound as education.

Since its inception in 1995, Maharshi Valmiki College of Education has been generously occupied with the mandate for preparing quality teachers for the schools and institutions of the country. The college saw itself doing justice to its social role as sincerely as it thought it to be, raising the bar year after year, to address to the call of its collective consciousness mediated by social appeal.

The process of preparing for assessment and accreditation has been an opportunity rarely thought before, to pause, look back and reflect and engage with a kind of a monologue, on a different pedestal. An overview of twenty years of existence, nostalgic yet critical, has been a marvellous journey and an experience of a unique kind. This journey would not have been possible without the participation of all its members. The teaching, non-teaching and support staff put their heads together and joined hands for a common cause contemplating of a promising 'hope' that the future has in its fold.

The college fraternity expresses its gratitude to Dr. Ila Mehrotra, Associate Professor for leading the steering committee from the front and for working round the clock with diligence and dedication. The contribution of the teaching, non-teaching and support staff without whose constructive participation the self study would not have been possible; is duly acknowledged.

It's my privilege to present the Self Study Report to the National Assessment & Accreditation Council (NAAC) for the purpose it has been produced.

Wednesday, 27 May 2015

Dr. Parmesh Kumar Sharma  
Officiating Principal



## Steering Committee for Preparation of Self Study Report

1. Dr. Parmesh Kumar Sharma, Officiating Principal – Chairperson
2. Dr. Ila Mehrotra, Associate Professor – Coordinator
3. Ms. Minu Talwar, Assistant Professor – Co-opted Member
4. Dr. Ramji Dubey, Associate Professor – Member
5. Mr. Raghavendra Prapanna, Assistant Professor – Member
6. Dr. Satveer Singh Barwal, Assistant Professor – Member
7. Mr. Reyaz Hashmi, Professional Assistant, Library – Member

## Acknowledgements

### Consolidation of Inputs for a Specific Criterion and Individual Inputs

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Mr. Praveen Bhatia, Mr. Pritam Chand Dogra, Ms. Sarita Bhardwaj , Mr. Chitaranjan  
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Praveen Dahiya, Mr. Jatin Jain.

# **Executive Summary**





# Executive Summary

## About the College

Maharshi Valmiki College of Education was established in the year 1995 by the Govt. of NCT of Delhi as a Constituent College of University of Delhi to cater to the long standing need for providing avenues for pre-service elementary and secondary teacher education programmes for the aspiring students in Delhi. Initially known as College of Education and housed on the Ground Floor of Bhai Parmanand Institute of Business Studies Building, 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.

Making a humble beginning with its 'Bachelor of Education' programme with only 38 students on its rolls from the Humanities and Social Science streams, the college got initiated into the process of shaping its promising 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 as its Founder Principal (Officer-on-Special-Duty) on 21 September 1995; the day since being celebrated as *Udbhav Diwas* every year. The college was formally inaugurated by Sh. Madan Lal Khurana, the then Chief Minister of Delhi on 16 November 1995; the day since being celebrated as the *Foundation Day* every year. The college moved to its present location in Geeta Colony in the year 2003. The college imparts the B.Ed. programme of the University of Delhi the admissions to which are made through a Common Entrance Test conducted by the Faculty of Education, University of Delhi.

Having lived through twenty academic sessions of its coming into being, the college has all through been very seriously focussing on instilling quality while bringing diversity in the scope of its pre-service teacher education programme. Much beyond the mandatory requirements expected by different statutory bodies, the college has dedicated itself to the mission of transforming students into teachers - duly initiated in the pursuit of academic excellence, vibrant on cultural sensitivity and oriented to social affinity. Teachers shape the destiny of future generations. The teacher education programmes, therefore, have an intensively wider role to play. The college strives hard to assume this responsibility and endeavours to do full justice to it being a dedicated teacher education college of the University of Delhi.

With many pass-outs of the college presently contributing their bit in the school and university systems across the length and breadth of the country and many others doing marvellously well in diverse domains in India and abroad, the college has set itself into an exploratory journey in the world of teacher education with an intent of blending the much cherished ideals with the hopes and aspirations of the emerging global world.

## Criterion I: Curricular Aspects

Maharshi Valmiki College of Education is a Constituent College of the University of Delhi. As such, it is the Faculty of Education, University of Delhi which is vested with the powers to develop the curriculum for the courses falling under its ambit. The faculty members of the college, however, participate whole-heartedly in the process of development of the courses and curriculum at different levels. As per the provisions in the University Calendar, teachers of the college are appointed as members of the 'Committee of Courses' and 'Faculty' of the Faculty of Education as per rules for periods of two and three years respectively. That way the college does have a say in the curriculum development process and it articulates its need assessment, feedback from faculty, students etc. to the 'Committee of Courses' and the 'Faculty' through its representatives.

The faculty of the college, however, has more freedom in the transaction of the curriculum. It is ensured that the vision, mission and value framework of the college is kept in mind in curriculum transaction. The College provides diverse learning experiences and adequate flexibility to students both on the college campus and in the field. The course content of the B.Ed. programme has enough scope for interdisciplinary and multidisciplinary quests. Recognizing the thrust on national issues like environment, value education and ICT and keeping in view the emerging global trends, it is ensured that the transaction of curriculum of the teacher education programme has in its fold due representation of all of them. The college adopts various inclusive practices to address the requirements of all, including that of the differently-abled students.

The cooperative, collaborative and participative strategies are adopted by the college for getting feedback on curriculum revision. These include staff council discussions, interaction with students, experts and other stakeholders in formal and informal ways. The feedback received from the stakeholders is analyzed and discussed both in the staff council as also with the individual members. The necessary follow-up action is ensured accordingly.

## Criterion II: Teaching, Learning and Evaluation

Admissions to the B.Ed. course of the college are made through a combined entrance test conducted by the Faculty of Education, University of Delhi. The availability of prospectus on-line and the provision of submission of application form on-line facilitate the aspiring students to access the form on-line and submit it to the university on-line.

As the new batch of students is admitted and the academic session commences, an orientation programme is organized to induct the students to the course. Open forums are encouraged to facilitate an easy interaction between the teachers and the newly admitted students. As the course begins, efforts are made by the teachers to assess the students' entry behaviour, knowledge and skills to plan their teaching accordingly.

Students find themselves welcomed in the college especially those with diverse needs. The visually and orthopedically challenged students are facilitated in their work by one and all. Library resources, audio recordings and reading material in Braille are kept at their disposal. The orthopedically challenged students find the facilities easily accessible in every nook and corner of the college. In case any of the students finds any inconvenience, it is addressed immediately through proper guidance and counselling.

The curriculum for the foundation courses is transacted in two mediums - English and Hindi and the students are free to make their choice in favour of either. Each of the students is assigned a tutor who acts as a mentor and guides the student in all aspects of the programme. Students receive prompt counselling in case of problem.

The college sensitizes the students to diverse needs through the varied experiences imparted to them through the foundation, elective and methodology courses and also through the community work and other co-curricular activities. Inclusion is ensured everywhere – both through curricular as well as co-curricular concerns.

The college engages the students intensively through a host of activities. Focus groups, co-operative learning, presentations, ICT, library work, and role playing all are utilized for the purpose. Participation and discussion is the usual mode of teaching. School experience also has a similar dynamics. Students are motivated and guided by the faculty members at every stage of the process. They are monitored but given enough freedom to learn, think and excel. Continuous evaluation and feedback are the strengths of the programme.

Students go through a well-planned school experience programme blended with psychology practicum, peer observation, reflective journal, action research are the like. Students plan their lessons after elaborate discussion with the methodology teachers. The use of ICT is promoted in lesson planning and delivery. Students are motivated to use different pedagogies as also to prepare differentiated plans. Various models of teaching are used by the students - concept attainment, inductive thinking, inquiry training, memorization, advance organizers etc. for learning the nuances of teaching.

Evaluation of students in theory and practice is a continuous and interactive process and ensures a two-way feedback. The planning and organisation of a broad spectrum of curricular and co-curricular activities is the strength of the college.

### Criterion III: Research, Consultancy and Extension

Faculty members of the college are encouraged to pursue research and to take up supervision and guidance of scholars enrolled for research. The interested faculty members are granted study leave for pursuing their Ph.D. work as per the University of Delhi rules. They are also encouraged to take up research projects and contribute to the gamut of knowledge. Quite a few faculty members have undertaken research projects in the past. Many of the faculty members have guided research scholars enrolled for M.Ed., M.Phil. and Ph.D. programmes.



Faculty members are also encouraged to provide consultancy to various organizations like NCERT, SCERT, DIETS, Aurobindo Society, Rama Krishna Mission etc. Many of them have developed interlinks with national institutions as also with many of the participating schools. They conduct workshops, seminars and interactive sessions for the participating institutions and involve themselves with many activities of the interlinked institutions.

Teachers are encouraged to diversify and participate in seminars, conferences, workshops etc. and are encouraged to publish their research contributions. The college has organized seminars, conference and workshops etc. in the past and the teachers have participated in many more, including the ones organized by other institutions.

Teachers are encouraged to take up community work. Some teachers are associated with NGOs and pursue community work with zeal and enthusiasm. For students, community work is an essential part of the curriculum. Students pursue it in special schools, orphanages, resettlement colonies, JJ clusters etc. The experience gained in the process is used by them in their school experience classes. The college proposes to adopt a neighbourhood slum and conduct the community work for the benefit of young children.

Many teachers have published papers in national and international journals and magazines. Some teachers have contributed chapters in books published by NCERT, SCERT and other agencies. The college sponsors the faculty members to academic staff colleges for attending orientation and refresher courses as per the University of Delhi rules.

The students of the B.Ed. course are motivated to conceptualize and develop instructional-aids. Students make charts, models, wall magazine, and bulletin boards, ICT related instructional material for the enrichment of their teaching. Besides, the students are encouraged to develop interactive power-point presentations and AVs for their school experience programme. ICT is one of the major focal areas of the college programme. Students bring out 'Sanchetna' the college magazine under the guidance of their faculty in-charge on annual basis.

The linkages with other institutions of University of Delhi, other universities, schools and organizations like NCERT, SCERT, Department of Education, etc. help in facilitating the college move towards the goal of excellence in teaching, learning and extension.

## Criterion IV: Infrastructure and Learning Resources

The college has requisite infrastructure as per the NCTE norms for achieving the curricular and co-curricular objectives. The entire college campus is Wi-Fi enabled and efforts are made to ensure that ICT and its use are integrated in the fabric of the curriculum. The college strives to utilise the infrastructural facilities optimally by ensuring that a calendar of activities is decided at the beginning of each academic session and the time table is formulated accordingly. Recognising the vital importance of health and hygiene for the well-being of all its students it ensures that that every

care is taken to provide the possible facilities along-with a dedicated time slot for the same during the year. There is a designated care taker to look after the maintenance of infrastructure and other facilities of the college and to ensure its smooth functioning. The students and staff members are sensitised to the environmental issues related to infrastructure through curricular and co-curricular activities and every care is taken to ensure that the environment friendly practices are followed.

In order to augment the infrastructure, the college prepares a budget proposal as per its requirements and the projected plans for every year. The proposed budget is then presented to the Governing Body for approval. Once the Governing Body approves the budget, it is sent to the Directorate of Higher Education, Government of NCT of Delhi. The Government then releases the Grant-in-Aid and the college utilises the same as per its approved budget heads.

Feedback regarding the transactional aspects of the curriculum, the infrastructural facilities and their utilisation is sought from the students at the end of each academic session which then is duly analysed, weak areas identified, remedies made and suggestions incorporated for further improvement of the programme.

## Criterion V: Student Support and Progression

The college lays great emphasis on student support and progression. As the new academic session commences, a comprehensive orientation programme is organized for the newly admitted students addressing all aspects of the teacher education programme - theory courses, school experience, sessional assignments, tutorials, community work, co-curricular activities, physical education and the like. All options from the students are sought before they are grouped in more than one ways - sections, electives, tutorials etc. Open forums are organized to ensure optimum interaction between the teachers and students. Teachers spend reasonable time to assess the students' entry behaviour, their knowledge and skills, the aim being to gauge their preparedness for the school experience programme. The strengths are reinforced, weaknesses diagnosed and remedial measures taken. No stone is left unturned to motivate the students to pick up, improve and excel.

All efforts are made to make the college environment conducive to learning. The Wi-Fi enabled campus, well equipped computer lab, educational technology lab, science lab, psychology lab, resource room, well equipped library, provisions for physical fitness all are thrown open to the students to be utilized by them for experimenting, creating and learning. Talks by eminent guests, seminars, workshops and celebration of various functions add to it and invite greater participation and enthusiasm.

Students are motivated to use ICT, participate in discussions, attend assignments, prepare instructional-aids etc. through the unconditional support of the faculty and staff. Tutors act as mentors providing constant guidance and support. Special care is taken for addressing students with diverse needs. The college programme is the participative outcome of all of its arms - faculty, administration and students. The elected body of students called Panchayat plays a very vital role. Feedback from the

students and alumni is valued and given its due. The college programme is a bouquet of curricular and co-curricular activities including physical education and sports.

The college remains always concerned about the welfare of its staff and students. A nodal officer is appointed for students from the north-east to facilitate their adjustment and look into their problems and needs. Anti-ragging committee remains in place to check any untoward incident. An internal complaints committee (ICC) is constituted under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (14 of 2013) to look into the complaints, if any, related to sexual harassment of women staff and students.

The college alumni association has been revived this year and elections will soon be held to make it into a vibrant reality. Placement cell has been established and is expected to pick up very soon.

## Criterion VI: Governance and Leadership

The vision of the college is to strive for excellence in teacher education and to prepare quality teachers, educational practitioners and researchers. The vision, mission and value framework of the college are mentioned in the college handbook as also posted in the public domain on the college website [www.mvce.ac.in](http://www.mvce.ac.in). The college gauges the realising of its vision, mission and value framework on regular basis.

Being a constituent college of the University of Delhi, the Governing Body of the college is constituted as per the provisions of the university calendar. The Governing Body guides, supervises and controls the affairs of the college as per the provisions of the university ordinance.

The Principal is a key functionary and looks after the academic, administrative and financial work of the college. The functioning of the college is decentralized. Section Officer (Administration) looks after the day-to-day administrative functioning of the college and Section Officer (Accounts) looks after the finances. The academic functioning of the college is looked after jointly by different committees constituted by the staff council.

The duties of the administrative staff, accounts staff and laboratory, library and support staff are properly defined, assigned and displayed. The constitution of all the committees is also duly notified and communicated to all concerned via various means. The Principal ensures the smooth functioning of the college and also ensures coordination among its different wings.

The college has computerized its financial management system and new technology is used in academics as well. It has a full-fledged computer lab, a Wi-Fi enabled campus, provision for on-line journals through Delhi University Library System (DULS) and appropriate provision of facilities for students with special needs.

The higher authorities - Government of NCT of Delhi and University of Delhi are kept posted about the college and its plans.

The college ensures merit promotion and career advancement schemes for its teaching and non-teaching employees as per the University of Delhi rules. Several welfare schemes of the University of Delhi are also applicable to these employees.

## Criterion VII: Innovative Practices

The college holds regular staff meetings to discuss and evaluate the achievement of its goals and objectives. Regular feedback is sought from the alumni, students and the professional community through informal talks, organized data and questionnaires etc. regarding the academic, co-curricular and transactional aspects of the B.Ed. programme. Feedback is also sought on building resources, infrastructure, library, administration, hygiene facilities etc. Data received from the alumni and students is tabulated and analyzed. The implications of the analysis are discussed in the staff council meetings and ways of implementing the suggestions for further improvement visualized. Steps are taken to ensure the implementation of suggestions visualized through the process. Inter-institutional meetings and discussions also help in evaluating the goals and objectives of the institution. The college will soon establish an IQAC to ensure that quality is maintained in all the aspects of its management and functioning.

The institution takes utmost care that the faculty members and the students are sensitized towards the special needs and the needs arising out of diversity. It also ensures that the students of the college are adequately trained towards the ways and methods of dealing with special needs and needs arising out of diverse backgrounds. Seminars, workshops, visits to special schools, inclusive schools and course curriculum help in sensitizing the students for the same. Students are able to learn the ways of dealing with special needs in the classroom. Through their teaching methodology courses students learn to differentiate their lessons to meet special needs and needs arising out of diversity.

The college library has special provisions for the physically challenged and the visually challenged students in terms of Braille material, necessary software and books and a separate computer system with multimedia facility is made available to the visually challenged students.

Gender sensitive issues are adequately addressed by the institution by arranging seminars, workshops, lectures focussed around these by experts in these fields. Internal Complaints Committee (ICC) of the college in place to take up any complaints related to sexual harassment of women as per the procedure notified for the purpose.

The college makes all the information available to its stakeholders by displaying it on the college website and through notices and circulars displayed on its notice boards. The information can also be procured from the college office both through the formal and informal means.

# SWOC Analysis

## Strengths

- The greatest strength of the college lies in its mission to strive for excellence in teacher education and to prepare quality teachers, educational practitioners and researchers.
- Excellence in education would mean producing intellectually sound, inquisitive, value-oriented and technically skilled practitioners and researchers. The highly motivated and dedicated faculty, a healthy work culture, a well-equipped technologically supported infrastructure, inquisitive and committed students and excellent discipline are the strengths of the college.
- Since its inception, the college has been constantly striving towards preparing teachers who are excellent educational practitioners and researchers. The college inculcates the following values in its students through curricular and co-curricular activities, tutorials, community work, seminars, conferences, interactive sessions etc.
  - Academic integrity and competence
  - Cultural sensitivity and tolerance
  - Social affinity and inclusion
  - Professional honesty and commitment
  - Respect for human freedom and dignity
  - Sensitivity to diversity, equity and justice
  - Quest for excellence and self-less service to the students.
- The pass-outs of the college get employment all over the world. Many of them are teachers overseas.
- Being a Government of NCT of Delhi funded college, the support of the Government of NCT of Delhi and the University of Delhi is the strength.

## Weaknesses

- The requirement of an independent environment friendly campus with water harvesting facility, herbal garden, composting facility etc. is required and at present, is a limitation.  
[The Government of NCT of Delhi is pursuing the case and the proposed new building of the college at PSP Area IV, Sector 17, Rohini, Delhi, is likely to be a reality soon.]
- Starting of more teacher education courses needs more space and building. This at the moment is a limitation.

## Opportunities

- With the new building of the college likely to come up soon, there is an immense opportunity that awaits the college to plan new courses and contribute further in pursuit of its mission.
- The college is a teacher education college and has an opportunity of contributing to nation building. Trained teachers are highly skilled individuals who can contribute immensely to the development of the nation. Also, teacher education is a highly skilled area. With suitable planning, the college can become a hub of dissemination of knowledge and skills in the field.
- In-service teacher education programmes in collaboration with the Government of NCT of Delhi and University of Delhi is a tremendous opportunity for the college to ensure quality contribution.

## Challenges

- Expanding infrastructure in the present building.
- Adding new courses in teacher education at its present location.
- Preparing compassionate and caring teachers who are truly able to transform the lives of their students; teachers who can work in selfless way; teachers who are nation builders and can bring about a social change.





**Part I**  
**Institutional Data**



## A. Profile of the Institution

1. Name and Address of Institution: Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi 110 031

2. Website URL: [www.mvce.ac.in](http://www.mvce.ac.in)

3. For communication:

Office:-

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. P.K. Sharma Officiating Principal	011-22085240	011-22085191	<a href="mailto:pksedu@yahoo.com">pksedu@yahoo.com</a> <a href="mailto:principal.pk@gmail.com">principal.pk@gmail.com</a> <a href="mailto:mvce1995@gmail.com">mvce1995@gmail.com</a>
Dr. Ila Mehrotra Coordinator, SSR	011-22085191	011-22085191	i_mehrotra@yahoo.com

Residence:-

Name	Telephone Number with STD Code	Mobile Number
Dr. P.K. Sharma Officiating Principal	011-22813740	9818807094
Dr. Ila Mehrotra Coordinator, NAAC SSR	011-65077102	9871343946

4. Location of the Institution:

Urban	√
Semi Urban	
Rural	
Tribal	
Any Other (Specify and Indicate)	

5. Campus area in acres:

1.170

6. Is it a recognized minority institution?

Yes	
No	√

7. Date of establishment of the Institution:

Month	Year
September	1995

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

University of Delhi
---------------------

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

Recognition	Month	Year
2f	06	2013
12B	06	2013

10. Type of Institution

(a) By Funding

i	Government	
ii	Grant-in-Aid	√
iii	Constituent	
iv	Self- Financed	
v	Any Other	

(b) By Gender

i	Only for Men	
ii	Only for Women	
iii	Co-education	√

(c) By Nature

i	University Department	
ii	IASE	
iii	Autonomous College	
iv	Affiliated College	
v	Constituent College	√
vi	Department of Education of Composite College	
vii	CTE	
viii	Any Other (Specify)	

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:

S. No	Level	Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
1.	Secondary/ Senior Secondary	B.Ed.	Graduation/ Post Graduation	Degree	One Year till 2014-15. Two Year w.e.f. 2015-16.	English/ Hindi

13. Give details of NCTE recognition:

Level	Course	Order No. & Date	Valid up to	Sanctioned Intake
Secondary/ Senior Secondary	B.Ed. (One Year)	F.NRC/NCTE/F-7/DH-368/2009/14180 dated 04 Jan 2012	NA	185 seats, One Year
	B.Ed. (Two Year)	Revised Recognition Order from NCTE Awaited	-	100 seats, Two Year

[As per NCTE (Recognition Norms and Procedures), 2014; Revised recognition order for the two-year B.Ed. Programme for two units (100 seats) is awaited. Relevant Affidavit has already been submitted to NRC, NCTE as required.]



## B. Criterion-wise Inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated

	Yes	No
Vision	√	
Mission	√	
Values	√	
Objectives		√

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

Yes	
No	√

If yes,

		Yes	No
a	How many programmes?	NA	NA
b	Fee charged per programme	NA	NA

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 faculty members are on the various curriculum development/vision committees/boards of universities/regulating authority?

Many

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

B.Ed. One Year (till 2015-16)	
Methodology (Including A, B, C levels)	32+ 6 (Previously)
Electives	11 + 3 (Previously)

6. Are there Programmes offered in modular form

Yes	
No	√

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

Yes	
No	√

8. Are there Programmes with faculty exchange/visiting faculty

Yes	
No	√

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

	Yes	No
Heads of practice teaching schools	√	
Academic peers	√	
Alumni	√	
Students	√	
Employers		√

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

As per the provision of the regulatory bodies - University of Delhi, NCTE, Govt. of NCT of Delhi
--

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

Yes	
No	√

11. Are there courses in which major syllabus revision was done during the last five years? [In some papers of the B.Ed. course - Yes]

Yes	√
No	

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

Yes	√
No	

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

Yes	√
No	

## Criterion II: Teaching-Learning and Evaluation

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

a	Through an entrance test developed by the institution	
b	Common entrance test conducted by the University of Delhi	√
c	Through an interview	
d	Entrance test and interview	
e	Merit at the qualifying examination	
f	Any other (specify and indicate)	
	<i>(If more than one method is followed, kindly specify the weightages)</i>	

2. Furnish the following information (for the previous academic year): 2013-14

a	Date of start of the academic year	23/07/2013
b	Date of last admission	23/08/2013
c	Date of closing of the academic year	22/05/2014
d	Total teaching days	209
e	Total working days	284

3. Total number of students admitted :2014 -15

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	82	103	185	52	40	92	30	63	93

4. Are there any overseas students?

Yes	
No	√

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

a.	Unit cost excluding salary component	11,522
b.	Unit cost including salary component	2,24,968

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

Programmes	Open		Reserved	
	Highest	Lowest	Highest	Lowest
	(%)	(%)	(%)	(%)
B.Ed.	NA	NA	NA	NA

(Admission to B.Ed. Course are held through Common Entrance Examination)

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

Yes	√
No	

8. Does the institution develop its academic calendar?

Yes	√
No	

9. Time allotted (approximately in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	50	25	25

10. Pre-practice teaching at the institution

a.	Number of pre-practice teaching days	45
b.	Minimum number of pre-practice teaching lessons given by each student	03

11. Practice Teaching at School

a.	Number of schools identified for practice	25
b.	Total number of practice teaching days	40
c.	Minimum number of practice teaching lessons given by each student	40

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

No. of Lessons In simulation	03
No. of Lessons Pre-practice teaching	03

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. (One-Year)	63	37

16. Examinations

a.	Number of sessional tests held for each paper	01
b.	Number of assignments for each paper (average)	05

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

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	Wi-Fi campus, Audio file and e-Books	



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	√

### Criterion III: Research, Consultancy and Extension

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

	Number	Percentage
Ph.D.	12	80

2. Does the Institution have ongoing research projects?

Yes	√*
No	

(\*Innovation Project completed on 31 March 2015)

If yes, provide the following details on the ongoing research

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
University of Delhi	3,00,000	One year (Till 31/03/15)	No

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

One
-----

(As given in 2. above)

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

a.	Teachers are given study leave	√
b.	Teachers are provided with seed money	×
c.	Adjustment in teaching schedule	√
d.	Providing secretarial support and other facilities	√
e.	Any other specify and indicate	×

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

Yes	
No	√

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

A	Ph.D.	01
B	M.Phil.	-

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

Yes	
No	√

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

Publications	Yes	No	Number
International journals	√		05
National journals - referred papers	√		15
Non referred papers			
Academic articles in reputed magazines/news papers	√		5
Books	√		6
Any other (specify and indicate)	-		-

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

Yes	
No	√

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

	Faculty	Students
National seminars	08	-
International seminars	01	-
Any other academic forum	-	-

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

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

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

Yes	
No	√

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

Yes	
No	√

14. Are there any other out-reach programmes provided by the institution?

Yes	
No	√

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

Academic Agencies	02
NGOs	01

16. Does the institution provide consultancy services?

Yes	
No	√

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

Local level	√
State level	√
National level	√
International level	x

## Criterion IV: Infrastructure and Learning Resources

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

Land Area	Plinth Area	Covered Area
4737	2029	2344

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

	Laboratories	Yes	No
a	Methods lab	√	
b	Psychology lab	√	
c	Science Lab(s)	√	
d	Education Technology lab	√	

e	Computer lab	√	
f	Workshop for preparing teaching aids	√	

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

60
----

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

2,00,000
----------

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

22,975
--------

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

Nil
-----

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

1,00,000
----------

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

Yes	√
No	

9. Total number of posts sanctioned

	Total	Open	Reserved
Teaching	19+1	14+1	5
Non-teaching	36	25	11

10. Total number of posts vacant

	Open	Reserved
Teaching	1+1	3
Non-teaching	6	1

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

	Open		Reserved	
	M	F	M	F
Assistant Professors	1	3	3	-
Associate Professors	3	5	-	-
Professors	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Assistant Professors	-	1	-	1
Associate Professors	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state	13
Other state	02

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1 : 10



13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	17	04	7	2
Temporary	-	-	-	-

b. Technical Assistants

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

14. Ratio of Teaching – non-teaching staff

1:2
-----

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

52%, F.Y. 2013-14
-------------------

16. Is there an advisory committee for the library?

Yes	√
No	

17. Working hours of the Library

On working days	9.00 AM-5:30 PM
On holidays	-
During examinations	9.00 AM-5:30 PM

18. Does the library have an Open access facility

Yes	√
No	

19. Total collection of the following in the library

a.	Books	10210
	• Textbooks	1100
	• Reference books	850
b.	Magazines	10
c.	Journals subscribed	
	• Indian journals	08
	• Foreign journals	-
d.	Peer reviewed journals	06
e.	Back volumes of journals	3816
f.	E-information resources	
	• Online journals/ e-journals (DULS network)	43286
	• CDs/ DVDs	37
	• Databases	60
	• Video Cassettes	-
	• Audio Cassettes	130

20. Mention the

Total carpet area of the Library (in sq. mtr.)	178
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to initiate	
Partially automated	√
Fully automated	

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

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√
Inter-library borrowing	-
Power back up	√
User orientation /information literacy	√
Any other (please specify and indicate)	-

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	82
Maximum number of days books are permitted to be retained	
• by students	4-10
• by faculty	30
Maximum number of days books are permitted for issue	
• by students	4
• by faculty	20
Average number of users who visited/consulted per month	560
Ratio of library books (excluding textbooks and book bank	50:1

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

15% (as per non-recurring budget for the year 2013-2014)

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

	I (2011-12)		II (2012-13)		III (2013-14)	
	Number	Total cost (Rs.)	Number	Total cost (Rs.)	Number	Total cost (Rs.)
Text books	175	51,053/-	129	45,206/-	35	11,026/-
Other books	329	83,548/-	304	93,904/-	151	90,453/-
Journals/ Periodicals	18	4805/-	18	5345/-	18	5665/-
Any others specify and indicate	-	-	-	-	-	-
<i>(Additional rows/columns may be inserted as per requirement)</i>						

## Criterion V: Student Support and Progression

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

Programmes	2012-13	2013-14	2014-15
B.Ed.	11.17%	7.65%	10.21%

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

Yes	√
No	

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

10

3. Does the institution offer Remedial instruction?

Yes	√
No	

4. Does the institution offer Bridge courses?

Yes	
No	√

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

	UG		
	2011-12	2012-13	2013-14
Pass percentage	94.73	87.82	90.53
Number of First Divisions	135	137	153
Number of distinctions	Nil	05	03
Exemplary performances (Gold Medal and university ranks)		01 (I Position in University)	01 (II Position in University)

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

	I	II	III
NET	Data Not Available	Data Not Available	Data Not Available
SLET/SET	Data Not Available	Data Not Available	Data Not Available

Any other (Specify and indicate)

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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	3	4	-
Fee concession	-	8	3
Loan facilities	-	-	
Any other specify and indicate (NHFDC & VC fund)	3	-	4

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

Yes	
No	√

9. Does the institution provide Residential accommodation for:

	Yes	No
Faculty		√
Non-teaching staff		√

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

Yes	
No	√

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

	Yes	No
Sports fields	√	
Indoor sports facilities	√	
Gymnasium	√	

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.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√	-	√		1
Inter-university		√	-		√	-
National		√	-		√	-
Any other (specify and indicate)	-		-			-

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	√
No	

If yes, give the year of establishment

1997, Reactivated 2015.
-------------------------

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

Yes	√
No	

20. Does the institution regularly publish a college magazine?

Yes	√
No	

21. Does the institution publish its updated prospectus annually?

Yes	√
No	

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

	Year 2012 (%)	Year 2013 (%)	Year 2014 (%)
Higher studies	Data NA	20*	50*
Employment	Data NA		
Teaching		60*	33*
Non teaching			

\*The figures are likely to change as more information is received.



23. Is there a placement cell in the institution?

Yes	√
No	

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

1	2	3
The Placement Cell was initiated in 2015.		

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

	Yes	No
Academic guidance and Counseling	√	
Personal Counseling	√	
Career Counseling	√	

## Criterion VI: Governance and Leadership

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

Yes	
No	√

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

Governing Body/management	03
Staff council	16
IQAC/or any other similar body/committee	-
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Many

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

	Yes	No
Loan facility	√	
Medical assistance	√	
Insurance	√	
CCL for women employees	√	
Child Education Allowance	√	

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

19
----

5. Furnish the following details for the past three years

a	Number of teachers who have availed the Faculty Improvement Programme of the UGC/NCTE or any other recognized organisation	04
b	Number of teachers who were sponsored for professional development programmes by the institution <ul style="list-style-type: none"> <li>• National</li> <li>• International</li> </ul>	04 -
c	Number of faculty development programmes organized by the Institution.	Nil
d	Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution	31
e	Research development programmes attended by the faculty	Nil
f	Invited lectures at the institution	4-5
g	Any other area (specify the programme and indicate)	Nil

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

	Laboratories	Yes	No
a.	Self-appraisal - Teaching	√	
b.	Expert assessment of faculty performance	√	
c.	Student assessment of faculty performance		√
d.	Combination of one or more of the above	√	
e.	Non Teaching ACR	√	
f.	Discussion	√	

7. Are the faculty assigned additional administrative work?

Yes	√
No	

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

3-5 hours
-----------

8. Provide the income received under various heads of the account by the institution for previous academic session : 2014-15

Grant-in-aid	5,44,00,000
Fees	3,03,095
Donation	Nil
Self-funded courses	Nil
Any other - (Interest from Bank)	4,74,622

9. Expenditure statement (for last two years)

	2013-14	2014-15
Total sanctioned Budget (Rs. in Lakhs)	616	544
% spent on the salary of faculty	44	42
% spent on the salary of non-teaching employees	19	21
% spent on books and journals	02	0.9
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	1.1	1.6
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	-	0.05
% spent on maintenance of equipment, teaching aids, contingency etc.	21	22
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	0.3	0.5
Any other (specify and indicate) (Misc. office exp. etc.)	14.4	11.9
Total expenditure incurred (Rs. in Lakhs)	412	397

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

Laboratories	Surplus in Rs.	Deficit in Rs.
2011-12	1,06,65,569	-
2012-13	1,57,60,479	-
2013-14	2,17,94,629	-

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 Counselling	√	
Aptitude Testing		√
Examinations/Evaluation/ Assessment	√	
Labs, Hall etc.	√	

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes	√
No	

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

Yes	√
No	

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

Yes	√
No	

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

Yes	√
No	

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

a.	for teachers	√
b.	for students	√
c.	for non - teaching staff	√

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

Yes	
No	√

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

Yes	√
No	

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

Yes	√
No	

## Criterion VII: Innovative Practices

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

Yes	√
No	

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

Yes	√
No	

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

	Category	Men	%	Women	%
a.	SC	16	57.14	11	39.28
b.	ST	01	7.14	09	64.28
c.	OBC	34	66.67	20	39.21
d.	Physically challenged	01	20	1	20
e.	General Category	30	32.6	63	68.48
f.	Rural	-	-	-	-
g.	Urban	-	-	-	-
h.	Any other (Specify)	-	-	-	-

4. What is the percentage of the staff in the following category? [2014-15]  
(Regular staff only)

	Category	Teaching Staff	%	Non-teaching Staff	%
a.	SC	2	13.3	6	20
b.	ST	-		-	
c.	OBC	1	6.6	4	13.3
d.	Women	8	53.3	6	26.6
e.	Physically challenged	1	6.6	-	-
f.	General Category	12	80	20	66.6
g.	Any other	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I 2012-13	Batch II 2013-14	Batch I 2012-13	Batch II 2013-14
SC	31	23	29	22
ST	10	13	08	12
OBC	50	35	44	34
Physically challenged	08	04	08	03
General Category	71	107	62	95
Rural	-	-	-	-
Urban	-	-	-	-
Any other ( specify)	-	-	-	-

Note: The above entries show the actual number of students against the mentioned category. B.Ed. being a one year course the percentage incremental academic growth of the students cannot be drawn.





## **Part II**

# **The Evaluative Report**



# 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, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The stated 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.

- 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)

Maharshi Valmiki College of Education is a Constituent College of the University of Delhi. As such, it is the Faculty of Education, University of Delhi which is vested with the powers to develop the curriculum for the courses falling under its ambit. The courses and the curriculum developed through the interaction of the Department of Education and the related Colleges is discussed at the Committee of Courses, then at the Faculty before it is placed before the Academic Council of the University of Delhi for discussion and approval. Once approved, the colleges are bound to follow the same.

The faculty members of the college, however, participate whole-heartedly in the process of development of courses and curriculum at different levels. As per the provisions in the University Calendar, teachers of the Colleges are appointed as members of the 'Committee of Courses' and 'Faculty' of the Faculty of Education on rotation basis for periods of two and three years respectively. That way the college does have a say in the curriculum development process and it articulates its need assessment, feedback from the faculty, students etc. to the 'Committee of Courses' and to the 'Faculty' through its representatives on these bodies.

All the faculty members of the college were involved in the development of the curriculum and syllabus of the innovative two-year B.Ed. programme envisioned by the Department of Education in the year 2008, much before the NCTE [Recognition Norms and Procedures] Regulations, 2014 were notified in the Gazette of India on 01 December 2014. The document published by the Department of Education testifies the same. For the curriculum/ syllabus of the new two-year B.Ed. programme also, some of the faculty members from the college participated in the discussions held at Department of Education, University of Delhi.

Besides the above, faculty members of the college have been part of the committees constituted by the Department of Education for revisiting/ revising the syllabi and curriculum for select methodology courses. The input given by them in the process was based on need assessment, feedback from faculty, students etc. drawn by them while teaching the same over a period of time.

The faculty of the college, however, has more freedom in the transaction of the B.Ed. curriculum. It is ensured that the vision, mission and value framework is kept in mind in curriculum transaction. Attempt is made to choose appropriate

pedagogies and activities in consonance with the emerging national and global trends. The feedback from the students is obtained every year by the faculty members in different ways – formally and informally and the same is discussed in the staff council meetings held at the end of every academic session.

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 issue of development and modification of curriculum and the faculty members' participation in the process has already been discussed above. While giving their input on the available forums the faculty members keep in mind the global and emerging trends in teacher education and articulate the same in different ways in the process.

More is done at the curriculum transaction level. Faculty members keep themselves abreast the contemporary trends by ensuring their participation and contribution in seminars, workshops and conferences held in India and abroad and this finds its reflection in their interaction with the students. The use of technology, new approaches to assessment and shift towards constructivist and other contemporary schools of thought witnesses the faculty members' response to the emerging global trends. Methodology teachers' choice in favour of eclectic planning approaches and emphasis on interactive and collaborative modes also is a reflection of the same.

In the one-year B.Ed. programme which the college has been offering since its inception till date, the concerned faculty members participated in the revision of courses in Educational Psychology, Methodologies of Teaching Biology, Chemistry, Physics and Mathematics and ensured their appropriate input in consonance with the emerging trends.

Keeping in view the emphasis on some of the contemporary social issues and global concerns, the college introduced Peace Education, Education for Human Rights, Adolescent Education, Gender, School and Society and Organisation of Co-curricular Activities as additional optional courses for the B.Ed. students. This enriched the option list already being offered by the college that consisted of School Evaluation, Educational Technology, Primary Education in India, History of Education in India, Social and Adult Education, Education of the Backward Child, Education of the Children with Special Needs and Health and Physical Education in India.

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

Recognising the thrust on national issues like environment, value education and ICT and keeping in view the emerging global trends, it is ensured that the

transaction of curriculum of the teacher education programme has in its fold due representation of all of them.

Environment: Besides celebrating Van Mahotsava, all the students of the college are inspired to pot a plant in the college and look after the same throughout their stay in the college. They are free to carry along with them their potted plant when they move out from the college on completing the course. This practice induces in them the sensitivity and concern for the environment. Gardening is offered as one of the work experience options for the students making a choice for the same.

Value Education: The college programme begins with morning assembly every day. Every student is given a chance to address the assembly starting with the 'Thought for the Day' leading to silent meditation and then followed by the morning assembly address. The student concerned chooses any of the social, cultural, educational, academic, philosophical or other themes for the same. This promotes originality, reflection and critical understanding on a host of issues.

Special assemblies are organised on select occasions like Republic Day, Independence Day, Gandhi Jayanti, Sadbhavana Diwas, Women Day, Children Day and AIDS Prevention Day etc. and students are encouraged to appreciate and imbibe the inherent message through them. Various festivals are also acknowledged in different ways to promote secular values among the students.

The college has organised many lectures, seminars and conferences in the past many years to focus on a wide variety of issues and concerns. Some of them are: XXXIII Annual Conference of Indian Association of Teacher Educators on the theme 'Teacher Education in the Modern Age: Its Dynamics & Dimensions', Sessions on Anti Sexual Harassment, Integral Psychology, Gandhian Thought on Education, Mystery and Excellence of the Human Body, Inclusive Education, Capacity Building, Child's Rights, Alternative Systems of Medicine, Educational Philosophy of Guru Nanak Dev, Human Unity: Interfaith Dialogue, Education for Peace and Harmony, The Indian Way of Being, Treading the Path to Equality: RTE 2009, Alternative Schooling, Good Teacher and the Good Pupil, A Special Talk on Swami Vivekananda etc. Besides, the college regularly celebrates Hindi Diwas and the events of the kind to expose the students to a wide variety of intellectual, social and cultural issues.

Tutorials and Community Work are also organised in a manner that they address the moral and social values in addition to their cognitive and affective concerns. Students are encouraged to work for the marginalised sections of society, old age homes, orphanages, homes for the destitute, schools for visually challenged and other underprivileged sections of society as part of the community service programme. The invited lectures by experts on various themes add to the above.

ICT: Having a full-fledged computer lab and Wi-Fi connectivity for all the students and staff members of the college across the campus and having access to LCD projectors and screens, students are encouraged to make power-point presentations, video-clips, documentaries, animations and audio-video presentations for their methodology courses and their presentations in the other classes. Internet surfing helps them to identify appropriate resources for their academic and professional needs and acts as an easy channel for communication, interaction and sharing.

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

Yes amply, but in curriculum transaction. Teachers and students both make use of ICT as discussed above. Teachers use ICT wherever needed in planning the transaction of the curriculum.

## 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?

Attempts are made both at the College as also at the School Experience Schools for making Teaching and Practice Teaching a reflective exercise. Some of the indicators are:

Teaching at the College: The following helps in making teaching a reflective exercise:-

- Open-ended discussions, thought provoking questions and encouraging discussion in the class.
- Assignments calling for reflection and interpretation given as supplement to the classroom teaching.
- Presentations, projects and group work assigned to the students.
- Encouraging alternative ways of thinking.
- Educational Gathering on select themes calling for open-ended participation of students. This year's theme was 'Reflective Practice in Teacher Education'.
- Morning Assembly Address by students involving reflection on any of the theme of interest to them.
- Organisation of invited lectures and seminars for students for exposing them to varying views.
- Tutorials encouraging out-of-the-box thinking and reflection.
- Internal Tests and continuous assessment of students' abilities and efforts.

Teaching Practice by students in their School Experience Programme: The College provides numerous opportunities to the students to think critically and analyse their experience to become reflective practitioners. Students are initiated



into the process of self-observation and self-evaluation and are also expected to maintain a reflective journal as an essential part of the School Experience Programme. The Orientation Programme for School Experience Programme organised by the College opens the students up to systematic processes of recording, analysing and reflecting on their observations and experiences. Students are encouraged to jot down the observations, analyse the situations and evaluate them for drawing inferences that may be of help for them in future.

A format was developed in the year 2012 by an Inter-institutional School Experience Committee headed by Dr. P.K. Sharma, Associate Professor and presently also the Officiating Principal of the College to help the students record their school life experiences and reflections there-from in the form of Reflective Journal. This format was later circulated to all the colleges and department offering B.Ed. programme to be followed that year. The said format on record shows that the emphasis was laid on teaching becoming a reflective practice.

Another way of promoting reflective practices is through peer observation during the School Experience Programme. The Orientation Programme organised by the college gives enough time to the students to learn and appreciate it as an important practice. Another format was developed in the year 2012 by an Inter-institutional School Experience Committee headed by Dr. P.K. Sharma, Associate Professor and presently also the Officiating Principal of the College, to help learners record their Peer-Observations reflectively.

In order to ensure that the students use this information as a basis for critical understanding and reflection, a special slot was provided by the college in the time table for helping students discuss their experiences, observations and reflections with their school supervisors. The students are also encouraged to undertake action research as part of their School Experience Programme that leads them to reflective practices in their teaching.

- 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 College provides diverse learning experiences and adequate flexibility both in the college experience and in the field.

College Experience: Students have the option to choose Hindi or English as their medium of instruction. Whereas the choice of Methodology of Teaching a school subject does have limited options, the choice of electives has all the choices available to the student out of the ones offered by the college. The college offered eleven choices to the students this year out of which one was to be opted. The options floated in the last couple of years included Peace Education, Education for Human Rights, Adolescent Education, Education for Children

with Special Needs, Education of Backward Children, School Evaluation, Educational Technology, Primary Education in India, Gender, School and Society, History of Education in India, Social and Adult Education, Health and Physical Education, Organisation of Co-curricular Activities.

Flexibility is ensured in other areas as well. Choice of the Work Experience option from out of Music in Education, Integrated Art, Gardening, Educational Toys, Paper Craft in School Education, Theatre in Education etc. is a token to that effect. Tutorial assignments and tutorial group discussions also in most of the cases provide enough room to the tutees to exercise their choice.

School Experience Programme: Students can choose English or Hindi as their medium of instruction. They can choose any class for teaching practice. Students have the option to choose the theme for action research in their school experience schools. More so, lesson planning being predominantly student-centred, the choice of teaching methods, teaching aids etc. remains adequately flexible.

- 1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

The college offered additional elective options in the last couple of years that included Peace Education, Education for Human Rights, Adolescence Education and Education for the Backward Children. This addressed their social sensitivity in different ways.

Students are encouraged to make power-point presentations, audio-video presentations, documentary etc. on select themes that hone their ICT skills. They are also encouraged to use ICT in developing teaching aids for their use.

Community work has been an essential component of the B.Ed. programme. Students work for a minimum of twenty hours in any government or non government organisation that caters to the unprivileged or under-privileged sections of society. Students work in old age homes, orphanages, homes for the destitute, schools for the visually challenged etc. and learn social responsibility, dignity and respect for all human beings, concern for the weaker and unprivileged sections of the society in the process.

Co-curricular activities have regularly been planned and organised in the college that helped the students develop various other skills. House based activities organised regularly in the college include skit, singing, extempore speech, debates, poster making, story writing, slogan writing, blackboard writing, panel discussions, power point presentations etc. that help in the

development of communication skills, ICT skills, writing skills etc. among the students. The college time table has fixed time slot allotted to them.

Besides, the introduction of Gardening, Integrated Art, Music etc in recent years as work experience options has thrown the canvas wider.

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

Interdisciplinary/Multidisciplinary: The course content of the B.Ed. Programme has enough scope for interdisciplinary and multidisciplinary quests. The Foundation Courses like Educational Psychology, Basic Ideas in Educational Theory etc. have obvious linkages with the Methodology of Teaching Courses. The faculty members while transacting the curriculum ensure that these linkages are addressed appropriately. The discussion of the concepts like intelligence, creativity, aptitude etc. in Educational Psychology call for searching/citing examples and situations from diverse academic field. Students comprehend well when they find instances from their own subject field. The assignments planned for the students by the faculty members, many a time are interdisciplinary in character. Further, action-research projects and other small projects addressed by the students cut across the disciplinary lines. The methodology teachers ensure that while discussing the nature of the subject, due linkages are established with metaphysics, epistemology and value framework of the subject discipline.

While preparing the lesson/unit plan, an obvious link is established between Educational Psychology and the concerned subject discipline. Motivation, Classroom Management and Theories of Learning etc. are discussed both by the subject teachers and the foundation paper teachers which creates enough scope for interdisciplinary discussions. Discussions in elective options add to the establishing of linkages with the global issues.

Multi-skill development: The College provides diverse exposure to its students for the learning of different skills in its teacher education programme. Some of these are as follows:-

- ICT blended Teaching Learning.
- Development of Teaching Skills - Micro Teaching, Questioning, Motivational and Class Management Skills etc. in Methodology of Teaching classes and in the Orientation to School Experience Programme.
- Classroom and tutorial group discussions leading to the learning of analytical, reflective and communication skills.
- Group assignments for learning cooperation, collaboration and sharing of responsibilities.
- Simulated Teaching.
- Seminars and PPT presentations by the students.
- Seminars and Workshops.

- Psychology Practicum
- Team teaching
- On site experience (school experience)
- Self/peer feedback in teaching learning
- Visit to special schools
- Lectures by experts
- Field experiments
- Community work
- Environmental Awareness
- Co-curricular Activities promoting leadership, responsibility, initiative, flexibility, adaptability, accountability, cooperation and group work and other social skills.

Inclusive education: The College adopts various inclusive practices to address to the requirements of the differently-abled students. Ramps are made in the college to facilitate the mobility of orthopedically challenged students. Needy students are provided wheel chair for easy mobility. Access to washrooms etc. has been made very easy for them. Visually challenged students are provided with the up-to-date technological support for reading, recording and an easy access to computers. A dedicated section has been made in the library for the purpose and the software JAWS is made available to them. Library houses some of the consultation and reference material in Braille. The students with low vision and hearing impairment are allowed to sit on the front benches in the class. The expecting mothers, if any, are given appropriate freedom for undertaking the work. The SC, ST and OBC students get government scholarship and grants etc. from different government sources. Physically challenged students also get scholarships and grants etc. from different outside sources.

As far as the college programme goes, inclusive education is an integral component of the Educational Psychology course. Besides, the college offers Education of the Children with Special Needs, and Education of the Backward Children as electives in the B.Ed. course. Students visit Amar Jyoti, Kulachi Manovikas Kendra and many other special schools for getting an exposure to differently-abled students and study the practices etc. adopted by them. The college has been organising seminars on inclusive education for the benefit of its students where special educators, counsellors and other experts are invited for the purpose.

Practice teaching/School Experience/Internship: The College considers School Experience Programme as an essential component of the B.Ed. programme. It ensures that student teachers use this opportunity for learning to integrate theory with practice besides learning the nuances of the teaching and practice. A dedicated committee is constituted by the staff council of the college to manage and organise the entire affair. A minimum of 40 days are earmarked for school experience programme and students are required to attend their allotted school

three to four days a week beginning August/ September every year. Generally, a group of 6-8 students are placed in each school and this decision is taken by the appointed committee on the basis of various factors like student's residence, availability of the student's teaching subject options in schools, medium of instruction etc. The students are placed under the guidance of supervisor (s). All kinds of schools, Government, Aided, Kendriya Vidyalayas and Self-financing are taken as school experience schools as per their availability and convenience. An orientation programme is organised by the college before the start of the school experience programme where many of the aspects pertaining to the programme are discussed. The students are required to deliver a minimum of 40 lessons (20 lessons in each subject) out of which 50% are to be supervised by different supervisors. At least 04 lessons plans in each teaching subject are required to be discussed with the faculty members teaching the corresponding methodology of teaching school subject. In addition, the students are required to observe a minimum of 25 lessons delivered by their peers and maintain its record in a peer observation diary. The students are also expected to write and maintain reflective journal and take up an action research project in the school concerned. The marking scheme is reflected in the Handbook of Information issued to the students at the beginning of every academic session.

The assessment of students in school experience programme is done in a participative manner. School supervisors, rotation supervisors, subject teachers all have their say in the process and specific marks are allotted to each one of them for the purpose. A total of 250 marks (125+125) are allotted for school experience programme as per the provisions of the University of Delhi calendar.

Work experience /SUPW: Work Experience is a compulsory component of the B.Ed. programme. The college allocates two hours per week for this in the time table. Students can opt one out of the five work experience options offered by the college. They are Music in Education, Educational Toys, Integrated Art, Gardening, and Visual Art. Previously, the college was offering Theatre in Education and Tours and Travels also as work experience options. Besides providing a diverse exposure to the students, work experience is evaluative in nature.

Any Other (Specify the Activity): The following activities are worth mentioning.

Extension Activities: Activities such as environmental awareness, sensitivity to ecosystem, co-curricular activities including drama, debates, skits on social issues like adult literacy, girl child, gender bias etc. and a host of inter house competitions like poster making, slogan writing, debate, elocution, singing, acting, flower arrangement etc. are also organised regularly for helping students learn the organisational skills and other dimensions.

Tutorials: Tutorials are yet an important aspect of the programme giving space for mentoring the students wherever needed. Tutorials provide the needed

space to the students for learning to think, reflect, comprehend, analyse and approach the problems in different manner. Presentations by students focussing on their own choices, and participation by others in its further comprehension add to the students' capacity for original thinking and action.

Physical Education and Sports: The College organises Yoga, Tai Chi, Aerobics, Athletics and Sports Activities for its students every year continuously for one month on daily basis from 9.00 AM to 10.00 AM in the morning after the conclusion of the school experience programme. Special time table is floated for these days. This entire exercise concludes on the Sports Day.

Co-curricular Activities: Recognising the importance of co-scholastic areas for developing multi-skilled teachers and to ensure that the students learn the organisational skills, a wide range of activities are organised by the college under co-curricular activities. Two hours per week are regularly planned for the same in the time table. These include debates, skits, extempore, elocution, folk singing, dances, creative writing, poster making, slogan writing, story writing, mono acting etc on social and value based themes.

## 1.3 Feedback on Curriculum

### 1.3.1 How does the institution encourage feedback and communication from the students, alumni, employer, community, academic peers and other stakeholders with reference to the curriculum?

The college values the feedback from its stakeholders and organises the same in a graded manner. This is done to ensure that weakness or lacunae, if any, in the planning and transaction of the curriculum are identified and timely action is taken by the college for its rectification. The feedback comes to the college in the following ways:-

- Teachers take informal feedback from their students/ classes through open discussions or through questionnaire. This varies from teacher to teacher and confines mostly to the concerned teacher.
- College takes feedback from the students at the end of every academic session on various aspects of the course and its transaction. Properly formulated feedback forms are developed for the purpose. This feedback is analysed formally and the needful is done.
- The staff council also reviews the working of various committees constituted by it through the presentations made by the respective committees before the conclusion of the academic session.
- This year, students have been given two feedback forms - objective one needing rating of the different teachers by students on various aspects and



the subjective ones focussing on different aspects of the course, its planning and transaction, and the facilities available in the college vis-a-vis their utilization. The alumni also have been asked to give feedback this year as the alumni association has recently been revived.

- 1.3.2 Is there a mechanism for analysis and use of 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 college's focus is predominantly on planning and transaction of the curriculum as the University of Delhi decides the syllabus and curriculum. Yes, planning of different activities in the fabric of the programme and its enrichment attempts falls within the scope of college.

The feedback received from the students is analysed and discussed both in the staff council as also with the individual members. The necessary follow-up action is taken accordingly.

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

As per the University of Delhi rules, faculty members of the college are the members of the Committee of Courses, Faculty and Departmental Research Committee of the Department/ Faculty on rotation basis for a fixed duration of two/ three years. That way they do contribute in the development of the curriculum at the university level. Otherwise also, the college teachers have been active participants in the development or revision of curriculum as members of various committees constituted by the university department. All the faculty members of the college contributed in the development of two-year B.Ed. programme in the year 2008 which was conceived by the Department of Education as innovative programme and was also approved by the NCTE.

In the present situation also, some of the faculty members of the college are participating in the development of course material for the two-year B.Ed. programme made effective with effect from the academic session 2015-16.

## 1.4 Curriculum Update

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

The curriculum revision is done at the Faculty of Education, University of Delhi level. The courses that have been revised during the last five years include Educational Psychology, Methodology of Teaching Mathematics, Physics,

Chemistry and Biology. The concerned college faculty has been a part of the process.

The changes in the curriculum and its transaction have definitely contributed in the quality improvement and student satisfaction as it opened them up to the contemporary challenges and trends.

The college faculty also participated in developing the courses and the curricula for the innovative programme conceived by the Department of Education, University of Delhi in the year 2008. The programme could not be launched owing to a number of reasons.

This year also, some of the faculty members of the college are associated with developing certain courses for the two-year B.Ed. programme that is going to be effective with effect from the next session 2015-16.

- 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.)

The cooperative, collaborative and participative strategies are adopted by the college for getting feedback on curriculum revision. These include staff council discussions, interaction with students, experts and other stakeholders in formal and informal ways.

## 1.5 Best Practices in Curricular Aspects

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

The measures undertaken during the last few years for sustenance and quality enhancement by the college in curricular areas are the following:

- Academic discussions and academic audit in staff meetings.
- Offering more number of elective options.
- Enhancing the use of ICT in curriculum transaction.
- Arranging seminars, lectures etc.
- Getting structured feedback from the students.
- Planning and organising variegated cultural and sports activities for the students.
- More emphasis on inclusive practices.
- Widening the scope of community service activities.
- Sensitizing the students to environment and participation in such activities.



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

In addition to what has been said above, the college plans the following for future -

- Introduction of M.Ed. programme.
- Introduction of more teacher education courses in the proposed new building of the college.
- Greater emphasis on ICT in curriculum transaction.
- Bringing in more diversity in the curriculum transaction of the two year B.Ed. programme to be effective from the session 2015-16.

## Criterion II: Teaching, Learning and Evaluation

### 2.1 Admission Process and Student Profile

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

- Maharshi Valmiki College of Education is a constituent college of the University of Delhi. The admission to the B.Ed. Programme of the college is made through a Combined Entrance Examination organized by the Faculty of Education, University of Delhi.
- The Prospectus for admission to the B.Ed. Programme is made available by the Faculty of Education on-line. For the one-year B.Ed. Programme for the session 2014-15, it was available at: B.Ed. Admissions - 2014 <http://cie.du.ac.in>. B.Ed. has now been made into a two-year programme and the prospectus for B.Ed. Programme 2015-17 is presently available on-line at: B.Ed. Admissions - 2015 <http://cie.du.ac.in>.
- The Prospectus for admission to the B.Ed. Programme available on-line on the university website carries the needed information both about the college and about the B.Ed. Programme. The detailed information about the college and the specific information about the transactional aspect of the B.Ed. Programme is given in the Handbook of Information brought out by the College. The Handbook of Information for the one-year B.Ed. Programme 2014-15 is available on the college website [www.mvce.ac.in](http://www.mvce.ac.in). The hard copy of it was given to all the students on their admission to the B.Ed. Programme. The Handbook of Information for the B.Ed. Programme 2015-17 is presently under preparation and is likely to be released very soon.
- The details regarding the criteria for admission, reservation of seats etc. for the one-year B.Ed. Programme 2014-15 as also for the two-year B.Ed. Programme 2015-17 are up in the public domain, the source of information being the B.Ed. Prospectus 2014 and B.Ed. Prospectus 2015 brought out by the Faculty of Education, University of Delhi, both of which are available on the university website and the hard copies of which are available with the college.
- The process of admission is completely transparent and provides equal opportunity to all eligible candidates as per the guidelines of the university and as per the directions of the other statutory bodies.

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

- The prospectus for admission to the B.Ed. Programme is uploaded by the University of Delhi as also by the Faculty of Education, University of Delhi on their respective websites [www.du.ac.in](http://www.du.ac.in) and [www.cie.du.ac.in](http://www.cie.du.ac.in) and is available on-line. The prospectus published in March/ April every year contains all the needed information like eligibility conditions, number of seats, duration of course, reservation criteria and the last date of admission etc. about the B.Ed. Programme.
- The college specific information like fee structure, code of conduct, further details about the programme and the expectations from the students etc. is provided in the Handbook of Information brought out by the college.
- The Prospectus for the B.Ed. Programme 2014-15 as also of the B.Ed. Programme 2015-17 is available with the college for ready reference.

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

- As the college-wise list of candidates recommended for admission to the B.Ed. Programme is announced by the Faculty of Education, University of Delhi which is also the body organizing the B.Ed. Combined Entrance Examination, it is the Faculty of Education, University of Delhi that ensures that the determined criteria are equitably applied to all applicants. The list of candidates recommended for admission to the B.Ed. Programme is put in the public domain by the Faculty of Education which is open to scrutiny by all stakeholders.
- The college-wise list of candidates recommended for admission to the B.Ed. Programme is sent by the Faculty of Education, University of Delhi to the college. The college admits these candidates by verifying their eligibility for admission to the course as per the eligibility conditions declared by the Faculty of Education. There is no scope for inequitable application of criteria at the college level, as the college follows the university guidelines in letter and spirit.
- The college maintains a tally of the students admitted to the course through the first, second and third lists, as applicable, and provides input to the Faculty of Education about the number of students formally admitted through each list and the number of seats lying vacant in each category after admissions are made from the relevant lists (first, second or third etc.). This enables the Faculty of Education provide the needed number of candidates from the category-wise merit list prepared by it for admission to the B.Ed. Programme till the admissions are declared closed by the University of Delhi.

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

- The students are admitted to the B.Ed. course on the basis of all India competition through the Combined Entrance Test organized by the Faculty of Education, University of Delhi. Since the prospectus is put on-line by the university and is available in the public domain, all the interested candidates, irrespective of their economic, cultural, gender and linguistic background do have access to it. The students admitted to the course, as such, have diverse economic, cultural, religious, gender and linguistic background. Generally, students admitted to the course do not drop-out from the course on account of their background. Yes, there are examples when they withdraw their admission from the course on account of the following reasons.
- As per the university provisions, students admitted to the B.Ed. programme may withdraw their admission soon after they deposit their fee for the course. The primary reason for withdrawal in such cases generally is their getting admission to higher courses - post graduation, M.Phil. or Ph.D. etc. that may seem more appealing or interesting to them. This kind of withdrawal is seen independent of their differing background.
- If the students who have taken admission to the programme want to leave because of reasons otherwise, the institution takes up several steps to help them pursue the course. Some of these steps are:-
  - Counselling by the tutor and/or if needed, by the Principal himself. Parents may also be counselled, if needed.
  - In case of financial problems efforts are made by the college to help the student address the problem. Students are apprised of various government schemes for scholarships and financial assistance for SC, ST, weaker sections and for persons with disability.
  - In case of illness, permissible relaxation in attendance against medical leave is given as per University of Delhi Rules.
  - The college appoints a senior faculty member as the nodal officer for facilitating the students from the north-east part of the country handle their day-to-day affairs. The faculty member appointed as nodal officer holds periodical meetings with these students to help them deal with problems, if any. This helps in providing due encouragement to these students and helps them retain themselves in the course.

- Students facing language problems, if any, are helped by their tutor and other teachers overcome this. Hindi medium students are helped in number of ways for getting the desired reading material. Classroom discussions are made bilingual wherever needed. For foundation papers, students are divided into sections on the basis of their own chosen preference for medium.
- For the physically challenged students, due help is provided by the college to assist them in overcoming their challenges. The college campus has been made physically-challenged-friendly. Ramps have been made at various places to help students' mobility that facilitates them successfully complete the course. Tutors and school supervisors take great care in ensuring that their problems if any, are taken due care of and they don't leave the course by succumbing to stress or the like they may get themselves subjected to.
- The visually challenged students are constantly taken care of by their tutors and the other teachers. Peers and tutors readout books to them and assist them in completing their written work. Peers and teachers audio record various books and reading material for the benefit of visually challenged students. The college library is a very welcoming place for visually impaired students. All the library resources are made physically accessible to them. The library owns a good collection of Braille books, audio cassettes, Braille slate and CDs etc for its vision-impaired users. It provides software such as JAWS which enables students with vision-loss to independently use the computer. The library facilitates the visually impaired students to get the needed equipment for listening to audio books on loan basis. Dedicated work stations with a PC and Braille books are placed in a separate portion in the library. It has been ensured that students have easy access to this place. Library staff also acts as a helping hand to these students for web-surfing and computer use.

As a part of B.Ed. curriculum each student of the college is required to undertake community work. The library has tapped this opportunity and with the help of some faculty members, students are engaged for audio recording of different books and reading material. Specified content from the selected references is assigned to the students pursuing community work for audio recording and thereafter, for handing over the recorded audio files to the library. The library manages and provides this material to the visually impaired students.

- Library has given appropriate training to its staff. In order to meet the need of these students the library staffs have been made sensitive toward them. They are made aware of their problems, about the ways of communication with them, the ways of helping them find what they are looking for in terms of books or other materials. The library treats the persons with disability with dignity and respect.

- Tutors counsel these students as needed and help them overcome the challenges faced by them. For the school experience programme appropriate help is provided to the visually challenged students by identifying a school convenient for them and by providing peer help to them in the discharge of their expected responsibilities.
- The co-curricular activities organized by the students under the guidance of their respective teachers draw from the diverse cultural fabric of the country. Organization of special assemblies on select occasions gives due recognition to the participation of the students with diverse cultural and social background and makes them feel at home in the college. In short, all efforts are made to retain the wide diversity of students in the college.

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

Yes, there are several provisions for assessing students' knowledge/ needs and skills before the actual commencement of teaching programme. Some of these are listed below:

- The students are assessed by the subject methodology teachers (a) to understand the adequacy of their subject knowledge and (b) to make them realize the need for updating the same for teaching.
- The teachers encourage the students to make presentations on chosen topics. These presentations help the subject teachers in assessing /evaluating the subject knowledge of their students and gauge their readiness for teaching.
- Students may be asked to use ICT in their presentations. This helps the teachers evaluate the competence of their students in using ICT.
- As the students make their presentations, their teaching skills, if any, are also observed. The teachers get to know about the skills they already possess and the areas needing due attention.
- Subject specific skills are tested by the respective subject teachers. Some teachers may use paper-pencil tests for the purpose.
- As the students learn to plan lessons and start making their own, teachers get to know about their ability to organize the subject matter in logical/psychological sequence, their ability of identifying appropriate questions, choosing suitable pedagogy, ability to use instructional-aids including ICT, ability to design appropriate class work and home work etc. A feedback then is given to the students on individual basis.
- Simulation lessons focusing micro-teaching techniques help the subject teachers in the evaluation of the teaching and classroom management skills

of students. This also gives them appropriate feedback for further improvement.

- Remedial programs for boosting the entry level of students, thus begins much before the commencement of the school experience programme.

## 2.2 Catering to Diverse Needs

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

The institution as a whole and the teaching faculty in particular, including the Principal work hard throughout the academic session to ensure that an environment is created in the college that is conducive for learning and development. An orientation programme is organized every year where all the faculty members are made to interact with the newly admitted students. The orientation programme is so planned that it provides ample opportunities to the newly admitted students to interact among themselves. This introduces the students to the work culture of the college and its rich-traditions. Thereafter, the following activities organized on regular basis throughout the year, help in creating the desired environment in the college -

- Each of the working days begins with morning assembly. Students turn-wise give their thought for the day which is followed by meditation. Students turn-wise give their morning assembly address on any of the academic, social or cultural themes. This is followed by the daily announcements and national anthem. Morning assembly has a soothing effect on the students and it sets the pace for the day.
- The college promotes a lot of student-teacher and student-student interaction both within and outside the classes. Students are motivated to participate in classroom proceedings through presentations, discussions, group work, library work, audio-video presentation etc. All channels of communication are opened by the college for its students to help them get over the difficulties, if any.
- Work experience classes ensure that the students learn the skills of socially useful productive work and realize the dignity of labour. The students, as a result, learn many useful skills that can be used by them later in their lives for different purposes. The work experience options offered by the college are: Integrated Art, Gardening, Music, Paper Craft and Educational Toys.
- The tutorial classes are held on weekly basis where students are mentored and guided appropriately. Discussions on a wide variety of topics are held to facilitate holistic development of the students. This motivates the students and brings in them the real enthusiasm for learning, of thinking and sharing.



- Students' activities held on weekly basis help in realizing the aesthetic and creative abilities of students. Breaking monotony of the entire week, students get exposed to a wide variety of new activities. The activities range from talks by eminent people to rangoli-making, flower-arrangement, skits, debates, declamations, extempore, poem-recitation, solo and group singing, dance, black-board writing, thematic power-point presentations, story-telling and the like.
- Picnics and educational excursions are organized. These help the students learn to organize and manage outdoor activities. The students visit the Parliament, Indian Agricultural Research Institute, Innovative Schools, Sri Aurobindo Ashram and many other places of historical and cultural significance for enriching their knowledge and understanding.
- Physical education activities are organized during the year culminating in the celebration of Sports Day. The activities include march-past, drill, tai-chi, indigenous games, sports, yogasana and dhyana. The Sports Day activities include races, relay races, shot-put, lemon race, sack race, matki race, skipping race, valley ball, kho-kho, three leg race etc. It is compulsory for all students to participate in the physical education activities.
- The Student Panchayat (an elected students' body) organizes the celebration of national days such as Independence Day, Gandhi Jayanti, Republic Day etc. that helps in instilling the feeling of patriotism in the students and facilitates the inculcation of values in them. Festivals of all religions are duly acknowledged to promote national integration, secularism and unity in diversity.
- Special provisions are made to involve students with special needs in various activities of the college. The college building is physically-challenged-friendly. There are ramps wherever necessary to ensure access of such students to almost every corner of the college. The college library has special provisions for the visually challenged students. All the library resources are physically accessible to them. The library owns Braille books, audio cassettes, Braille slate and CDs etc. for its vision-impaired users. It provides software such as JAWS which enables such students to independently use the computer. The library facilitates the visually-impaired students get the needed equipment for listening to audio books on loan basis. A dedicated work-station with a PC and a good collection of Braille books are placed in separate area of the library and it is ensured that the visually challenged students have easy access to them. Library staff also offers adequate help to the visually-impaired students in web-surfing and computer access.

Each student of the college is required to undertake community work as part of the B.Ed. work. The library has tapped this opportunity and with the



help of the faculty members other students are engaged for audio recording of the reading materials. The selected reading material, keeping in view the need of the visually impaired, is given to the students for audio-recording and the recording so produced is made available to the visually impaired students.

- Library has given appropriate training to its staff to deal with students with disability. The library staffs are sensitive to the impaired students and treat them with utmost dignity and respect.
- The students of the college are encouraged to participate in the events organized by University of Delhi as also by other colleges. The college participates in Antardhwani, the major annual event of University of Delhi where students and teachers from all other colleges showcase their achievements. Various other events such as Flower Show, Rangoli competition etc. are organized. The college environment is charged with enthusiasm when such preparations are underway.
- A two-three day orientation programme is organized prior to the beginning of the school experience programme. This orients the students to various aspects of the school experience programme. Open-house discussions are held to facilitate learning and understanding. The school related assignments are also discussed at length. All the faculty members participate in the orientation programme and interact with the students.
- The college provides a healthy and hygienic physical environment to motivate the students.
- The various science labs of the college are cradles for science students for preparing for demonstrations to be undertaken in schools. Students find appropriate environment in the labs for taking up investigatory projects, for practicing teaching skills, for repeating practical and for developing science kits etc. The educational technology lab helps the students in learning to use ICT to supplement teaching in the classroom. The computer lab helps the students in acquiring the basic skill of computers. Wi-Fi enabled campus enables the students in accessing internet across the college campus.
- The library provides access to books - the text and the reference, e-learning resources, multimedia resources and access to journals both national and international through the university server.

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

The diverse learning needs may be the outcomes of physical, visual and other challenges and may also be due to cultural, economic and social background. Gender-disparity may also be the reason for the same. Such diversities are taken care of by the college in several ways, some of which are listed below:-

- The teachers provide one-to-one guidance/counselling to these students. Tutors mentor and provide guidance to the tutees under their charge.
- The College library provides the needed help to the visually impaired students. All the library resources are made accessible to them. Braille books, audio cassettes, Braille slate and CDs etc are available to the visually impaired users. Software such as JAWS enables the students with visual disability to use computer resources independently. The visually impaired students are issued the needed equipment for using the audio books on loan basis. A dedicated work station has been created in the library for such students. Braille books section has been created and it is ensured that students get easy access to this section. Library staff also helps such students in web surfing and computer use.

Each of the B.Ed. students is required to undertake community service as part of the B.Ed. programme. The library taps this opportunity and inspires the students to do audio-recording of reading material which later is used by the visually challenged students.

- For the physically challenged students, the first challenge is the easy access to all parts of the college. The college has constructed several interconnecting ramps to ensure accessibility to various areas. Peers, teachers and staff members all provide unconditional help to such students. One to one interaction with teachers and tutors help them a lot in every possible way.
- The college places students in different sections depending upon the medium of instruction opted by them. English and Hindi are the available medium of instruction for the B.Ed. students. The language diversity is therefore taken care of. The library also provides books in both the mediums. The students from Hindi medium attempt their examination paper in Hindi, submit their assignments in Hindi and make their presentations in Hindi.

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

- Community work is an integral part of the B.Ed. program. The student teachers are required to render a minimum of twenty hours to the community work in an academic session. The students, for this are inspired to visit schools catering to children with special needs, orphanages, slums; foster homes etc. to enable them develop in themselves sensitivity to diversity and equity in the society. Students in the process not only provide academic guidance to these students but also are enthused to impart them skills, play with them, guide and counsel them about the problems they face. This continual interaction with the disadvantaged, unprivileged and underprivileged children and those with special needs helps them

appreciate the need for equality and equity in society and simultaneously sensitizes them to respect diversity. This exposure also helps them in their school experience program and equips them in appreciating the need for inclusion.

- The transaction of curriculum in foundation courses has enough scope for addressing equity and diversity in the classroom. May it be the classroom discussions or the choice of assignments, faculty members try their best to facilitate the comprehension of the students in a manner that they grow sensitive to the uneven fabric of society and learn the philosophical, social and psychological basis of the differentiated contexts.
- In methodology courses, students are sensitized and taught to prepare differentiated lesson plans to cater to the needs of the academically diverse children in class. Students are asked to share their experiences and reflections thereafter with the methodology teachers for learning and further guidance.
- The co-curricular activities are designed by the college keeping in mind the diverse needs of the learners. A wide range of activities are organized so that all the students get a chance to choose from and participate. Festivals, national as well as religious are duly acknowledged to inculcate in students the spirit of unity in diversity, nationalism and secularism.
- Mentoring in tutorials etc. also help in making student-teachers understand the issues of diversity and equity in educational settings.
- The college offers several optional courses as electives to help the interested students deal with the issue of equity and diversity. Education of Children with Special Needs, Education of the Backward Children, Human Rights Education, Gender School and Society and many other electives give students further insight into the issues of equity, diversity and inclusion. The interested students learn the advanced and specialized ways of addressing diversity in the classroom.

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

The teacher educators by virtue of their research areas and diverse teaching assignments gain an understanding of the knowledge and skills needed to address the diverse needs of students in the classroom. The college takes care of the needs of the orthopedically challenged by ensuring convenience in their mobility. Students with low vision or hearing problems are allowed to sit on the front benches. The college provides scribes for visually impaired students in the examination and other needed help to students with other disabilities. The instruction is offered both in English and Hindi and if need by a bilingual mode is also followed. This helps the first generation learners as also the students

from the non Hindi speaking belt equally alike. Besides, the college organizes seminars and workshops on special needs and inclusive education which benefit the students and faculty alike. Educational excursions and interaction with students in informal situations also helps teachers becoming more knowledgeable and sensitive to the issue of diversity. Mentoring the students at different levels helps in the process.

2.2.5 What are the various practices that help students-teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The courses offered by the B.Ed. students both at the compulsory as well as optional level like Educational Psychology, Basic Ideas in Educational Theory, Pedagogy courses and Electives along-with school experience programme, projects and various other assignments address various shades of diversity and inclusion and help the students appreciate them and grow sensitive to them. This in a way is the prime concern of the college in the transaction of the B.Ed. programme. Teachers address these issues specifically in some of the following ways:-

- Educational Psychology deals with diversity and inclusion in elaborate ways. Needs arising from diversity and the methods to fulfil these needs are discussed at length. Inclusion also is discussed in detail.
- Methodology of teaching school-subject teachers help the students frame differentiated lesson plans to deal with academic diversity in the classroom.
- Many electives such as Education of the Background Children, Education of Children with Special Needs deals with diversity in greater length and deal with elaborate ways to address them. Specific teaching strategies for these diversities are discussed.
- Visits to schools with special needs help the students in learning and experiencing the reality. The student-teachers get the opportunity to talk to the teachers, employees as well as the students. They learn skills, methods etc. that can be used by them in the classroom.
- The elective paper on Gender, School and Society sensitizes students to the needs of the girl child arising out the gender role stereotypes in the society. The ways of dealing with disparities and issues arising there-from are also discussed.
- Seminars/ workshops are arranged in the college on special needs and inclusive education where experts talk about their experiences and apprise the student-teachers about the strategies to deal with the needs arising out of diversity and also the strategies for ensuring inclusion. Thus students are able to get the requisite knowledge and skills related to diversity and inclusion.

## 2.3 Teaching Learning Process

### 2.3.1 How does the institution engage students in 'active learning'? [Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internship, practicum]

The students are engaged in active learning in many ways. Some of them are as follows:

- The students are supposed to make presentations on various topics allotted to them by their teachers teaching different courses. Some basic references and websites are suggested by the teachers. The presentations could be individual presentations or they may be based on group-work. In case they are group presentations, focus groups are made and the focus groups actively involve themselves in the exercise discussing the issues with their teachers in case of problems. Students are sometimes asked to make presentation drawing from their school life experience. For example, they are sometimes asked to prepare an assignment on misconceptions/ alternative frameworks of young students in their school subject. They refer to books in the library to prepare the theoretical note. To enrich their presentation, they collect relevant data from their assigned class in school.
- Some teachers use worksheets in their classes to ensure active learning. These worksheets contain application based questions, case study to be solved during and after discussion in the class. Students are also asked sometimes to develop concepts maps or fill incomplete concept maps.
- The students are motivated to access the national and international journals through the university server. This helps the students get authentic research data for their presentations and assignments through their active efforts.
- The students are asked to make power point presentations [interactive presentations] and AVs. These are also considered as their visual education assignments. Students use their smart phone to make videos, take pictures, record interviews and then integrate all these using free software available in public domain. These AV's are later used by students in supplementing their own teaching in their practice teaching classes.
- The students are motivated to take up individual/group projects as part of their course work as well. For example, problems in school administration and health education may be addressed through individual or group projects. Students collect the data from schools using self-developed questionnaires and interviews. The data collection may involve students, teachers, principal and the non-teaching staff. They then compile this data, analyze and interpret it and make their presentation in the class.

- Psychology practicum done by students in the school situation also makes them active learners. The students use case study method to collect data about their chosen subjects through various tools, questionnaires, interviews, checklist, rating scale, socio-metric techniques etc. most of which they develop on their own. They then prepare a report and submit it to their respective teachers.
- During the school experience programme, students are required to take up a problem through action research. The students identify a research question related to a school aspect, plan the action research, develop/use tools to collect the data, analyze and interpret the data and suggest actions that can be taken to solve the problem/ research question they started with. In the process, students learn to use the research techniques in education. They also learn to resolve the immediate problems rationally.
- Co-curricular activities are regularly organized in the college. They including physical education help students to become active learners in acquiring new skills.
- Simulations exercises using microteaching techniques held by methodology teachers help students acquire teaching skills even before the commencement of the school experience programme.
- Tutorial work also helps students acquire a wide variety of skills. Tutors facilitate discussions, presentations, library work etc and sometimes impart life skills as well.
- School experience programme related assignments such as analysis of syllabus, criticism of the examination system, achievement test report helps in engaging learners in becoming active learners.
- Community work makes the student teachers truly active. Peer learning and tutoring is also stressed upon by the college. Peer-tutoring helps in dealing with students with special needs.

2.3.2 How is learning made student-centred? Give a list of the participatory learning activities adopted by the institution and those which contribute to self management of knowledge and skill development?

The mode of learning in the college is student centred in all the curricular areas. Co-curricular activities are anyway participatory. The participatory learning activities adopted by institution are:-

- Classroom discussions which may be student-teacher discussions and student-student discussions followed by whole group discussions and presentations. All discussions are facilitated by the teacher.



- Individual/group presentations in the classroom for which they have to do library research. Students themselves manage their knowledge and skills.
- Students take up project work for which they collect the primary data from schools or other places depending on the nature of project. They may access secondary data from authentic sources for their project work. Science laboratory work may help the students gather primary data. This is managed by students.
- Students make interactive power-point presentations which they use for making their presentations in the college. They also prepare interactive power-point presentations for their classroom teaching. They prepare AVs using video, photos etc. based on the topic of the subject and based on the classes they teach. They use these AVs in their school classes. They submit AVs and charts and models as their visual education work. Students manage knowledge and skills on their own.
- In the tutorial classes, the students decide mutually the topics that they would discuss and also decide the topics on which they would like to write their assignments. The teacher provides an overall guidance and mentors students whenever required. Students themselves manage their knowledge and skills, organize discussions and draw conclusions.
- In schools during the school experience, assignments such as action research etc. are self-managed by the students. Learning here is student centred as they decide on the tools to be used to gather the required data for solving the research problem they started with. They interpret, analyze and draw conclusions and prepare a report on the same.
- The psychology practicum conducted by students in schools during school experience programme also is managed by students themselves. Students manage knowledge as they decide the way they would carry out the practicum, the tools that they would use, the ways in which data would be gathered, interpreted and analyzed for preparing the report.
- Activities such as educational gathering are also student-centred. The students help in identifying the topic for discussion, searching literature, organizing discussions etc. During the discussions, they are made to manage and conclude the discussions. Teachers guide and facilitate the proceedings but the proceedings are managed by the students themselves. At the end of the day, each group presents a report of the proceedings of the group. Students therefore, manage their knowledge and skills themselves.
- Students participate in lectures/seminars/workshops arranged by the college. They are also allowed the permission to attend seminar/workshops in other colleges of the university, department, NCERT etc. The students

participate in various ways in the college ranging from collecting the needed literature to managing various aspects of the organization such as hall decoration, refreshments, seating arrangements etc. whereby students learn to manage both their knowledge and skills.

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.

- All approaches are understood and practiced appropriately but eclectic approach is favoured by most of the faculty members. No particular instructional approach is promoted irrationally over the others.
- Most of the faculty members prefer constructivist approach in learning and teaching. Co-construction of knowledge is emphasized. The teachers try to understand the ZPD [zone of proximal development] of the students and differentiate the lesson on this understanding to reach out to diverse students. Co-operative learning is promoted to enable students to co-construct knowledge. Heterogeneous groups are formed to ensure that a proper co-construction of knowledge is possible. The other models of teaching used by faculty members subscribe to different shades of cognitive and behaviourist schools.
- Concept attainment model is used to help students learn concepts for organizing information and to help them in becoming more effective in learning concepts. In this, students learn to present organized information from a wide range of areas of study. Positive and negative exemplars are given and students make hypothesis regarding the characteristic/attributes of the concept intended to be taught [nature of the category]. When most of the students have developed a hypothesis, some unlabeled exemplars are presented and they have to identify whether these additional exemplars are positive or negative. When students are successfully able to identify positive exemplars they are asked to produce some of their own. Then, they share their hypotheses and describe the ideas generated during the process. Once they agree on the hypothesis to be accepted, they generate labels for them. The teacher gives the technical label. This approach is used by some of the teachers in the college specially those dealing with Educational Psychology. The student teachers as a consequence, may choose to use them in their own classes like teaching the types of triangles in mathematics class or teaching plants in biology.
- Inductive thinking: Here students are given tasks to induce them to find and organize information, to create names for concepts and to explore ways to become more skilful in discovering and organizing information and in creating and testing hypothesis and describing relationship among different sets of data. Once used by the faculty members in the class, students can use



this in their classes, for example in teaching about the primary, secondary and tertiary sectors.

- Inquiry training facilitates students to engage in causal reasoning and become more fluent and precise in asking questions, building concepts and hypothesis and in testing them. The teaching of all the courses in the college en-cultures students in this method. The student-teachers can use the same in their classes, may they be natural sciences or social sciences classes.
- Biological Science curriculum study is an inquiry model. It is a part of the curriculum of methodology of teaching biology. The students are supposed to make at least one plan on this model. Social Science inquiry model is used to teach aspects about social, economic and political life.
- Model on memorization is used to help the students learn to organize information in order to remember it. These students can then use it in their classrooms. It requires learners to concentrate on the learning material and organize it in a way that helps the learner remember it. Under-lining, listing the ideas separately and rephrasing them in one's own words helps students focus on what is to be remembered. Reflecting on material, comparing ideas, determining relationship among the ideas helps clarify the concepts further. The memorization techniques can be used to develop connections with what is to be learned. There are link words, substitute words, key words, mnemonic. This is to connect new material to familiar words, pictures or ideas and to link images or words together. The students also practice the recall of concepts and material through this.
- Role playing is also used. Here the participants and observers are involved in a real life situation and they desire for resolutions and understanding of this situation. It involves human behaviour that serves as a vehicle for students to (1) explore their feelings (2) gain insight into their attitudes, values and perceptions (3) develop their problem-solving skills and attitudes and (4) explore subject matter in varied ways. Nine steps are there in role of playing (1) warm up the group (2) select participants (3) set the stage (4) prepare group (5) enact (6) discuss and evaluate (7) re enact (8) discuss and evaluate (9) share experiences and generalize. This model is used for a variety of subjects and situations.
- Using constructivist model teachers use scaffolding in their classroom, form co-operative learning group and practice co-operative learning.
- Advance organizers are also used. Students are provided with a cognitive structure for comprehending material presented through lectures, reading and other media.

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

Yes, the students use micro-teaching techniques for developing teaching skills. Some of the skills are as follows:-

- Stimulus Variation
- Introducing a Lesson
- Questioning Skills (How to use probing questions, higher-order questions, divergent questions)
- Explaining
- Reinforcement
- Using Instructional Aids (ICT included)
- Using Examples
- Silence and Non-verbal Cues
- Co-construction of Knowledge
- Using Black/ Green /White Board
- Integration
- Closure

Two to three skills are practiced at a time. Cycles of practice are carried out till the student masters the skills. There is no restriction on the number of lessons to be given by each student. It is about the time taken by students to master the skills(s).

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

The practice teaching programme also called school experience programme in the one-year B.Ed. course of the University of Delhi begins in Aug/ Sep every year and concludes in December. The programme is spread over a period of four months. Once the schools are identified by the committee constituted by the staff council of the college, a schedule of school days is planned and sent to the participating schools well in advance. It is ensured that the students attend the college two-three days every week while pursuing practice teaching in schools. This means that the students are required to visit the school and attend the college alternately. Things are planned in a manner that students remain in constant touch with their foundation course teachers, methodology teachers and school supervisors in a synergetic manner. The students go to the schools on school experience days and interact with the methodology teachers on succeeding days discussing with them their experience, problems, and lesson plans they would address in schools on the following days. So the two, the school experience and the college's input goes hand in hand.

Each of the student-teacher is expected to take two classes, one each in his/her two teaching subjects on each school experience day. With the planning of

attending schools for at least forty days, student-teachers are expected to deliver a minimum of forty lessons, twenty in each subject, for being eligible for qualifying for completing their school experience requirement. Fifty percent of the lessons delivered by the student-teachers have to be supervised by their school supervisors/ rotation supervisors. Besides, the student teacher is expected to observe a minimum of twenty five lessons of his/her peers and maintain a record of it in the peer observation book maintained for the purpose. The supervisor supervising the student-teacher's lesson is expected to write detailed comments and provide appropriate feedback to the student-teacher. Supervisors are also expected to provide feedback and guidance to the student-teachers for their gradual improvement in teaching. A two-way guidance on regular basis, from school supervisor and methodology teacher and periodic inputs from the peers and other rotation supervisors is the strength of the college's school experience programme. The preparation of teaching aids, use of ICT, reflective journal and action research add to the students experience and learning in a more effective way.

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

The University of Delhi does not follow the block teaching model of practice teaching for its one-year B.Ed. programme. Instead, practice teaching is spread over a period of four months beginning August/ September every year and concluding in December. Students go to school and attend the college alternately. This is done to ensure that the student-teachers receive a continuous feedback from the school-supervisors and methodology-teachers for improvement. Every alternate day when students come to the college, they interact with their subject-teachers, discuss their previous day's class in school and also discuss their succeeding day's lesson plan for appropriate input. Also, they get enough time in the college to interact with their school-supervisor for seeking detailed guidance for further improvement.

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

The student-teachers are generally supposed to prepare the unit plans and then make the lesson plans. For the unit plan, they seek the guidance of their school teacher as unit plans are designed well in advance in most of the schools. Also, doing so gives them an idea about the number of lesson plans and the number of days needed to complete a particular unit. They then discuss the same with their methodology teacher in the college. Suggestions given by both of them are incorporated. The student-teachers' discussion with the school teachers also helps them gauge the resources of the school and gain an insight into the kind of assignments used by the teacher in the school. All this is discussed with the methodology teacher in the college and the best decided. Thus planning is participative involving school teacher, supervisor and methodology teacher.

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

Both, the compulsory course on Educational Psychology and the Methodology of Teaching School Subjects sensitize the students to diverse learning needs of the students and equips them to deal with them in an inclusive classroom. Besides, the seminars and workshops on special needs and inclusive education further enrich the experience. Interaction with experts in the field, visits to special schools gives exposure to the students in learning practical skills and makes them aware of the difficulties generally faced in the process. The electives, 'Education of the Children with Special Needs' and 'Education of the Backward Children' add to the understanding of those choosing them for the purpose.

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

- Most of the methodology teachers encourage their students to plan lessons using technology. The college has a full-fledged computer laboratory and an educational technology laboratory where students can prepare their lesson and/or instructional-aids using technology. The students also prepare interactive power-point presentations to be used during practice teaching. Requisite training is given to the students by their teachers for using technology, equipment etc for the purpose. In the foundation papers also students are offered the opportunity to enrich their individual/ group presentations using technology. Teachers themselves use appropriate technological aids in the transaction of the curriculum.
- The students are encouraged to make their own audio-visuales using their own smart-phone. These audio-visuales are then used in the classroom for teaching. Examples of some of the audio-visuales made by the students are: Monuments of India, Water-Pollution, Rights and Duties of Citizens (based on actual interviews) etc. These make into a good learning resource. In the absence of appropriate facilities in schools, students use their own laptop and resources for the purpose. Otherwise, schools resources add to the students' repository and smart board, multimedia etc make the lessons more interesting. The college provides all available technological and pedagogical support to the students for induction into the process.

## 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.

Yes, the planning is done by involving the regular teachers from the school experience schools. The school teachers are consulted for content selection and the entire school experience exercise is carried out by student-teachers with their due involvement in the process. Many a time, feedback from the regular

teachers is sought by the school supervisors to address various types of problems faced by student-teachers. The methodology teachers, school supervisors and regular teachers of the school, all contribute in mentoring the student-teachers in their own ways.

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?

Usually same type of schools cannot be chosen by the college for its school experience programme. The reasons are many. Government Schools, Kendriya Vidyalayas, Aided Schools and Private Schools all add to the list of schools used by the college. Besides, regional languages such as Punjabi, Urdu and Bengali are not available in many schools.

The Directorate of Education allows not more than six student-teachers to be placed in each of the allotted schools with the condition that the students placed in the same school have differing teaching subjects. Moreover, male students are not allowed to teach in Girls Schools.

Kendriya Vidyalaya Sangathan allows six to eight students to be placed in the schools under its charge. But medium of instruction here is a barrier. Hindi medium students can't be accommodated in Kendriya Vidyalayas as the medium of instruction in these schools is English only.

The Public and Aided Schools generally accommodate six to eight students every year. But medium of instruction in public schools being English, Hindi medium students do not find a place there.

Besides, the distance of students' residence from the prospective school experience school and the availability of his/her teaching subjects in the school are also deciding factors in the placement of students.

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

A teacher educator is generally associated with each of the school experience schools as its school supervisor. The school supervisor stays in the school for the entire duration of the school and supervises the lessons delivered by the student-teachers. The supervisor writes his/her comments/observations related to the lesson delivered by the student-teacher. The comments/observations relate to all aspects of the process including classroom discipline, skills of teaching, communication skills, transaction of content, learning approaches, evaluation techniques, instructional material used by the students and the like. These comments/observations serve as a detailed feedback to the student-teacher concerned. The suggestions for improvement are also given.

Besides, the supervisor discusses the classroom performance of each of the student-teachers under his/her charge on one-to-one basis. The comments/observations are discussed in detail.

The methodology teachers in the college also discuss the feedback given by the supervisor to the student-teachers. Here also suggestions for improvement are given.

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

The college enjoys synergic relationship with many of its participating schools. Student-teachers therefore remain in the know of policy directives and the needs of the schools. The school supervisors also remain in touch with their allotted schools on daily basis. This regular interaction helps in many ways.

Besides, the college invites Principals of the school experience schools whenever possible for lectures/ discussions. This serves as a good source for a two-way interaction. The school supervisors/ faculty members also keep themselves abreast of the latest developments in the field. The thrust areas of documents like NCF 2005, NCFTE 2009, RTE 2009, and NCTE [Recognition, Norms and Procedure] Regulations, 2014 are discussed and understood by teachers as part of their professional awareness and growth.

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

The students and faculty keep pace with recent developments in the school subjects and teaching methodologies by keeping themselves abreast of the latest developments in the field in the following ways:-

- By attending and participating in the workshops and seminars in institutions like NCERT, CBSE, SCERT etc. which are directly connected with school education. The faculty members participate in developing resource material, books etc. for school children keeping themselves aware of the changes in the field.
- By continually referring to the new books and material regarding their teaching subject. Reference books and standard publications are referred for the purpose.
- By accessing several national and international journals through the university server. This also helps in updating the subject matter and in keeping pace with the latest trends.
- By continually updating the resources in the library.

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



- The college follows the Merit Promotion Scheme (MPS) and Career Advancement Scheme (CAS) of the University of Delhi. Individual promotion of faculty members is materialized accordingly.
- The faculty members are entitled to Academic Leave, Study Leave, Duty Leave etc to attend academic engagements as per the University of Delhi rules. The University also provides grant to faculty members to pursue innovative projects.
- The faculty members are encouraged to pursue research and extension activities as admissible under the University of Delhi rules.
- The college also organises, conferences, seminars, workshops and special lectures etc. for the professional development of its faculty and students.

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

Yes, good work by members of the teaching faculty is duly acknowledged by the Principal through different acknowledgement methods both orally and in black and white. The lip-praises of good performance of the teachers are made in staff council meetings, formal and informal functions and in the annual report of the college. The good performance of the teachers is also recognized by the peers. Students' feedback also is a powerful recognition of the work done by good teachers.

Proper records wherever necessary are maintained by the college.

## 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 teaching learning environment in the college is very conducive to the all-round development of students. All the students are encouraged to participate in the curricular and co-curricular activities of the college. Students facing problems of adjustment are counselled by the tutor, subject teacher or other faculty members. In extreme situations, the Principal may also counsel the students as needed.

Barriers to students learning are identified by the college both through the formal and informal means. The interaction with the students both in and outside the class, in tutorials, co-curricular activities, schools, elective courses, houses etc. helps in identifying the barriers to learning. The extensive interaction with the students, continuous assessment through assignments, internal tests, presentations etc. helps in identifying and addressing the learning difficulties of the students. The learning difficulties of the students are

identified, problems diagnosed and remedies searched. The remedies may include remedial classes, ability pairing and counselling in the tutorials and other groups. Besides, the different committees of the college, discipline committee, anti-ragging committee and grievance redressal committee also help in their own way in ensuring a barrier-free and conducive environment in the college.

The infrastructural issues are regularly addressed, problems identified and measures taken in time so as to ensure that infrastructural problems do not impede the academic progress. The stakeholders' input is also sought and PWD approached accordingly. Problems related to technology are identified on top priority and it is ensured that students get a barrier free access to computer laboratory, Wi-Fi connectivity and other technological equipment for a barrier free learning.

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

The one-year B.Ed. programme of the University of Delhi has the following assessment scheme in place. The scheme for the two-year B.Ed. programme to be effective w.e.f. the session 2015-16 is yet to be finalized and would be presented as supplement accordingly.

**PART A: THEORY (Total Weightage in Marks: 500)**

Courses	Name of the Courses	Weightage in Marks		
		Sessional Work	External Exam	Total
Course I	Basic ideas in Educational Theory	25	75	100
Course II	Educational Psychology	25	75	100
Course III	Modern Indian Education <ul style="list-style-type: none"> <li>• Its development and recent history</li> <li>• Its organization and practice</li> <li>• Health Education</li> </ul>	25	75	100
CourseIV	Methodology of Teaching (Two school teaching subjects)*			
	School Teaching Subject -I	15	35	50
	School Teaching Subject -II	15	35	50
Course V	Compulsory Elective **	25	75	100



PART B: PRACTICUM (Total Weightage in Marks: 500)

Details	Weightage in Marks
School Experience Programme (SEP) and Practical Skills in Teaching	250
(a) School Teaching Subject I	125
(b) School Teaching Subject II	125
Sessional Practical Work	250
(a) Practical School Assignments	
(i) Special Aspect of school/ Action Research Project (Assessed by School Supervisor)	10
(ii) Criticism of the Syllabus (Assessed by Paper IV Teachers)	10(5+5)
(iii) Criticism of Examination System (Assessed by Paper IV Teachers)	10(5+5)
(iv) Achievement Test Report (Teaching Subject I)	15
(v) Achievement Test Report (Teaching Subject II)	15
(b) Co-curricular Activities (Including Physical Education)	50
(c) Community Work	10
(d) Psychology Practicum	30
(e) Tutorial Work	50
(f) Visual Education	30
(g) Work Experience***	20

As far as the seasonal work in theory is concerned, the teachers teaching the course assess the students throughout the year using some or all of the following parameters: individual and group presentations, discussions, assignments library work, power point presentations, attendance, class participation, internal assessment examination etc. At the end of the year an external examination is held for each course as shown above.

The assessment in school experience work is done on a day to day basis. Regular supervisors, rotation supervisors and subject teachers all are involved in the process as per the details given below.

The following was resolved as the break-up for the school experience work in an inter-institutional meeting held at the Department of Education, University of Delhi.

S. No.	Assessment Break-up	Teaching Subject-I	Teaching Subject-II
1	Regular Supervisors	60	60
2	Rotation Supervisor-I	10	10

3	Rotation Supervisor-II	10	10
4	Subject Teacher	30	30
5	Average of the Assessment of Peer Observations & Reflective Journal (15+15)	15	15
Total		125	125

The regular supervisor assesses, guides, gives feedback to the student-teachers for improvement. The rotation supervisors, who are also faculty members of the college, do also assess, guide and provide feedback to the student-teachers. The action research project is assessed by the school supervisor. In the sessional practical work details of which are given above, (ii), (iii), (iv) and (v) are assessed by subject methodology teachers. The community work and tutorial work are assessed by the tutor.

Co-curricular activities, that include physical education and sports, carry 50 marks and the college resolved to assess them transparently in the following manner:

a	Panchayat/House Activities	20 Marks
b	Physical Education and Sports Activities	10 Marks
c	Morning Assemblies and Special Assemblies	10 Marks
d	Miscellaneous Activities	10 Marks
Total		50 Marks

The psychology practicum is assessed by teacher taking the psychology practicum. Visual education (including charts, models, AVs, Power point presentation) is assessed by subject methodology teachers. Work experience is assessed by the work experience resource person.

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

In theory courses, the assignments and presentations given by the students are graded and returned back to them with the teacher's written observations and comments that ensures due feedback to the students. This feedback is also used by the faculty members in improving the transaction of the curriculum further.

The college holds the internal assessment tests/ mid-term tests regularly and the evaluated answer scripts of these tests are returned back to the students. The outcomes of these tests are discussed with the students both individually and in group to ensure proper feedback.

The college also declares the tentative mid-session assessment of the students in respect of school experience programme and co-curricular activities somewhere mid-session, to offer the students an opportunity to identify their problems and improve there from. The feedback on school experience programme is given to the students on daily basis.

#### 2.5.4 How is ICT used in assessment and evaluation process?

Some faculty members assess the students on their power-point presentations, AV projects, documentaries etc. Wherever possible, teacher educators also assess the student-teachers on the delivery of their lessons using smart boards, power-point presentations and other audio-video films/ documentaries.

ICT is used to maintain the assessment records of the student-teachers for information and further reference. Development and printing of question papers and other records also makes use of the ICT facilities in the college.

### 2.6 Best Practice in Teaching Learning and Evaluation process

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

- The college promotes action research for its teachers and students. The student- teachers are trained in pursuing action research. These students then use their understanding of action research in their classrooms for understanding and resolving a host of research problems. They share these experiences with their peers and subject teachers and in turn get appropriate feedback. At times the problems faced by the student-teachers are due to their students having alternate concepts. The methodology teachers in that case suggest them to plan lessons by organizing remedial measures for such students. For students with special needs, students-teachers are guided to plan differentiated lessons to cater to these needs. This and the understanding of the kind help student-teachers in addressing problems faced by them in novel ways.
- Working with community is a great learning experience for students. Most of the students work with children with special needs and from the disadvantaged sections of society. This helps the students gain first-hand experience of dealing with special needs. The students in the process grow more sensitized towards these children and their needs making them more empathic and compassionate. These experiences help the students tremendously in growing up as teachers.
- Use of ICT in teaching and teaching students in creating their own AVs using digital cameras or smart phones is another addition to the repertoire of means for enriching teaching. The use these self-made AVs by students in their classes helps them communicate the desired.

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

- With a reasonably good confluence of resources both academic and infrastructural, the output in terms of the quality of teaching-learning

processes and research gives enough space for reflection. With the surfacing of an easy technological support like e-resources, internet surfing and relatively easy access to material at the click of the mouse, good practices have redefined their scope and meaning.

- The college reflects on the best practice in the delivery of instruction including use of technology in staff council meetings. The college will probably be able to video record these good practices in future. Feedback on these practices is sought from the students also. Reflections in the staff council meetings help in exchanging ideas and further learning.

## 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?

The faculty members of the college are motivated to guide research at the M.Ed., M.Phil. and Ph.D. level. Many of the faculty members have acted as guides for the M.Ed. dissertations for the scholars enrolled with the Department of Education, University of Delhi. Some of them are guides for the Ph.D. scholars registered with the Department of Education, University of Delhi. The non Ph.D. faculty members are encouraged to register for Ph.D. and pursue the same. There is a provision for the grant of study leave to the interested faculty members for completing their Ph.D. work. At least four permanent and one ad hoc faculty member completed their Ph.D. work while being in service with the college. All the faculty members guide small action research projects pursued by the B.Ed. scholars of the college as part of their school experience programme.

Besides, the faculty members are encouraged to participate in seminars, workshops and conferences and present their work. Faculty members may apply for research projects to ICPR, ICSSR, UGC and other national and international bodies and if granted, are entitled to facilities as applicable under the University of Delhi rules. At least four faculty members of the college did pursue research projects of different kinds while being in service with the college. The faculty members may also apply for innovation projects of the University of Delhi. Three faculty members of the college availed the grant for completing the innovation project granted to them by the University of Delhi during the year 2014-15. The faculty members are also encouraged to write and publish their work in the national and international journals and books.

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

The institution has not prioritized any thrust areas of research but individual teachers do have their respective research areas and interest. These include Educational Psychology, Philosophy of Education, Sociology of Education, Curriculum, Models of Teaching, Educational Measurement and Evaluation, Pedagogical Studies, Guidance and Counselling, Teacher Education, Special Education, Value Education, Educational Administration, Information and Educational Technology and the like.

All the methodology teachers as part of their routine practice promote action research. Besides, B.Ed. students take up small action research projects as part of their school experience work. In the coming two-year B.Ed. programme, there is expected to be more emphasis on research, both for the teachers and the students.

The thrust areas of competence and research of the faculty are also mentioned in detail in 3.3.2.

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

Yes, the institution encourages action research. During the school experience programme, the students are required to take up a school project based on action research. In methodology courses, various subject teachers also encourage students to take up problems in action research. Some of the examples of action research conducted by the students and their major outcomes are given below:-

- During the academic year 2014 - 15 some students conducted action research in language areas - English, Hindi and Punjabi. The objective was to identify errors in spoken language, reading and written expression. It was felt that an action research will help the student-teachers to identify the exact difficulties and the degree of breakdown. A few classes were spent in collecting the relevant data from the entire class. The data was tabulated. For example, in case of the language skill of reading, two sub-skills were recognized (i) word identification and (ii) word and idea comprehension. Various sub-sub skills were listed under each sub-skill. Each of the students was asked to read out a paragraph aloud. The mistakes if any were elaborately noted down. Marks were given. The tabulation was done for each sub-skill and p-values were calculated by using the formula,  $p = \text{average score of the class on a sub-skill} / \text{maximum possible score of the sub-skill}$ . After calculating the p-value, the areas of weakness were identified and listed. On this basis, the students could re-conceptualize home assignments, remedial lesson plans and re-teaching plans by analyzing first the probable reasons of failure of the earlier attempted methodologies of teaching. This was then implemented in class.

Similar action research was done in the areas of Science, Business Studies, Accountancy and Social Science. Research questions were formulated data collected on the basis of the formulated research questions focusing on the analysis of examination papers etc. and data was analyzed and interpreted. As a consequence home assignments, remedial plans and re-teaching plans were drafted and used. The students as a result could identify the reasons as to why the methodologies adopted by them were not delivering and as such, could re-draft their lesson plans and improve upon their teaching.

- In the academic year 2008-09, action research on the development and implementation of an enrichment programme for pre-service teachers was undertaken to orient them to changing social realities through relevant pedagogic practices. The panchayat committee was involved to conduct various activities under this research programme and integrate them with their Friday activities.

Themes chosen for research included Cognitive Life Skills, Child Rights, Theatre in Education, National Curriculum Framework 2005, Value Education through Pedagogic Intervention, Peace Education and Conflict

Resolution. A formal report was prepared by the college and submitted to the NCERT under the scheme 'All India Competition on Innovative Practices and Experiments for School Teachers and Teacher Educators'. Many more examples can be cited.

3.1.4 Give details of the Conferences/Seminars/Workshop attended by the faculty members in last five years.

Some of the details are given below:-

Dr. Parmesh Kumar Sharma, Officiating Principal
<ul style="list-style-type: none"> <li>• Chaired a Parallel Session on the sub-theme 'Pedagogy and Curriculum' in the 'National Conference on Learning' organized by Department of Education, Lady Irwin College, University of Delhi on 13 March 2015.</li> <li>• Chaired the Brainstorming Session in the 'Consultative National Seminar-cum-Workshop' on 'Enhancing Mathematical Potential through Facilitative Resource Material' organized by the Society for Educative and Social Development and supported by NCSTC (DST) New Delhi, held at Central Institute of Education, University of Delhi on July 26 - 27, 2014.</li> <li>• Took two full sessions as Speaker in the Five Day 'Capacity Building Programme' for Teacher Educators of DIETs held at the School of Education (IASE), Devi Ahilya Vishwavidyalaya, Indore, on 06 March 2014.</li> <li>• Speaker on the topic 'Development of Leadership Qualities' in Technical Session II in the 'One-day National Seminar on Transformational Leadership' organized jointly by Sri Ram Institute of Teacher Education and Varun Dhaka Institute of Technology at Conference Hall, All India Primary Teacher School Federation, Shikshak Bhawan, 41 Institutional Area, D Block, Janakpuri, New Delhi, on 19 February 2014.</li> <li>• Chaired a session on the theme 'Schooling and Pedagogy of Mathematics' at the Educational Symposium entitled 'The Changing Contours of Indian Education - Issues &amp; Challenges' held at Shyama Prasad Mukherjee College, University of Delhi, Punjabi Bagh, Delhi on 12 - 13 February 2014.</li> <li>• 'B.Ed. School-Life Experience Programme: Issues for Discussion' , presentation made at the One-day Inter-institutional School Experience Component Meet held at the Conference Hall, Department of Education, University of Delhi, on 25 August 2012.</li> <li>• Resource Person in the Workshop for Mathematics Teachers held at Army Public School, Shankar Vihar, Delhi Cantt, on 15 May 2012.</li> <li>• Held a Special Lecture cum Discussion Session for the M.Ed. &amp; M.Phil. Scholars at the School of Education, Devi Ahilya Vishwavidyalaya (IASE), Indore, focusing mainly on 'Knowledge, its Genesis and the Context of Education' on 19 January 2012.</li> <li>• 'Teacher Education: Issues &amp; Concerns', lecture delivered at Army Institute of Education, Delhi Cantonment on the occasion of Teachers'</li> </ul>



<p>Day on 05 September 2011.</p> <ul style="list-style-type: none"> <li>• Chaired a paper presentation session in the National Seminar on 'Spiritual Development through Education' organized by Army Institute of Education Delhi Cantonment at its campus in Delhi Cantonment on 25 March 2011.</li> <li>• Valedictory Address in the 'One-Day Awareness Training Programme cum Workshop on Human Rights' organized by the Army Institute of Education on 04 February 2011 at its campus in Delhi Cantonment, Delhi.</li> <li>• Expert on the panel discussion on 'Values and Human Rights in Teacher Education - Curriculum and Methodology' organized by Army Institute of Education Delhi Cantonment on the occasion of National Education Day, held at Raina Auditorium, Army Public School, Dhaula Kuan, Delhi on 21 December 2010.</li> <li>• Participated in a one day symposium on 'Human Unity: Interfaith Dialogue' organized by Maharshi Valmiki College of Education, University of Delhi, at the AN Basu Auditorium, CIE, Department of Education, University of Delhi, Delhi on 6 February 2010.</li> <li>• Participated in a one day interactive program on 'An Indian Way of Being-Perspectives on Psychology and Education' organized by Maharshi Valmiki College of Education, University of Delhi at its campus at Geeta Colony, Delhi on 10 May 2010.</li> </ul>
<p>Dr. Sushil Dhiman, Associate Professor</p>
<ul style="list-style-type: none"> <li>• Chaired a session at National Seminar on 'Spiritual Development through Education' organized by Army Institute of Education Delhi Cantonment on 25 March 2011.</li> <li>• Chaired a session at National Seminar on 'Quality Education and Information and Communication Technology' organized by Kalka Institute for Research and Advanced Studies, Alaknanda, New Delhi on 26 February 2011.</li> <li>• Attended Seminar organized by Bharti College, University of Delhi on topic 'Social and Emotional Well being in Children, 10 February 2011.</li> </ul>
<p>Dr. Manjari Gopal, Associate Professor</p>
<ul style="list-style-type: none"> <li>• Co-authored a paper entitled 'Creating Opportunities for Drawing Generalizations through an Interface between Pre-service Trainee Teachers and School Children' for International Conference of Education, Research and Innovation (ICERI) in Seville, Spain, held on November 17-19, 2014.</li> <li>• Co-authored a paper entitled 'Orienting Pre-service Teachers to the Changing Social Realities through Relevant Pedagogic Practices' for International Conference on Action Research in Education (ICARE) in Kuching, Malaysia held on September 23-24, 2014.</li> <li>• Presented a paper entitled 'A Psycho-Pedagogical Perspective on Influencing the Teaching-learning Processes in the Classroom' in the</li> </ul>



<p>Global conference on 'Redefining Education' held at Badu sahib, Himachal Pradesh on 13 July 2013.</p> <ul style="list-style-type: none"> <li>Presented a paper entitled 'Reality Bites for Pre-Service Teachers: The Psychology Practicum' in UGC- sponsored Conference, at IASE, Vidya Bhavan, Udaipur held in July 2011.</li> </ul>
<p>Dr. Jyoti Kohli, Associate Professor</p> <ul style="list-style-type: none"> <li>Virtual Presentation of a joint paper on 'Creating Opportunities for Drawing Generalizations through an Interface between Pre-Service Trainee Teachers and School Children' at 7th International Conference of Education, Research and Innovation, Seville.</li> <li>Presented a joint paper on 'Orienting Pre-Service Teachers to the Changing Social Realities through Relevant Pedagogic Practices' at International Conference on Action Research in Education (ICARE) 2014, Kuching, Sarawak, Malaysia.</li> <li>Participated in 'Developing a tool for analyzing teaching learning resources from an inclusive perspective' organized by DEGSN, NCERT.</li> </ul>
<p>Dr. Ila Mehrotra, Associate Professor</p> <ul style="list-style-type: none"> <li>Attended and participated in a six day workshop to "Develop Test Items for Terminal Achievement Survey" organized by Department of Educational Measurement and Evaluation, NCERT.</li> <li>Attended a workshop for the analysis of data regarding a research project entitled 'A Study on Classroom Transaction of Science and Mathematics Textbooks at Upper Primary, Secondary and Higher Secondary Stages in light of NCF-2005'</li> <li>Attended a working group meeting to develop the detailed content outlines of five videos scripts on the following topics -Chromosomes and Karyotype, Environmental Adaptation-I, Environmental Adaptation-II, Environmental Adaptation-III, Pollination.</li> <li>Attended two workshops on 'Development of Source Book on Assessment in Science at upper Primary Stage.'</li> <li>Participated in National Seminar on 'Approaches to Mind Sciences emanating from Indian Culture', A Reflection on Yoga, Consciousness and Indian Psychology organized by Department of Psychology, University of Delhi.</li> <li>Worked as a coordinator for the exposure and exchange programme of the Dutch Teacher Trainees.</li> <li>Participated in the 'Water Testing Campaign' jointly organized by Gandhi Bhawan, Water Monitoring Committee and NSS of University of Delhi.</li> <li>One day workshop on 'Environment and Health' organized by UNESCO, India: Study, research and Development, Department of National Federation of UNESCO, Association in India.</li> <li>Participated in a baseline study to collect feedback from students and teachers. The study was on Examination reforms. Worked as a Field Researcher.</li> </ul>

Ms. Minu Talwar, Assistant Professor
<ul style="list-style-type: none"> <li>• One day Workshop on 'Environment and Health', organized by UNESCO-India: Study, Research and Development.</li> <li>• Two day National Conference on 'Our Planet: Humanity, Habitat and Development', Organized by Kamala Nehru College, Delhi University.</li> <li>• Workshop on 'Teaching Mathematics, by Prof. Philippe Briere' from France, organized by The National Council of Science Museums in collaboration with UNESCO at the 'National Science Centre'.</li> <li>• Three day National Seminar on 'Approaches to Mind Sciences emanating from Indian Culture: A Reflection on Yoga, Consciousness, and Indian Psychology' organized by the Department of Psychology, University of Delhi.</li> <li>• Workshop on e-learning jointly organized by Commonwealth Of Learning, IATE, and University of Delhi at the Department of Education, University of Delhi.</li> <li>• Two day Seminar on 'Mathematics Education-Expanding Vistas', at Lady Shri Ram College, University of Delhi.</li> <li>• Attended and Participated in a six day workshop to Develop Test Items for Terminal Achievement Survey, organized by the Department of Measurement and Evaluation, NCERT.</li> </ul>
Dr. Gopal Rana, Associate Professor
<ul style="list-style-type: none"> <li>• Education Symposium: The Changing Contours of Indian Education, February 12-13, 2014, SPM College, Punjabi Bagh, Delhi.</li> <li>• A Study of Student Absenteeism in Primary Schools of Delhi (Project funded by University of Delhi).</li> <li>• Department of Education, SPM College, Punjabi Bagh, Delhi, April 08, 2013 - Chairperson, Valedictory Session, also chaired one session on Paper Presentations.</li> <li>• Organizing Secretary for Seminar cum Workshop: 'Treading the Path Towards Equality: Right to Education Act 2009' held at Maharshi Valmiki College of Education, on March 20, 2010.</li> <li>• Attended Seminar: 'The Educational Philosophy of Guru Nanak Dev' held on February 7, 2009 organized jointly by Maharshi Valmiki College of Education &amp; Delhi Minorities Commission.</li> </ul>
Dr. Ramji Dubey, Associate Professor
<ul style="list-style-type: none"> <li>• Equality, Equity and other Democratic Values, Seminar at CIE.</li> <li>• Rajneeti Shastra Vishay Vastu ki Taiyari, Workshop at DIET.</li> <li>• Value Crisis, Samadhan ke Bhartiya Upagam.</li> <li>• Evaluation of Syllabus and Curriculum, Department of Education, Indore.</li> </ul>
Mr. Raghvendra Prapanna, Assistant Professor
<ul style="list-style-type: none"> <li>• Resource Person: Conducted a workshop for EDMC School Teachers topic 'Curriculum, Knowledge and School Processing, Venue: In Service Teacher Education Institute, EDMC School Complex near Jhilmil Metro Station. A Block, Dilshad Garden Delhi on 02 December 2014 organized</li> </ul>

<p>by MCD, East Delhi and Tech Mahindra Foundation, Delhi.</p> <ul style="list-style-type: none"> <li>• On Inclusive education Topic: Challenges before Teachers in Changing World’ at Mahavidyalaya for Blind, Lodhi Road, Delhi.</li> <li>• ‘Globalization and Challenges of Education’ at Vishva Yuvak Kendra, New Delhi, organized by NCE on 18 December 2012.</li> </ul>
<p>Dr. Satveer Singh Barwal, Assistant Professor</p> <ul style="list-style-type: none"> <li>• World Education Culture Congress, Teacher Training Workshop on ‘Mentoring’ January 15 and 16, 2013, India Habitat Centre, Delhi.</li> <li>• International Conference ‘Purana Taaleem’ (Holistic models for Mentoring Self and Wellness) on 17, 18 and 19 January 2013, Delhi.</li> <li>• National Seminar on ‘Sociology of Dalit Literature’ on 18 &amp; 19 Feb. 2013.</li> <li>• National Seminar on ‘Crisis of Ethics, Accountability and Governance in India Genesis, Growth and Solution’ organized by India Policy Foundation, Indian Institute of Public Administration (IIPA) New Delhi on October 25-26, 2013.</li> <li>• National Seminar on Inclusive Education – Educational Access and Equity, March 17- 18, 2012 at Aster College of Education, Greater Noida.</li> <li>• National Seminar on ‘Dalit Participation in Nation Building’ at Indian Social Institute, 10 Institutional Area, New Delhi on 12 Nov. 2011.</li> </ul>
<p>Dr. Vandana Gupta, Assistant Professor</p> <ul style="list-style-type: none"> <li>• Presented a Paper at the National Conference at Lady Irwin College on ‘Learning Issues Concerning a Science Teacher.</li> <li>• Presented a Paper on ‘Effectiveness of School based Invention Programme against Bullying’ in the Fifth International Conference of CESI.</li> <li>• Panelist for a National Seminar at Guru Ram Das College of Higher Education (GGSIP University)</li> <li>• Presented a paper on ‘CSR for a Greener Plant’ at the UGC National Seminar held at Jesus and Mary College, University of Delhi.</li> <li>• Presented a paper on ‘Carbon Footprint as Applicable to the IT Industry’ at the ‘International Conference on Sustainable Development held at Bharti Vidyapeeth.</li> </ul>
<p>Ms. Meenakshi Chawla, Assistant Professor ( Ad-hoc)</p> <ul style="list-style-type: none"> <li>• Worked as an Expert in a three day Workshop on review of Question bank in Sociology at Senior Secondary level for National Institute of Open Schooling (NIOS).</li> <li>• Participated in the National Seminar on ‘Connecting Girls: Gender Equality and Open Schooling’ organized by National Institute of Open Schooling (NIOS).</li> <li>• Participated as Panelist in the ‘Confluence 2014’ on ‘Sociological Perspective on Article 370’ organized by Central Institute of Education, University of Delhi.</li> </ul>
<p>Ms. Anjana Chillar, Assistant Professor (Ad-hoc)</p> <ul style="list-style-type: none"> <li>• National Seminar on Health &amp; Well Being: Recent Developments and Challenges’ Department of Psychology, Jamia Millia Islamia, Delhi,</li> </ul>

Paper Presentation.

- National Workshop: Mendeleev Workshop, JNU, Delhi.
- National Workshop on Plagiarism: Issues and Challenges, JNU, Delhi.
- International Educational conference - 2014, Faculty of Education, Jamia Millia Islamia, New Delhi, Attended, Volunteer and Report Committee Member.
- National launch of 'The Education for All Global Monitoring Report 2013/14: Teaching And Learning: Achieving Quality For All' by UNESCO.
- Two day National Seminar on 'Challenges to Teacher in the Era of Globalization, MDU, Rohtak, Paper Presentation.
- National Seminar on 'Importance of Values in Life and Education'. New Adarsh Institute of Education, Loni, Paper Presentation.
- Panel Discussion on 'Is Education Gender sensitized?' School of Education, GGSIPU, Delhi.

Dr. Prabhjot Kulkarni, Ex Principal (Retired on 31 Dec 2013).

- World Meet for Peace and Harmony: Awakening India, September 11-12, 2012, R.K. Mission, New Delhi.
- International Seminar: Auroville City for Transformation, The Auroville Festival, September 14-17, 2012, India International Centre, New Delhi.
- International Unity Seminar: Unity Pavillion, Auroville (Tamilnadu), December 13, 14, 15, 2012.
- Art and Aesthetics Education in the light of NCF 2005, N.L.I., Dadri, U.P., December 19, 2012.
- National Seminar: Parwasi Punjabi Sahitya (Transnational and Diaspora Context), Sahitya Academy & Punjabi Academy, January 4-5, 2013, Sahitya Akademi, New Delhi.
- 3<sup>rd</sup> International Conference: Development and Peace: Indian Diaspora - Future of Human Unity in Sri Aurobindo's Context, January 10, 2013.
- National Seminar; Quality Concerns in Teacher Education - 'The Future of Teacher Education; Integral Approach; Punjabi University, Patiala, February 5, 6, 2013.
- National Convention 'Yoga in Daily Life', Sri Aurobindo Society, Noida, U.P., March 16, 17, 2013.
- Annual Human Values Celebration 2013: 'Pursuit of Peace and Happiness through Self Knowledge', March 11, 2013, Amity University, Noida, U.P.
- International Conference: Indian Culture, Psychology and Global Civilization - Emerging Perspectives, Delhi University, March 22-25, 2013. [Focus on Integral Education - Workshop and one Session]
- Teacher Preparation for Future, International Conference on Learning Community for Global Education Reform; AIAER, Institute of Professional Studies, Gwalior, (M.P), November 18-20, 2012
- 'The New Education', National Seminar on Sri Aurobindo's Vision on Education, Rama Degree College, University of Lucknow (U.P).

- Workshop for Teachers -
  - i) Three week residential course on Peace Education; SCERT, Solan (HP) May, 2011.
  - ii) In-service Teachers of Odisha, Sri Aurobindo Integral Education Centre, Gopinathpur, District- Cuttack, Odisha, January 13-15, 2012.
  - iii) In-service Teachers of Sri Aurobindo Srikshetra, Dolijoda, District- Cuttack, Odisha, Project Method for Tribal Children, January 18, 2012.
- Youth Camp-Self-mastery through Self-Awareness, November 5 - 6, 2011.
- Youth Camp, R.K.Mission Centre, Dehradun, May 2010. 'Self Awareness for Youth.
- Three Days Workshop for Senior Secondary and Secondary School Teachers, Guru Teg Bahadur Academy, Ratlam, (M.P), June 25-27, 2010.
- Talk to Teacher Educators and University Teachers 'Preparing Reflective Practitioner' ASC, Jamia Millia Islamia on June 29, 2010.
- Six Week Children Theatre Workshop, (Mayur Vihar Centre), Punjabi Academy, Govt. of NCT of Delhi, May-June, 2010. Production of stage play Kabuliwala.
- Symposium, 'Sri Aurobindo Studies - Integral Philosophy, Yoga Psychology and Management', Sri Aurobindo Centre for Advanced Research (SACAR), Pudducherry, October 4-10, 2010.
- Seminar - 'Self Observation - A Tool for Self Mastery', Sri Aurobindo Ashram, Delhi Branch, October 17, 2010.

Dr. Rakesh Kumar, Assistant Professor (Ad-hoc) Left Recently

- Resource Person in the workshop on 'Paradigm and Pedagogy' Pestel Weed College, Oak Hill State, Dehradun, Uttarakhand, February 14-15, 2014.
- Panelist in Seminar cum Panel Discussion on 'Expectation from Prospective Teacher during School Experience Programme' organized by Guru Ramdas College of Education (GGSIPU), October 19, 2013.
- Delivered talk on 'Locating and Addressing Alternative Frameworks in Elementary Classroom' organized by Mata Sundri College, University of Delhi, September 14-15, 2014.
- Co-chaired the session on 'Value System in Emerging Modern Society' in the seminar on 'The Crises of Values: Bhartiye approaches towards its Solution' undertaken by Vidya Bharti, GLT, Sarswati Bal Mandir, Nehru Nagar, Delhi, September 14-15, 2014.
- Resource person for In-service Physics Teachers' workshop on "Addressing Alternative frameworks of Physics learners" undertaken by 'Delhi Sikh Gurudwara Management Committee' for teachers of GHP Schools of Delhi, June 2013.



Conference /Seminars/Workshops organized by faculty members:-

Dr. Parmesh Kumar Sharma, Officiating Principal
<ul style="list-style-type: none"> <li>• <i>Organizing Secretary</i> of the XXXIII Annual Conference of 'Indian Association of Teacher Educators' on the theme -'Teacher Education in the Modern Age: Its Dynamics and Dimensions' organized by Maharshi Valmiki College of Education at Delhi in December 1999.</li> </ul>
Dr. Sushil Dhiman, Associate Professor
<ul style="list-style-type: none"> <li>• Organized a seminar on 'Swami Vivekananda and His Relevance to Teacher Education' at Rama Krishna Institute of Teacher Training, Vikaspuri, Delhi.</li> </ul>
Dr. Manjari Gopal, Associate Professor
<ul style="list-style-type: none"> <li>• "Teacher who Makes a Difference" Seminar and Awards Function organized and presented by 'Parents Forum for Meaningful Education'.</li> </ul>
Dr. Ila Mehrotra, Associate Professor
<ul style="list-style-type: none"> <li>• Part of Organizing Committee for a one day regional seminar on 'Alternative System of Medicine' organized at MV College of Education.</li> <li>• Seminar on Role of Concept Mapping in School Teaching. DAV Public School Khera Khurd.</li> <li>• Workshop on 'Concept mapping as on instructional, diagnostic and assessment tool. DAV Public School, Pushpanjali Enclave.</li> <li>• Seminar on Concept mapping as on instructional, diagnostic and assessment tool. VVDAV Public school Vikas Puri.</li> <li>• Seminar on 'Science for Secondary Classes' VVDAV Public school Vikas Puri.</li> <li>• Workshop cum interactive session for the students of class IX and X VVDAV Public school Vikas Puri.</li> </ul>
Ms. Minu Talwar, Assistant Professor
<ul style="list-style-type: none"> <li>• Part of Organizing Committee for a one day regional seminar on 'Alternative System of Medicine' organized at Maharshi Valmiki College of Education, University of Delhi.</li> </ul>
Dr. Gopal Rana, Associate Professor
<ul style="list-style-type: none"> <li>• Organized Seminar cum Workshop: "Inclusive Class-Room: Teaching Strategies, March 5, 2011, MV College of Education.</li> <li>• Part of Organizing Committee for a one day regional seminar on 'Alternative System of Medicine' organized at MV College of Education.</li> </ul>
Dr. Vandana Gupta, Associate Professor
<ul style="list-style-type: none"> <li>• Conducted workshop on Development of Scientific Temper at RK Mission Public School, Rohini.</li> <li>• Conducted workshop on being an effective teacher at Geeta Ratan Jindal Institute of Higher Education for B.Ed. Students.</li> <li>• Conducted workshop on designing activities and HOTS and Being an Inspiring Teacher at SLS DAV Public School for their faculty.</li> <li>• Conducted workshops at St. Lawrence College of Higher Education, IP University.</li> <li>• Conducted workshops at Guru Ramdass College of Higher Education.,</li> </ul>

IP University.

- Conducted workshop at DAV Public School Paschim Vihar, on Micro Teaching for Teachers.
- Conducted workshop at Green Field Public School, Dilshad Garden for Teachers.
- SCERT Resource Person for In-service Teacher Training Programme.

## 3.2 Research and Publication Output

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

The 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 are given below:

Dr. Ila Mehrotra, Associate Professor
<ul style="list-style-type: none"><li>• Developed worksheets and games for science teaching. Have been training in-service and pre-service teachers in developing and using these work sheets and games.</li><li>• Developed instructional and training material concepts mapping as an instructional, diagnostic and assessment tool.</li><li>• Attended the capacity building programme on multimedia and e-content development organized by UGC-CEC in 2006 and have been using it to instruct learners in making AVs on various topics of school biology.</li><li>• Developed the video scripts. Biodiversity-II, Environmental Adaptations-II for CIET, NCERT in science at secondary level.</li><li>• Provided guidance as content expert during the development of video-scripts titled Pollination, Bio diversity-I and Environmental Adaptations-I, II and III and in science at secondary level.</li><li>• Interactive power-point presentations as part of educational technology practicum. These are in various subject areas: languages, social studies, science, mathematics and business studies and accountancy.</li><li>• Scarp-files with news paper articles which are used as instructional as well as assessment aids.</li><li>• Investigatory (long term) projects taken up by students under the guidance of the teacher. Students learn to them use it as a pedagogic practice.</li><li>• Handouts/worksheets for paper on 'Educational Psychology.'</li><li>• Science corner preparation as a component of "learning beyond classroom'.</li></ul>
Dr. Gopal Rana, Associate Professor
<ul style="list-style-type: none"><li>• Teaching Aids developed in Special School (Kulachi Manovikas) for disabled children.</li></ul>

Dr. Ramjee Dubey, Associate Professor
<ul style="list-style-type: none"> <li>• Bharat ke Samwidhan Udeshika.</li> <li>• Provisions of the Art - 1909, 1919, 1935.</li> </ul>
Dr. Vandana Gupta, Assistant Professor
<ul style="list-style-type: none"> <li>• Low cost teaching aids in chemistry.</li> <li>• Flip Charts on various topics related to school chemistry.</li> <li>• Instructional material /designing experiments to understand the role of chemistry in daily life.</li> <li>• Instructional material on ' Science is Done' for chemistry A-level learners</li> <li>• Chemistry kits for various levels (about 14 in number).</li> <li>• ICT modules were developed.</li> <li>• Has been developing power-points presentations and self-instructional capsules/modules well as lesson/unit plans for past 10 years to foster aims of education in students.</li> </ul>
Dr. Satveer Singh Barwal, Assistant Professor
<ul style="list-style-type: none"> <li>• Visual Aids - Pictures, Slides, Maps, Charts, Graphs.</li> <li>• Three Dimensional Aids- Globe.</li> <li>• Working models.</li> <li>• Graphical Aids - Pictures and Photographs, Posters.</li> </ul>
Ms. Meenakshi Chawla, Assistant Professor (Ad-hoc)
<ul style="list-style-type: none"> <li>• Various power point presentations and academic videos on different topics of the B.Ed. Syllabus.</li> <li>• Various video, Flashcards, Learning Games etc related to Social Sciences.</li> </ul>
Ms. Anjana Chillar, Assistant Professor (Ad-hoc)
<ul style="list-style-type: none"> <li>• Developed cards on the topic 'Perception'</li> </ul>

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

- The college has a dedicated resource room which provides many infrastructural facilities for the development of instructional material.
- The college has a full-fledged computer laboratory and a Wi-Fi enabled campus. This helps in an easy web search and access to resources for developing instructional-aids, work sheets, interactive power-point presentations and computer assisted learning.
- The educational technology laboratory also facilitates the preparation of the instructional material. The students can develop AVs and practice using LCD's etc.
- Science laboratories are places to facilitate the developing of charts, models, science kits, bulletin boards and science magazines/wall magazines etc.



Besides, specimens and equipment of the laboratories remain at the disposal of the interested students and teachers for innovation and research.

- Language room resources, work experience resources and other resources available with the college are also available to the students and the faculty alike for utilization for developing a diverse spectrum of instructional material and resources.

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

Yes the college has developed a lot of ICT/technology related instructional materials during the last five years. Following are some of the interactive power point presentations made by the students as part of their Educational Technology Practicum over the last five years.

Subject	Topics	No. of CD's
Biology	Cell Part, Endocrine Glands, Transport in Plant, Transcription, Waste Water, Weather, Climate and Adaptation, Cell and its functions, Environment, Deficiency Symptoms, Structure of the DNA, Nutrition in Animal, Cell, Excretory Products and elimination, Air Pollution, Soil, Food, Why do we fall ill?, Reproduction in Plant, Respiration in Organism, Plant Kingdom, Water Cycle, Asexual reproduction in plant, Adaptation in Terrestrial Habitat, Health care facilities, Cell cycle, Circulatory System, Digestive Gland, Food Chain and Food Web, Human Digestive Glands, Transport in Plant, Micro organism, Fabric from Fiber, Cell structure and function and Soil Emission.	35
Business Studies	Social Responsibilities of Business, Company, Sources of Finance, E-Business, Accountancy.	05
Chemistry	ACID base, Nuclear energy, Nucleus, Water, Valence bond theory, Structure of Atom, Water treatment Plant, Metal and non-metal and Air.	10
Economics	Poverty as a Challenge, Formation of Company, Economic Reform 1991: An appraisal, Internal Trade, Money and Credit, Capital Formation, Food Security in India.	09
English	Gestures Communication, Pronouns, Determiners	03
Geography	Interior of the earth	01

Hindi	Sanchar and Sangya	02
History	History of Cricket, Aztee Empire, Enclosure System in England and Monuments made by Shahjhan	04
Maths	Double Bar graph, Fractions, Trigonometric Ratio's and Mensuration	04
Physics	Sound, Newton's laws, Work, Our Earth, Gravity, Hydro electric power system wind energy farms, Force, Gravitational and Light	10
Political Science	Fundamental Rights	03
Urdu	Ghalib Urdu Ghazals	01

The students also used these power point presentations during their school experience.

The topics of the power point presentations generated in the course on Methodology of Teaching Mathematics over the last five years are listed below:

- Area and Perimeter, Class VI
- Comparing Quantities, Class VIII
- Surface Area & Volume, Class VIII
- Trigonometry, Class X
- Cuisenaire Rods
- Stern Apparatus
- Diene's Apparatus

The topics of the AVs developed by the students of Methodology of Teaching Biology this year are given below:

- Water Pollution
- Garbage
- Soil and its Properties
- Waste Management

- 3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)
- a. Organized by the Institution
  - b. Attended by the Staff
  - c. Training provided to the Staff

Training programmes/workshops on material development have not been so far organized by the college. However, training programmes and/or workshops on material development were attended by teachers some of which are as follows:

Dr. Ila Mehrotra, Associate Professor
<ul style="list-style-type: none"> <li>• Attended a six day workshop to 'Develop Test Items for Terminal Achievement Survey' organized by the Department of Educational Measurement and Evaluation, NCERT. Developed Achievement Test items in Science, 2011.</li> <li>• Attended the Capacity Building Programme on Multimedia and e-Content Development organized by CEC- UGC. E-learning material of 1-minute duration (short learning object) and 5 minutes duration (e-module) Software like flash, adobe, Photoshop were used to produce animations that were incorporated in the E-learning material, 2006</li> </ul>
Ms. Minu Talwar, Assistant Professor
<ul style="list-style-type: none"> <li>• Attended a six day workshop to 'Develop Test Items for Terminal Achievement Survey' organized by the Department of Educational Measurement and Evaluation, NCERT. Developed Achievement Test items in Science, 2011</li> </ul>
Dr. Gopal Rana, Associate Professor
<ul style="list-style-type: none"> <li>• Development of Tools for Terminal Achievement Survey at the end of Class VIII, DEME-NCERT. Achievement Test Items, 2011</li> </ul>
Dr. Ramjee Dubey, Associate Professor
<ul style="list-style-type: none"> <li>• Workshop/ Material Development Programme-DIET. Material developed for Political Science Teaching, 2013</li> <li>• Social Studies Teaching, Bihar Govt. Material developed for Social Science Teaching, 2013</li> </ul>
Dr. Satveer Singh Barwal, Assistant Professor
<ul style="list-style-type: none"> <li>• Workshop on Material development at Keshav Puram DIET, NW Distt, Delhi. As Resource Person guided the Developing of Social Science Teaching Material on time graphs, charts, maps, use of planner Boards etc, 2011</li> </ul>
Dr. Vandana Gupta, Assistant Professor
<ul style="list-style-type: none"> <li>• Member of the Core team of National Project (UNESCO, MHRD, CIE &amp; SESD on 'Enrichment of Resource material in Science). Science kits: level based and theme based), 2013</li> <li>• Attended training programme on development of low cost equipment for chemistry teaching at lab expo. Low Cost equipment, 2010.</li> </ul>

3.2.5 List the journals in which you have published papers in the last five years:

Dr. Sushil Dhiman, Associate Professor
<ul style="list-style-type: none"> <li>• 'Education and the Challenge of Post Modernism' The Ravenshaw Journal of Educational Studies Published by Ravenshaw University</li> </ul>

Department of Education, Cuttack, Odisha India, Vol 3, Issue 182, ISSN-2319-7374. 2014
Dr. Ila Mehrotra, Associate Professor
<ul style="list-style-type: none"> <li>• Article title 'Understanding Children' Construction of Biological Concepts and its Educational Implications' published in School. 2007</li> <li>• Book review published in 'School Science' Vol 45 No. No.2, June 2007, ISSN0972-5060 Published by NCERT</li> </ul>
Dr. Gopal Rana, Associate Professor
<ul style="list-style-type: none"> <li>• "Making Sense of Inclusion in Schools". International journal of Scientific Research and Reviews ISSN 2279-0543. 2014</li> <li>• Special Education in Teacher Training Programme Bhartiya International Journal of Education and Research, ISSN 2277-1255. 2014</li> <li>• Preparing Pre-service Teachers for Inclusive Education, Journal of Educational Review, ISBN 0975-4792. 2014</li> </ul>
Dr. Ramjee Dubey, Associate Professor
<ul style="list-style-type: none"> <li>• Nari Sashaktikaran ke teen Hathiyar - Kranti, Kalam aur Kaanoon. 2011-12</li> </ul>
Dr. Satveer Singh Barwal, Assistant Professor
<ul style="list-style-type: none"> <li>• Role of ICT and Assistive Technology in the Successful Implementation of Inclusive Education. Published in International Journal of Psychology and Education. Volume -I Issue-7, ISSN: 2321-8606 March 2014 Pg.11-26 (co-author). 2014</li> <li>• 'A Changing role of present system of teacher education in India Challenges and future needs' Published in Globus journal of Indian Progressive Education volume 3 No 1 Jan-June 2013 (co-author) Pg 5-9, ISSN:2231-1335. 2013</li> <li>• Pedagogies in Inclusive Set-up.' Published in Journal of Indian Research, A quarterly journal of multidisciplinary research volume 1 No.2. pg. 119-124, April- June2013.(co-author) 2013</li> <li>• 'Revamping Teacher Education: Curriculum in the Context of Inclusive Education'. Published in Journal of Indian Research, A quarterly journal of multidisciplinary research volume 1 No.1 Jan.-March.2013 pg. 111-117. (co-author) 2013</li> <li>• 'Perception of Primary School Teachers for Integrating Environmental Education in Primary School Curriculum. Published in Globus Journal of Progressive Education volume 3 No 1 Jan-June 2013 Pg.22-26. ISSN:2231-1335 (co-author).</li> <li>• 'Strategy of planning commission regarding elementary education and literacy during five year plans' Published in Globus journal of Progressive Education volume 3 No 1 Jan-June 2013. Pg.43- 48. ISSN:2231-1335 (co-author).</li> <li>• 'A study to find out the weakness of previous five year plans and to propose the appropriate guidelines for future five year plan' Published in Sui Generis An International Journal of Humanities &amp; Social Sciences Volume 1,2013 Pg. 47-54. ISSN:2320-9224 (Co-author).</li> </ul>

<ul style="list-style-type: none"> <li>• 'An analytical study of problems at primary level education and appropriate solution in Delhi'. Published in Sui Generis An International Journal of Humanities &amp; Social Sciences Volume 1, 2013 Pg.55-61. ISSN:2320-9224. (Co-author)</li> <li>• 'An analytical study of problems and their appropriate remedies at pre-primary education'. Published in Sui Generis An International Journal of Humanities &amp; Social Sciences Volume 1, 2013 Pg.73-78. ISSN:2320-9224. (Co-author)</li> <li>• Analytical Study of Technological Skills of Pre-service Teachers to use ICT in Teaching Learning Process published in International Research Journal of Management. Science and Technology Volume 5 issue 6 year 2014 Pg.4-14 ISSN:2350-1959 (co-author)</li> </ul>
Dr Vandana Gupta, Assistant Professor
<ul style="list-style-type: none"> <li>• Revolutionizing Science Education through ICT. MERI Journal of Education-a referred Journal. Vol. X (No.2) 2014</li> <li>• Developing Electronic Concept Maps in Science MERI., Vol. VIII (No.2) 2013</li> <li>• Practical Approaches for Effective Science Teaching MERI, Vol. VI (No1) 2011</li> <li>• Misconcepts related to green house gases MERI, Vol. VI (No.2) 2010</li> </ul> <p><u>BOOKS</u></p> <p>Co-authored the following books with Professor Kalra</p> <ul style="list-style-type: none"> <li>• Teaching of Science a Modern Approach, ISBN No. 978-81-203-4544-7, Pub-Prentice Hall of India '2012'</li> <li>• Substance Abuse among Adolescents ISBN No. ISBN-978-93-81906-30-9 Pub- Vishwabharti Publications '2013'</li> <li>• HIV/AIDS: Strategies its Awareness and Prevention. ISBN-978-93-81906-29-3, Pub- Vishwabharti Publications '2014'</li> <li>• A Fresh Approach to the AIDS Epidemic, Vishwabharti Publications '2015'</li> </ul>
Dr. Prabhjot Kulkarni, Ex-Principal, Retired in December 2013
<u>BOOK</u>
<ul style="list-style-type: none"> <li>• It is Light and other Plays for Children' (English translation - Dr Hina Nandra Jog) December 2012, Dynamics Publication, New Delhi.</li> </ul>
Dr. Rakesh Kumar, Assistant Professor, (Ad-hoc - left recently)
<ul style="list-style-type: none"> <li>• Prabha, S., Kumar, R., &amp; Jha, A. K. (2013). Learning Strands: Empowering Prospective Teachers for Science Practices in Indian Context. International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Volume 4 (Issue 3), 1205 - 1212.</li> <li>• Kumar, R. (2013a). Efficacy of CAL in Addressing Alternative Frameworks amongst Learners in Science: An Exploration. Indian Journal of Educational Research and Administration, Volume 3 (Issue 3), ISSN 2229 7162.</li> <li>• Kumar, R. (2013b). An Analysis of Pre service Teachers' Natural Disposition for Posing Interpretive Questions to Learners in Science.</li> </ul>

Indian Journal of Experimentation and Innovation in Education, Volume 2(5).

- Kumar, R. (2013c). Analysis of Pre Service Teachers' Natural Disposition for Testing Pre-Concepts amongst Learners in Science: An Indian Context. Indian Journal of Experimentation and Innovation in Education, 2(6), ISSN-22781730

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

Dr. Ila Mehrotra, Associate Professor

- Received the Certificate of Appreciation from Deepalaya and Edukana Foundation of the Netherlands for coordinating the exchange programme. [April 28-May 7, 2005]

Dr. Ramjee Dubey, Associate Professor

- Shanti Shiksha Purushkar [Swami Sahajanand Pratishtham] 2013.

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

Dr. Parmesh Kumar Sharma, Associate Professor

- Undertaken Comparative Document Analysis of the Mathematics Curriculum of the International Baccalaureate Organization (IB) for its Pre University Diploma Course and CBSE and CISCE for their Seminar School Certificate Examination as a part of the Project commissioned by International Baccalaureate Organization. [One of the Team Members]

Dr. Manjari Gopal, Dr. Sushil Dhiman and Dr. Jyoti Kohli

- Innovative Project of University of Delhi titled 'Developing Psycho-social Profile of Indian Adolescents

Dr. Neelam Mehta Bali

- Completed an ICPR- Short duration Project.

### 3.3 Consultancy

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

The institution has not provided consultancy services for the last five years. The individual teachers have provided consultancy over the last five years.

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

Yes, faculty/staff members of the institute are competent to undertake consultancy. The areas of competence of teachers are given below.

Name of the Faculty	Area of competence in which the faculty member can provide consultancy.
Dr. Parmesh Kumar Sharma Officiating Principal	<ul style="list-style-type: none"> <li>• Philosophy of Education</li> <li>• Pedagogical Studies</li> <li>• Mathematics Education</li> <li>• Value Education</li> <li>• Educational Psychology</li> <li>• Educational Evaluation</li> <li>• Human Rights Education</li> </ul>
Dr. Manjari Gopal Associate Professor	<ul style="list-style-type: none"> <li>• Educational Psychology.</li> <li>• Guidance and Counseling.</li> <li>• Teacher Education.</li> <li>• Adolescence Education Programme.</li> </ul>
Dr. Neelam Mehta Bali Associate Professor	<ul style="list-style-type: none"> <li>• Philosophy of Education.</li> <li>• Teacher Education.</li> <li>• Peace Education.</li> <li>• Human Right and Education.</li> </ul>
Dr. Ila Mehrotra Associate Professor	<ul style="list-style-type: none"> <li>• Science Education.</li> <li>• Educational Technology.</li> <li>• Educational Psychology.</li> <li>• Evaluation and Assessment in Science.</li> <li>• Inclusive Education/ Education of Children with Special needs</li> </ul>
Ms. Minu Talwar Associate Professor	<ul style="list-style-type: none"> <li>• Mathematics Education</li> <li>• Evaluation and Assessment</li> <li>• Educational Technology</li> <li>• Educational Psychology.</li> </ul>
Dr. Gopal Rana Associate Professor	<ul style="list-style-type: none"> <li>• Inclusive Education.</li> <li>• Special Education.</li> <li>• Value Education.</li> <li>• Teacher Education</li> </ul>
Dr. Ramjee Dubey Associate Professor	<ul style="list-style-type: none"> <li>• Social Science</li> <li>• Social and Adult Education.</li> <li>• Right to Education.</li> <li>• Value Education.</li> </ul>
Mr. Raghvendra Prappana Assistant Professor	<ul style="list-style-type: none"> <li>• Language Education.</li> <li>• Sociology of Education.</li> <li>• Philosophy of Education.</li> </ul>
Dr. Satveer Singh Barwal Assistant Professor	<ul style="list-style-type: none"> <li>• Teaching of History.</li> <li>• Teaching of Social Science.</li> </ul>



	<ul style="list-style-type: none"> <li>• History of Education.</li> <li>• Educational Planning- Historical Perspective.</li> <li>• Women Education and Inclusive Education.</li> </ul>
Dr. Vandana Gupta Assistant Professor	<ul style="list-style-type: none"> <li>• Science Education.</li> <li>• Primary Education in India.</li> <li>• Substance abuse among adolescents.</li> <li>• Victimization Bullying in School.</li> <li>• Issues Concerning Pedagogy School and School Teacher.</li> <li>• HIV/AIDS- Causes and remedies.</li> </ul>
Ms. Anjana Assistant Professor (ad-hoc)	<ul style="list-style-type: none"> <li>• ICTS in Education.</li> <li>• Educational Psychology.</li> </ul>
Ms. Meenakshi Chawala Assistant Professor (ad-hoc)	<ul style="list-style-type: none"> <li>• Area of Transactional Competency.</li> <li>• Classroom Management Competency.</li> <li>• Developing and using Teaching.</li> <li>• Learning Material Competency.</li> <li>• Competencies related to working with community and other agencies.</li> <li>• Competencies related to organizing Co-Curricular activities.</li> </ul>

The faculty members are well recognized among the educational fraternity. The steps initiated by the college to publicise the faculty's expertise are hosting of the detailed curriculum vitae of the faculty members on the college's website and sharing the information with the academic fraternity by the word of mouth.

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?

No revenue has been generated through consultancy in the last five years.

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

Not applicable as no revenue has been generated through consultancy in the last five years.



## 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 University of Delhi has in its curriculum for B.Ed. course an essential component of community work. The students under the guidance of the tutor carry on with the community work with NGO's, GOs, special/inclusive schools etc. They are advised to visit old age homes, orphanages, Amarjyoti, Manovikas, schools for the visually challenged, etc. as well. This association helps both the students as well as the community and inspires students to the extent that they voluntarily render much more time to the community work than the minimum of twenty hours needed for the purpose.
- For two years some students from the neighbouring government school visited the college campus after their school hours. The English language students used to teach written and spoken English to these students. Functional English for young children of Government Schools was yet another initiative taken by the team of English learners. Young children (Classes V-VIII) of the adjacent SBSS School, Gandhi Nagar, attended regular sessions on Functional English (Conversational Skills) conducted by the English learners during the after school hours. The community work focused on enabling these learners to speak in English with the help of functional tasks and activities. Structural inputs were given wherever needed and care was taken to present vocabulary and structure which was familiar to the target learners' context. The range of functional areas covered was based on activities of daily life like:
  - Talking about self and family.
  - Using English in buses, trains, metro etc.
  - Buy stationary and daily need items etc.
  - Communicate with peers.
  - Describe people.
  - Ask question and give answers.
  - Talk to the teacher etc.

After the target learners had spent an average of 20 hours of learning English, Children could speak both individually and in pairs on topic from their favourite TV program, viz. sports, food they like eating and their role model. The pair activities comprised a series of role plays also.

- Dr. Ila Mehrotra has been associated with Deepalaya. The teachers of Primary Schools of Deepalaya were trained by her. The college helped

Deepalaya by giving handmade charts and models as teaching aids. These were developed by the students of the college.

- Dr. Sushil Dhiman has been associated with the Parents' Forum for Meaningful Education, an NGO, and has been actively involved in the working of the NGO.
- Dr. Manjari Gopal has also been associated with Parents' Forum for Meaningful Education. She provides advocacy seeking educational reform, quality improvement in education.
- Dr Ramji Dubey has been associated with Sewa Bharati, Sanskar Bharti, Bharat Vikas Parishad and Shiksha Parishad. He provides various kinds of assistance to these organizations ranging from Education to providing artificial limbs to the Physically Challenged.

Besides, the college participates in cleanliness drive, environmental awareness campaigns, etc. and motivates students to organize skit and poster making competitions on gender issues, nukkad nataks and other community related works.

#### 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's association with the community has benefited the institution and especially the students through the enrichment of their knowledge and experience. Students grow more sensitive to diverse needs and develop empathy and compassion. They get the first hand experience and practical tips to handle diverse needs by visiting special schools and inclusive schools for their community work. This also helps the students grow mature socially and pedagogically.

The college had a few years ago entered into an exchange programme with Deepalaya, an NGO. This association with Deepalaya helped the college in arranging the exposure and exchange programme for the teacher trainees from Holland. The group consisted of twenty two teacher trainees and the campaign manager from Edukans Foundation, Holland, which is a supporting organization of Deepalaya.

The objectives of this exposure and exchange programme as detailed by the college were -

- To enable the teacher trainees from Holland to share their learning with the teacher trainees from India.

- To assist the Dutch and the Indian trainees in preparing lesson plans so as to enable them to teach primary school students in schools being run by Deepalaya.
- To sensitize the teacher trainees from both countries about life-styles and special needs of students from lower socio-economic background.
- To enable the teacher trainees from both the countries to familiarizes themselves with the culture and value systems of each others' country.
- To familiarize the teacher trainees from both the countries with the functioning of NGO like Deepalaya that is working for the upliftment of students from the under privileged section of the society.

The programme was a mutual learning experience for the college and the NGO.

The institution-school networking especially with the schools where the college runs its school education programme is good. The college teachers hold workshops in these schools and the student-teachers may get mentoring and enrichment of experiences in these schools.

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

The college may make arrangements for student to visit the JJ cluster/ resettlement colony located near the college to study (i) literacy amongst children and adults (ii) health and hygiene conditions of the colony (iii) awareness about the government facilities available to them for example, enrolment of children in school, public distribution system, subsidies available to them and the ways to avail these subsidies. Once they identify the key areas, they may render community service there.

Talks by eminent social workers will be arranged. The social issues like female/ adult literacy, gender issues, health and hygiene, child labour etc. are likely to be the focus.

Association of the college with special schools will be strengthened and arrangements will be made for the students to work with children with special needs.

The college may also plan to spread/initiate literacy in orphanages and foster homes.

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

No, the college had not taken up a project related to the community development in the last five years.

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

The following are some of the ways:-

- Students are inspired to do Community Work.
- Tutorial discussions focus around some of these themes.
- The college is an active participant of the '*Swachha Bharat Abhiyan*'. A committee for the same is formed. All students, teachers and other staff are required to participate.
- Environment club and Herbal garden are proposed to be initiated.
- The College is following inclusive practices in the college.
- It holds work experience sessions for all the students.
- The College organizes co-curricular activities including celebration of festivals from all religions, celebration of national festivals etc.
- Lectures/workshops/seminars are organized focusing on themes, life-skills and values such as Peace, Harmony, Patience, Compassion, Social Responsibilities, Human Unity.
- Sessions on Anti Sexual Harassment, Interactive sessions on Integral Psychology, SPIC MACAY Programme, Interactive session on Eve teasing and Molestation, Treading the Path to Equality, RTE 2009, Inclusive Classroom Teaching Strategies, An Indian Way of Being: Perspectives of Psychology and Education are some of the other lectures sessions and workshops organized during the last few years.
- The following enrichment programmes were also organized by the college for developing social and citizenship values and skills: -  
Child Rights: Dr. Nalini Juneja, NEUPA; Theatre in Education: Ms Molayshree Hashmi, JANAM; NCF 2005 Usha Dutta, Dr. Jyotsna Tiwari (NCERT), Dr. Prabhjot Kulkarni; Value Education through Pedagogic Interventions (in-house faculty); Mr. David Mclaeland, Hemant Kumar and Team: Character Formation for Peace (Universal Peace Foundation), with principal as mediator; Follow up Activity- Case studies Prof. Sunil Kumar In-house faculty; Conflict Resolution Dr Kaushikee, Nelson Mandela Centre, JMI; Follow-up activity on Conflict Resolution: In house Faculty.

The table showing various conferences/workshops/seminars conducted in the college to promote citizenship and social values as follows.

Date/ Year Venue	Topic/ Resource Persons	Organized by
2011, MVCE	Continuous and Comprehensive Evaluation Ms. Rashmi Chari, Assistant Director (DAV Management) Ms. Kavita Rakhra PGT (ENG) KV Mr. Anil Kumar Dy. Education Officer, District NW-B Mr. Seema Agrawal, Principal (SSLT)	MVCE
2010, CIE	Education for Peace and Harmony Prof. Kittu Reddy Mr. Sohail Hasmi Dr. Mohinder Singh Dr. Deepti Priya Mehrotra Dr. Anil Sethi Dr. Daya Pant Dr. Arti Srivastva Prof. Marmar Mukhopadhyay	MVCE & DMC
2010, CIE	Symposium- Human Unity: Interfaith Dialogue. Maulana Wahiduddin (Centre for Peace and Spirituality) Bishop Pritam Santram Dr. Soumitra Basu Dr. Mohinder Singh	MVCE & DMC
2009, MVCE	Education Philosophy of Guru Nanak Dev Col Jaswant Singh Marwah Dr. Puspinder Singh (DMC) Dr. Rawail Singh (Secy. Punjabi Academy) Prof. S.S Noor (former Head Deptt. of Punjabi DU) Dr. Mohinder Kaur Gill (Former Principal Mata Sundri College) S. Narender Pal Singh Dr. Beant Kaur Dr. Bhupinder Singh Mr. K.K. Balli (Chairman GB)	MVCE & DMC
2009, MVCE	Alternate System of Medicine- A Holistic Approach Dr Bheema Bhatt Director Ayurveda Dept (Holi family) Dr. R.N. Nair (Bapu Nature Cure) Dr. Suresh Kabra Dr. Ramesh Bijlani (former Prof AIIMS) Dr Nazma Siddiqui Dr Namita Rangnathan	MVCE

	Dr Asha Gouri Shankar	
2007, RK Mission New Delhi	Self Development for Teacher Prof. N.K. Ambusht Prof. Swadesh Mohan Mr. M.K. Kaw Dr. S. Laxmi Ms. Anuradha Prof. Sunil Kumar	Collaboration with Indus Quality Foundation
2005, MVCE	Mystery and Excellence of Human Body Prof. Kireet Joshi	ICPR

## 3.5 Collaboration

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.

- The college is in constant collaboration with the Department of Education, University of Delhi. The teachers of the College have been involved in the revision of syllabus of the B.Ed. course. Also, the teachers have been involved in the formulation of the two years B.Ed. course. Inter-institutional meetings with the Department of Education, University of Delhi are regularly organized to discuss the (i) parity in transaction of the B.Ed. curriculum and (ii) rendering material and e-resources to be used in transaction (iii) school experience programme (iv) evaluation and assessment (v) assignments, presentations, projects etc. for the transaction of curriculum. The college faculty can access the library and other academic resources from the Department of Education, University of Delhi. It helps in sharing, updating and enrichment of knowledge. Many faculty members have been involved in research projects taken up by the Department of Education.
- The college has been associated with the Aurobindo Society for the past more than ten years. Some teachers attended seminars/workshops on Integral Education and Integral Psychology organized by the Ashram. Students have attended the youth camps organized by Aurobindo Society on 'Self Development and Inner Growth for Success in Personal and Professional Life'. The association with Aurobindo Ashram has helped the teachers and students in the process of acquiring life skills, self development as well as inner growth. It helped in dealing with the stress in personal and professional life. It also helped in understanding the Indian view in Psychology.
- The college has also been associated with R.K. Mission Society. The teachers have attended workshops/ seminars arranged by R.K. Mission Society. Some teachers have worked as resource persons also.

- The College teachers have been associated with institutions like NCERT, SCERT, CBSE, IGNOU, AWES, GGSIPU, NUEPA, KVS, DAVV, LU, RCI, NCTE, IBO, ISCE, NIOS etc. Teachers have been acting as resource persons in seminars/ workshops on preparing source books, writing test items, preparing source books on assessment and evaluation etc.
- Most of the faculty members of the college are permanent members of the IATE and attend the conference/workshops/seminars. Many teachers have read papers in the various conferences organized by IATE.

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

There is no linkage with any international organization established in the last five years. Some faculty members have individual connections.

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

- Curriculum development
- Teaching
- Training
- Practice Teaching
- Research - to be written in elaboration with the help of data received
- Consultancy
- Extension
- Publication
- Student placement

No linkages of the college with international organizations.

3.5.4 What are the linkages of the institution with the school sector? (Institute-School-Community networking)

- The College has started a placement cell for the students this year. Two schools came to the college for conducting interviews. This was made possible due to the linkages of college and the schools.
- The college establishes linkages with all the schools taken up for school experience programme. This helps the students in multiple ways. Many teachers are on the interview panels of schools. Some teachers are on the governing/ managing body of schools. Some teachers conduct workshops and/or act as resource persons for workshops for schools. Some teachers provide resource material to school teachers for their enrichment.

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



- The regular supervisor of a practice teaching school who is a faculty member of the college co-ordinates with the school principal to organize the entire schedule of practice teaching spread over a period of four months. She/he also co-ordinates with the time-table in-charge to draw the time-table for student teachers.
- School subject teachers assign the portions of the syllabus to be taught by the student teachers. The faculty member coordinates and interacts with subject teachers on regular basis. The school teachers input regarding content to be taught, pedagogies to be used, instructional-aids needed are welcomed for discussion by the college subject teachers.

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

- Faculty members collaborate with schools in many ways. The faculty members arrange workshop for school teachers, act as resource persons for many of them and offer guidance to the school teachers both in formal and informal ways. Some teachers are on the governing/managing bodies of the schools.
- Inter-institutional meetings are held to discuss the various curricular as well as co- curricular aspects of the B.Ed. course where all the other colleges including the Department of Education participate. Reading material, student involvement, assessment/evaluation etc. are discussed in detail. Accordingly, norms regarding evaluation, conduct, and observation etc are discussed and followed at the institutional levels.

## 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 college promotes the faculty members to supervise and guide M.Ed., M.Phil. and Ph.D. scholars enrolled with Department of Education, University of Delhi as well as with other Universities.
- The college motivates the faculty members to take up of research projects sponsored by the University of Delhi, UGC or other research bodies.
- The faculty is encouraged to take up Action Research.
- The college proposes to start a research forum shortly where research ideas can be discussed. This also will help in enhancing the quality of research.
- The institution has been promoting teachers for providing consultancy. The college proposes to send a list of areas of expertise of the faculty members to



the various institutions like NCTE, UGC, NCERT, SCERT, DIETS and other institutions of University of Delhi for the purpose.

- The college encourages teachers to get associated with NGOs and GOs for community work. The college proposes to adopt a neighbourhood slum and carry out extension work in this slum.

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

- Innovative research project taken up by the faculty members has helped the teachers in exploring new vistas of research. The findings will be helpful better understanding and in enriching classroom teaching.
- Taking up of action research by student-teachers has been a good practice as they learn to address the educational problems through the eyes of a researcher.
- Association with Deepalaya an NGO led to an exposure and exchange programme with the students of Edukans Foundation, Netherland that involved our students and the students from Netherland understand slum schools of Delhi and Gurgaon.

## Criteria 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 college has the requisite infrastructure as per the NCTE [Recognition Norms and Procedure] Regulations, 2014, needed for two units of the two-year B.Ed. programme. The college had the necessary infrastructure as per the NCTE [Recognition Norms and Procedure] Regulations, 2009 (now repealed) for an intake of 185 students for its one-year B.Ed. course as well.

The following are the details of infrastructure as required by the NCTE for two units (100 students) of the two-year B.Ed. Course:-

S. No.	NCTE Requirement for two units of two-year B.Ed. Programme	Available in the College
1	Classrooms - Four	08
2	Multipurpose Hall seating capacity of 200	01
3	Library-cum-Reading Room	01
4	ICT Resource Centre	01
5	Psychology Resurge Centre	01
6	Art and Craft Resource Centre	01
7	Health and Physical Education Resource Centre	01
8	Sciences and Mathematics Resource Centre	03
9	Principal's Office	01
10	Staff Room	01
11	Administrative Office	03
12	Visitors Room	01
13	Common Room for Students	Girls - 01 Boys -01
14	Seminar Hall	01
15	Canteen	01
16	Separate Toilet facility for Boys and Girls	Girls -04 Boys - 04
17	Parking Space	Two & Four wheeler
18	Store Rooms (Two)	03
19	Multipurpose Playfield	01
20	Open space for Additional Accommodation	Yes

There is Playground facility available for many Physical Activities. Safeguard against fire-hazard are available in the college. Most of the buildings

area/part, furniture etc. are barrier free for physically challenged people.

Amount Invested for developing the Infrastructure:

The college was established in the year 1995 and the infrastructure has been developed over a period of twenty years. The details are available in different stock registers that can be shown to the peer team. The college is fully funded by the Government of NCT of Delhi. The college incurs the budgets as per the budget duly approved by the Governing Body. The master plan of the building is attached.

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

The college is fully funded by the Government of NCT of Delhi. In order to augment the infrastructure, the college prepares a budget proposal as per the requirements and the projected plans for the subsequent year. The proposed budget is then presented to the Governing Body for approval. Once the Governing Body approves the budget, it is sent to the Directorate of Higher Education, Government of NCT of Delhi. The Government then releases Grant-in-Aid under 'Recurring Expenditure Head' & 'Non-Recurring Expenditure Head' and the college utilises the funds as per its internally approved budget. For capital expenditure, the grant is released against duly approved budget estimates.

- 4.1.3 List the Infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports?

In order to comprehensively understand the kind of infrastructure required in the college for co-curricular activities, it is essential to understand the nature of co-curricular activities conducted in the college.

Co-curricular activities are an integral part of the college curriculum. Two hours per week are regularly planned in the time table and a wide range of activities are organised. These include debates, skits, extempore, elocution, folk singing, dances, creative writing, poster making, slogan writing, story writing, mono-acting etc. on social and value based themes. The college has adequate infrastructure for the preparation and presentation of these activities.

There is an air-conditioned multi-purpose hall equipped with an LCD projector, audio system, mike system where the students have inter house competitions. Morning Assembly and Special Assemblies, all functions and addresses are held in this hall. Various workshops on co-curricular themes like creative dance, theatre, capacity building workshops, kavi sammelan, yoga exercises etc. are also held in this hall.

There is also a spacious seminar room for holding talks and small group interactive sessions with experts in various fields. The college participates in inter college festivals like Antardhwani wherein our students take part in the flower show, rangoli and alpana competitions. For activities like alpana and rangoli, the college has several wooden boards and for the flower shows, there are different styles of vases available with the college. Students also prepare bulletin boards on various themes. The college has several bulletin boards for this purpose.

For sports, the college has provisions for indoor games like table tennis, chess, carom which can be played in the common rooms. For outdoor games, the playground adjacent to the college is available on sharing basis. Activities like march past practice, races etc. are held here. The college sports day is also held in this playground. The college has facility for badminton, shot put, handballs, volleyballs etc.

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

The college has only one programme at the moment. The playground adjacent to the college is available on a sharing basis.

- 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.)

The college recognises the vital importance of health and hygiene for the well-being of all its members and hence it is ensured that every care is taken to provide facilities for the same. The following list depicts the various infrastructure facilities available in the college:

1. Rest Room for Women	01 girls, 01 boys and 01 staff
2. Wash Room	04 girls, 04 boys & 06 staff
3. Canteen	01
4. Medical Room	01
5. Purifiers (RO systems)	02
6. Water Coolers	02

It is ensured that these facilities are well-maintained and cleaned on a regular basis. The washrooms are hygienically maintained. The RO systems are under AMC so that they are fully functional throughout the year and clean water is available for all the members of the college. The water coolers and overhead water tanks are cleaned on regular basis.

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

The college does not have a hostel facility.

## 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

The Budget allocation and utilization in the last five years for the maintenance of the various subheads mentioned above is attached.

The Budget heads of maintenance of 'Building, Furniture & Equipments' are combined under consolidated head of 'Repair & Replacement' and accordingly the Expenditure under the maintenance of 'Building, Furniture & Equipments are' combined head of 'Repair & Replacement'.

The Budget is approved by the Governing Body of the College & sent to Directorate of Higher Education, Government of NCT of Delhi. The Directorate of Higher Education, Government of NCT of Delhi had been till recently releasing the Grant-In-Aid (GIA) under 'Recurring Expenditure Head' & 'Non- Recurring Expenditure Head'.

Since the Financial Year 2013-14 & 2014-15, Government of NCT of Delhi has started releasing the GIA under the Salary (Non-Plan), Other than Salary (Non-Plan), Other than Salary (Plan), Capital Assets (Plan) & Capital Assets (Non-Plan) heads.

The College incurs the expenditure as per the budget approved by the Governing Body. Any, unspent balance left is carried forward to the next financial year and used after due approval of the Government of NCT of Delhi.

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

For Optimal utilization of the infrastructure, the college ensures the following:

- The students are divided into not less than 4 - 5 sections depending on their choice of medium of instruction. This is done so that there are adequate numbers of chairs, desks and other resources available as per the class strength.
- The college calendar is decided in the staff council meeting prior to the beginning of the session. The college time-table is made keeping in mind the calendar of activities for both the scholastic as well as co- scholastic aspects. This ensures that the infrastructure is optimally utilized.
- The college has a designated care taker (as per University of Delhi rules) to look after the maintenance of the infrastructure and smooth functioning of the college.
- The students conduct experiments in the science laboratories during the time slots allotted in the time table.
- The laboratory staff maintains issue and return registers for issuing materials like specimens, chemicals, equipments etc. to the students, which they can use during their school experience programme.
- Various educational CD's, working charts are also issued to the students for using these as teaching-aids during the school experience programme.
- In visual education classes the students are encouraged to make flip charts, working charts, models, bulletin board materials etc.
- The students utilize the computer lab to make power point presentations, consult online materials and educational websites to prepare their assignments. In order to prepare technologically savvy teachers, the students are also taught the basics of using MS Office etc. The use of lab is planned along with the methodology classes in the time table.
- The campus is Wi-Fi enabled and each member of the staff and student is given a separate user name and password for the same. Thus, the students can utilize their mobiles and laptops for accessing the internet and download educational material anywhere on the campus.
- The college library is well maintained and updated annually. The students regularly consult the books in the general and the reference sections. Some teachers ask the students to make fortnightly reading lists to know the books being referred to for the course. The teachers also give suggestions for updating the library. There are computers in the library where the students can refer to online journals, educational websites etc.
- The library also has a section for the visually challenged learners, which

has Braille material audio CD's and a software called JAWS. The visually challenged learners frequently access this material.

- Annual Maintenance Contract is ensured for the computers, invertors, CCTV's of the college to ensure that these are in proper working condition.

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

- In order to look into environmental issues related to infrastructure, the college ensures that the waste is disposed in an environmentally safe manner. No burning of leaves or paper is permitted. Separate dustbins for biodegradable and non-biodegradable waste are maintained.
- The college is a plastic free and tobacco free zone. Smoking is banned in the premises.
- The college has a swachhta abhiyan committee which also takes the onus of sensitizing the staff and students on various issues related to cleanliness and its impact on the environment.
- The college has numerous plants and several trees which are looked after and well maintained by the college. Gardening is offered as a work experience option which has awareness to environmental issues as one of its objectives.
- Various co-curricular activities are conducted during the year, which focus on environmental issues. For example, 'Potting a plant,' that was organized this year (2014-15). Each learner was asked to bring an 8 inch pot, and the college provided the fertilizer enriched soil and sapling to the student to plant in their pot. The learners were asked to put their names on the pot and take care of the plant during the course of the year. At the end of the year the learners would take the same pot with them, as a souvenir for all times, and a tradition to pass on, to promote a life of harmony with nature. The learners are encouraged to appreciate the aesthetic ambience and to protect it as well.

### 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 College Library has adequate number of qualified professional and supporting staff for smooth functioning of the library. The staff includes the following members:

S. No.	Library Staff	Duties & Responsibilities
1.	Sd Reyaz Hasmi Professional Assistant M.A, B.Ed., MLIS, NET (UGC)	<p><u>Administrative Work</u></p> <ul style="list-style-type: none"> <li>• To control and supervise the administrative jobs related to library;</li> <li>• Allocation of duties to the library staff and supervision of their work;</li> <li>• Maintenance of the library building;</li> <li>• Classification of documents for filing them in their proper place;</li> <li>• Maintenance of Statistics and records of various nature;</li> <li>• Report generation both manual as well computerized;</li> <li>• Maintenance of legal documents;</li> <li>• Attending to e-mails and reply;</li> <li>• Maintenance of Hardware/ software/ other peripherals;</li> </ul> <p><u>Academic Work</u></p> <ul style="list-style-type: none"> <li>• Conducting orientation programmes for users;</li> <li>• Conducting workshops training programme for students, faculty members and library staff.</li> <li>• Providing support to faculty members in their day to day academic need;</li> <li>• Coordinating with students group to develop reading materials for Hindi medium students and visually challenged students through translation and recording.</li> <li>• Development of reading materials in the form of photocopies from different sources;</li> <li>• Search of scholarly articles from different electronic sources through internet;</li> <li>• Delivery of electronic articles and documents to students and faculty members through e-mail.</li> </ul> <p><u>Membership and Circulation Work:</u></p> <ul style="list-style-type: none"> <li>• Performing, supervising and coordinating the Membership of library users;</li> <li>• Supervision of circulation work;</li> </ul>



		<ul style="list-style-type: none"> <li>• Issuing the No Dues/ Clearance Certificates.</li> </ul> <p><u>Acquisition Work:</u></p> <ul style="list-style-type: none"> <li>• Receiving books on approval from suppliers and book sellers</li> <li>• Placing orders for confirmed books to be procured in the library;</li> <li>• Accessioning of books whenever required;</li> <li>• Initiation of notes for advances adjustments etc.</li> </ul> <p><u>Periodicals Work:</u></p> <ul style="list-style-type: none"> <li>• Soliciting suggestions for renewal and inviting/ receiving for subscription of periodicals and their processing.</li> <li>• Completing and verification of bibliographical details before placing order for subscription of periodicals.</li> <li>• Placing the orders for binding of books and sets of periodicals.</li> </ul> <p><u>Budget and Financial Work</u></p> <ul style="list-style-type: none"> <li>• Preparation of library budget with consultation of the College Principal and Library Committee.</li> <li>• Maintaining the budgetary allocations and reconciliation of accounts with account section.</li> <li>• Preparation of bills (books) for submitting them to the account section.</li> </ul> <p><u>Technical Processing Work:</u></p> <ul style="list-style-type: none"> <li>• Classification and editing of already classified books;</li> <li>• Subject indexing for article from journals, newspapers and chapters of books.</li> </ul> <p><u>Reference and Referral Work</u></p> <ul style="list-style-type: none"> <li>• Attending the Reference queries and providing information services both from print as well as web-resources.</li> <li>• Any other jobs as required from time to time</li> </ul>
2.	Mrs. Sarita Tarun, B.A., BLIS Semi Professional Assistant	<p><u>Cataloguing Work</u></p> <ul style="list-style-type: none"> <li>• Preparation of catalogue cards in manual format;</li> </ul>

		<ul style="list-style-type: none"> <li>• Maintenance of Catalogue Card cabinet placed in the library;</li> <li>• Data entry of library documents in the SOUL-software for library management;</li> </ul> <p><u>Periodical work</u></p> <ul style="list-style-type: none"> <li>• Entry of magazine and journals in the periodical register and its maintenance;</li> <li>• Preparation of bills and verification of rates for journals and newspapers;</li> <li>• Timely reminder and arrangement of missing issues;</li> <li>• Intimate the library In-charge about any change in policies w.r.t journals and newspapers;</li> </ul> <p><u>Membership Record</u></p> <ul style="list-style-type: none"> <li>• Entry of information in the membership record</li> <li>• Maintaining of membership record in case of withdrawal/cancellation after with consultation administration office</li> </ul> <p><u>Cataloguing Work</u></p> <ul style="list-style-type: none"> <li>• Preparation of catalogue cards in manual format;</li> <li>• Maintenance of Catalogue Card cabinet placed in the library;</li> <li>• Data entry of library documents in the SOUL-software for library management;</li> </ul> <p><u>Periodical work</u></p> <ul style="list-style-type: none"> <li>• Entry of magazine and journals in the periodical register and its maintenance;</li> <li>• Preparation of bills and verification of rates for journals and newspapers;</li> <li>• Timely reminder and arrangement of missing issues;</li> <li>• Intimate the library Incharge about any change in policies w.r.t. journals and newspapers;</li> </ul> <p><u>Membership Record</u></p> <ul style="list-style-type: none"> <li>• Entry of information in the membership record</li> <li>• Maintaining of membership record in case of withdrawal/cancellation after</li> </ul>
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		with consultation administration office.
3	Mr. Mahender Kumar B.A., BLIS MTS Library- 1	<ul style="list-style-type: none"> <li>• Shelving, Dusting of books/furniture/ computer, display of books, newspapers, periodicals and new arrivals, documents in other media, if any;</li> <li>• Dusting of periodical Section, Pcs stations,</li> <li>• Assist in Opening and Closing of the Library;</li> <li>• Manning the Check Point/ Property Counter;</li> <li>• Shelf rectification: Putting, rectifying and shifting of books, periodicals and documents;</li> <li>• Arrangement of chairs, tables in the reading hall;</li> <li>• Assisting users in searching of books and finding /tracing of misplaced books and periodicals etc.;</li> <li>• Physical preparation of books, newspapers, and documents in other media: Depending on the requirements stamping, pasting, book label, book pocket, book tag, due date slip and writing on the spine tags, if any;</li> <li>• Shifting of books and periodicals from technical section to the Stacks and other places;</li> <li>• Searching out the damaged books and periodicals, mending them and preparing them for binding;</li> <li>• Attending holiday and weekend and shift duties;</li> <li>• All other such jobs as may be assigned from time to time;</li> </ul>
4.	Mrs. Renu Bala Rana, B.A. MTS Library- 2,	<ul style="list-style-type: none"> <li>• Shelving, Dusting of books/furniture/computer, display of books, newspapers, periodicals and new arrivals, documents in other media, if any;</li> <li>• Dusting of periodical Section, PCs stations,</li> <li>• Assist in Opening and Closing of the</li> </ul>

	<p>Library;</p> <ul style="list-style-type: none"> <li>• Circulation of Library materials</li> <li>• Maintaining of Loan register</li> <li>• Physical Preparation of books for display on the racks</li> <li>• Issue and return of Photocopies materials</li> <li>• All other such jobs as may be assigned from time to time.</li> </ul>
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4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

A well-managed library resources support the academic endeavour of the college by collecting, organizing, preserving and disseminating of information in different formats. Resources are displayed as per Devi decimal Classification System. The details of library resources are as follow:

Books	10220
Titles	7500
Reference Books	850
Periodicals	18
Back Volumes of Periodicals	3816
Encyclopaedia	23
Dictionaries	96
News Papers	6 (English 3, Hindi 3) & Employment News
Audios	130
CD's	37
e-Journals through DULS Network	43286
Braille books and material	Many complete and many portions of relevant texts.

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 of the composition and functioning of the library committee.

The library has a mechanism to systematically review the resources and services provided by the library. The college library committee is constituted through the staff council and is approved by the competent authority.

The Library Committee serves in an advisory capacity on matters of general policy, planning, programs, goals, and objectives of the library. The committee has the following members:

- ◆ Principal- *ex officio* Chairperson
- ◆ Two faculty members
- ◆ Library In-charge- *ex-officio* member secretary

The committee is constituted for the period of one academic session. Its role is mainly the following:

- Advises and reviews library policies for instruction, resources, services, and the other facilities.
- Advises for procurement of resource materials, user service and related issues.
- Discusses the financial issues for library material like books, journals, newspapers, e-resources etc.
- Frames and modifies library rules as per the need and development.
- Evaluate library expenditures and services provided.
- Keeps faculty and students informed of major issues and seeks cooperation for the smooth functioning of the library.
- Ensures that library is connected with and supports the university's academic programs.
- Helps library in-charge in introducing innovative ideas.
- Supervises annual stock verification, a regular annual feature of the library. Each and every document/resource is physically verified and checked.

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

- Presently the library is partially automated and is in process of fully automation which may be completed soon subject to the availability of resources.
- It has six computers and one printer out of which five are for student and faculty use. One of them is dedicated to visually challenged students.
- The library automation is in progress with SOUL library software developed by UGC. It is very useful for academic libraries.
- The entire library is Wi-Fi enabled zone. The library is also supported by cable connection for internet facility.
- All the administrative and management work is done through computer.

- Important new arrivals are maintained displayed on the notice board of the library to update users.

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

- Bibliographic entries of books and other library documents in computer are under process and will be operational shortly.
- User will be able to search the library documents through title, author, subjects etc. and the same will be provide through a reliable software developed by UGC.
- Library is completely Wi-Fi enabled and the users (students and faculty) who are allotted Wi-Fi connectivity ID by the College use the internet facility in the library also. Users are also allowed to bring their tab and laptop to use internet facility in the library.
- The documentation staff has separate cubical with computer and printer facility for maintaining the confidentiality of library official work.
- Students are allowed to have photocopies of the required library documents from the photocopier machine placed in the College premises.

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

A large consortium of e-resources of Inflibnet is available through University of Delhi wide Network. All the bona fide students and faculty members use this facility without any password restriction.

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

The College library is open all the working days from 9:00 AM to 5:00 PM. It remains open for eight hours per day, forty hours in a week and approx. 249 days in a year. Library remains open during summer and winter vacation. Library also provides reading room facilities on holidays immediately before the commencement and during the period of Annual Examinations.

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

Various methods are used for propagating the new arrivals in the library. Jackets of new books are displayed on the library notice boards. A list of important new additions is displayed on the notice board. Bibliographic entries of the books are entered in the manual catalogue card. Sometime teachers introduce the new books in their classroom. The library In-charge takes personal interest in conveying the arrival of new books to faculty members and students.

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

The College library provides book bank facilities for visually challenged students of the College. Books are issued for the longer period keeping in view the needs of the students. Braille materials are loaned as per the need.

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

Extra care is given to the physically and visually challenged students. They are usually escorted by the library staff to the desired place on their arrival in the library. Library staff helps them to find the book/documents they are searching for. A special corner has been reserved for their seating purpose. A separate computer system with software facilities has been made available for them. Braille slate and stylus are available for visually challenged students. Library coordinates with different organization to identify facilities and resources for persons with disabilities. There is a talking zone in the library where students and library staff read out the book/information to the visually disabled students whenever needed. Students and staff are made aware to know the different grades of visual disability so that they can be helped accordingly.

## 4.4 ICT as Learning Resource

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

- The college has 60 networked computer units. Out of these 40 are available in computer lab. There are 6 computers in the library which can be used by the staff members and the students. Rest of the computers are used by administrative staff for maintaining the data base electronically.
- The details of the ICT facilities available in the computer lab are as follows:
  - 40 Hewlett Packard PC's with Intel Core 2 Duo processor, TFT monitors.
  - 5 Samsung laser printers.
  - 1 HCL edge switch.
  - 3 boxes Cat. 6 UTP cables.
  - 40 1/0 SMB for Cat 6.
  - Ms Office 2003 and a comprehensive software package that includes Windows XPP SP2 software. Hewlett Packard installed this software on the spot in the college during installation.
- The entire campus is Wi-Fi enabled. Each student and staff member is given a separate user id which is password protected to ensure secure connectivity for each individual. The students are thus able to access the educational

websites and other online material for preparing their assignments and preparing interactive power point presentations. They are encouraged to incorporate audio/video clips in their lesson plans.

- Audio and video CD's are available in the library. A number of interactive power point presentations are also available there. The students can use these resources for enriching their assignments and also incorporate the methodology related media in their lesson plans during their school experience.
- The LCD projector is used by the teachers to incorporate interactive power point presentations and video clips in their classes.

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

Yes the curriculum has provision for imparting computer education to all students. In the time table, slots are allotted for computer lab work. The students are helped in acquiring the knowledge of MS Office and browsing the net. Acquisition of these skills equips the students in making power point presentations, AVs, making lesson plans, generating worksheets and handouts, preparing instructional-aids. The required technical support is provided to the students by the lab in-charges. These skills immensely help the students during their school experience. The students are able to use Computer Assisted Learning in their classrooms during school experience programme.

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

The teachers of the college make use of the ICT in their own classes. Many teachers use interactive power point presentations in the class. LCD projector is used so that the matter is visible to everybody and all students can participate.

Google groups are used to keep in touch with the students and guide them. If for example, a presentation is to be given by a group of students, the group prepares it and then puts it up for peer review and teacher's suggestions. With the help of suggestions so received, the group modifies the presentation further.

The teachers use audio visual CD,'s in their classes. Some AV CD's are available in the college library. Many books carry CDs. These are used by teachers in curriculum transactions. For example, a CD on Educational Psychology by Santrock is available in the college library and teachers use this in their classes.

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



- The student teachers use technology in preparing their lesson plans. They prepare their teaching aids using computers. For example, in preparing worksheets, handouts, flash-cards, charts, 3D models etc., the information needed is browsed. As the campus is Wi-Fi enabled, the students can access information at any location in the college.
- They download videos from open sources and use the same in their classrooms.
- They may prepare their own AVs and use the same in their classroom.
- Student teachers prepare their interactive power point presentations to be used during teaching.
- Student teachers prepare individualized instruction modules using computers
- They use computer assisted learning in their classes.
- The student teachers maintain the evaluation records on computer and use it for preparing reports of evaluation and analysis of data.

## 4.5 Other Facilities

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

- The college ensures that the classrooms, laboratories and library resources are optimally used by framing a schedule of activities in the beginning of each academic year. The time table is then made as per the calendar of activities. This takes into account the number of students who would be using the classrooms, labs, library etc. at any given point of time.
- The tutorial classes are held in the faculty rooms of the individual teachers.
- The teachers, who wish to use the LCD projector while teaching, do so in the multipurpose hall.
- Small group activities are conducted in the seminar room.
- The committee room is used for meetings of the staff council and meetings of different committees like school experience programme committee, internal assessment committee etc.
- Special lectures and interactive seminars and workshops are held in the multipurpose hall.
- The laboratories are used for practicing practicum by the students prior to doing so in the school. Science teachers also conduct small group science activity based classes in the labs.
- The Institution does not share its instructional resources with any other institution.

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

The college library has 60 different audio files, 130 audio cassettes, 37 CD's (audio/audio visual) which can be used by the students. The audio files and CD's are especially useful for the visually challenged students. The college also has several power point presentations and some audio visual presentations made by the students. These are used by the students during their school experience programme.

The student teachers are encouraged to incorporate activities and audio visual aids in their lesson plans. The student teachers therefore, use the available audio visual materials to gain new ideas for preparing their lesson plans. Some of the CD's can be directly integrated in the lesson plans and students do so after discussing the same with their subject teacher. The student teachers are also encouraged to prepare their own power-point presentations which are then added to the existing collection

- 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 college has the following six laboratories: Biology Laboratory, Chemistry Laboratory, Physics Laboratory, Computer Laboratory, Psychology Laboratory and Educational Technology Laboratory. The science labs are used by the respective teachers to conduct small group activities. The students prepare science kits etc. and also get material and equipment issued for use during the school experience programme. The computer lab is used for accessing the internet for consulting e journals, educational websites etc. The various types of tests available in the psychology lab are used by the teachers to introduce the concept of standardized tests and inventories.

Each lab is looked after by a teacher-in charge and a well trained staff. Requisite lab records and registers are duly maintained for each lab. The material and equipment of each lab are physically verified during annual stock checking. Consumable items are regularly replenished in labs as per requirement.

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

The college has an air-conditioned multipurpose hall. It is equipped with an LCD projector, an audio system and a mike system. This hall is used for various purposes. Every day, the morning assembly is held here. The co-curricular activities also are held here every week. All the special assemblies, workshops and seminars are also conducted here. The college orientations and orientation to school experience programme also takes place in this hall as the students and teachers can be comfortably be accommodated here. During the physical education experience, this hall is utilized for Yoga and Meditation classes. The foundation day lectures and other interactive seminars and workshops are also organised in this hall.

The college calendar incorporates a physical education program, usually conducted in the third term. In this the students are introduced to different physical activities like yogasanas, meditation, tai chi, Aerobics, athletics etc. The students are divided into groups and each group undertakes a different activity for a fixed number of days. The common activities for all the students are the march past practice and practice for different races and athletic events. This is a month long programme and culminates in the celebration of the sports day. The college uses the playground, which is available on a sharing basis for the sports activities. Some of the activities like yoga, meditation etc. is held in the multipurpose hall also. The college has volley ball, handball, shot put etc. and the material for different kinds of races available in the college.

- 4.5.5 Are the class rooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institutions future plans to modernize the class rooms.

The college has spacious, airy and well-ventilated classrooms equipped with a good quality chalk board, lecture stand and spacious benches for the learners. The portable LCD projector, Over-head projector and screen etc .is taken to the classrooms when they are to be used in lectures/discussions.

For their regular access, the college plans to introduce smart boards in the classrooms subject to the availability of funds..

## 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?

An informal interaction with students as well as an organized feedback from them helps in identifying the best practices in instruction. Wherever possible, feedback is also sought from the alumni. An analysis of these feedbacks helps in identifying the best practices in instruction including the use of technology. These practices are then discussed in the staff meetings, suggestions sought from the colleagues and decisions taken accordingly.

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

- Use of interactive PPTs which are used by learners as self-instructional material also. In fact, each of the PPT becomes a self-instructional module.
- The students are encouraged to use their smart-phones to video-shoot the relevant visuals/sequences focussing academic concerns. They are also encouraged to conduct interviews, integrate it with texts to produce an authentic AV. This AV is then becomes a teaching-aid and can be used for teaching.
- Creative worksheets and handouts are created using ICT which can be used individually at one's own pace and at one's own convenience.

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

- The college has an air-conditioned multipurpose hall which has the facility of LCD projection and can be used for various purposes as holding seminars/workshops/conferences, morning assembly, students activities etc.
- There is a seminar room and a conference room which are used for many academic purposes.
- The college library has an adequate seating space as well as proper furniture.
- There is a well equipped resource room which is easily accessible to the students. This resource room is a great learning centre for the students.
- The college has well maintained and well equipped laboratories.
- The college has well-stacked library. Students can access journals on-line. There are various journals that the college subscribes to in print also.

## Criterion V: Student Support and Progression

### 5.1 Student Progression

- 5.1.1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

The academic session of the college begins with a well planned orientation programme lasting three to five days. The orientation programme is envisaged keeping in view the curricular and co-curricular requirements of the course. Apart from introducing the students to the B.Ed. programme, various activities are organized to understand and evaluate the preparedness of the newly admitted B.Ed. students for the course. Open forums are organized where the students can interact with the college teachers, students of the previous batches and experts invited from schools, university, college and/or other organizations from the field of education. Such interactions help the college faculty glean the enthusiasm, motivation as well as the preparedness of newly admitted students for the course.

During the orientation programme, when each of the theory courses are introduced by the respective teachers, it is ensured that enough time is given to the students for an open house discussion where the panel of concerned faculty members responds to and addresses the queries of the students. As the students are selected on the basis of an entrance test organized on an all-India basis, the student group represents a wide section of society including those with special needs. The curricular and co-curricular activities are geared up to fulfil these needs accordingly.

In the orientation programme, the students are also introduced to school experience programme followed by an open session attended by all the faculty members. This interaction helps the teachers in understanding the preparedness and willingness of students for the purpose.

On the formal commencement of classes, the individual teachers teaching particular courses devise their own ways to assess the students. The students are allotted different sections on the basis of their preferred medium of instruction - Hindi or English. The individual foundation course teachers in each section get a small group of students to interact with. Some of the ways in which the teachers assess the preparedness for the programme and ensure that the students receive appropriate academic and professional advice are listed below:

Some faculty members spend the first few periods to know more about their students, aiming to understand their inclination, aptitude and awareness levels. The interaction is materialized by inviting their opinions on current issues, local, national and global concerns and by assessing their entry behaviour. This helps these teachers in judging their perspectives and viewpoints, concerns/concepts

influencing their thinking, skills, attitudes, value-system, awareness of the duties/responsibilities of the role they have chosen etc.

Discussions are arranged in the classes to know more about the awareness and experience of students about the education system of which they have been a part. Discussions are held about the educational policies of the government, the RTE, national curricular framework, government and non-government bodies, the upcoming social issues, awareness of the education system in pre and post independent India etc. All these issues have several common and general awareness concepts that enable the teachers gauge the general awareness level of the newly admitted students.

Discussion, presentations, group interactions helps teachers assess the awareness of the students about human growth and development. This understanding is based on their own experiences and their general understanding of children during their early years.

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

The institution provides several opportunities for student-teacher and student-student interaction. This brings in a feeling of togetherness and helps in creating an environment conducive for sharing, caring and learning. Experts from various fields are invited from time to time throughout the academic session and students interact with these experts individually and collectively and gain a lot in terms of knowledge and skills. Some of the experts who interacted with the students on themes other than routine academics during the last few years are the following:-

Themes/ Resource Persons
Session on Anti-Sexual Harassment - Dr. Indu Agnihotri, Ms. Saraswati Subbu.
Session on Creative Activity - Mrs. Pamela Singhla, Mr. U.P. Sharma, Ms. Anuradha, Dr. Raj Wadhwa, Ms. Monica Gupta, Dr. Kamlesh Sen, Ms. Manjushree Choudhary, Mr. C.M. Sen, Mr. Mukesh Nagpal.
Adolescent Health Issues - Dr. Sharda Jain.
Demonstration on Creative Dance - Mr. Narendra Sharma.
Interactive Session on Integral Psychology - Dr. Soumitra Basu.
Hindi Diwas - Prof. Chaman Lal Sapru, Mr. Harish Naval and Dr. Harendra Kumar.
SPIC- MACAY - Shri Bhutte Khan Mangnihar.
Shivani Birth Anniversary - Mr. Krishan Dutt Paliwal.
Workshop on Adolescent Health - Dr. Sharda Jain, Dr. J.P. Kapoor.
Interactive Session on Eve Teasing and Molestation - Ms. Ruchi Chaudhary and Ms. Sabhayata Arora.
Panel Discussion - Ms. Seema Agrawal, Dr. Afshan Yasmin.



Educational Gathering - Mr. O.P. Nautiyal.
Yoga Education - Yogacharya C.B. Singh.
Gandhian Thought on Education - Prof. Krishna Kumar.
Exposure and Exchange Programme - Seventeen Students From Netherland.
Lecture cum Demonstration (Fun with Science) - Prof. Gurmeet Singh.
Adolescent Needs - Dr. Asha Bhatnagar.
World Disability Day - Dr. Uma Tuli, Mr. Harish Gulati.
Visit of German Delegation under Indo German Exchange Programme - Stefamie Ostkeines V.I.A.E.V Friedich- Ebet.
Seminar The Good Teacher and the Good Pupil - Prof. R.P. Sharma.
Science Day - Prof. Amitabh Mukharjee, Prof. Najma Siddiqui.
Seminar - Inclusive Education - Dr. Komal Kamra, Ms. Kavita Dewan, Prof. Neerja Shukla, Mr. J.C. Gupta, Mr. Himanshu , Dr. Renu Malviya Gupta, Ms. Monica Gupta.
Interaction with Students - Dr. R.K. Bijlani.
Workshop: Capacity Building - Prof. Sunil Kumar, Yogacharya Rajbir Tyagi, Mr. Pinaki Bhattacharya.
Child Right Enrichment Activity - Dr. Nalini Juneja.
Theatre in Education - Ms. Molayshree Hashmi.
Discussion on Night Home Based Women in Delhi - Sehba Farooqui, Prof. Anand CMSG and Ms. Kapila Jain.
Art Workshop - Mr. Swapan Karmakar.
Special Interactive Session Alternate Schooling - Ms. Sanjukta Lal.
Interactive Talk: Know Your Constitution (Prakriti) - Design Your Life - Dr. Bheema Bhatt.
Special Lecture of Shri Vivekananda - Prof. Sunil Kumar.

- A Wi-Fi enabled campus helps students to access internet and explore resources and researches for preparing for their assignments, presentations etc. A good collection of books in the library helps students in getting access to authentic sources. There are reference books, text books, encyclopaedias and e-material in the library that is easily available to the students. There are several provisions in the library for students with special needs.
- A one-to-one interaction with the teachers during discussions and other assigned tasks helps the students gain confidence. There arises within them a feeling of relevance and belongingness. The teachers share the concerns and anxieties of the students, helping them to examine the things objectively with more clarity on their part.
- Some faculty members engage the students in graded tasks. The pace of other tasks is staggered to facilitate a better understanding. The students are able to seek clarifications, express themselves through various forums within and outside the classroom.

- The college provides forums in various forms for student-student interaction to motivate them. Educational gathering which is organized once a year gives chance to the students to discuss elaborately on important issues in the field. At the end of the day the groups present their reports.
- The college day begins with morning assembly. Students are motivated to take charge to make it thought-oriented. It helps the students in focusing their energies and motivates them to organize themselves for the day. Besides, it is a great learning experience for the students. To ensure all-round development, sports activities and physical training are organized.
- One day each week has at least two slots of fifty five minutes each devoted to co-curricular activities. Throughout the year a wide range of activities are organized. some of these are debates, declamation, extempore, dance and singing, special day celebration, story writing competition, board decoration, rangoli and flower show, black board writing etc. the students work co-operatively in their houses to prepare their participation entries.
- Students engage in community work with a sense of accomplishment and satisfaction. The association of all the students with the community say, in special schools, orphanages, resettlements colonies, JJ clusters, old age homes etc. sensitizes them towards the social realities, and develop compassion and selflessness. This motivates them to work selflessly for the benefit of society. Students use their newly acquired skills to reach out to the community and get a sense of satisfaction. These positive feelings influence their campus life in umpteen ways.
- The college labs are the place for students to initiate short and long term investigations, create new teaching aids, make AVs which can be used during school experience programme. The students practice the already acquired skills when they need to use them in their classes. The psychology lab introduces students to various types of psychology tests and helps them to carry out psychology practicum in schools. The educational technology laboratory helps students in acquiring various ICT skills. The computer lab provides the students with the facility of using Wi-Fi facilities to enrich their knowledge. Also, they can work on preparing power-points presentations, AVs, worksheets and support materials to be used in teaching.

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

Session	2010-11		2011-12		2012-13		2013-14		2014-15	
	M	F	M	F	M	F	M	F	M	F
Total Admitted	62	115	77	87	91	79	89	94	83	102
Dropout	01	06	06	06	12	07	10	04	10	09
% Dropout	1.6	5.2	7.7	6.8	13	8.8	11.2	4.2	12	8.8



The students drop-out either immediately after taking admission or sometime later during the academic year. The main reasons for withdrawal immediately after admission may be (i) getting admission in a post-graduate course in their subject (ii) getting admission in M.Phil. /Ph.D. (iii) to pursue any other field of interest or (iv) getting a job. During the academic session, the drop-out may be due to (i) health reasons (ii) other personal problems. In the first case nothing much can be done but if problems of the student hamper his/ her regular attendance or results in a drop-out like situation subsequently then the students is counselled by the tutor, school supervisor, other faculty members and if required by the Principal himself. The parents/family members may also be called for counselling, if the situation so demands. The college makes all possible efforts to retain the students in the course and check the avoidable dropout.

- 5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

Guidance and counselling by tutors and the subject teachers as well as school supervisors helps the students in competing for jobs and progress to higher education. No additional services are provided for this purpose.

The data of students who appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years is given below:

Year	Percentage of students who cleared CTET/SLET etc.	Percentage of students who cleared NET.
2014	Data not available	50%
2013	10%	60%

*The percentage calculation is based on the data obtained through email. As more data becomes available, these figures are likely to change.*

- 5.1.5 What percentage of students on an average go for further studies/choose teaching as a career? Give details of the last three years.

The following table shows the percentage of students on an average during the last three years who went for further studies/ choose teaching as a career:

Year	Percentage of students who went for higher studies after B.Ed.	Percentage of students who choose teaching as a career after B.Ed.
2014	50%	33%
2013	20%	60%
2012	Data not available	Data not available

*The above table is based on the data received from the alumni till date. The figures are likely to change as more data becomes available.*

- 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.

The students on leaving the college after completing the course are welcomed to consult the library and other education related electronic information audio/video resources, and have access to them as and when they like except that loan facility of books and resources is not extended to them for administrative reasons.

- 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 benefitted.

The placement cell has been formally initiated from the current academic year 2014-15. However, at an informal level the faculty members have been helping in the placement of students at their own end using their links with the schools and facilitating them access to information from the schools they are in touch with. This has been a regular practice since the inception of the college. Also, many schools send their advertisements to the college which are displayed for the benefit of the students.

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

Placement Cell has been launched recently. The assessment of problems and difficulties will be appropriately addressed. .

- 5.1.9 Does the institution have arrangement with practice teaching schools for placement of the student teachers?

No formal arrangement is there. The college authorities, however, remain in touch with the Principals of the school experience schools and in case of any demand in of teachers in these schools, the college disseminates this information to the students. This information is also displayed on the college notice boards. The school supervisors also remain in constant touch with the schools and they also inform the students about any vacancies that may arise. The schools also at times directly invite extraordinary student-teachers after observing them teaching in their school during school experience and after getting feedback about their work.

This kind of placement can only be made in private schools. The Government schools and Kendriya Vidyalayas have their own notified procedures.

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

The college doesn't provide any financial resources to the placement cell. The teachers take the responsibility of the placement cell on voluntary basis. Equipment like computer, LCD projector, screen etc. and routine furniture is provided by the college to the Placement Cell.

## 5.2 Student Support

- 5.2.1 How are the curricular (teaching learning processes), co-curricular and extra-curricular programmes planned (developing academic calendar, communication across the institution, feedback) evaluated and reused to achieve the objectives and effective implementation of the curriculum.

Though the college adheres to the requirements of the university, it has the freedom to plan the transactional aspect of the curriculum in its own way. Faculty enjoys a degree of autonomy in teaching and evaluation. The academic calendar is prepared every year and followed religiously. The assignments of the teachers are decided in the staff council and the curricular and co-curricular activities are broadly decided in the staff council and planned in particular by the concerned committees.

The feedback from the stakeholders and self-appraisal by the staff council at the end of the academic session helps in a better planning the next year. Internal audit by the faculty members individually and collectively helps in the process.

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

For the physically challenged students, inclusiveness is stressed upon. To facilitate smooth transaction of the curriculum, provisions are made to help these students reach out to tutors and their respective subject teachers during their free time. Faculty members may choose slightly different assignments for them without diluting the much cherished principle of social inclusion.

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

Yes, each teacher is allotted a definite number of students from the course. One period called tutorial is allocated per week in the time table to discuss their academic difficulties and personal problems. Apart from classroom interactions all the teachers mentor students and counsel them also if needed.

- 5.2.4 What are the various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The provisions are ensured in the time table so that teachers have sufficient time to mentor the students. The tutorial periods are also used for the purpose. The teachers have their own faculty rooms where the students can meet them for discussion, and for seeking guidance.

A good library with a good collection of titles, a Wi-Fi enabled campus provides the needed amenities to the teachers for their academic growth which benefits their students. A large number of electronic resources are available for access through Delhi University Library System. They include reference sources, bibliographic sources, statistical sources, and full text sources etc. A brief description of each resource including the subject coverage, search features, database services, document category, etc. is available through the link 'More Information' for the help of the users. All these provide ample academic support to the teachers and students alike.

The inter-institutional meetings in the University of Delhi provide a platform for teachers to engage with interactions with their peers from other colleges and discuss the academic and professional intricacies associated with the course. These are of immense help in teaching and mentoring.

The faculty members are encouraged to participate in workshops, lectures, seminars etc. for updating their knowledge. They are sponsored to attend orientation and refresher courses organized by different Academic Staff Colleges. The college also organizes seminars workshops etc on campus to help in the professional growth of teachers.

The interaction with the community also helps in using these experiences in the classroom. Lectures by eminent people are arranged to provide enrichment opportunities to faculty members and students as well.

5.2.5 Does the institution have its website? if yes, what is the information posted on the site and how after is updated?

The college has a dedicated website namely [www.mvce.ac.in](http://www.mvce.ac.in). It is self explanatory and displays all the vital information related to the college. The important icons containing information on the subject concerned can be found on the website. Information about the college, its vision and mission, organizational structure and all details regarding the functioning of the college including its handbook and publications are placed in the public domain. The website incorporates the mandatory disclosure and RTI information posted on it. The College regularly updates its website.

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

Different teachers adopt different measures to address the needs of academic low achievers. Some common measures taken up are:

- Assignments, presentations, classroom discussions help in identifying the academic low achievers. All such students are then invited by the respective teachers for informal discussions. Teachers try to identify and assess the level and extent of seriousness of the problem. Simple readings are identified. The students are encouraged to go through these in a given time

frame and come back to the respective teacher for discussion. The teacher tries to fill in the gaps in understanding of students during discussions.

- Students are encouraged to write what they have understood in small steps. In class, they are encouraged to contribute to discussions.
- Peer group tutoring is also arranged where those who are at an advanced level, mentor the ones who are facing problems.
- Tutors also mentor the academic low achievers and try to help such students.

Specific case of methodology of teaching biology: [As shared the subject teacher concerned]

There are two major levels of break-down that have been identified over several years. The first break down is not having up to the mark subject knowledge and the second is the inability to use appropriate pedagogy required for the effective transaction of the curriculum. The third level of breakdown is in understanding and keeping pace with the recommended syllabus.

The steps taken to overcome these problems are:

- If the break-down is due to insufficient subject knowledge, the students are suggested to refer to appropriate reference books available in the college. Authentic websites are suggested which can be referred to for updating knowledge.
- For students of the second kind, a one-to-one interaction helps in understanding the factors that help them in choosing, devising and adopting pedagogy.
- For course related problems, simple readings are provided to the students. Discussions with students, mentoring, peer-tutoring are some methods that help the academic low achievers.

#### 5.2.7 What specific strategies are adopted for teaching

- (a) Advanced learners
- (b) Slow learners

Advanced Learners: As the advanced learners possess deeper and in-depth understanding of the subject and are ready to take on challenging tasks, the strategies adopted for teaching these students are as follows:

- They are provided with advanced learning material.

- They may be asked to act as peer-tutors/ mentors for those who are not able to keep pace with the classroom work.
- They are asked to initiate and facilitate discussions in the classroom.
- The academic level of assignments for the advanced learners may be enhanced for bringing in an element of challenge. More of a research oriented assignments are given to such students.
- They are asked to devise innovative AVs and use them in their presentations in the class.
- They are encouraged to use ICT for preparing their presentations, assignments in a more creative way.

Slow Learners: The students are admitted to the college on the basis of an entrance examination conducted by the Faculty of Education, University of Delhi. They are selected by merit and therefore, the college doesn't generally have slow learners.

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

The tutors, school supervisors and other faculty members provide guidance and counselling to the students associated with them. Each tutor has a small group of randomly attached students with whom he/she formally meets once a week as per the time table and besides other things, provides them guidance on individual basis about the curricular and co-curricular activities of the college. The tutor also provides counselling regarding the problems faced, if any, to any of his/her tutees at a personal level.

The school supervisor provides guidance and counselling related to problems related to teaching and also helps the student-teachers for preparing themselves for placement. The subject teachers provide guidance related to their respective subject.

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 college has the following grievance redressal committees in place:

- Internal Complaints Committee (Sexual Harassment of Women - Prevention, Prohibition and Redressal) Act, 2013 - constituted for a period of three years.
- A faculty member as nodal officer for the north east students.

No grievances from students have been received in the past two years.

5.2.10 How is the progress of the candidates at different stages of the programme monitored and advised?

The following are some of the ways in which the progress of the students is monitored:

- The students are asked to give presentations based on initial discussion on the topic. Reference material and books are suggested. The concerned teacher provides guidance on an individual basis for helping the students prepare their presentations. These presentations are assessed and graded and feedback given to the students for improvement.
- Assignments are evaluated and graded. Written comments help in ensuring due feedback for improvement.
- The students are encouraged to use ICT in their presentations and for preparing their assignments. The teachers give them feedback on the above on individual basis.
- Group work is given to students calling for synergizing individual efforts with that of the group. Group grades are given along-with suggestions for improvement.
- Paper-pencil tests are used to monitor progress and give feedback.
- Internal examinations also help in evaluation and feedback.
- Competitive co-curricular activities are also evaluated and detailed feedback is given. Each house in-charge who is also a faculty member guides, monitors the progress of the students and provides constructive feedback.
- During school experience, the school supervisor interacts with the students in his/her school on a day to day basis, evaluates and monitors their progress and gives the appropriate feedback.
- The tutor also monitors and gives feedback to his/her group through individual and group discussion.

In this way, the college has several ways to monitor the progress of students during the year.

5.2.11 How does the institution ensure the students competency to begin practice teaching) Pre-practice support in the field (practice teaching) provided to the students during practice teaching in schools?

- The subject teachers orient the students during the classes for (i) making the lesson plans and (ii) arrange for simulated teaching for practicing the skills of teaching.



- Students make the lesson plans and discuss the same with their subject teacher and revise their plans on the basis of their suggestions.
- Simulated lessons are arranged for the practice of skills. Feedback is simultaneously given to the students. Cycles are repeated till the skills are mastered.
- An orientation programme for school experience of the duration of two/ three days is organized to orient the students to the various aspects of their school experience programme. It focuses on classroom dynamics and ways to deal with it. Discussions and open house sessions on classroom management, motivation, skills etc are held. Discussions on the use of ICT in the classroom are also arranged.
- Lecture on using age appropriate pedagogies are organized followed by open house discussions. This acts as a kind of warm-up session for the students preparing them to address the practice in schools with more clarity and ease.

## 5.3 Student Activities

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

- List the current office bearers.
- Give the year of the last election.
- List Alumni Association activities of last two years.
- Give details of the top ten alumni occupying prominent position.
- Give details on the contribution of alumni to the growth and development of the institution.

The Alumni Association was conceived in the year 1997. Due to some reasons the idea could not be carried forward beyond a couple of meetings of the alumni. Recently, Alumni Association has again been revived through its meeting held on 2<sup>nd</sup> January 2015. An executive committee has been elected and after its constitution is enacted, the elections are likely to be held in June 2015.

The details of some of the alumni occupying prominent position are as follows:

<u>Name</u>	<u>Place of Employment &amp; Designation</u>
Dr. Ashu Threja	Assistant Professor, Miranda House, DU
Dr. Gauri Dhingra	Assistant Professor, Kirori Mal College, DU
Dr. Parminder Narang	Assistant Professor, SGTB Khalsa College, DU
Dr. Preeti Mishra	Assistant Professor, Department of Education
Mr. Sandeep Khatri	Assistant Professor, Department of Education
Dr. Deepa Ambwani	Assistant Professor, S.P.M. College, DU
Dr. Toolika Wadhwa	Assistant Professor, S.P.M. College, DU



Ms. Suman Sharda	Assistant Professor, Gargi College, DU
Dr. Dolly Jain	Assistant Professor, Indraprastha College, DU
Dr. Shagufta	Assistant Professor, Indraprastha College, DU

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

- The co-curricular activities of the college [including sports and games] are compulsory for all students. However, they are planned and designed in such a way that students are able to find their areas of interest for participation. The participation could be direct or in a role supportive of it.
- The students are divided in four/five houses and the activities are usually organized on inter-house basis. This motivates students to learn to work collectively, plan, organize and transact the same through cooperation and coordination.
- For one full month [Jan-Feb] each year the students are trained in several physical and health practices such as games, march-post, drill, aerobics, yoga and dhyana, tai-chi etc. This culminates in the celebration of sports day where competitive games such as valley ball, kho-kho etc. are organized and the students participate with enthusiasm.
- The college tries to synchronize the academic, co-curricular and sports activities in such a manner that they get beautifully interweaved into the fabric of the B.Ed. programme.

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

- The college magazine 'Sanchetna' is published each year since year 2006.
- As part of their course work, students develop lot of materials such as follows:
  - Language games
  - AV materials
  - Bulletin boards
  - Science corner materials
  - Wall magazines
  - Reports on visits for educational purposes
  - Science Kits
  - Scrap files
  - Maths games
  - Herbariums

- Science Corner material
- Power Point Presentation
- As part of the students' activities, all houses have to prepare bulletin board material in Hindi and English on various themes/ topics allotted to them. In the session 2014-15 students prepared posters on issues related to gender such as sexual harassment, gender role and stereotyping as part of gender sensitization activities.

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

The college has an elected student body called Students Panchayat. The elections are held each year to elect the office bearers. The posts are: President, Cultural Secretary, Aesthetics Secretary, Literacy Secretary and Sports Secretary. The Panchayat helps in organizing the students' activities, picnics, excursions, campaign etc. and acts as link between the college administration, faculty and students. The students' fund is used for Panchayat activities. The list of activities is mentioned in the appropriate section.

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

The elected body of students called students panchayat, has five elected members who work in close coordination with the faculty and college administration to ensure that the college programme is participatory. The college plans to establish IQAC shortly which would have due representation of both the students and the alumni.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The college values the feedback from its stakeholders and seeks the same in a graded manner. This is done to ensure that weakness or lacunae, if any, in the planning or transaction of the curriculum are identified and timely addressed for rectification and improvement. The college seeks the feedback in the following ways:-

- Teachers take informal feedback from their students/classes through open discussions or through formal questionnaire. This varies from teacher to teacher and confines mostly to the concerned teacher.
- College takes feedback from the students at the end of the academic session on various aspects of the course and its transaction through properly formulated feedback forms developed for the purpose. This feedback is analyzed formally and needful is done.

- The staff council also reviews the working of various committees constituted by it through the presentations made by the respective committees before it at the conclusion of the academic session.
- This year, students have been given two feedback forms - objective one needing rating of the different teachers and the subjective ones focusing on different aspects of the course, its planning and transaction, and also on the facilities available in the college and their utilization. The Alumni also have been asked to give feedback this year as the alumni association has been revived.

## 5.4 Best Practices in Student Support and Progression

### 5.4.1 Give details of institutional best practices in student support and progression?

A very diverse and rich set of activities are organized by the college round the year for the purpose of developing the overall personality of the students. The college offers extensive support to its students at all levels and encourages, guides and mentors them for growing into good teachers.

Starting right from the orientation programme, the college calls for active participation of students in all activities - school experience, projects, cleanliness drive, awareness campaigns, community work, academic deliberations and a host of co-curricular activities. Tutors and other faculty members provide encouragement and guidance and counsel the students at individual level. The transaction of the teacher education programme remains flexible and participatory. The planning is done by reviewing the previous feedback and incorporating suggestions.

The college has provisions for catering to the special needs of the students as also has provisions for academic high and low achievers. It has a good grievance redressal system for students and a mechanism in place for addressing sexual harassment at workplace. Special concern for the well being of students from the north-east parts of the country is a recent addition.

Revival of alumni activities and launching of placement cell are the recent benchmarks.

## Criterion VI: Governance and Leadership

### 6.1 Institutional Vision and Leadership

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

The college's stated vision, mission and values are as follows –

#### Vision

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

#### 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.

#### 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's vision, mission and value framework is placed in the public domain on the college website [www.mvce.ac.in](http://www.mvce.ac.in). This is also displayed at select positions in the college and is being stated in the Handbook of Information for the students. The newly admitted students are told about it during the Orientation Programme and different activities and programmes are planned by the college throughout the year keeping the vision, mission and value framework of the college in mind.

6.1.2 Does the mission includes 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 institutions traditions and value orientations?

The college's mission has been very comprehensively stated. It includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, institutional traditions and value orientations.

- Quality teachers are the need of the society. This is simultaneously a challenge also. The mission statement categorically states 'To prepare academically reflective, culturally sensitive, socially responsive, pedagogically sound and technology-savvy teachers'. It describes the college's expectation from its student-teachers as also its sensitivity for the need of the schools and the society. The emphasis on 'culturally sensitive' and 'socially responsive' articulates the respect for traditions and emphasis on value framework of the society.
- Pursuing sound research in education is the need of the hour. Schools need to be well informed of the recent trends and researches in the field. The mission statement 'To produce intellectually sound, inquisitive, value-oriented and technically skilled educational practitioners and researchers' explains the concern for quality research and college's priority in sensitizing the students in this direction.
- Not only in terms of individual researches, institution needs to make concerted effort to undertake guided studies on institution basis. The mission statement 'to pursue conceptual, field-oriented and need based studies in teacher education' shows the concern for taking this responsibility and for addressing the same on a different plane.

The mission statement of the college, therefore, addresses all the stakeholders in the most comprehensive ways. It addresses the needs of the schools as also that of society in terms of providing effective professionals for educational institutions and educational concerns. It also addresses the appropriately felt need for innovation and research.

The need assessment is carried out both formally (like in staff council) and informally (like discussions with students, educationists and academicians). Interaction with schools and its personnel also helps in this venture.

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 formal committees and board of management, BOG etc.)

Maharshi Valmiki College of Education is a constituent college of University of Delhi and its Governing Body is constituted as per the provisions of the

university ordinance. The college is fully funded by Government of NCT of Delhi. The university rules are followed in the academic dynamics, service conditions of employees and the course of study and its syllabi are as decided by the University of Delhi. In fact the college is governed by the rules and regulations of the University of Delhi. The University of Delhi as also the Governing Body of the college constituted as per university rules are committed to ensure quality and efficient transaction of the teaching and learning process. Whereas the academic guidance broadly is provided by the university, the Governing Body plays a vital role in undertaking the following within the framework of the University of Delhi rules:

- Guiding, supervising and controlling the college in accordance with the provisions of the university ordinance.
- Filling the vacant posts on regular/ guest basis.
- Ensuring career advancement / merit promotion of employees.
- All other duties and functions as per the provisions of the university ordinance.

The Staff Council of the college helps in the following manner:

- Organising seminars and workshops etc for the faculty and students.
- Arranging special lectures etc for the students.
- Work related to admissions, time table, calendar of activities, examination etc as per the university rules.
- All other activities pertaining to the workload and academic functioning of the college under the broad guidelines of the university.
- Allocation of co-curricular and other work to the teachers not involving payment of remuneration.
- Decisions regarding recommending the introduction of new courses etc.
- All other academic decisions that the staff council is entitled to take under the University of Delhi rules.

The Principal is responsible for the academic, administrative and financial work related to the college and is the key functionary of the college.

The effective and efficient transaction of teaching and learning processes is the outcome of the synergising role of all the above in every possible way.

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

The responsibilities are defined and communicated to the staff members in the following ways:-

**Academic Faculty:** Besides the teaching and allied responsibilities that come naturally to the faculty members on account of their appointment against substantive positions and the code of conduct, various teaching and other responsibilities are decided by the staff council of the college. The constitution and functions of the staff council is informed by the university ordinance.

Besides, the staff members meet frequently to plan and execute various activities systematically. A number of committees are formed by the staff council and the head of the institution where faculty members are assigned responsibilities preferably as per their inclination, interest and choice. The information about this is disseminated through the minutes of the staff council, notice boards, circulars and various other means. They are also displayed on the website of the college. Some of the committees are constituted by the Principal through the concurrence of the Governing Body of the college.

Besides their routine teaching responsibilities, some of the responsibilities chosen/assigned to the faculty members during the year 2014-15 are as follows:-

S. No.	Name of the Faculty Member	Designation/ Responsibility
1.	Dr. Parmesh Kumar Sharma	Officiating Principal, overall in-charge of the academic, administrative and finances of the college. Chairperson Staff Council, Member Secretary Governing Body, Chairperson GPF Committee, Finance Committee, Duties and responsibilities as Associate Professor.
2.	Dr. Sushil Dhiman	Associate Professor, SEP Committee, Anti Ragging Committee, Alumni Association Advisory Committee
3.	Dr. Manjari Gopal	Associate Professor, Placement Committee
4.	Dr. Jyoti Kohli	Associate Professor, Morning Assembly Committee, SEP Committee, Students Grievance Redressal Committee, Sanitation and Cleanliness Advisory Committee, Placement Committee
5.	Dr. Neelam Mehta Bali	Associate Professor, SEP Committee, Co-Curricular Activities Committee, Nodal Officer (NE Students), Alumni Association Advisory Committee
6.	Dr. Sanjeev Kumar Verma	Assistant Professor, Time Table Committee, Seminar & Symposia Committee, Workload Committee, Alumni Association Advisory Committee
7.	Dr. Ila Mehrotra	Associate Professor, Internal Assessment Committee, Garden Committee, Convener Steering Committee (NAAC Assessment & Accreditation), Presiding Officer Internal Complaints Committee (ICC)



8.	Ms. Minu Talwar	Assistant Professor, Internal Assessment Committee, Garden Committee, College Nodal Officer AISHE Survey MHRD, Co-opted Member, NAAC Steering Committee
9.	Dr. Gopal Rana	Associate Professor, Bursar, Orientation Programme Committee, Time Table Committee, Seminar & Symposia Committee, Workload Committee, Anti Ragging Committee, Purchase Committee, GPF Committee, Finance Committee
10.	Dr. Ramji Dubey	Associate Professor, College Magazine Committee, Steering Committee (NAAC Assessment & Accreditation), Swachhta Abhiyan Committee
11.	Mr. Raghavendra Prapanna	Assistant Professor, College Admission Committee, Library Utilization & Development Committee, Attendance Committee, Steering Committee (NAAC Assessment & Accreditation), Internal Complaints Committee (ICC)
12.	Dr. Vandana Gupta	Assistant Professor, Secretary Staff Council, Aesthetics & Upkeep Committee, Discipline Committee, Purchase Committee, Canteen Committee, Placement Committee
13.	Dr. Satveer Singh Barwal	Assistant Professor, Public Information Officer (PIO), College Admission Committee, Physical Education & Sports Committee, Library Utilization & Development Committee, Attendance Committee, Steering Committee (NAAC Assessment & Accreditation), Purchase Committee, GPF Committee, Photocopy Services Committee
14.	Dr. Kailash Goel	Assistant Professor, Students Panchayat Advisor, Internal Assessment Committee, Library Utilization & Development Committee, Internal Complaints Committee (ICC), Swachhta Abhiyan Committee, Central Admission Committee (CIE)
15.	Mr. Vinod Kumar A.	Assistant Professor, House Advisor
16.	Dr. Rakesh Kumar	Asstt. Professor ( <i>ad hoc</i> ), House Advisor



17.	Ms. Meenakshi Chawla	Assistant Professor ( <i>ad hoc</i> ), Morning Assembly, Physical Education and Sports Committee, College Magazine Committee, House Advisor
18.	Ms. Anjana Chillar	Assistant Professor ( <i>ad hoc</i> ), Physical Education and Sports Committee, House Advisor, Swachhta Abhiyan Committee

Besides the above, the college constitutes different committees and assigns them the responsibility for organising functions, spot occasions, Antardhwani, Flower Show, Educational Gathering etc where faculty members are assigned specific responsibilities as can be seen through the notices and circulars the record of which is maintained by the college. The colleagues are also assigned different laboratories and resource centre etc to develop and maintain depending upon their areas of expertise, specialization and inclination. The proper records are maintained by the college and are available in the office. The laboratory in-charges for the session 2014-15 are the following:-

S. No.	Laboratory/ Resource Centre	Faculty In-charges
1	Biology Lab	Dr. Ila Mehrotra
2	Chemistry Lab	Dr. Vandana Gupta
3	Physics Lab	Dr. Rakesh Kumar
4	Psychology Lab	Dr. Manjari Gopal Ms. Anjana Chiller
5	Educational Technology/ ICT / Computer Lab	Ms. Minu Talwar Dr. Rakesh Kumar
6.	Resource Centre	Dr. Neelam Mehta Bali Ms. Meenakshi Chawla
7.	Physical Education Resources	Dr. Satveer Singh Barwal Dr. Sanjeev Kumar Verma
8.	Medical Room Facilities	Dr. Kailash Goel Mr. Raghavendra Prapanna

**Non-teaching & Support Staff:** The non teaching and support staff are assigned duties as per their appointment and as decided by the head of the institution in consultation with the Section Officer (Accounts) and Section Officer (Administration). The duty list issued by the head of the institution for the office staff for the year 2014-15 is as follows:-

**Administration Section:** Mr. Pritam Chand Dogra, Section Officer (Administration) is the overall in-charge of the college administration. He supervises the entire work related to administration and addresses all the administrative work of the college. The specific duties assigned to various staff members are as follows:-

S. No.	Name & Designation	Duties Assigned
1.	Ms. Sarita Bhardwaj Senior Assistant	<ul style="list-style-type: none"> <li>• Maintenance of Personal Files &amp; Service Books of Teaching &amp; Non Teaching Staff</li> <li>• Maintenance of Leave Record of Teaching &amp; Non-Teaching Staff</li> <li>• Work related to Children Education Allowance of the Employees</li> <li>• Issuing of Notices &amp; Circulars etc and Maintenance of their Records</li> <li>• Staff Council related support work</li> <li>• Maintenance of NCTE/NAAC/DHE /DU/New Building related files</li> <li>• Dealing with Faculty Members - receipt of requests/ applications/ forwarding/ endorsement/ countersignatures of documents etc.</li> <li>• Maintenance/ verification of conveyance related bills of support staff</li> <li>• Academic Project related work/ Annual Reports etc.</li> <li>• Support to SO (Admn) in all related matters</li> <li>• Any other work that may be assigned from time to time.</li> </ul>
2.	Mr. Chitaranjan Jha Assistant	<ul style="list-style-type: none"> <li>• Student Dealing <ul style="list-style-type: none"> <li>○ Admissions related work</li> <li>○ Work related to University Enrolment of Students</li> <li>○ Maintaining Complete &amp; Up-to-date Data Record of Students</li> <li>○ Students Bus Pass - DTC, Railways etc</li> <li>○ Issue of testimonials/ degrees/ mark-sheet/migration certificate etc to students</li> <li>○ Maintenance of up-to-date Students Leave Record</li> <li>○ Issue of Examination Admit Cards to Students</li> <li>○ Work related to day to day requirement of the students needing office attestation /verification/ endorsement</li> <li>○ Addressing all student / Student related queries - picnics, tours</li> </ul> </li> </ul>

		<p>excursions &amp; other field outings</p> <ul style="list-style-type: none"> <li>• Interaction with the University Examination Branch</li> <li>• e- SLA related work/ updating the daily information on the e-SLA Portal</li> <li>• Any other work that may be assigned from time to time.</li> </ul>
3.	Mr. Lalit Kumar Assistant	<ul style="list-style-type: none"> <li>• Work as Assistant Public Information Officer</li> <li>• Work relating the Attendance Record of students- Display of Attendance, Maintenance of Records, Short of Attendance notices etc.</li> <li>• Work related to Internal Examination /Internal Assessment of Students</li> <li>• Maintaining and Managing the College Store</li> <li>• AMC's etc of college equipments (as per need)</li> <li>• Work related to Medical Bills &amp; LTC/HTC etc of the Teaching &amp; Non-Teaching Staff</li> <li>• Any other work that may be assigned from time to time.</li> </ul>
6.	Mr. Dharam Singh JACT	<ul style="list-style-type: none"> <li>• Duties JACT - Accounts Related work (to be notified later)</li> <li>• Duties Caretaker <ul style="list-style-type: none"> <li>○ Maintenance of Building/ College Infrastructure/Water/ Electricity services</li> <li>○ Supervision and allocation of duties/ work of Support Staff - Chawkidars, Office Attendants, Safai Karamcharis</li> <li>○ Maintenance of Complaints Register</li> <li>○ Payments of Water/ Electricity/ Telephone Bills/ Conservancy services</li> <li>○ Supervision of PWD related works</li> <li>○ Maintenance /Issue of Sports Equipment</li> </ul> </li> <li>• Any other work that may be assigned from time to time.</li> </ul>

Accounts Section: Mr. Praveen Bhatia, Section Officer (Accounts) is the overall in-charge of the college accounts. He supervises the entire work related to

college accounts and addresses all the accounts related work of the college. The specific duties assigned to various staff members in the accounts section are as follows:-

S. No.	Name & Designation	Duties Assigned
1.	Mr. Dinesh Kumar Assistant	<ul style="list-style-type: none"> <li>• Dealing of Students Fund A/c, GPF A/c and New Pension Scheme A/c</li> <li>• Advances and Withdrawals from gpf</li> <li>• FDR's of GPF/ SSF/NPS A/c</li> <li>• Maintenance Advance Bill Register SSF A/c</li> <li>• Maintenance of Library Security Refund Register and dealing with students</li> <li>• Maintenance of Salary Records of Staff</li> <li>• Calculation of Income Tax and maintenance of tax records</li> <li>• Budget (Recurring/ Non Recurring related work)</li> <li>• Support to SO (A/c) in all related matters</li> <li>• To look after the A/c section in the absence of SO</li> <li>• Any other work that may be assigned from time to time</li> </ul>
2.	Ms. Shakuntala Tripathi JACT	<ul style="list-style-type: none"> <li>• Dealing of Recurring and Non Recurring A/c's</li> <li>• Act as cashier and all bank related work</li> <li>• Maintenance of all records &amp; vouchers</li> <li>• Maintenance of Fee Register and files related to Recurring/ Non Recurring A/c's</li> <li>• Maintenance of Cheque Book Register and issuing of cheques related to all accounts</li> <li>• Dealing with faculty members - receipt of requests, applications, forwarding, endorsement, counter-signatures etc.</li> <li>• Maintenance of Innovation Project A/c c</li> <li>• Preparation of Salary/ Pension etc.</li> <li>• Work related to signature of documents from Principal &amp; Bursar</li> <li>• Any other work that may be assigned from time to time</li> </ul>
3.	Mr. Dharam Singh JACT	<ul style="list-style-type: none"> <li>• Work as caretaker as notified in Admn list</li> </ul>

		<ul style="list-style-type: none"> <li>• Passing of Bills (CEA/ LTC/Medical Bills/ Guest Faculty etc and maintenance of records related to that</li> <li>• Maintenance of advance register</li> <li>• Typing work related to A/c's</li> <li>• Overall cleanliness and maintenance of A/c's Section</li> <li>• Field related work of A/c's section</li> <li>• Assistance to 1 &amp; 2 above</li> <li>• Any other work as may be assigned from time to time</li> </ul>
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The duties of the laboratory and support staff are also assigned accordingly and are circulated and displayed on the notice board of the college from time to time.

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

The annual reports of the college are regularly sent by the college to the Government of NCT of Delhi and the University of Delhi. The feedback from students and other stakeholders is discussed at the appropriate level and measures taken to improve/ review the activities of the college. The information regarding admissions, time table, attendance, results and other aspects is displayed by the college on its website for scrutiny not only of the management but also of all the stakeholders.

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

Self-assessment by different committees constituted by the staff council of the college through the presentation of their reports and discussion arising thereof in the meetings of the staff council held annually at the conclusion of the academic session of the college helps the college identify the barriers, if any. Brain storming and discussion helps in the process. Academic audit of the work, feedback from the students also proves helpful. The overall guidance of the Governing Body and the University of Delhi and the interaction with Government of NCT of Delhi helps addressing the barriers, if any.

- 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?

The college functions through different committees as has been discussed above. The staff council and the extended staff meetings are held regularly facilitating the functioning of different committees constituted for the purpose. Academic planning, organising and evolving different strategies for institutional activities, monitoring, shaping and reviewing various activities are done regularly.

Meetings with non teaching staff are also held regularly and the problems, if any, are addressed accordingly. The non-teaching members of the staff are motivated to participate whole-heartedly in the dynamics of the college. Appreciation and feedback mechanism helps in the process.

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

The Principal is responsible for the academic, administrative and financial working of the college. The duties and responsibilities of the Principal are defined by the relevant ordinance of the university. The Principal is supported by the Teaching, Non-Teaching and support staff in the discharge of his duties & responsibilities. The Principal is responsible for:

- The academic, administrative and organisational planning.
- Deployment of human resource.
- Organising teaching and other activities.
- Coordinating the different arms of the college.
- Monitoring the progress of the college in every respect.
- Utilization of resources
- Providing leadership to the students and to the teaching, non-teaching, support staff.
- Drawing support from all the sections of the college.

## 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.

For the management of different institutional activities, the institute constitutes the needed committees at four different levels. The nomenclature of the committees and the dates of their meetings held during the year 2014-15 are given as follows:-

- Governing Body: Meetings held on 03 April 2014, 25 Sep 2015 and 12 Feb 2015. Minutes are available with the college.
- Committees constituted by the Governing Body
  - GPF Committee
  - Finance Committee
  - Purchase Committee
  - Internal Complaints Committee (ICC)
  - Stock Verification Committee
  - Monitoring Committee for Internal Assessment
  - Steering Committee for Assessment and Accreditation from NAAC

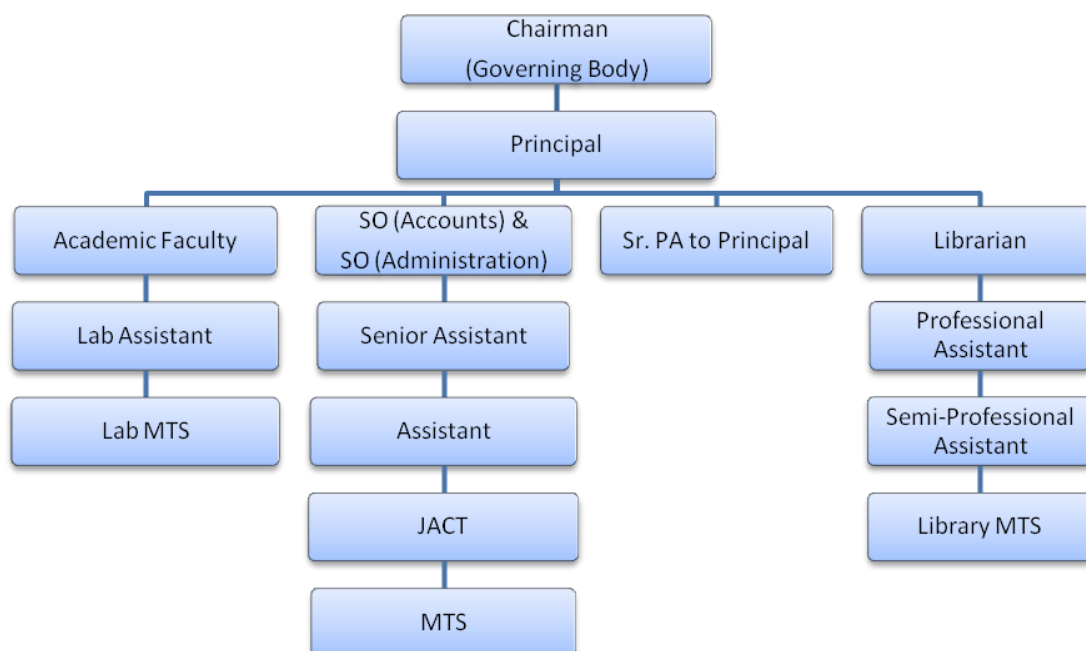
- Staff Council: Sixteen Meetings held since 01 January 2014. The dates are 20 Jan 2014, 10 March 2014, 02 April 2014, 21 May 2014, 04 June 2014, 19 July 2014, 09 Aug 2014, 03 Sep 2014, 12 Sep 2014, 01 October 2014, 10 October 2014, 05 Nov 2014, 19 Jan 2015, 04 Feb 2015, 04 April 2015 and 06 April 2015. The minutes are available with the College.
  
- Committees constituted by the Staff Council
  - College Admission Committee
  - Orientation Programme Committee
  - Morning Assembly and Special Assembly Committee
  - Time table and Annual Calendar Committee
  - School Experience Programme Committee
  - Physical Education and Sports Committee
  - Co Curricular Activities Committee
  - Students Panchayat Advisory Committee
  - Internal Assessment Committee
  - Library Utilization and Development Committee
  - Students Attendance Committee
  - Seminar and Symposia Committee
  - College Magazine Committee
  - Garden Committee
  - Aesthetics and Upkeep Committee
  - Discipline Committee
  - Students Grievance Redressal Committee
  - Anti Ragging Committee
  - Medical Facilities and Support Committee
  - Sanitation and Cleanliness Advisory Committee
  - Workload Committee
  - House Advisors
  - NAAC Assessment and Accreditation Sub committees for Criterion I to V
  
- Committees constituted by Officiating Principal
  - Child Care Leave Committee
  - Canteen Committee
  - Photocopying Services Facility Committee
  - Website Committee
  - Placement Committee
  - Alumni Association Advisory Committee
  - University of Delhi Flower Show Committee
  - University of Delhi's Antardhwani Best Practices College Stall Committee
  - Annual Picnic Committee
  - Holi Hooliganism Combat Committee

The minutes of all the meetings are available in the college. The college work is completely participative and democratically decentralized.



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

The Organisational Structure of the College is as follows:-



The Governing Body is the highest decision-making body of the college. As per the University of Delhi Rules, it consists of (15 + 1) members as per the following details:

- Five Members from the Government Panel
- Five members from the University Panel
- Two University Representatives on the Governing Body
- Two Teacher Representatives on the Governing Body
- Principal *ex officio* Member Secretary
- One Invitee of the non-teaching staff

All the decisions pertaining to the Governance, Management and Appointments are made by the Governing Body of the College.

Staff Council of the college is the highest academic body of the college. The role of the staff council is informed by the relevant ordinances of the University of Delhi. All the faculty members of the college are the members of the staff council. Principal is *ex officio* the Chairperson of the staff council.

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

The Principal is the academic, administrative and financial head of the college but the functioning of the three wings is duly decentralised. Section Officer (Administration) looks after the day-to- day administrative functioning of the



college whereas Section Officer (Accounts) looks after the finances. The two function through a well-detailed charter of duties drawn out by the college for the employees under their charge.

The academics are looked after by different committees constituted by the staff council of the college. Within the given broad framework, the committees have the freedom in the functioning and discharge of their assigned responsibilities.

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

The college is a single department college. It however interacts with other national as well as regional institutions for enrichment purposes. The college conducts seminars, conferences etc and the members of the faculty participate in conferences, seminars, workshops and other academic activities organised by the national and regional institutions both in India and abroad. The college invites the school personnel on select occasions to share their experience with the staff and students. The faculty members of the college provide the academic and professional support to schools by sharing their expertise in workshops, seminars and lectures etc organised by schools. The faculty members of the college also contribute academically and professionally to different national bodies like NCERT, universities etc on umpteen occasions.

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

Yes, the college uses both the formal as well as informal feedback received by it from its stakeholders for improving the transactional part of the teaching learning process. The feedback is also used in improving the administrative functioning of the college.

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

The college organises seminars, discussions, lectures etc for the sharing of knowledge and empowerment of faculty and students both. May it be the XXXIII Annual Conference of IATE organised by the college, the day long Interfaith Dialogue seminar, or a seminar on the Educational Philosophy of Guru Nanak, or many others organised by it, the express purpose is discussion, sharing and cooperation for excellence in academic and professional areas. The involvement of the faculty members of the college in various projects and other academic ventures also witnesses the same.

The faculty members of the college also share their expertise in the conferences, seminars and workshops organised by other colleges, universities and other school and higher education institutions across the country.

Individual publications by the faculty members, articles, research papers and books also promote academic cooperation and sharing of knowledge.

### 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?

Yes, MIS exists. The college has computerised its financial management system. The college is maintaining its accounts using Tally 9. All the reports like Income/ Expenditure Statement, Balance Sheet, Ledgers, Journals etc are generated through computers. Besides, the Government Grant-in-Aid is received by the college through RTGS and the salaries are also disbursed to the employees through RTGS. The college maintains its website and the information on the website are regularly updated. The college regularly updates information on the e-SLA portal of the Government of NCT of Delhi. The RTI returns etc are regularly filed on-line. The computerization of library information system is yet to be undertaken.

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

Depending upon the needs and requirements of the college and the future plans as discussed on different forums the college prepares the budget annually and the same after being approved by the Governing Body of the College is sent to the Government of NCT of Delhi for releasing the Grant-in-Aid. Once approved the Grant-in-Aid is spent on notified heads as per the action plan.

The college is free to use its human resource as per the needs of the situation. As discussed in the last sub section, the college constitutes different committees at four different levels and ensures that the action plans are materialised in a democratic and participative manner.

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

The financial and human resources are planned and sanctioned as per the notified procedures and are spent for the implementation of the mission.

- 6.3.4 Describe the procedure of developing academic plans. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic planning is broadly done at the staff council level. All the faculty members are involved in the process. The plans are then later placed before the Governing Body of the college for endorsement/ratification before they are sent to the University of Delhi/ Government of NCT of Delhi/ NCTE etc for the needed permissions etc.

The School Experience Programme is also planned involving the faculty members in the staff meetings and is materialised through the participation and support of the school principals and teachers. The students are placed in the School Experience Schools on the basis of number of factors, the interaction with the school being one.

The academic calendar every year is declared by the university and the college plans the activities within the framework of the academic calendar.

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

This is done through meetings with the faculty in the staff councils and with the non teaching staff in their meeting. This is also uploaded on the website of the college. The records of all such meetings are maintained and are available in the college.

6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The vision and mission of the college, though recently been formally articulated, has been implicitly at the centre of the growth and development of the college. The planning and transactional part of the curriculum of the pre-service teacher education programme being offered by the college grew from the concern for producing quality teachers and was geared towards academic excellence, social sensitivity and cultural affinity. The value frame work has implicitly been the guiding force of the college.

The transactional part of the curriculum has been discussed, revised and revisited year after year through discussions in the staff council at the conclusion of every academic session keeping in view the vision and mission of the college. The committees constituted by the staff council last year were made to present their work reports in the last meeting of the staff council at the end of the academic year and these reports were thoroughly discussed, strengths appreciated and weaknesses identified. As such the transactional part of the curriculum and its implementation was evaluated and revised. The backdrop of all of this was the vision of the college.

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

The college uses the needed technological support for its academic administrative and financial functioning. The students, teachers and other staff members are encouraged to use the available technology for bringing efficiency in the discharge of their duties and responsibilities.

- There is a full-fledged computer lab for the use of faculty members and students. Students prepare power-point presentations, work in MS word, excel etc for enriching their academic and professional competencies.

- The entire college is a Wi-Fi zone. Students, faculty members and all members of the administrative and support staff have access to the internet facility during the period of their stay in the college.
- The computers, photocopiers, scanners, printers, OHP and LCD Projectors are available to the faculty, staff and students for their use.
- Students are encouraged to make audio-video educational documentaries by their teachers as part of their methodology of teaching expectations.
- All the on-line journals and resources subscribed by the University of Delhi are available to the faculty and students of the college.
- For the visually challenged students, the college has JAWS, and the latest equipment for reading, recording and dissemination of academic resources.

## 6.4 Human Resource Management

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

The faculty development needs and career progression of the staff is identified at different forum and is also informed by the expectations of the university. Teachers participate in the Refresher and Orientation Programmes organised by the Academic Staff Colleges both as participants for career progression as well as resource persons. The faculty members write research papers, participate in workshops, seminars conferences etc for their career growth and development. The college organises invited talks for students and faculty and supports the faculty members to participate in them through study leave, academic leave and financial support. The college has also sanctioned leave and lien to a faculty member for pursuing her post doctoral work.

### 6.4.2 What are the mechanism in place for performance assessment (teaching research and service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The promotion of faculty members is done as per the University of Delhi rules and the teachers are expected to submit self-appraisal for the same. The performance of the teachers is also reflected through the feedback received by the college from the students as also from the results of the university examination. The feedback from the students is used by individual teachers for self-reflection and for further improvement.

### 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 college being a constituent college of the University of Delhi, the welfare measures of the staff and faculty are as per the rules of the University of Delhi. Some of these are as follows:-

- Study leave, casual leave, medical leave, earned leave, academic leave, duty leave, sabbatical leave and provision for extra-ordinary leave etc. in select conditions.
- Child care leave and maternity leave for female staff members. Paternity leave for male staff members.
- Medical reimbursement, Children education allowance, WUS Health Centre facility.
- Access to university facilities like library, computer centre etc.
- Financial support for participation in UGC recognised conferences etc.
- GPF/CPF facility and other benefits.

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

Academic Faculty: All the members of the academic faculty have attended at least one orientation and one/ two refresher courses organised by the UGC recognised Academic Staff Colleges for up-gradation and training. The faculty members are also encouraged to participate and contribute in conferences, seminars and symposia etc organised by different academic bodies in India and abroad. The details have already been provided in the relevant section of this document. The college has on a couple of occasions organised talks and discussions to that effect.

Non Teaching Staff: The members of the non teaching staff are regularly detailed to attend skill up-gradation programme organised by the Directorate of Training Union Territories Civil Services, Delhi. Some of the details are as follows:-

S. No.	Name of the Employee	Details of the Programme Attended
1.	Mr. Praveen Bhatia SO Accounts	<ul style="list-style-type: none"> <li>• Refresher Course on Vigilance Matters, 24 - 28 Nov 2014</li> <li>• Refresher Course on Office Procedure for Gazetted Officers 15 - 19 Dec 2014.</li> </ul>
2.	Mr. Pritam Chand Dogra, SO Admn.	<ul style="list-style-type: none"> <li>• Refresher Course on Office Procedure for Gazetted Officers 15 - 19 Dec 2014.</li> </ul>
3.	Ms. Sarita Bhardwaj Senior Assistant	<ul style="list-style-type: none"> <li>• Retirement Planning 21 Nov 2014</li> <li>• Noting and Drafting, Pay Fixation and Record Management, ISMT, University of Delhi, 16-18 July 2012.</li> </ul>

4.	Mr. Lalit Kumar Assistant	<ul style="list-style-type: none"> <li>• RTI Act Capacity Building for PIO/ APIO, 11-12 Nov 2014.</li> <li>• E-Governance, 25-16 Nov 2014.</li> </ul>
5.	Mr. Chitranjan Jha Assistant	<ul style="list-style-type: none"> <li>• Ethics and Values in Governance, 14-16 Nov 2014.</li> <li>• E-Governance, 25-26 Nov 2014.</li> <li>• Refresher Course in Service Matters for Non Gazetted Staff, 17-21 Nov 2014.</li> <li>• Rajbhasha Hindi Main Lekhan Dakshata 8-9 Dec 2014.</li> <li>• Noting and Drafting, Pay Fixation and Record Management, ISMT, University of Delhi, 16-18 July 2012.</li> </ul>
6.	Mr. Dinesh Kumar Assistant	<ul style="list-style-type: none"> <li>• Refresher Course on Accounts Matters, 01 - 05 Dec 2014.</li> <li>• Pay Fixation, 22 -23 Dec 2014.</li> </ul>
7.	Mr. Dharam Singh JACT	<ul style="list-style-type: none"> <li>• Refresher Course on Accounts Matters for Non Gazetted Staff, 01 - 05 Dec 2014.</li> </ul>
8.	Mr. Ashok Kumar Lab Assistant	<ul style="list-style-type: none"> <li>• Gender Sensitization, 10 Oct 2014.</li> <li>• Sensitization for Prevention of Sexual Harassment at Workplace, 31 Oct 2014.</li> </ul>

The college also organised a two day yoga and meditation programme for all the employees of the non teaching staff on 5<sup>th</sup> and 6<sup>th</sup> December 2012.

- 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 recruitment of faculty is done as per the University of Delhi rules. The positions are advertised in national dailies and the recruitment qualifications and conditions are prescribed strictly according to the UGC, NCTE and University of Delhi Rules. The salary structure and service conditions are governed by the University of Delhi. The reservation policy as applicable to University of Delhi is religiously adopted in making appointments. The teachers appointed through duly constituted selection committees and endorsed by the Governing Body of the college are later sent for recognition as university teachers to the University of Delhi.

- 6.4.6 What are the criteria for employing part-time /ad hoc faculty? How are the part time/ ad hoc faculty different from the regular faculty? (e.g. salary structure, work-load, specializations).



The part-time/ ad hoc faculty are engaged by the college as per the University of Delhi rules in this respect. Every year the Department of Education, University of Delhi invites applications from the aspiring candidates for consideration for engagement in the Department of Education and also in the Colleges of the University of Delhi offering courses in education. On the basis of the established procedures, a panel of eligible candidates is prepared by the Department of Education and the same is sent to the colleges. In the event of occurrence of a vacancy, the college calls the candidates from the panel sent by the Department of Education for interviews to be held by college and makes the selection on the basis of the recommendations of the duly constituted selection committees as informed by the university rules. The ad hoc faculty has the same qualifications as those needed for the regular faculty.

The college strictly follows the laid down procedures in every respect. The ad hoc faculty is engaged for four months at a stretch and receives salary as per the salary structure prescribed by the University of Delhi. However, ad hoc faculty's services remain purely temporary and terminable at any point.

The ad hoc faculty is assigned workload comparable to that assigned to the regular faculty.

- 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 studies, research, participation in seminars, conferences, workshops etc and supporting membership and active involvement in local, state, national and international professional associations).

A provision is made in the annual budget of the college for organising seminars and symposia etc and also for the professional development of teachers. Besides, grant from Delhi Minority Commission, Punjabi Academy etc and other agencies has been received by the college on a couple of occasions for organising seminars & conferences.

Faculty members are relieved of their duties to attend refresher and orientation programmes at different Academic Staff Colleges in the country for their professional growth and development. Grant of study leave for research work, leave and lien for post doctoral work and academic leave etc for participation in seminars and conferences are some other measures focussing the professional development of faculty. Recommending the faculty's proposal for the grant of research projects etc. also helps the professional growth of teachers.

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

All the faculty members in the college have been allotted reasonably furnished functional office-rooms/ cabins on individual basis. Individual office rooms/ cabins not only help the faculty members in pursuing their individual academic

and research work but also help them holding their tutorial group discussions and small group meetings for academic discourse and counselling.

Most of the faculty rooms have display boards and blackboards besides having tables, chairs, almirahs, book-shelves, coolers and adequate number of visitor chairs. The college campus being a Wi Fi zone, internet facility is available in all the faculty rooms.

Besides their individual faculty rooms, there is an air-conditioned staff room in the college with attached toilet facility, adequate sitting capacity for table-work, provision for small group discussions and also sofas for relaxed sitting. There is also a small pantry attached to the staff room.

The library, science and ICT/ Computer labs, resource centre etc can also be used by the faculty members for academic and professional use. The internet connectivity being available all over the college campus, the faculty members can access the online resources on the university intranet as also all the journals subscribed by the University of Delhi.

Besides all the above, all the resources of the college are accessible to the faculty during the college hours.

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

Faculty members and other stakeholders can access the needed information from the College website. They can also access information through the handbook of information brought out by the college and if need be, procure the same from the college office. There is a properly established RTI cell with PIO and APIO and information can also be accessed by the interested party through Right to Information Act 2005.

A complaint box is placed at a convenient position in the college. Complaints can be dropped in the complaint box. All the complaints are addressed to the Principal who takes appropriate action for their redressal. Complaints can also be made to the college on-line.

#### 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.

Faculty members are assigned workload as per the University of Delhi/ NCTE norms. One day per week is made free for each of faculty members to enable him/her address research, library work, community work and other academic/ professional work etc as individually decided by him/her. The faculty members are given duty leave for engaging in the notified academic activities as per the University of Delhi leave rules. Faculty is encouraged to participate in seminars, workshops and other avenues of academic discourse and engagement.



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

Yes, the performance of the non-academic staff finds a reflection in their annual confidential reports (ACR's). Besides, good work by the members of the teaching and non-teaching staff is duly acknowledged by the Principal through different acknowledgement methods both orally and in black and white. The lip-praises of good performance of the teachers are made in staff council meetings, formal and informal functions and in the annual report of the college.

Proper records wherever necessary are maintained by the college.

## 6.5 Financial Management and Resource Mobilization

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

Yes, the college receives Grant-in-Aid from the Government of NCT of Delhi. The College is 100 % funded by the Government of NCT of Delhi.

The Grant-in-Aid received during the last three years is as follows:-

Financial Year	Heads	Grant-in-Aid Received
Financial Year 2012 - 13	Salaries & General (Non Plan)	340 lacs
	Capital Assets	25.02 lacs
Financial Year 2013 - 14	Salaries (Non Plan)	420 lacs
	General (Non Plan)	29 lacs
	General (Plan)	6.2 lacs
	Capital Assets (Non Plan)	05 lacs
Financial Year 2014 - 15	Salaries (Non Plan)	320 lacs
	General (Non Plan)	15 lacs
	General (Plan)	05 lacs

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

The College has not received any donations and it does not receive donations.

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?

The budget allocated to the college is adequate to meet the day-to-day expenses of the college. General (Non-Plan & Plan) Grant-in-Aid is received from the Government of NCT of Delhi on regular basis. The Grant-in-Aid Salaries (Non-Plan) is also regularly received from the Government of NCT of Delhi and it

adequately meets the requirement of the college. The college is not deficit of the budget.

- 6.5.4 What are the budgetary resources to fulfil the mission and offer quality programs? (Budget allocations over the past five years, depicted through income and expenditure statement, future planning, resources allocated during the current year, and excess/ deficit).

The details are given in the following table:-

Financial Year	Head	Opening Balance	Grant-in-Aid Received	Other Income	Expenditure	Excess/ Deficit
2011 -12	Salary & Rec. Exp.	20032117	26000000	2490576	26739306	(+)21783387 (Excess)
	Capital Assets (Non Rec. Exp)	994946	1500000	500	1484128	(+)1011318 (Excess)
2012 -13	Salary & Rec. Exp.	9705730	34000000	2132469	32423269	(+)13414930 (Excess)
	Capital Assets (Non Rec. Exp)	959839	2502000	15312	1131602	(+)2345549 (Excess)
2013 -14	Salary & Rec. Exp.	13414930	45520000	1350121	41169114	(+)19115937 (Excess)
	Capital Assets (Non Rec. Exp)	2345549 -100000* <u>2245549</u> *(Transferred to Rec. A/c)	500000	37575	104432	(+)2678692 (Excess)
2014 -15	Salary & Rec. Exp.	17704392	34000000	Audit Figures Awaited	Audit Figures Awaited	Audit Figures Awaited
	Capital Assets (Non Rec. Exp)	2678692	37575	Audit Figures Awaited	Audit Figures Awaited	Audit Figures Awaited

- 6.5.5 Are the accounts audited regularly? If yes, give the details of the 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 College are regularly audited by Chartered Accountant appointed by the Chairperson Governing Body of the College from out of the panel of Chartered Accountants approved by the University of Delhi on a year-to-year basis. After the audit by the Chartered Accountant, the accounts of the

college are audited by the Examiner Local Fund Account (ELFA) Government of NCT of Delhi on yearly basis.

The ELFA audit reports of the College for the Financial Year 2012 -13 and 2013 - 14 and the replies thereto filed by the college are enclosed.

- 6.5.6 Has the institution computerised its financial management systems? If yes, give details.

Yes, the college has computerised its financial management system. The college is maintaining its accounts using Tally 9. All the reports like Income/ Expenditure Statement, Balance Sheet, Ledgers, Journals etc are generated through computers. Besides, the Government grants are received by the college through RTGS and the salaries are also disbursed to the employees through RTGS.

## 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 following are the significant best practices in Governance and Leadership carried out by the college:

- Decentralization of duties and responsibilities and collective decision making are the hallmarks of the college's governance and leadership.
- Besides their routine responsibilities, various academic and administrative responsibilities are delegated to the faculty members and also to the members of the administrative staff and they are made accountable for the discharge of the assigned duties and responsibilities.
- The college leadership leads by example. The academic and administrative staff members are inspired to work with devotion and dedication.
- The college leadership is equally accessible to students, faculty and the members of the administrative and support staff. Anyone having any problem, personal or professional can easily walk into the Principal's Office and get immediate hearing.
- The college's present leadership carries as much academic workload as any other faculty members in the college.
- Direct interaction with students on a day-to-day basis helps the college leadership understand the actual situation on ground.

## 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.

The college does not have IQAC as on date. There is a proposal of constituting it in due course of time. However, the college has all through its existence been concerned about the quality of its teacher education programme.

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

- The college ensures that regular staff meetings are held throughout the academic session to evaluate and review the academic and administrative work taken up by the faculty members. In the end-term discussion session of the staff council, the reports presented by different committees constituted by the staff council are reviewed and faculty members given appropriate feedback for further improvement. A note is made of the suggestions and collective decisions are taken to ensure that faculty members are able to contribute wholeheartedly towards the realization of the goals and objectives of the college.
- A regular feedback from the students also helps in effective realization of the goals and objectives of the college. At the end of the academic session the feedback from the students is taken in black and white regarding teaching, co-curricular activities, infrastructural facilities, inclusive practices/provisions etc. The feedback is analyzed and discussed. Relevant suggestions are appreciated and incorporated. Such a feedback helps the college in realizing its goals and objectives.
- The inter-institutional meetings also help in reflecting upon the practices of the college not only in bringing parity with other institutions but also in moving towards the achievement of goals and objectives of the college.
- The interaction with the faculty members of other colleges and universities also helps in evaluating the institution's progress towards the realization of its goals and objectives.
- Experts from other universities and departments invited to the college on various occasions also informally audit the academic performance of the college.
- Success in various competitive examinations like CTET, student placement, their vertical mobility in higher education and their contribution to

innovation and research are also very powerful indicators of the quality of the college's programme and of the attainment of its goals and objectives.

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

- A constant evaluation of the success of the B.Ed. programme is done in staff council meetings throughout the year and also in the review meetings of the staff council held at the end of the academic session. The changes that need be brought are discussed and efforts are made for the implementation of the new policies/ schemes so evolved, in the new academic session.
- Inter-institutional meetings help in evaluating the quality of the academic programmes of the college. These meetings focus on the transactional practices being followed, readings and references recommended to the students, evaluation procedures being adopted, and the assignments/presentations/ library work being undertaken in different institutions. Suggestions for further improvement help in the process.
- The feedback from the students on curricular aspects also helps in improving the quality of academic programmes.
- The college augments instructional infrastructure facilities like ICT infrastructure, books, journals and equipment on regular basis to ensure quality input for the faculty and students.
- The college also focuses on the outreach activities, cultural programmes, field visits etc to engage itself with all facets of the personality of the students. Focus on inculcating moral values, appropriate attitude and life skills through a spectrum of activities both curricular and co-curricular, helps in the process. Seminars, lectures, workshops and educational gatherings add to it.

#### 7.1.4 How does the institution ensure the quality of its administration and financial management processes?

The administration of the college is transparent, decentralised and participatory. Once the authority is delegated to the committees and functionaries, they enjoy full freedom to address the task at hand in their own way. Constitution of committees for most of the assignments and tasks brings in participatory accountability and sense of duty. The Principal monitors and audits the work of the functionaries more in a participatory way. The financial decisions are taken as per the General Financial Rules and as per the policies and guidelines of the funding agencies ensuring strict financial discipline in the college.

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

- Informal interaction with the students as well as formal feedback received from them and feedback from the alumni helps in identifying the good practices of the college. This feedback is given to the academic staff, administration, library as well as the other non-teaching staff of the college. The feedback includes the good practices as well as suggestions for improvement.
- The college Principal holds regular meetings with all the constituent staff of the college and conveys the good practices with a motivational assistance not only to maintain them but also to excel further. The improvement needed as also the ways to bring the needed improvement are also discussed. The academic good practices are discussed at length in staff council meetings.
- Good practices are also shared by the faculty members through their participation in seminars and workshops both in and outside of the college and also through the special lectures delivered by them in other institutions.

## 7.2 Inclusive Practices

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

- Workshops on inclusive classroom teaching strategies and special needs are organized. Experts from the field are invited to share their expertise and suggest strategies to deal with special needs such as auditory, visual, and physical challenges etc. The strategies to deal with the gifted, disadvantaged, underachievers and slow learners are also discussed and suggested. Experts and volunteers working in this field share their first hand experiences and sensitize both the students and faculty in numerous ways. The college organized a one day seminar/lecture/interactive session on inclusive education to sensitize both the teachers and students of the college by making them aware of the national policies on the subject. It plans to further this process in future.
- The college considers community work as an essential part of its programme. Students are motivated to visit special schools like Amarjyoti, Manovikas, schools for the visually challenged, orphanages, JJ clusters and resettlement colonies etc. and offer academic and professional help to the children. Tutors play an important role in channelizing this. On visiting these places students get a lot to understand and discuss about various social, emotional and cultural issues with their tutors. This proves as a process of deep sensitization for the students and teachers alike. Field visits to inclusive and special schools in Delhi as well as outside Delhi such as 'Bodh' are often organized. These visits help the teachers and students alike in developing their sensitivity to children with special needs, as also encourages them to learn the practices of inclusive schools.

- The college promotes the process of mentoring the students with special needs on campus and takes care to fulfil their academic and other needs. This helps in sensitizing both the students as also the teachers.
- Principals of the school experience schools are often invited to the college to share their views on the challenges of education and to interact with the students. They share their experiences regarding the inclusive practices being followed in their respective schools for the benefit of the students.

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?

- The compulsory course on Educational Psychology has an entire unit devoted to exceptionalities and inclusion. This unit on individual variation deals in detail with these exceptionalities and the strategies to deal with these exceptionalities in the classroom. Here the concept of socially disadvantaged children also takes into account the issue of gender as contributing to social disadvantage. The unit under reference is being reproduced here from the university syllabus as a ready reference.

### ***Individual Variation***

*a) Concept of variation and classroom implications with reference to intelligence, aptitude, creativity, emotional stability, social adjustment, self concept and interests.*

*b) Introduction to:*

*i. Socially Disadvantaged Children who are marginalized on account of class, caste, language, ethnicity or gender. First generation learners and migrant children.*

*ii. Gifted, Slow Learners and Underachievers.*

*iii. Emotionally Disturbed.*

*iv. Children with specific learning difficulties (Dyslexia).*

*(Focus should be on their identification, characteristics, how they learn, classroom strategies for their facilitation and latest developments in the fields like mainstreaming, integration and inclusive education)*

The effective treatment to the above by educational psychology teachers helps the students appreciate the notion of exceptionalities, inclusion and gender.

- Several electives such as the following deal with inclusion, exceptionalities, gender differences and their impact on learning in more elaborate ways. The University of Delhi has prescribed the following syllabus and the college tries to do full justice to it.

### ***Education of the Backward Children***

*Concept of backwardness, its importance in the Indian context.*



*Classification: general and specific: educational retardation and intellectual retardation.*

*Casual Factors: personal-physical, socio-emotional and intellectual; environment school, home and community.*

*Diagnosis: Case study techniques - using formal and informal methods of evaluation including diagnostic test.*

*The Slow Learner: Characteristics, educational aims, principles of special educational treatment, curriculum, organization of educational provision. Methods of teaching the basic subjects at the primary stage. Educational provisions at the secondary stage, development of social competence, vocational guidance and follow-up, School-community relationship.*

*The educationally retarded child, Concept and principles of remedial education. Organizational provision for remedial education. Diagnosis and remedial teaching in the basic subjects reading, spelling, writing and arithmetic.*

### ***Gender, School and Society***

#### *Childhood and Socialization*

- a. in the family*
- b. in the school*
- c. in the wider society*

#### *Issues of masculinity and feminine*

- a. Emergence of gender specific roles*
- b. Cross-cultural perspectives*

#### *Gender Inequality in the school*

- a. in the structure of knowledge*
- b. in the development of curriculum and textbooks*
- c. in the classroom*
- d. in the management of the school*

#### *Strategies for Change*

- a. policy and management*
- b. in the school*
- c. women's action groups*
- d. mass media*

- In the tutorial classes also these issues are discussed at length. The students share their own experiences and also propose solutions to the problems arising there from, discussing methods to address these in the classroom.



- Community work allows the students to experience exceptionalities, inclusiveness etc. and motivates them to work with missionary zeal.
- Seminar/lectures/workshops organized by the college on special needs and inclusion and discussion on the recommendations of the national curriculum framework also help the learners in the process.
- The internal complaints committee (ICC) of the college constituted by the college for prevention of sexual harassment at work place also organizes lectures/workshops/poster making events etc. to sensitize the students on issues related to gender differences and about the female child. This helps students in dealing with these issues in more sensible ways.
- Methodology teachers help the students learn to make differentiated lesson plans in their subject areas to address exceptionalities and special needs.

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.

- Group work allotted to students in various courses and co-curricular activities helps students learn from each other as the work progresses. Positive social interaction and active engagement ensure a good output. The involvement of the students in hands-on-experience activities like making presentations, collecting reading material, discussing issues with teachers and peers helps them gain confidence and kindles self-motivation.
- Tutorial classes help in positive interaction and active engagement in tasks. Co-curricular activities including sports support positive interaction amongst students. Houses activities, work-experience classes, physical exercises, sports activities, psychology practicum, school experience programme, school project, peer observation, community work all call for active participation of the students and foster social interaction.
- Active learning and self-motivation is inculcated in the students by offering the students ample opportunities of owning responsibility, displaying leadership, exercising choice and undertaking self-evaluation.

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

- The B.Ed. curriculum has community work as one of the essential component. While working with community, students learn a lot about exceptionalities and diverse backgrounds of the students. The student-teachers gain field experience regarding special needs, diverse needs and the ways of dealing with these needs. They learn pedagogies for catering to the demands of exceptionalities from the teachers and instructors of special

schools and use them during community work and school experience programme.

- The study of Educational Psychology also equips students in learning about special needs and needs arising through diverse background. Practical ways of dealing with these needs are discussed at length as part of the school experience programme. The difficulties faced by the students are discussed and remedies suggested.
- Electives such as education of the backward children, education of the children with special needs etc. deal extensively with special and diverse needs and classroom pedagogies.
- Study of teaching methodologies also helps students learn to deal with special needs. Students are taught to plan differentiated lessons to address them.
- Visits to special and inclusive schools also equip the student-teachers in dealing with special and diverse needs.

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

- The college campus is physically challenged friendly. All the required places have ramps to facilitate the movement of these students. Almost all the areas of the college are accessible to the physically challenged students. In case of any difficulty, these students get unconditional help from peers, tutors and others. During school experience programme such students are allotted schools keeping their convenience in accessing the school as the committee's top priority.
- The college library provides book bank facilities for visually challenged students. Books are issued to them for a longer duration. Braille material is also made available to them. Library staff escorts the challenged students to their destination and renders them all possible help. A special corner with separate computer and software facilities is earmarked for them. All the needed facilities like Braille slate and stylus are made available to the visually challenged students. Library coordinates with the other different organizations to identify facilities and resources for persons with disabilities. There is a talking zone in the library where students and library staff read out books/information to the visually disabled students.

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

The institution has a duly constituted Internal Complaints Committee (ICC) for the prevention, prohibition and redressal of sexual harassment of women at work place. During the orientation programme, students are introduced to the working and powers of the internal complaints committee. They are also introduced to the members of ICC and advised to approach these members in case of any instance of sexual harassment or abuse. The members of the internal complaints committee also provide counselling to the needy students. The students are also oriented to the gender issues and sensitized to the problems faced by women in the present social context.

The college organises talks on anti sexual harassment, its legal provisions, gender issues etc for the sensitization of students and faculty. In addition, poster making competition, bulletin board making etc are organised on the themes related to gender and social inequality. The college also appoints a nodal officer from out of its senior faculty to look into the needs and problems of the students from the north-east parts of the country.

## 7.3 Stakeholder Relationships

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

- The students and their parents can get the necessary information as needed by them through the college website and through the college office. Besides, the college regularly displays most of the information on the college notice boards.
- The internal marks lists are displayed on the college notice boards and the students can discuss the same with their respective teachers.
- The students also have direct access to the Principal if they think that the information sought by them seems un-accessible from other sources.
- The teachers are regularly sent various circulars, notices and other information from time to time. Also, they can access any information from the administration section of the college.
- The teachers also can seek relevant information, especially academic information through (a) the secretary, staff council (b) Principal (c) S.O. Administration and (d) S.O. Accounts.
- The information sought by the University /Government is sent by the college formally through diarised letters. Information about the college is also available on the college website [www.mvce.ac.in](http://www.mvce.ac.in).

- The university and the college also have provisions for RTI. The seeker of the information can file an application under RTI Act as per the established procedure.

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 Principal of the college shares various academic information issues including the acquisition of land allotted to the college, the building plan of the college etc. with the teaching faculty on the forum of the staff council. Options are sought and implemented. Committees are constituted when necessary to address the issue at hand and suggest ways to bring about changes or modifications.
- Feedback and suggestions from various stakeholders are invited on different forums and shared with the staff council.
- Administrative matters are discussed with the S.O.(Administration) and S.O.(Accounts) and problems sorted out accordingly. Suggestions given are implemented to bring about improvement.

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

- Throughout the year, the teachers and the Principal informally interact with the students and seek their views on various academic and administrative processes.
- Questionnaires are sent to alumni on any feedback that is to be sought from them from time to time.
- The students fill up various open ended questionnaires and rating scales to give a feedback on the academic process, curriculum, building, infrastructure etc.
- Occasional feedback from the experts visiting the college is also sought, shared with faculty and action for improvement wherever necessary is taken accordingly.
- The data from students, professional community, alumni, students etc is collected and systematically analyzed and interpreted, conclusions are drawn. The same are discussed at length in the staff council meetings. Effective steps to be taken for improvement are discussed. The institution ensures that necessary steps are taken for improvement.



**Mapping of**  
**Academic Activities**  
**of the Institution**









# **Best Practices**



# Best Practices

## Best Practice: 1

1. Title of the Practice: **Morning Assembly**
2. The context that required initiation of the Practice: Morning Assembly has been a regular feature of the college programme since its inception in 1995. It was felt by the faculty that morning marks the beginning of the day and is a unique time for freshness, silence and reflection before one starts the work for the day. Morning is also an appropriate time to practice several body refreshing exercises. If appropriately tapped, the streamlining of energy in the morning sets the pace for the day. In view of this, the morning assembly in the college was planned to channelize the energy and inculcate healthy practices in student-teachers. The focus of the morning assembly is also on self-thinking and in creating a positive environment in the college conducive for learning.
3. Objectives of the Practice: The objectives of the morning assembly as envisaged by the college are as follows:
  - To inculcate thinking, self-reflection through meditation.
  - To practice simple physical exercises for refreshing the body.
  - To create a positive environment for learning and practice.
  - To inculcate the values of patience, empathy and cultural tolerance amongst the student-teachers.
  - To nurture self-discipline amongst the student-teachers.
  - To build the ability to conduct the morning assembly amongst the student-teachers.
4. The Practice: The details of the practice of morning assembly are given below:
  - The morning assembly is conducted between 09:00 A.M. - 09:30 A.M. in the multipurpose hall of the college. The assembly is conducted by the student-teachers. Faculty member in-charge of the morning assembly oversees the smooth conduct of assembly.
  - Morning assembly begins with the thought of the day, followed by meditation and reflection, morning assembly address and announcements. It concludes with the national anthem. The thought for the day is presented by the student-teachers. Faculty members also present the thought for the day on some of the days. The thought for the day is followed by meditation and reflection.

- Meditation and reflection leads to the morning assembly address by the student-teacher/ faculty concerned. This is followed by simple breathing/ yoga exercises to be followed by announcements and national anthem.
  - Special assemblies are celebrated on select occasions to mark various national days and festivals through well prepared programmes by the student-teachers. Special lectures are also organized in some cases to be delivered by some eminent people in the field.
  - Post school experience programme in the present one-year model, the time of the morning assembly is extended to an hour every day and several physical education activities, yoga, meditation, tai-chi, aerobics etc. are organized for one month. This makes an extensive exercise culminating in the college sports day.
5. Obstacles faced if any and strategies adopted to overcome them.

The college has not faced any obstacles in the implementation of the practice of morning assembly ever since it was started as part of the college programme.

6. Impact of the practice: The impacts is given below:

- The student-teachers gradually grow as reflective practitioners. They are able to reflect on their own performance themselves and learn improve upon it on their own.
- The students learn to be leaders in organising such events.
- They learn the virtues of cooperation, empathy, patience, cultural tolerance and patriotism through the channelizing their own thoughts.
- They learn the value of regular exercises, yoga, meditation etc. and learn to practice them regularly throughout their lives.
- The students gain spiritually as they are able to learn to concentrate and reflect channelizing their energies. This also helps them focus on their work like assignments, co-curricular activities, teaching etc.
- The student-teachers develop a humanistic outlook as they pay audience to their peers and others with differing backgrounds. They learn to respect the views of the others. Prejudices dissolve as they interact. This helps them acquire a more positive outlook towards their own students in their schools.
- In short, morning assembly facilitates the student-teachers to strike a balance with the modern challenges of lives with the wisdom of the past.

7. Resources required: The resources required for morning assembly are as follows:
  - Multipurpose hall with carpeted floor.
  - Electronic communication system.
  - LCD projector, when needed.
  - Facilities for comfortable sitting for student-teachers.
8. Contact persons for further details: Dr. Parmesh Kumar Sharma

## Best Practice: 2

1. Title of the Practice: **Community Work**
2. The context that required initiation of the practice: The context of the practice is a curricular demand. But despite it being a curricular demand, its scope is widened to make it one of the best practices of the college. It was envisaged by faculty while visiting special as well as inclusive schools and while working closely with children with special needs. It was felt that this practice would enable the student-teachers to not only become aware of the special needs but also to grow sensitive to the community with diverse needs.
3. Objectives of the practice: The objectives are listed below:
  - To respect the differentiated and heterogeneous fabric of the society.
  - To enable student-teachers understand special needs.
  - To become more sensitive to different needs and not view them as defects.
  - To help student-teachers acquire the knowledge and understanding of the various techniques required to meet the special needs.
  - To equip students in dealing with special needs in their own classrooms and be more sensitive towards them.
  - To respect the social value of working selflessly for the community.
4. The Practice: The details of the practice are given below:
  - The community work is organized through tutorial groups. The student-teachers allotted to a tutor complete their community work under the guidance of the tutor. They discuss the possibilities of undertaking the community work with their tutors and identify the one they would choose to work with.
  - After identifying the place and form of the community work, students seek the permission of the college principal and take a letter of request to the institution/ NGO/ society where they propose to render at least twenty hours of their time for community work.

- The students use the knowledge gained in the educational psychology classes, electives, and work experience as also their discussions with the tutor to carry out the work with children with special needs. The students are sometimes given hands on training in the special schools by school authorities also to deal with special needs. The students also do an online search of the various practices in special schools.
  - The problems faced are discussed with the tutor as well as school personnel.
  - A daily diary of the community work rendered is regularly maintained.
  - Reflections of the entire work along with a discussion on how the entire work has helped the student-teacher grow up as a compassionate, understanding individual are also maintained.
  - A project report is submitted to the tutor including the daily diary, reflections, knowledge gained etc. at the conclusion of the community work.
5. Obstacles faced if any and strategies adopted to overcome them.
- There have been no obstacles faced.
6. Impact of the practice: The impact is given below:
- The student-teachers acquire sensitivity towards children with special needs and are able to understand that differences are not defects. Also, they are able to understand that such children have greater emotional needs and that love and compassion can help these children in transcending the barriers of their so called limitations. The sensitivity so gained is then used in their own classrooms as well as their peers with special needs in the college.
  - They become technically and technologically equipped to deal with special needs.
  - The student-teachers are able to use the theoretically gained knowledge in practical situations and thus gain hands on experiences.
  - Many of the students take a pledge of helping such students throughout life.
  - This entire activity helps in creating a just, equitable, compassionate society where every child is treated with dignity. Student-teachers start viewing themselves more a part of the community and accept the challenges of the community as their own challenges.
7. Resources required: Availability of computer and net connectivity.
8. Contact person for further details: Dr. Ila Mehrotra & Ms. Minu Talwar



# **Declaration**



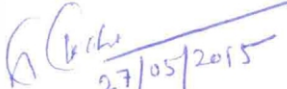


## Declaration

I certify that the data included in the Self Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions and no part thereof has been outsourced.

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

  
27/05/2015

**Dr. Parmesh Kumar Sharma**  
Officiating Principal  
Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi-110031.

Place: Delhi

Date: 27 May 2015



# Appendices

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TO BE PUBLISHED IN GAZETTE OF INDIA PART-111, SECTION-4

F.NRC/NCTE/F-7/DH-368/2009/14180

Dated:-

**ORDER**

WHEREAS, Maharshi Valmiki College of Education, Shakarpur, Delhi-110092 had applied for grant of recognition for additional intake in B.Ed Course of one year duration under section 14(a) of the NCTE Act, 1993 to the NRC, NCTE (Jaipur) on 09.03.2007.

2. AND WHEREAS, the institution was granted recognition for B.Ed. course one year duration from the academic session 2000-2001 with an annual intake of 120 students vide NRC, NCTE Order No.F-3/DH-02/B.Ed./2000/5937-44 dated 15.07.2000.

3. AND WHEREAS, the institution vide letter dated 24.12.2010 sent information regarding implementation of Government of India policy on OBC's reservation, the number of B.Ed students has been increased from 120 to 142 (18% i.e. 22 seats) with effect from the academic session 2008-09.

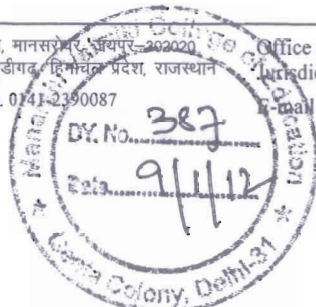
4. AND WHEREAS, the matter was placed before the NRC in its 182<sup>nd</sup> meeting held from 15<sup>th</sup> to 21<sup>st</sup> May, 2011. The Visiting Team Report and CD taken on the occasion has been carefully perused and following observations made:-

- The institution gradually increased its seats from 120 to 185 in accordance with the provision of the Central Act regarding 27% OBC reservation, without altering the existing available seats to the general category. The same has been found in order as the institution had the matching additional facilities in terms of faculty and other infrastructure.

As, such NRC decided to increase the intake to the B.Ed Course to 185 in accordance the provision of the Central Act.

5. NOW THEREFORE, in exercise the powers referred under section 14(15) (3) (a) NCTE Act 1993, the Northern Regional Committee is hereby grant permission to B.Ed Course for increase intake in exiting B.Ed course from 120 to 185 seats under clause 7(11)of NCTE regulation 2009 subject to the following conditions:-

- The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
  - The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2009.
  - The institution shall ensure that the required number of academic staff for conducting the course is always in position.
6. Further, the recognition is subject to fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc. as applicable.
7. The institution shall submit to the Regional Committee a self-appraisal report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
8. The institution shall maintain & update its Website as per provision of NCTE regulations and always display following as mandatory disclosure:-
- Copy of the Application Form.
  - Land and Building Particulars
  - Staff Profile
  - Recognition letter
  - Information for having fulfilled the norms & standard and other required conditions.





# UNIVERSITY OF DELHI

## दिल्ली विश्वविद्यालय

CB-II/330/Circular/70/NAAC/2014/385

Dated: July 17, 2014

### TO WHOM IT MAY CONCERN

This is to certify that "Maharshi Valmiki College of Education, (University of Delhi), Geeta Colony, Delhi – 110 031" is affiliated/constituent with the "UNIVERSITY OF DELHI" since 1995 and recognized by the University Grants Commission under Section 2(f) and 12(b). The following courses / subjects are taught in the said college as per approval

Sl. No.	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	One Year B.Ed. (Full Time)	Permanent	-	-

Ms. Alka Sharma  
Registrar

Seal: \_\_\_\_\_

दिल्ली विश्वविद्यालय

UNIVERSITY OF DELHI  
दिल्ली-110007/Delhi-110007

The Principal,  
Maharshi Valmiki College of Education,  
University of Delhi.





# UNIVERSITY OF DELHI

## दिल्ली विश्वविद्यालय

Most Urgent/Out Today  
No. Aca./299/Academic Calendar/ 7  
6<sup>th</sup> May, 2014

### NOTIFICATION

The following Academic Calendar to be followed for the Under-graduate and Post-graduate courses for the academic year 2014-2015, is hereby notified for necessary compliance by all concerned:

SEMESTER I//III/V/VII	
Classes Begin	21 <sup>st</sup> July, 2014 (Monday)
Field Work/Project Work/Excursion/ Co-Curricular Activities	7 <sup>th</sup> Octobêr, 2014 (Tuesday) to 11 <sup>th</sup> October, 2014 (Saturday)
Classes begin after Field Work/Project Work/ Excursion/ Co-Curricular Activities	13 <sup>th</sup> October, 2014 (Monday)
Dispersal of Classes, Preparation leave and Practical Examinations begin	14 <sup>th</sup> November, 2014 (Friday)
Theory Examinations begin	24 <sup>th</sup> November, 2014 (Monday)
Winter Break	20 <sup>th</sup> December, 2014 (Saturday) 4 <sup>th</sup> January, 2015 (Sunday)
SEMESTER II//IV/VI/VIII	
Classes Begin	5 <sup>th</sup> January, 2015 (Monday)
Field Work/Project Work/Excursion/ Co-Curricular Activities	16 <sup>th</sup> March, 2015 (Monday) to 21 <sup>st</sup> March, 2015 (Saturday)
Classes begin after Field Work/Project Work/ Excursion/ Co-Curricular Activities	23 <sup>rd</sup> March, 2015 (Monday)
Dispersal of Classes, Preparation leave and Practical Examinations begin	25 <sup>th</sup> April, 2015 (Saturday)
Theory Examinations begin	7 <sup>th</sup> May, 2015 (Thursday)
Summer Break	23 <sup>rd</sup> May, 2015 (Saturday) to 19 <sup>th</sup> July, 2015 (Sunday)

*Alka Sharma*  
REGISTRAR

Copy to:

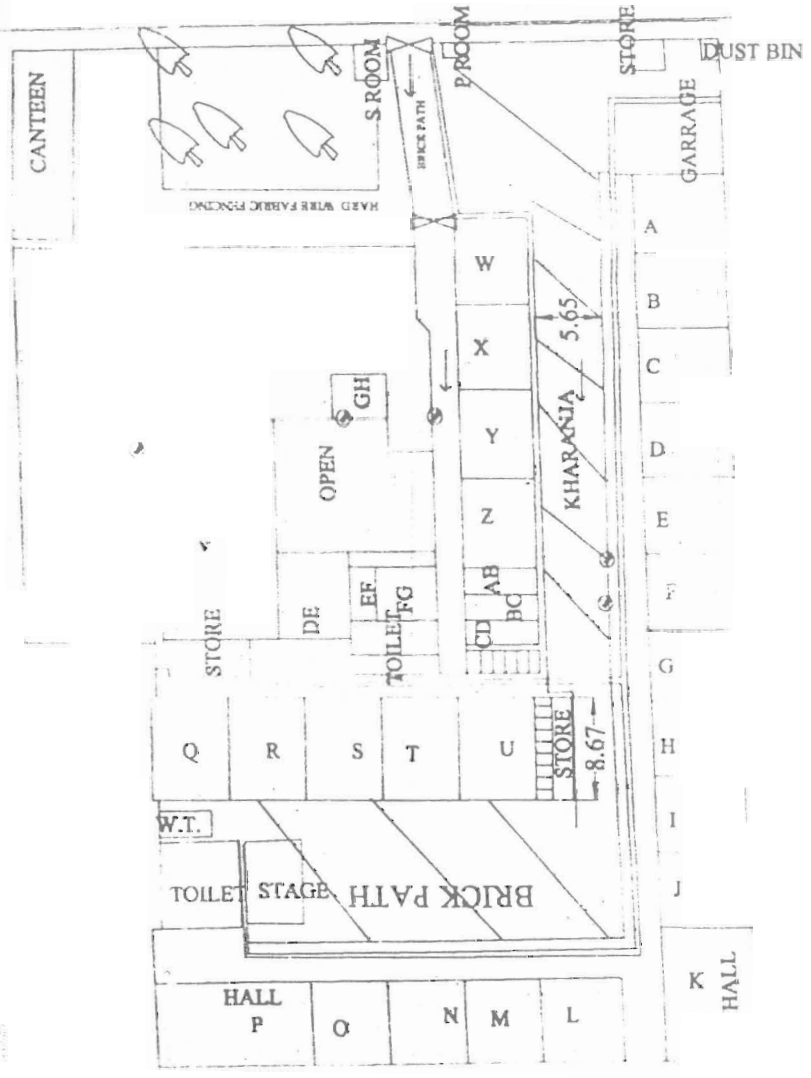
1. All Deans/Heads/Principals/Directors/Prof.-In-Charges
2. The Dean Students' Welfare/The Dean (Examinations)/The Proctor
3. The Chairman, Delhi University Sports Council
4. Dy. Dean, University Information Centre
5. The Dy. Registrar: Colleges/South Delhi Campus/DCE-SDC/
6. The AR-Teaching/General-SDC
7. The PS to VC/PVC/DC/DSC/Registrar

*[Signature]*  
DEPUTY REGISTRAR (ACADEMIC)

- 1 CLASS ROOMS SIZE ATO J = 6.60 x 6.35
- 2 HALL SIZE K = 6.60x12.65
- 3 CLASS ROOMS SIZE LTO O = 6.60 x 6.50
- 4 HALL SIZE P = 6.60x13.00
- 5 STAGE SIZE = 7.0 X 4.4
- 6 TOILET SIZE = 6.66 X 6.94
- 7 W. T. SIZE = 4.40 X 2.20
- 8 CLASS ROOMS SIZE QTO U = 6.40 X 8.60
- 9 HALL SIZE V = 18 X 9.60
- 10 ROOM SIZE W TO Z = 7.25 X 6.10

ROAD

ROAD



DHARAMVIR  
 DRAWN BY  
 ASHWANI  
 CHECKED BY  
 RAVINDER  
 SURVEYED BY  
 Assistant Engineer  
 C.B.M. S.D. M-2323 P.W.D. (P.S.)  
 Police Colony, Shakarpur, Del

SCALE = 1 : 400  
 DRG. NO.

CONSULTANT  
 ALLIED ENGINEERS  
 77, U.S.G. I.I. BLOCK, DELHI  
 DEL. H-110038  
 T.N.O. 27348851, 27156161

CLIENT:  
 EX. ENGINEER  
 DIV. 72, P.W.D. DELHI

PROJECT :-  
 SITE SURVEY PLAN FOR  
 MAHARSHI VALMUKI  
 COLLEGE OF EDUCATION,  
 GEETA COLONY, DELHI

KEY PLAN :-  
 GANDHI NAGAR  
 GEETA COLONY  
 TO SHAKARPUR  
 MORTUARY



Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi – 110 031

MVCE/ Time Table/B Ed 2014-15/01 dated 20/07/2014

**Orientation to B Ed Programme: Academic Session 2014 -15**

Venue: Assembly Hall

Timings: 09.00 – 17.00 hrs

**1<sup>ST</sup> Day: 21 July 2014**

<b><u>Timings:</u></b>	<b><u>Session:</u></b>	<b><u>Session In-charges:</u></b>
09.00 AM – 09.15 AM	Assemble in the Hall	
09.15 AM – 10.00 AM	Welcoming the New Batch	Dr PK Sharma, Principal (Offg)
10.00 AM – 11.00 AM	Overview of the B Ed Programme	Dr Manjari Gopal Dr Gopal Rana
11.00 AM – 11.30 AM	Break: Informal Interaction on Lawns	All Faculty Members
11.30 AM – 12.00 AM	Medium of Instruction Filling up the Option Form	Dr Sanjeev Kumar Verma Dr Ramji Dubey
12.00 AM – 01.30 PM	Ice - Breaker	Ms Minu Talwar Dr Kailash Goel
01.30 PM – 02.00 PM	Lunch Break	
02.00 PM – 03.15 PM	Introduction to Foundation Courses	Foundation Courses Faculty Members Dr Sushil Dhiman, Dr Neelam M Bali Dr PK Sharma, Dr Manjari Gopal Dr Gopal Rana, Dr Sanjeev K Verma
03.15 PM – 03.45 PM	Introduction to Co-curricular Activities	Dr Neelam Mehta Bali Mr Vinod Kumar A.
03.45 PM – 04.15 PM	Formation of Houses	(A) Dr Ramjee Dubey (B) Mr Vinod Kumar A (C) Dr Ila Mehrotra (D) Dr Vandana Gupta
04.15 PM - 05.00 PM	Discipline/ Gender Sensitivity Anti Ragging Laws	Dr Jyoti Kohli, Dr Gopal Rana Dr Raghavendra Prapanna, Dr Vandana Dr Satveer Singh Barwal, Dr Kailash Goel

Dr Sanjeev Kumar Verma      Dr Gopal Rana  
Orientation Programme Committee 2014-2015

Dr PK Sharma  
Officiating Principal

*(Signature)*  
20/07/2014

Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi – 110 031

MVCE/ Time Table/B Ed 2014-15/01 dated 20/07/2014

**Orientation to B Ed Programme: Academic Session 2014 -15**

Venue: Assembly Hall

Timings: 09.00 – 17.00 hrs

**II<sup>ND</sup> Day: 22 July 2014**

<b><u>Timings:</u></b>	<b><u>Session:</u></b>	<b><u>Session In-charges:</u></b>
09.00 AM – 09.30 AM	Morning Assembly & Special Assembly	Dr Jyoti Kohli
09.30 AM – 10.00 AM	Attendance Rules & Norms	Dr Satveer Singh Barwal Mr Raghavendra Prapanna
10.00 AM – 11.00 AM	Introduction to Compulsory Electives	All Compulsory Elective Faculty Dr Manjari Gopal, Dr Jyoti Kohli Dr Neelam M Bali, Dr Gopal Rana Dr Sanjeev K Verma, Dr Minu Talwar Dr Kailash Goel, Dr Ila Mehrotra Dr Ramji Dubey, Mr Raghavendra Dr Satveer Barwal, Dr Vandana Gupta
11.00 AM – 11.30 AM	Break	
11.30 AM – 12.00 AM	Introduction to Compulsory Electives (Continued) – Option Forms	
12.00 AM – 12.30 PM	Meet the Previous Batch Learners	Dr Sanjeev Kumar Verma
12.30 AM – 01.00 PM	Orientation to Psychology Practicum	Dr PK Sharma/ Dr Manjari Gopal
01.00 PM – 01.30 PM	Lunch Break	
01.30 PM – 02.00 PM	Introduction of Tutorial & Community Work	Mr Ragavender Prapanna Dr Satveer Singh Barwal
02.00 PM – 02.30 PM	Introduction to Sessional Practical Work	Dr Ila Mehrotra
02.30 PM - 03.30 PM	Preparation of Student Activities	(A) Dr Ramjee Dubey (B) Mr Vinod Kumar A (C) Dr Ila Mehrotra (D) Dr Vandana Gupta
03.30 PM Onwards	Student Activity Extempore Speech Competition	Dr Neelam Mehta Baii Dr Sushil Dhiman Mr Raghavendra Prapanna Dr Gopal Rana Dr Jyoti Kohli Dr Satveer Singh Barwal

Dr Sanjeev Kumar Verma      Dr Gopal Rana  
Orientation Programme Committee 2014-2015

  
Dr PK Sharma  
Officiating Principal



Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi – 110 031

MVCE/ Time Table/B Ed 2014-15/01 dated 20/07/2014

**Orientation to B Ed Programme: Academic Session 2014 -15**

Venue: Assembly Hall

Timings: 09.00 – 17.00 hrs

**III<sup>RD</sup> Day: 23 July 2014**

<b><u>Timings:</u></b>	<b><u>Session:</u></b>	<b><u>Session In-charges:</u></b>
09.00 AM – 10.00 AM	Introduction to the SEP	Dr Sushil Dhiman Dr Neelam Mehta Bali Dr Jyoti Kohli
10.00 AM – 10.30 AM	Consolidation of Details (SEP)	
10.30 AM – 11.00 AM	Introduction to Internal Assessment	Dr Ila Mehrotra Ms Minu Talwar Dr Kailash Goel
11.00 AM – 11.30 AM	Break	
11.30 AM – 12.00 AM	Introduction to Work Experience	Dr Sanjeev Kumar Verma
12.00 AM – 12.30 PM	Introduction to Library	Mr Reyaz Hashmi
12.00 PM – 01.00 PM	Field Experience	Dr Sanjeev Kumar Verma Dr Satveer Singh Barwal
01.00 PM – 01.30 PM	Lunch Break	
01.30 PM – 02.00 PM	Introduction to Physical Education & Sports	Dr Satveer Singh Barwal
02.00 – 02.30 PM	Orientation to Aesthetics, Upkeep Cleanliness	Dr Jyoti Kohli Dr Gopal Rana Dr Vandana Gupta
02.30 PM – 03.30 PM	Preparation of Student Activities	(A) Dr Ramjee Dubey (B) Mr Vinod Kumar A (C) Dr Ila Mehrotra (D) Dr Vandana Gupta
03.30 PM - Onwards	Student Activity (Skit & Drama)	Dr Neelam Mehta Bali Dr Satveer Singh Barwal Mr Raghvender Parpanna Dr Gopal Rana Dr Jyoti Kohli

Dr Sanjeev Kumar Verma      Dr Gopal Rana  
Orientation Programme Committee 2014-2015

  
Dr PK Sharma  
Officiating Principal

Day/ Duration	9:00/ 9:30	9:35 - 10:30	10:30- 11:25	11:25/ 11:40	11:40-12:35	12:35 - 1:30	1:30/ 2:10	2:10- 3:05	3:05 - 4:00	4:00 - 4:55
<b>Monday</b> GR, MG, NMB VKA, RJD, RK	9:00-9:30 Morning Assembly	9:35-10:30 I A - III SKV B - I SD C - II AC D - II MC E - II PKS	10:30-11:25 II A - II PKS B - II AC C - PP - MC D - I SD E - III SKV	11:25-11:40 Break	11:40-12:35 III Bio A - IM (31) Chem B - VG (C Lab) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Soc Sc A - MC (37) Skt B - RP (26) Computer Lab	12:35 - 1:30 IV Bio A - IM (31) Chem B - VG (C Lab) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Soc Sc A - MC (37) Skt B - RP (26) Computer Lab	1:30-2:10 Lunch Break/Individual & Group Activities	2:10-3:05 V Hin C - KG (25) Maths C - MT (32) Computer Lab Library	3:05-4:00 VI Educational Toys - SK (30) Gardening - RNKT (31) Integrated Art - SB (32) Music - DMK - (33) Visual Art - RC (37)	4:00-4:55 VII Work Experience
<b>Tuesday</b>		Paper V	A - I NMB B - III GR C - II MG D - II MC E - I SD	Break	Accounts B - VK (30) Bio B - IM (B Lab) Chem A - VG (31) His A - SSB (39) Pol Sc B - RJD (24) Psy B - AC (20) Skt A - RP (26) Soc B - MC (19)	Accounts B - VK (30) Bio B - IM (B Lab) Chem A - VG (31) His A - SSB (39) Pol Sc B - RJD (24) Psy B - AC (20) Skt A - RP (26) Soc B - MC (19)	Eng A - JK (34) Eco A - AS (31) Geo B - RN (33) Maths C - MT (32) Phy A - RK (P Lab) Pun A - JJS (33) Urdu A - ZH (39) Computer lab	Eng A - JK (34) Eco A - AS (31) Geo B - RN (33) Maths C - MT (32) Phy A - RK (P Lab) Pun A - JJS (33) Urdu A - ZH (39) Computer lab	Eng A - JK (34) Eco A - AS (31) Geo B - RN (33) Maths C - MT (32) Phy A - RK (P Lab) Pun A - JJS (33) Urdu A - ZH (39) Computer lab	Eng A - JK (34) Eco A - AS (31) Geo B - RN (33) Maths C - MT (32) Phy A - RK (P Lab) Pun A - JJS (33) Urdu A - ZH (39) Computer lab
<b>Wednesday</b>		A - PP - MG B - PP - VKA C - II PKS D - PP - AC E - PP - RK	A - II AC B - III GR C - II MG D - II PKS E - I NMB	Break	A - III SKV B - I SD C - I NMB D - III GR E - II MC	A - III SKV B - I SD C - I NMB D - III GR E - II MC	Bus Studies - VK (30) Chem B - VG (C Lab) Geo A - RN (32) Int Sc A - RK (39) Skt A - RP (26) Computer Lab	Bus Studies - VK (30) Chem B - VG (C Lab) Geo A - RN (32) Int Sc A - RK (39) Skt A - RP (26) Computer Lab	Bus Studies - VK (30) Chem B - VG (C Lab) Geo A - RN (32) Int Sc A - RK (39) Skt A - RP (26) Computer Lab	Pol Sc A - RJD (24) Pun B - JJS (33) Computer Lab
<b>Thursday</b> MC, AC		Paper V	A - I NMB B - II MG C - III GR D - I SD E - III SKV	Break	Bio B - IM (B Lab) Bus Studies - VK (30) Chem A - VG (31) His A - SSB (39) Hin C - KG (25) Phy B - RK (P Lab) Computer Lab	Bio B - IM (B Lab) Bus Studies - VK (30) Chem A - VG (31) His A - SSB (39) Hin C - KG (25) Phy B - RK (P Lab) Computer Lab	Hin C - KG (25) Maths C - MT (32) Pol Sc A - RJD (24) Computer Lab Library	Hin C - KG (25) Maths C - MT (32) Pol Sc A - RJD (24) Computer Lab Library	Eng A - JK (34) Eco A - AS (31) Phy A - RK (P Lab) Pun A - JJS (33) Urdu A - ZH (39) Computer lab	
<b>Friday</b>		A - II AC B - III SKV C - I NMB D - II MG E - I SD	A - II MG B - I SD C - II AC D - III GR E - III SKV	Break	Bio A - IM (31) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Phy B - RK (P Lab) Pol Sc B - RJD (24) Soc Sc A - MC (37) Skt B - RP (26) Computer Lab	Bio A - IM (31) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Phy B - RK (P Lab) Pol Sc B - RJD (24) Soc Sc A - MC (37) Skt B - RP (26) Computer Lab	Paper V	Student Activities (Assembly Hall)	Student Activities (Assembly Hall)	
<b>Saturday</b> SD, JK, IM, MT, VG, KG, SKV, RP, SSB		A - I NMB B - II AC C - III GR D - II MG E - II MC	A - II MG B - II PKS C - I NMB D - III GR E - II AC	Break	Accounts B - VK (30) Eco B - AS (31) Geo A - RN (32) Int Sc A - RK (39) Pol Sc A - RJD (24) Urdu B - ZH (33) Socio B - MC (19) Psycho B - AC (20)	Accounts B - VK (30) Eco B - AS (31) Geo A - RN (32) Int Sc A - RK (39) Pol Sc A - RJD (24) Urdu B - ZH (33) Socio B - MC (19) Psycho B - AC (20)	House Meetings/ Extension of other classes with prior intimation as and when required.	Special Lectures/ Special Classes/ Seminars etc. if any	Special Lectures/ Special Classes/ Seminars etc. if any	


- Venues for Paper V Options: Adolescence Education - MG (34); Education for the Backward Child - VKA (16); Education for Special Needs - GR (32); Gender, School & Society - RP (37); History of Education in India - SSB (30); Human Rights Education - KG (25); Organization of CCA - NMB (39); Physical & Health Education - SKV (33); Primary Education - VG (19); School Evaluation IM & MT (31); Social & Adult Education - RJD (24)
- Venues for Tutorials: PKS (23), SD (38); MG (22), JK (34); NMB (39); IM (B Lab); MT (36); GR (29); RJD (24); SKV (30); VKA (31); SSB (28); KG (25); RP (26); VG (C Lab); MC (33); AC (37); RK (P Lab).
- Faculty members are required to ensure/ declare their availability to the students in the college under intimation to the undersigned as per the NCTE Norms & as per the University of Delhi rules in this respect.

Dr PK Sharma  
Officiating Principal

*(Signature)*  
18/08/2014

Day/ Duration	9:00/ 9:30	9:35 -10:30 I	10:30- 11:25 II	11:25/ 11:40	11:40-12:35 III	12:35 - 1:30 IV	1:30/ 2:10	2:10- 3:05 V	3:05 - 4:00 VI	4:00 - 4:55 VII
Monday	Morning Assembly	Paper V	A - II MG B - I SD C - I NMB D - III GR E - III SKV	Break	Bio A - IM (31) Chem B - VG (C Lab) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Soc Sc A - MC (37) Computer Lab Library	Bio A - IM (31) Chem B - VG (C Lab) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Soc Sc A - MC (37) Computer Lab Library	Lunch Break & Group Activities	A - III SKV B - III GR C - II AC D - II MC E - I NMB	Eng A - JK (34) Eco A - AS (31) Geo B - RN (32) Phy A - RK (P Lab) Pun A - JJS (33) Skt A - RP (26) Urdu A - ZH (39) Computer lab Library	Eng A - JK (34) Eco A - AS (31) Geo B - RN (32) Phy A - RK (P Lab) Pun A - JJS (33) Skt A - RP (26) Urdu A - ZH (39) Computer lab Library
Tuesday	<b>School Experience Program (SEP)</b>									
Wednesday	Morning Assembly	A - I NMB B - II MG C - III GR D - I SD E - II AC	A - III SKV B - III GR C - I NMB D - III GR E - I SD	Break	A - PP - RK B - PP - VKA C - PP - MC D - PP - AC E - PP - MG	Tutorial	Lunch Break / Individual & Group Activities	SEP Cluster Meetings/ Lesson Planning Discussion	Bus Studies B - VK (30) Eco B - AS (16) Geo A - RN (32) Int Sc A - RK (39) Pol Sc A - RJD (24) Pun B - JJS (33) Urdu B - ZH (37) Computer Lab Library	Bus Studies B - VK (30) Eco B - AS (16) Geo A - RN (32) Int Sc A - RK (39) Pol Sc A - RJD (24) Pun B - JJS (33) Urdu B - ZH (37) Computer Lab Library
Thursday	<b>School Experience Program (SEP)</b>									
Friday	Morning Assembly	A - I NMB B - II AC C - II MG D - I SD E - II MC	A - II AC B - I SD C - III GR D - II MG E - III SKV	Break	Accounts B - VK (30) Bio B - IM (B Lab) Chem A - VG (31) Eng B - JK (34) Hindi C - KG (25) His A - SSB (39) Maths C - MT (32) Phy B - RK (P Lab) Pol Sc B - RJD (24) Psy B - AC (20) Skt B - RP (26) Soc B - MC (19) Computer Lab Library	Accounts B - VK (30) Bio B - IM (B Lab) Chem A - VG (31) Eng B - JK (34) Hindi C - KG (25) His A - SSB (39) Maths C - MT (32) Phy B - RK (P Lab) Pol Sc B - RJD (24) Psy B - AC (20) Skt B - RP (26) Soc B - MC (19) Computer Lab Library	Lunch Break & Group Activities	Individual & Group Activities	Paper V	Student Activities (Assembly Hall)
Saturday	<b>School Experience Program (SEP)</b>									

- Venues for Paper V Options: Adolescence Education - MG (34); Education for the Backward Child - VKA (16); Education for Special Needs - GR (32); Gender, School & Society - RP (37); History of Education in India - SSB (30); Human Rights Education - KG (25); Organization of CCA - NMB (39); Physical & Health Education - SKV (33); Primary Education - VG (19); School Evaluation IM & MT (31); Social & Adult Education - RJD (24)
- Venues for Tutorials: PKS (23), SD (38); MG (22); JK (34); NMB (39); IM (B Lab); MT (36); GR (29); RID (24); SKV (30); VKA (31); SSB (28) KG (25); RP (26); VG (C Lab); MC (33) AC (37); RK (P Lab);
- Faculty members are required to ensure/ declare their availability to the students in the college under intimation to the undersigned as per the NCTE Norms & as per the University of Delhi rules in this respect.

  
 13/10/2014  
**Dr PK Sharma**  
**Officiating Principal**



B.Ed. Time Table w. e. f. 10<sup>th</sup> January, 2015 till further notice

Day/ Duration	9:00/ 10.10	10.10- 11.00 i	11.00 - 11.15	11.15 - 12.05	12.05 - 12.55 III	12.55 - 1.45 IV	1.45 - 2.15	2.15 - 3.05 V	3.05 - 3.55 VI	3.55 - 4.45 VII
Monday GR, MG, NMB VKA, R/D, RK		A - III SKV B - I SD C - II AC D - II MC E - II PKS		A - II PKS B - II AC C - PP - MC D - I SD E - III SKV	Bio A - IM (31) Chem B - VG (C Lab) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Soc.Sc A - MC (37) Skt B - RP (26) Computer Lab	Bio A - IM (31) Chem B - VG (C Lab) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Soc.Sc A - MC (37) Skt B - RP (26) Computer Lab	Hin C - KG (25) Maths C - MT (32) Computer Lab Library	Educational Toys - SK (30) Gardening - RNKT (31) Integrated Art - SB (32) Music - DMK - (33) Visual Art - RC (37)		
Tuesday		Paper V	B	A - I NMB B - III GR C - II MG D - II MC E - I SD	Accounts B - VK (30) Bio B - IM (B Lab) Chem A - VG (31) His A - SSB (39) Pol.Sc B - RID (24) Psy B - AC (20) Skt A - RP (26) Soc B - MC (19)	Accounts B - VK (30) Bio B - IM (B Lab) Chem A - VG (31) His A - SSB (39) Pol.Sc B - RID (24) Psy B - AC (20) Skt A - RP (26) Soc B - MC (19)	A - III SKV B - I SD C - I NMB D - III GR E - II MC	Eng A - JK (34) Eco A - AS (31) Geo B - RN (33) Maths C - MT (32) Phy A - RK (P Lab) Pun A - JJS (33) Urdu A - ZH (39) Computer Lab		
Wednesday		A - PP - MG B - PP - VKA C - II PKS D - PP - AC E - PP - RK	R	A - II AC B - III GR C - II MG D - II PKS E - I NMB	Tutorial	Bus Studies -VK (30) Chem B - VG (C Lab) Geo A - RN (32) Int.Sc A - RK (39) Skt A - RP (26) Computer Lab	Bus Studies -VK (30) Chem B - VG (C Lab) Geo A - RN (32) Int.Sc A - RK (39) Skt A - RP (26) Pun B - JJS (33) Computer Lab	Pol.Sc A - RID (24) Pun B - JJS (33) Computer Lab		
Thursday MC, AC		Paper V	E	A - I NMB B - II MG C - III GR D - I SD E - III SKV	Bio B - IM (B Lab) Bus Studies -VK (30) Chem A - VG (31) His A - SSB (39) Hin C - KG (25) Phy B - RK (P Lab) Computer Lab	Bio B - IM (B Lab) Bus Studies -VK (30) Chem A - VG (31) His A - SSB (39) Hin C - KG (25) Phy B - RK (P Lab) Computer Lab	Hin C - KG (25) Maths C - MT (32) Pol.Sc A - RID (24) Computer Lab Library	Eng A - JK (34) Eco A - AS (31) Phy A - RK (P Lab) Pun A - JJS (33) Urdu A - ZH (39) Computer Lab		
Friday		A - II AC B - II PKS C - I NMB D - II MG E - I SD	A	A - II MG B - I SD C - II AC D - III GR E - III SKV	Bio A - IM (31) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Phy B - RK (P Lab) Pol.Sc B - RID (24) Soc.Sc A - MC (37) Skt B - RP (26) Computer Lab	Bio A - IM (31) Eng B - JK (34) Hindi A - KG (32) His B - SSB (28) Maths A - MT (33) Phy B - RK (P Lab) Pol.Sc B - RID (24) Soc.Sc A - MC (37) Skt B - RP (26) Computer Lab	Paper V	Student Activities (Assembly Hall)		
Saturday SD, JK, IM, MT, VG, R/D, KG, SKV, RP, SSB		A - I NMB B - II AC C - II GR D - II MG E - II MC	K	A - II MG B - II GR C - I NMB D - III GR E - II AC	Accounts B - VK (30) Eco B - AS (31) Geo A - RN (32) Int.Sc A - RK (39) Pol.Sc A - RID (24) Urdu B - ZH (33) Socio B - MC (19) Psycho B - AC (20)	Accounts B - VK (30) Eco B - AS (31) Geo A - RN (32) Int.Sc A - RK (39) Pol.Sc A - RID (24) Urdu B - ZH (33) Socio B - MC (19) Psycho B - AC (20)	House Meetings/ Extension of other classes with prior intimation as and when required.	Special Lectures/ Special Classes/ Seminars etc. if any		

Lunch Break/Individual & Group Activities

Venues for Paper V Options: Adolescence Education - MG (34); Education for the Backward Child - VKA (16); Education for Special Needs - GR/AC (32); Gender, School & Society - RP (37); History of Education in India - SSB (30); Human Rights Education - KG (25); Organization of CCA NMB (39); Physical & Health Education - SKV (33); Primary Education - VG (19); School Evaluation IM & MT (31); Social & Adult Education - RID (24)

1. Venues for Tutorials: PKS (29), SD (38), MG (22), JK (34), NMB (39), IM (B Lab), MT (36), GR (29), RID (24), SKV (30), VKA (31), SSB (28) KG (25); RP (26); VG (C Lab); MC (33) AC (37); RK (P Lab).

2. Faculty members are required to ensure/ declare their availability to the students in the college under intimation to the undersigned as per the NCTE Norms & as per the University of Delhi rules in this respect.

AOK 10/10/2015



Day/ Duration	9.00 9.30	9.35 – 10.30 I	10.30 – 11.25 II	11.25 11.40 BREAK	11.40 – 12.35 III	12.35 – 1.30 IV	1.30 2.10 Lunch Break/Individual & Group Activities	2.10 – 3.05 V	3.05 – 4.00 VI	4.00 – 4.55 VII
<b>Monday</b> GR, MG, NMB VKA, RID, RK		A – II SKV B – I SD C – II AC D – II MC E – II PKS	A – II PKS B – II AC C – PP – MC D – I SD E – III SKV		Bio A – IM (31) Chem B – VG (C Lab) Eng B – JK (34) Hindi A – KG (32) His B – SSB (28) Maths A – MT (33) Soc Sc A – MC (37) Skt B – RP (26) Computer Lab	Bio A – IM (31) Chem B – VG (C Lab) Eng B – JK (34) Hindi A – KG (32) His B – SSB (28) Maths A – MT (33) Soc Sc A – MC (37) Skt B – RP (26) Computer Lab	Hin C – KG (25) Maths C – MT (32) Computer Lab Library	Hin C – KG (25) Maths C – MT (32) Computer Lab Library	Educational Toys – SK (30) Gardening – RNKT (31) Integrated Art – SB (32) Music – DMK – (33) Visual Art – RC (37)	Work Experience
<b>Tuesday</b>		A – I NMB B – III GR C – II MG D – I SD E – I SD	A – I NMB B – III GR C – II MG D – I SD E – I SD		Accounts B – VK (30) Bio B – IM (B Lab) Chem A – VG (31) His A – SSB (39) Pol Sc B – RID (24) Psy B – AC (20) Skt A – RP (26) Soc B – MC (19)	Accounts B – VK (30) Bio B – IM (B Lab) Chem A – VG (31) His A – SSB (39) Pol Sc B – RID (24) Psy B – AC (20) Skt A – RP (26) Soc B – MC (19)	A – III SKV B – I SD C – I NMB D – III GR E – II MC	A – III SKV B – II MG C – III GR D – I SD E – II AC	Eng A – JK (34) Eco A – AS (31) Geo B – RN (33) Maths C – MT (32) Phy A – RK (P Lab) Pun A – JJS (33) Urdu A – ZH (39) Computer lab	
<b>Wednesday</b>		A – PP – MG B – PP – VKA C – II PKS D – PP – AC E – PP – RK	A – II AC B – III GR C – II MG D – II PKS E – I NMB		A – III SKV B – I SD C – I NMB D – III GR E – II MC	A – III SKV B – I SD C – I NMB D – III GR E – II MC	Bus Studies – VK (30) Chem B – VG (C Lab) Geo A – RN (32) Int Sc A – RK (39) Skt A – RP (26) Pun B – JJS (33) Computer Lab	Bus Studies – VK (30) Chem B – VG (C Lab) Geo A – RN (32) Int Sc A – RK (39) Skt A – RP (26) Pun B – JJS (33) Computer Lab	Bus Studies – VK (30) Chem B – VG (C Lab) Geo A – RN (32) Int Sc A – RK (39) Skt A – RP (26) Pun B – JJS (33) Computer Lab	Pol Sc A – RID (24) Computer Lab
<b>Thursday</b> MC, AC		A – I NMB B – II MG C – III GR D – I SD E – III SKV	A – I NMB B – II MG C – III GR D – I SD E – III SKV		Bio B – IM (B Lab) Bus Studies – VK (30) Chem A – VG (31) His A – SSB (39) Hin C – KG (25) Phy B – RK (P Lab) Computer Lab	Bio B – IM (B Lab) Bus Studies – VK (30) Chem A – VG (31) His A – SSB (39) Hin C – KG (25) Phy B – RK (P Lab) Computer Lab	Hin C – KG (25) Maths C – MT (32) Pol Sc A – RID (24) Computer Lab Library	Hin C – KG (25) Maths C – MT (32) Pol Sc A – RID (24) Computer Lab Library	Eng A – JK (34) Eco A – AS (31) Phy A – RK (P Lab) Pun A – JJS (33) Urdu A – ZH (39) Computer lab	
<b>Friday</b>		A – II AC B – II PKS C – I NMB D – II MG E – I SD	A – II MG B – I SD C – II AC D – III GR E – III SKV		Bio A – IM (31) Eng B – JK (34) Hindi A – KG (32) His B – SSB (28) Maths A – MT (33) Phy B – RK (P Lab) Pol Sc B – RID (24) Soc Sc A – MC (37) Skt B – RP (26) Computer Lab	Bio A – IM (31) Eng B – JK (34) Hindi A – KG (32) His B – SSB (28) Maths A – MT (33) Phy B – RK (P Lab) Pol Sc B – RID (24) Soc Sc A – MC (37) Skt B – RP (26) Computer Lab	Bio A – IM (31) Eng B – JK (34) Hindi A – KG (32) His B – SSB (28) Maths A – MT (33) Phy B – RK (P Lab) Pol Sc B – RID (24) Soc Sc A – MC (37) Skt B – RP (26) Computer Lab	Bio A – IM (31) Eng B – JK (34) Hindi A – KG (32) His B – SSB (28) Maths A – MT (33) Phy B – RK (P Lab) Pol Sc B – RID (24) Soc Sc A – MC (37) Skt B – RP (26) Computer Lab	Accounts B – VK (30) Eco B – AS (31) Geo A – RN (32) Int Sc A – RK (39) Pol Sc A – RID (24) Urdu B – ZH (33) Socio B – MC (19) Psycho B – AC (20)	Student Activities (Assembly Hall)
<b>Saturday</b> SD, JK, IM, MT, VG, RID, KG, SKV, RP, SSB		A – I NMB B – II GR C – I NMB D – II MG E – II MC	A – II MG B – II GR C – I NMB D – III GR E – II AC		Accounts B – VK (30) Eco B – AS (31) Geo A – RN (32) Int Sc A – RK (39) Pol Sc A – RID (24) Urdu B – ZH (33) Socio B – MC (19) Psycho B – AC (20)	Accounts B – VK (30) Eco B – AS (31) Geo A – RN (32) Int Sc A – RK (39) Pol Sc A – RID (24) Urdu B – ZH (33) Socio B – MC (19) Psycho B – AC (20)	Accounts B – VK (30) Eco B – AS (31) Geo A – RN (32) Int Sc A – RK (39) Pol Sc A – RID (24) Urdu B – ZH (33) Socio B – MC (19) Psycho B – AC (20)	Accounts B – VK (30) Eco B – AS (31) Geo A – RN (32) Int Sc A – RK (39) Pol Sc A – RID (24) Urdu B – ZH (33) Socio B – MC (19) Psycho B – AC (20)	Special Lectures/Special Classes/ Seminars etc. if any	House Meetings/ Extension of other classes with prior intimation as and when required.

Venues for Paper V Options: Adolescence Education – MG (34); Education for the Backward Child – VKA (16); Education for Special Needs – GR/AC (32); Gender, School & Society – RP (37); History of Education in India – SSB (30); Human Rights Education – KG (25); Organization of CCA – NMB (39); Physical & Health Education – SKV (33); Primary Education – VG (19); School Evaluation IM & MT (31); Social & Adult Education – RID (24)  
 Venues for Tutorials: PKS (23), SD (38); MG (22); JK (34); NMB (39); IM (B Lab); MT (36); GR (29); RID (24); SKV (30); VKA (31); SSB (28) KG (25); RP (26); VG (C Lab); MC (33) AC (37); RK (P Lab).  
 1. Faculty members are required to ensure/ declare their availability to the students in the college under intimation to the undersigned as per the NCTE Norms & as per the University of Delhi rules in this respect.  
 2. Faculty members are required to ensure/ declare their availability to the students in the college under intimation to the undersigned as per the NCTE Norms & as per the University of Delhi rules in this respect.

AD Jw  
11/2/2015

MAHARSHI VALMIKI COLLEGE OF EDUCATION  
UNIVERSITY OF DELHI  
GEETA COLONY, DELHI-110031

Student Feedback Form I

Name (Optional)

Year

1. How well did the Orientation Programme help you in understanding the requirements of the B.ed.Course?
2. Suggest ways by which the orientation course can be made more effective?
3. Do you think that the B.ed. Course is well structured i.e. there is a good balance between the lectures, discussions & assignments? Why/Why not?
4. Were the recommended books, readings & photocopies relevant & appropriate?
5. Did the lecture-discussions and assignments meaningfully complement each other?



12. What would you like to change about the Tutorials?
13. Where did you do your Community Work Project? Give the name of the Organisation & few details about your contribution.
14. Give your feedback & suggestions for the following:
- a) Morning Assembly
  - b) Special Assemblies
  - c) Work Experience
  - d) CCA (Friday activities, sports etc)

e) Psychology Practicals

15 What is your opinion about the functioning & effectiveness of the following:

a Library

b Administrative Office

c Labs(Science & Computer lab)

d Classrooms

e Other facilities

16. Have you appeared for any of the following exams? If Yes, then give the following details:

S.No	Name of the Exam	Passed/Failed/Result Awaited	Year
1	CTET		
2	TET(State Board) Pl. Specify		
3	SLET		
4	SET		
5	NET		
6	Any Other		

17. What are the best features of the B.ed. Course?

18. Which aspects of the course need to be improved?

**MAHARSHI VALMIKI COLLEGE OF EDUCATION  
UNIVERSITY OF DELHI  
GEETA COLONY, DELHI-110031**

**Students Feedback Form II**

Your Name (Optional) \_\_\_\_\_

Year \_\_\_\_\_

The purpose of this feedback is to give your teachers ideas about how their class might be improved. For each statement given below, tick ( ) the appropriate column.

	<b>The Teachers</b>	<b>1 Rarely</b>	<b>2 Sometimes</b>	<b>3 Frequently</b>	<b>4 Always</b>
1	Explained the concepts clearly.				
2	Presented the content in an organized manner that facilitated learning.				
3	Provided clear constructive feedback on assignments and written work				
4	Engaged the class in productive discussions.				
5	Used effective teaching methods that provided opportunities for discussion.				
6	Were aware of the learners existing level of knowledge and understanding and organized the content accordingly.				
7	Presented material at an appropriate pace.				
8	Lectures and discussions were relevant to the learning objectives and outcomes.				
9	Had a firm grasp of the subject matter.				
10	Maintained a classroom environment conducive to learning				
11	Chose assignments that facilitated learning.				
12	Encouraged the students to raise questions.				
13	Encouraged the students to think <i>critically</i>				
14	Facilitated the understanding of linkages between various concepts/topics				
15	Made the class interesting in a meaningful manner.				
16	Were approachable outside the class				
17	Were regular and punctual				



MAHARSHI VALMIKI COLLEGE OF EDUCATION  
UNIVERSITY OF DELHI  
GEETA COLONY, DELHI-110031

Feedback Form

The purpose of this feedback is to improve our School Life Experience Programme and ensure that it becomes a mutually beneficial exercise.

Name of the School:

Name of the Personnel:

Designation:

1. What are your expectations from pre service teachers in training?
2. What is nature of contributions made by the pre service teachers to the general ethos of the school?
3. How have you benefitted from the practice teaching programme being conducted in your school?
4. What has been the impact of pre service teachers on the learning outcomes achieved by your students?
5. Do the pre service teachers take appropriate responsibility for their students' well-being both inside and outside the class room?
6. Do the pre service teachers fulfil their professional responsibilities effectively?
7. What suggestions would you like to give to make Practice Teaching Programme in your school more effective?

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UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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## DEPARTMENT OF EDUCATION

32577	VIKASH KUMAR SINGH	653	I
32578	VINITA SONI (W)	541	II
32579	VINOD KUMAR S/O ROHITAS KUMAR	601	I
32580	VISHAKHA MALHOTRA (W)	641	I
32581	VISHNU KUMAR S/O BANWARI LAL	628	I
32582	VISHU CHAUHAN	603	I
32584	VIVEK RANJAN	646	I
32585	YAINGAMLA ALUNGNAO (W)	651	I
32587	SATISH PRASAD	554	II
32588	P UMA (W)	677	I
32589	ALISHA NANGIA (W)	714	I
32590	ANUINAO RAGUI (W)	667	I

## EX-STUDENTS

32652	K BHARATHI	581	II
32653	LAIPELLAKPAM MOSES MEETEI	573	II
32656	RISHIRAJ	572	II

## MAHARSHI VALMIKI COLLEGE

32701	ABDUL MAJID	643	I
32702	ABHISHEK KUMAR S/O ARUN KUMAR SINHA	651	I
32703	AKANSHA JAIN (W)	668	I

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UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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MAHARSHI VALMIKI COLLEGE

32705	AKHLESHWAR MISHRA	592	II
32706	ALOK KUMAR S/O VINOD KUMAR SHARMA	634	I
32707	AMANDEEP KAUR (W) D/O INDERJEET SINGH	641	I
32708	AMAR SINGH MEENA	616	I
32709	AMARJEET GAUR	615	I
32710	AMANJEET KAUR S/O BALJEET SINGH	641	I
32711	AMIT KUMAR DHIKA S/O MANBIR SINGH	655	I
32712	AMIT RANJAN	592	II
32713	AMIT SAINI	694	I
32714	ANANYA SIKKA	738	I
32715	ANIKA POONIA (W)	686	I
32716	ANIL KUMAR AKELA	632	I
32717	ANJAN KUMAR S/O R D MISHRA	740	I
32718	ANGELA ARORA (W)	670	I
32719	ANJU PRISCILLA LAKRA (W)	585	II
32720	ANU CLAUDIA KULLU (W)	627	I
32721	ANU PANDIT (W)	693	I
32722	ANURAG DEEP S/O BINOD KUMAR GUPTA	666	I
32724	ARVINDER KAUR (W) D/O S ONKAR SINGH	701	I

UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.)

EXAMINATION, 2014

Roll No. Name of Candidate Marks Obtained Division  
(Out of 1000)

MAHARSHI VALMIKI COLLEGE

32725	ASHITA AGARWAL (W)	722	I
32726	BALANANO JHA	674	I
32727	BHARAT S/O VISHANANATH	714	I
32728	BINIT KUMAR S/O MUNDRIKA PD SINGH	623	I
32729	BIPENDRA KUMAR MAURYA	667	I
32730	CHANDRA BINDU KUMAR	632	I
32731	CHANDRAKANT KR MANI	681	I
32733	DAISY PINGOLIA (W)	682	I
32734	DEEKSHA SUNEJA (W)	666	I
32735	DEEP MALA (W) D/O SRI KISHUN GUPTA	598	II
32736	DEEPA RANI BHATIA (W)	638	I
32737	DEEPA LI JAIN (W)	700	I
32738	DEEPTI VERMA (W)	651	I
32739	DEVINA KANOJIA (W)	635	I
32740	DILSHAD AHMAD	671	I
32741	DINESH KUMARI S/O MAHIPAL SINGH	600	I
32743	EISHA AHMAD (W)	587	II
32744	ELIZABETH ANCY GEORGE (W)	725	I
32745	GARIMA ARORA (W)	625	I
32746	GAURAV TIWARI	754	I

(With Dist.)

UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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MAHARSHI VALMIKI COLLEGE

32747	GURPINDER KAUR (W) D/O KULDEEP SINGH	665	I
32748	HANSIKA SINGHAL (W)	740	I
32749	HARIOM SHRUTI (W)	698	I
32750	HARPREET KAUR (W) D/O GURMEET SINGH	709	I
32751	HIMANSHU SHARMA (W)	722	I
32752	JAIDEEP GUPTA (W)	688	I
32753	JASMEET KAUR (W) D/O DAVINDER SINGH	688	I
32754	JAY DEPAWAT	625	I
32755	KALYANI SURENDRA JADHAV (W)	628	I
32757	KANIKA CHAWLA (W)	684	I
32758	KAWALJEET KAUR (W) D/O BALDEV SINGH	726	I
32759	KILKAM JAIN (W)	710	I
32760	KRITIKA BHATNAGAR (W)	686	I
32761	KUMARI ILA (W)	647	I
32762	KUNWER GAURAV SINGH	669	I
32763	LADHU RAM	603	I
32766	LEIYALA RUNGSUNG (W)	599	II
32767	MANALI KAPOOR (W)	644	I
32768	MANDEEP SINGH (W)	618	I
32769	MANISH KUMAR KHARB	633	I
32770	MANISH VERMA	657	

UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
MAHARSHI VALMIKI COLLEGE			
32771	MANISHA CHOUDHARY (W)	666	I
32772	MANOJ KUMAR S/O BACHCHU YADAV	566	II
32773	MAYANK KUMAR S/O ROHTASH SINGH	630	I
32774	MAYANK TYAGI (W)	753	I (With Dist.)
32775	MD JABIR HUSSAIN	664	I
32776	MD JUNED	624	I
32777	NOOR ULAIN RIZVI (W)	690	I
32778	MERAJUL HAQUE	658	I
32779	MOHAMMAD ANAS	642	I
32781	NAVIN KUMAR S/O RAM PUKAR SINGH	695	I
32782	NAZMA SARKAR (W)	715	I
32783	NEELIMA MEENA (W)	701	I
32784	NEERA MOHAN (W)	610	I
32785	NIDHI (W) D/O SURESH KUMAR	713	I
32786	NIKITA GUPTA (W)	724	I
32787	NILMANI KUMAR SINGH	664	I
32788	NISHA SAMANT (W)	683	I
32790	NIYATI ARORA (W)	681	I
32791	PRANAV KAUSHIK	694	I
32792	PALLAVI DUTTA (W)	737	I

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UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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MAHARSHI VALMIKI COLLEGE

32793	PANKAJ KUMAR MISHRA	690	I
32794	PARUL MITTAL (W)	674	I
32795	PAWAN KUMAR S/O SHRI OM	650	I
32796	POOJA (W) D/O SHIV SHANKAR SINGH	717	I
32797	POOJA KHANDELWAL (W)	688	I
32798	POONAM (W) D/O MANOHAR SINGH	619	I
32799	PRACHI ARORA (W)	673	I
32800	PRACHI WAHI (W)	724	I
32801	PRATYUSH PRASUN	654	I
32802	PRAVESH KUMAR ANAND	608	I
32803	PREETI NAGAR (W)	613	I
32804	PREETI SHUKLA (W)	737	I
32805	PRIYA GUPTA (W)	684	I
32806	PRIYANKA SINGH (W)	743	I
32807	PRIYA KHOKHER (W)	693	I
32808	RAHUL PIPPAL	572	II
32809	RAJEEV KUMAR S/O BRAHMADEO PRASAD	620	I
32810	RAJEEV PAPREJA	658	I
32812	RAKHI (W) D/O RAMCHHAIL DANGI	681	I
32813	RAKSHANAND SHARMA	686	I



UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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MAHARSHI VALMIKI COLLEGE

32814	RAM NIWAS TIWARY	704	I
32815	RAM PRAKASH	624	I
32816	RAMA JAINER (W)	670	I
32817	RANJIT KUMAR S/O JAYNARAYAN SHARMA	623	I
32818	RANJIT KUMAR PRABHAKAR	638	I
32819	RASHI (W) D/O SURINDER KUMAR	766	I (With Dist.)
32820	RATISH KUMAR S/O SUSHIL CHOUDHARY	599	II
32821	RINKY KUMARI (W) D/O CHHUTTAN LAL	684	I
32822	RITU SINGH (W)	713	I
32823	SAHIDUL ALAM	624	I
32824	SAJILA BEGUM (W)	663	I
32825	SALEM KAMEIH (W)	597	II
32826	SANA USMAN (W)	622	I
32827	SANDEEP KUMAR GUPTA	643	I
32828	SANDEEP KUMAR S/O DAYA CHAND	617	I
32829	SANGEETA (W) D/O BRAHM SINGH	701	I
32830	SANGEETA SINGH (W)	604	I
32831	SANJAY YADAV (W)	626	I
32832	SANJIT KUMAR DAS	715	I
32833	SANNAN MOHD ATIF	719	I

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UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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MAHARSHI VALMIKI COLLEGE

32834	SAPNA KUMARI (W) D/O RAMNIWAS	644	I
32835	SATYAJIT KUMAR S/O SARDAR SINGH	623	I
32836	SAUMYA JETLY (W)	690	I
32837	SAUMYA CHOPRA (W)	686	I
32838	SEEMA PARVEEN (W)	706	I
32839	SHAKIR S/O MH AKBAR	705	I
32840	SHAHEEM ALAM	554	II
32841	SHAMSHER ALAM ANSARI	697	I
32842	SHASHI KUMARI (W) D/O OM PRAKASH	684	I
32843	SHREE NIDHI PANDEYA (W)	663	I
32844	SHWETA SETHIA (W)	689	I
32845	SIMAB QAISAR	658	I
32846	SNEHA VARGHESE (W)	636	I
32847	SOMA SINHA (W)	666	I
32848	SOMYA AGGARWAL (W)	678	I
32849	SONAL NEGI (W)	676	I
32850	SOUGRAKPAM ROSHNI DEVI (W)	624	I
32852	SUBHASH CHAND	688	I
32853	SUDHIR KUMAR S/O RAMAUTAR	613	I
32854	SUJATA SINGH (W)	686	I

UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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MAHARSHI VALMIKI COLLEGE

32855	SUMAN (W) D/O JANAK SINGH	729	I
32856	SUMIT S/O PALERAM	734	I
32858	SUSHIL SINGH	649	I
32859	SUSHILA (W) D/O RAM DAYAL MEENA	725	I
32860	USHA (W) D/O HARI GOBIND MISHRA	709	I
32861	VANDANA (W) D/O MISHRI LAL	646	I
32862	VARUN MALVIYA	647	I
32863	VERNIKA SHARMA (W)	714	I
32864	VIKASH KUMAR	594	II
32865	VINAY KUMAR S/O PRAMOD KUMAR	663	I
32866	VINITA SHARMA (W)	647	I
32867	VINOD S/O MAHENDER SINGH	628	I
32869	VIVEK KUMAR YADAV	668	I
32870	YOGITA RANA (W)	660	I
32871	YUKTI (W) D/O ANIL KUMAR TANEJA	722	I

EX-STUDENT

32891	SURENDER KUMAR	594	II
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UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Result
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DEPARTMENT OF EDUCATION

32314	AMAR KUMAR S/O BECHENDRA SINGH	C-III
32322	ANKIT KUMAR S/O RAJ PARKASH	C-III
32326	ANURADHA (W) D/O RATAN SINGH	C-II
32329	ASHOK S/O PRAHLAD SINGH	C-III
32330	ASHOK KUMAR GANDHI	C-III
32332	AVINASH KUMAR VERMA	Failed
32355	DILIP SARKAR	Absent
32375	HIMANSHU KUMAR S/O SURESH CHAND RAJPOOT	Failed
32385	JOGESH KUMAR S/O RAM SHANKAR	C-II
32390	KAMAL KANT S/O VIJENDER SINGH	Failed
32395	KIRTI RAI (W)	Failed
32412	MANOJ KUMAR S/O LAKSHMAN SINGH	C-I
32418	MD SHAHBAZ MALLICK	Failed
32425	MOHD FIROZ ALAM	C-I
32431	NAHIDA KHONDKAR (W)	C-I
32465	POONAM YADAV (W)	C-III
32488	RAJESH KUMAR S/O VIDHAN CHANDRA KASHYAP	Absent
32527	SHASHI KUMARI (W) D/O KARAN SINGH	C-III
32528	SHASHWATI ADHIKARI (W)	C-II
32530	SHEKHAR S/O SATYAPAL	C-III

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UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No. Name of Candidate Result

DEPARTMENT OF EDUCATION

32556	SURBHI BHATIA (W)	Failed
32569	VAIBHAV KUMAR S/O DINESH KUMAR GIRI	C-II
32583	VISHWANATH KUMAR S/O BACHU RAM	C-I
32586	YOGESH KUMAR S/O SATBIR SINGH	Failed

EX-STUDENTS

32651	HAFEEZA BANQN THORABALLY	C-II
32654	MEENAKSHI FAVZADAR (W)	Failed
32655	RAKESH KUMAR	Absent

MAHARSHI VALMIKI COLLEGE

32704	AKRAM S/O BABUDDIN	C-II
32723	ARUN KUMAR S/O DEV NARAYAN PRASAD	C-I
32732	CHINKI (W) D/O MOHAN LAL	Failed ✓
32742	DIWAS KUMAR S/O DINESH KUMAR	Failed ✓
32756	KAMLESH YADAV (W)	C-I
32764	LAKSHMAN SINGH	C-I
32765	LAKSHMI KANT PYARE LAL	Failed ✓
32780	MOUSUMI GHOSH (W)	Failed ✓
32789	NITISH GOUR	C-II
32811	RAJESH KUMAR NIRALA	C-II
32851	SUBAUDH KUMAR GAUTAM	C-II

Contd. P/33

UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Result
MAHARSHI VALMIKI COLLEGE		
32857	SURYA DEV BAHUGUNA	Failed
32868	VINU VASUDEVAN	C-IV
SHYAMA PRASAD MUKHERJEE COLLEGE		
32906	ANJALI SHARMA (W)	C-I
32929	JYOTI SINGH (W) D/O LALLU SINGH	C-I
32955	PUSHPA LAKKARA (W)	C-I
LADY IRWIN COLLEGE		
33118	HARSHITA RAI (W)	C-I
33119	HAYAAT HUSSAIN (W) D/O SANJAY SHARMA	Failed
33121	HIMANSHI (W) D/O RAJENDER KUMAR	C-II
33126	LATIKA GROVER (W)	Failed
33131	MEENAKSHI (W) D/O RAJ KUMAR	C-I
33152	PREETI DHASMANA (W)	C-I
33153	PREETI YADAV (W)	C-I
33159	RANI (W) D/O JAMUNA YADAV	Failed
33162	RIDHIMA BHALLA (W)	Absent
33163	RUCHI (W) D/O P D SABLANIA	C-I
33168	SHIKHA SAINI (W)	Failed
33173	SHRESHTHI JAIN (W)	C-I

UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

Roll No.	Name of Candidate	Result
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DEPARTMENT OF EDUCATION

33174	SHRUTI JASSAL (W)	Failed
33178	SUMAN MEENA (W)	C-I
33179	SWATI SINGH (W)	C-I
33189	YASHINA DHAWAN (W)	C-I

EX-STUDENTS


33221	SHIPRANJALI (W)	C-I
33223	VAISHALI (W)	C-I

*Suman*  
 (DR. SATISH KUMAR)  
 O.S.D.- EXAMINATIONS

Delhi, the 2nd July, 2014.

: DISCLAIMER :

The result displayed is subject to correction, if any discrepancy is noticed.

*MN* 

## UNIVERSITY OF DELHI

## BACHELOR OF EDUCATION (B.ED.) EXAMINATION, 2014

In partial modification of this office Notification dated the 2<sup>nd</sup> July, 2014, regarding the result of above Examination held in April/May, 2014, the following candidates are declared to have passed the Examination for the Degree of B.Ed

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
----------	-------------------	---------------------------------	----------

## DEPARTMENT OF EDUCATION

32395	KIRTI RAI (W)	547	II
32556	SURBHI BHATIA (W)	638	I

## MAHARSHI VALMIKI COLLEGE

32765	LAKSHMI KANT PYARE LAL	604	I
32780	MOUSUMI GHOSH (W)	686	I
32868	VINU VASUDEVAN	631	I

The following corrections be made in respect of the undermentioned candidate:-

Roll No.	Name of Candidate	Corrections to be made
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## MAHARSHI VALMIKI COLLEGE

32866	VINITA SHARMA	Read "666" marks instead of "647" marks
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(DR. SATISH KUMAR)  
O.S.D. - EXAMINATIONS

Delhi, the 10th July, 2014.

m. Jha

SF.NO.SER/2014/ 529

UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) COMPARTMENTAL EXAMINATION, 2014

The following candidates are declared to have passed the Compartmental Examination for the Degree of Bachelor of Education (B.Ed.), held in October, 2014

Roll No. Name of Candidate Marks Obtained Division  
(Out of 1000)

DEPARTMENT OF EDUCATION

35501	AMALA THOMAS	611	I
35502	AMAR KUMAR	593	II
35503	ANKIT KUMAR	562	II
35504	ANURADHA (W)	648	I
35505	ASHOK	640	I
35506	ASHOK KUMAR GANDHI	526	II
35507	JOGESH KUMAR	561	II
35508	MANOJ KUMAR	646	I
35509	MOHD FIROZ ALAM	603	I
35510	NAHIDA KHONDKAR (W)	545	II
35511	POONAM YADAV (W)	538	II
35512	SHASHWATI ADHIKARI	580	II
35513	SHEKHAR	643	I
35514	VAIBHAV KUMAR	598	II
35515	VISHWANATH KUMAR	577	II

MAHARISHI VALMIKI COLLEGE OF EDUCATION

35531	AKRAM	574	II
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Contd. P/2

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UNIVERSITY OF DELHI

BACHELOR OF EDUCATION (B.ED.) COMPARTMENTAL EXAMINATION, 2014

Roll No.	Name of Candidate	Marks Obtained (Out of 1000)	Division
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MAHARISHI VALMIKI COLLEGE OF EDUCATION

35532	ARUN KUMAR	647	I
35533	KAMLESH YADAV	640	I
35534	LAKSHMAN SINGH	588	II
35535	NITISH GOUR	608	I
35536	RAJESH KUAMR NIRALA	634	I
35537	SUBAUDH KUMAR GAUTAM	599	II

SHYAMA PRASAD MUKHERJEE COLLEGE

35551	JYOTTI SINGH (W)	640	I
35552	PUSHPA LAKKARA (W)	527	II
35553	ANJALI SHARMA (W)	576	II

LADY IRWIN COLLEGE

35561	HARSHITA RAI (W)	528	II
35562	HIMANSHI (W)	588	II
35563	MEENAKSHI (W)	593	II
35564	PREETI DHASMANA (W)	547	II
35565	PREETI YADAV (W)	564	II
35566	RUCHE (W)	553	II
35567	SHRESHTHI JAIN (W)	574	II
35568	SUMAN MEENA (W)	597	II
35569	SWATI SINGH (W)	555	II
35570	YASHINA DHAWAN (W)	653	I

Contd. P/3

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M.V. College of Education-Rec A/c  
University of Delhi,  
Geeta Colony, Delhi-110031

**Income & Expenditure Statement**  
1-Apr-2013 to 31-Mar-2014

Particulars	1-Apr-2013 to 31-Mar-2014	Particulars	1-Apr-2013 to 31-Mar-2014
<b>Direct Expenses</b>		Gross Profit b/f	
Gross Profit c/o		<b>Indirect Incomes</b>	<b>6,02,85,051.00</b>
		COLLEGE FEE	3,02,115.00
		GIA-GENERAL (NON-PLAN)	29,00,000.00
		GIA-GENERAL (PLAN)	6,20,000.00
		GIA (SALARIES)-NON PLAN	5,54,14,930.00
		INCOME FROM DUP I-CARD	425.00
		INCOME FROM LIB / LAB FINE	2,278.00
		INCOME FROM R T I ACT	70.00
		Interest Earned on F.D.R.	4,45,178.00
		INT. RECD FORM SAVING FUND	4,21,744.00
		MISC INCOME	1,608.00
		RECOVERY OF SALARY	7,424.00
		Retirement Benefits From Other Institutes	1,49,279.00
		SALE OF COLLEGE HAND BOOK	16,900.00
		Sale of Raddi	3,100.00
		<b>Total</b>	<b>6,02,85,051.00</b>
<b>Indirect Expenses</b>	<b>4,11,69,114.00</b>		
GENERAL(NON-PLAN)	15,09,194.00		
GENERAL(PLAN)	5,99,261.00		
GIA-SALARIES(NON-PLAN)	3,90,60,659.00		
Excess of Income over Expenditure	<b>1,91,15,937.00</b>		
<b>Total</b>	<b>6,02,85,051.00</b>		

*P. Mahi*  
S.O. (A/c's)

**PRAVEEN BHATIA**  
Section Officer (Accounts)  
Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi-110031

*M. Me*  
BURSAR  
BURSAR

*G. G. G.*  
Officiating Principal  
Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi-110031.

*Vijayendra*  
Vijayendra

**M.V. College of Education-Rec A/c**

University of Delhi,  
Geeta Colony, Delhi-110031

**GIA-SALARIES(NON-PLAN)**

Group Summary

1-Apr-2013 to 31-Mar-2014

Page 1

	Closing Balance	
	Debit	Credit
Child Edu. Allowance		5,17,511.00
COMM.OF PENSION(RETIEMENT)	13,26,118.00	
ENCASHMENT OF E.L.(LTC)		17,592.00
ENCASHMENT OF EL (SUPERANNUATION)	13,08,301.00	
FAMILY PENSION		78,680.00
LTC / HTC	2,89,340.00	
MEDICAL EXP.(Reimb.)		8,33,131.00
NPS (Govt.'s Contribution)	3,24,183.00	
OTA TO N T S		3,073.00
PENSION	5,28,194.00	
RETIREMENT GRATUITY	10,00,000.00	
SALARY (N T S)	1,00,20,409.00	
SALARY (PRINCIPAL)		15,95,762.00
Salary to Contract Staff		84,145.00
Salary to Guest Faculty		13,08,500.00
SALARY (T S)	1,98,25,720.00	
<b>Grand Total</b>		<b>3,90,60,659.00</b>

*Prakash*



**M.V. College of Education-Rec A/c**

University of Delhi,  
Geeta Colony, Delhi-110031


**GENERAL(NON-PLAN)**

Group Summary

1-Apr-2013 to 31-Mar-2014

	Closing Balance	
	Debit	Credit
APPLICATION FOR M.Ed COURSE		204.00
Audit Fee		3,371.00
Bank Charges		114.00
CONTINGENT EXP	3,15,433.00	
CONVEYANCE FOR PRACTIVE TEACHING		3,180.00
CONVEYANCE / LOCAL T.A.		42,725.00
Convyance/Hon. to G.Speaker		3,000.00
Electricity Charges	7,60,150.00	
Entertainment & Hospitality		24,204.00
FUNCTION EXP		13,250.00
LEGAL EXP.		1,650.00
LIB. NEWSPAPERS/ JOURNALS		18,599.00
LIB. READING ROOM CHARGES		3,751.00
LIVERIES TO NON TEACHING STAFF		18,341.00
MAINT. OF PLAY FIELD/ GARDEN		980.00
OFFICE EXPENSES		40,038.00
POSTAGE A/C		6,803.00
PRINTING & STATIONERY		38,694.00
REIMB. OF TELEPHONE EXP. (PRINCIPAL)		10,865.00
STAFF CAR(ON CONTRACT)		1,71,990.00
TELEPHONE CHARGES		31,852.00
<b>Grand Total</b>		<b>15,09,194.00</b>

*Prakash*

 *Jay Prakash*

**M.V. College of Education-Rec A/c**

University of Delhi,  
Geeta Colony, Delhi-110031

**GENERAL(PLAN)**

Group Summary

1-Apr-2013 to 31-Mar-2014

	Closing Balance	
	Debit	Credit
Academic Expense	69,200.00	
Annual Magazine Exp.	52,248.00	
MAINT. OF COMP.& OTHER EQPTS.	2,19,784.00	
Repair & Replacement	2,58,029.00	
<b>Grand Total</b>	<b>5,99,261.00</b>	

*Prakash*

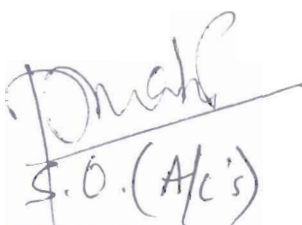


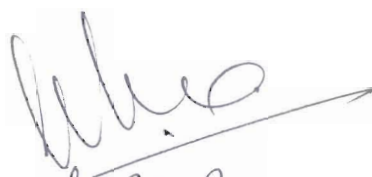
*Sanjeev Arora*

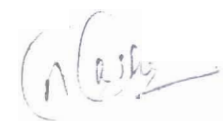

MAHARSHI VALMIKI COLLEGE OF EDUCATION  
(UNIVERSITY OF DELHI)  
GEETA COLONY , DELHI - 110031

BALANCE SHEET & I / E STATEMENT AS ON 31.03.2014 NON- RECURRING (CAPITAL ASSETS - PLAN & NON PLAN)

LIABILITIES	2013-14	AMOUNT	ASSETS	2013-14	AMOUNT
<b>Non-Recurring Fund</b>			<b>Non-Recurring Investments</b>		
Opening Balance	14,490,569		Office & College(Fur.& Equip.)-PLAN		
Add:Purchasing during the year	104,432		Opening Balance	4,254,578	
less:Payment returned	0		Add:Purchased		
less:capital investment written off	0		less:Payment returned		
		14,595,001	less:Assets written off		
					4,254,578
			<b>Library Furniture &amp; Equipments (PLAN)</b>		
<b>GIA (CAP. ASSETS)-PLAN</b>			Opening Balance	1,133,717	
Opening Balance	2,345,549		Add:Purchased	-	
Add: Grant recd. during the year	-		less:Assets written off	0	
Add: Interest recd. On FDR	37575				1,133,717
	2,383,124		<b>Library Books &amp; Journal(PLAN)</b>		
Less : Transferred to Genenral(Plan)	100,000		Opening Balance	2,518,382	
Less: Expenditure incurred on NR items	104,432	2,178,692	Add Purchased	104,432	
			less : Cheques/Payment cancelled		
			less:Assets written off		
					2,622,814
<b>GIA (CAP. ASSETS)- NON-PLAN</b>			<b>Psychology Labs (PLAN)</b>		
Opening Balance	0		Opening Balance	248,145	
Add: Grant recd. during the year	500,000		Add:Purchased	-	
Add: Interest recd. On FDR	500,000				248,145
			<b>Educational Tech. Labs.(PLAN)</b>		
Less : Bank charges			Opening Balance	515,161	
Less: Expenditure incurred on NR items		500,000	Add:Purchased	-	
					515,161
			<b>Integrated Labs. (PLAN)</b>		
			Opening Balance	712,306	
			Add:Purchased	-	
					712,306
			<b>Principal Room / Office (PLAN)</b>		
			Opening Balance	175,645	
			Add:Purchased	-	
					175,645
			<b>Work Experience Lab (PLAN)</b>		
			Opening Balance	161,354	
			Add:Purchased	-	
					161,354
			<b>Class Rooms(PLAN)</b>		
			Opening Balance	1,845,631	
			Add:Purchased	-	
					1,845,631
			<b>Boys / Girls Common Room(PLAN)</b>		
			Opening Balance	156,519	
			Add:Purchased	-	
					156,519
			<b>Assembly Hall (PLAN)</b>		
			Opening Balance	967,088	
			Add:Purchased	-	
					967,088
			<b>Theatre room (PLAN)</b>		
			Opening Balance	6,995	
			Add:Purchased	-	
					6,995
			<b>Resource room(PLAN)</b>		
			Opening Balance	191,118	
			Add:Purchased	-	
					191,118

  
S.O.(A/c's)  
**PRAVEEN BHATIA**  
Section Officer (Accounts)  
Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi-110031

  
**BURSAR**  
**BURSAR**

  
**ACTG. PRINCIPAL**  
Maharshi Valmiki College of Education  
(University of Delhi)  
Geeta Colony, Delhi-110031.  


<b>Fitness room(PLAN)</b>		
Opening Balance	24,750	
Add: Purchased	-	
	<hr/>	24,750
<b>Seminar / Committee room(PLAN)</b>		
Opening Balance	233,201	
Add: Purchased	-	
	<hr/>	233,201
<b>Staff room(PLAN)</b>		
Opening Balance	134,849	
Add: Purchased	-	
	<hr/>	134,849
<b>RTI office(PLAN)</b>		
Opening Balance	32,962	
Add: Purchased	-	
	<hr/>	32,962
<b>Computer Lab.(PLAN)</b>		
Opening Balance	1,178,168	
Add: Purchased	-	
	<hr/>	1,178,168

<u>Bank Balance as on 31.03.2014</u>	<u>2,678,692</u>
<u>17,273,693</u>	<u>17,273,693</u>

*P. Prakash*  
S/O. (A/c's)

**PRAVEEN BHATTIA**  
Section Officer (Accounts)  
Maharshi Veda College, Gurgaon  
(University of Delhi)  
Geeta Colony, Gurgaon-122001

*M. M. B. B.*

**BURCAR**

*G. D. D.*

**ACTG. PRINCIPAL**  
Maharshi Veda College of Education  
(University of Delhi)  
Geeta Colony, Gurgaon-122001

*V. Jayendra*

**CHARTERED ACCOUNTANTS**  
GURGAON