

**SELF APPRAISAL REPORT (SAR)
FOR
ACCREDITATION
BY
NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL
BANGALORE
TRACK ID:UPCOTE15776**



SUBMITTED BY
COSMOS COLLEGE OF EDUCATION

(Affiliated to C.C.S. University, Meerut & Approved by NCTE)

Address: Sec.163 , Village - Mohiya Pur,
Taj Express Highway,P.O. Maharshi Nagar 201304, Noida

www.cosmoscollegeofeducation.com

E-mail-cosmoscollegeofedu@gmail.com

Ph.:0120-6453028, Mob.: 9311505135

A. Profile of the Institution

1. Name and address of the institution:

COSMOS COLLEGE OF EDUCATION
K.NO. 173, VILLAGE - MOHIYAPUR, P.O. MAHARSHI NAGAR
TAJ EXPRESS HIGHWAY SEC.163, NOIDA- 201304
DISTT: G.B.NAGAR (U.P.)

Website URL

Email: cosmoscollegeofedu@gmail.com

Website: [www. Cosmoscollegeofeducation.com](http://www.Cosmoscollegeofeducation.com)

2. For communication:

COSMOS COLLEGE OF EDUCATION
K.NO. 173, VILLAGE - MOHIYAPUR, P.O. MAHARSHI NAGAR
TAJ EXPRESS HIGHWAY SEC.163, NOIDA- 201304
DISTT: G.B.NAGAR (U.P.)

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Meenakshi Mehta	0120-6453028	0120-6453028	<u>meenakshipawanmehta@gmail.com</u>
Vice-Principal	---	---	---
Self - appraisal Co-ordinator Mr. Sandeep Kumar Singh	9968337109		<u>Sandeep.mpsingh@gmail.com</u>

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal:- Dr.Meenakshi Mehta 269-A, H Block, Sector. 12 Pratap Vihar , Ghaziabad 201009		09818074823 09311505135
Vice-Principal	---	---
Self - Appraisal Co-ordinator Mr. Sandeep Kumar Singh 312 B S.K. 1 Sector 93 Noida		09968337109

4. Location of the Institution:

Urban Semi-urban Rural Tribal
Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
April	2004

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

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

Month & Year	
MM	YYYY
JULY	2010

Month & Year	
MM	YYYY
JULY	2010

10. Type of Institution

A. By funding

- i. Government
- ii. Grant-in-aid
- iii. Constituent
- iv. Self-financed
- v. Any other (specify and indicate)

B. By Gender

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

C. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous Institute
- iv. Affiliated Institute
- v. Constituent Institute
- vi. Dept. of Education of Composite Institute
- vii. CTE
- Viii. Any other (specify and indicate)

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 Student - teacher programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary	B.T.C.	Graduation	Certificate	2 years	Hindi & Eng.
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
		B.Ed.	Graduation with 50% Marks	Degree	1 Year	English /Hindi
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
		B.P.Ed.	Graduation with 50% Marks	Degree	1 Year	English /Hindi

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	1. F.NRC/NCTE/F-3/UP-885/2003 Dated:- 12/11/2003 2. F.NRC/NCTE/F-7/UP-2499/2008/40465-411 Dated:- 04/03/2008		100 100 Additional
Post Graduate	—	—	—	—
Other (specify)	—	—	—	—

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

If yes,

Yes	✓	No	
-----	---	----	--

a) How many programmes?

1

b) Fee charged per programme **B.Ed.**

51,250/- P.A

3. Are there programmes with semester system -

NO

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

Yes		No	✓
-----	--	----	---

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

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

D.Ed.

N.A

B.Ed.

10 /9

M.Ed. (Full Time)

N.A

M.Ed. (Part Time)

N.A

Any other (specifies and indicates)

N.A

6. Are there Programmes offered in modular form

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

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

Yes	✓	No		Number	1
-----	---	----	--	--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No		Number	1
-----	---	----	--	--------	---

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

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

1 Year

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

Yes		No	✓
-----	--	----	---

Number	Nil
--------	-----

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

Yes		No	✓
-----	--	----	---

Number	---
--------	-----

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

✓

(If more than one method is followed, kindly specify the weight ages)

2. Furnish the following information (for the previous academic year): 2011-12

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

24/08/2011
04/10/2011
31/05/2012
220
242

3. Total number of students admitted (2011-12)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	–	–	–	–	–	–	–	–	–
B.Ed.	99	98	197	75	44	119	24	54	78
M.Ed. (Full Time)	–	–	–	–	–	–	–	–	–
M.Ed. (Part Time)	–	–	–	–	–	–	–	–	–

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

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

- a. Unit cost excluding salary component
 b. Unit cost including salary component

Rs. 8,315/-

Rs.40,071/-

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2012-13)

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-----	----	-----	----
B.Ed.	76	50	57.11	37
M.Ed. (Full Time)	---	---	---	---
M.Ed. (Part Time)	---	---	---	---

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	–	–	–
B.Ed.	70%	20%	10%
M.Ed. (Full Time)	–	–	–
M.Ed. (Part Time)	–	–	–

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	2	5
b) Minimum number of pre-practice teaching Lessons given by each student	2	0

11. Practice Teaching at School

a) Number of schools identified for practice Teaching	0	8
b) Total number of practice teaching days	2	0
c) Minimum number of practice teaching Lessons given by each student	4	0

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

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	20
-------------------------------------	----	---	----

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.	–	–
B.Ed.	10%	90%
M.Ed. (Full Time)	–	–
M.Ed. (Part Time)	–	–

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

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

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

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

Yes	✓	No	
-----	---	----	--

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

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

Yes	✓	No	
-----	---	----	--

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

Compulsory

 Optional

Criterion III: Research, Consultancy and Extension

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

Number	01	6.67%
--------	----	-------

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

(Additional rows/columns may be inserted as per the requirement)

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

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

- Teachers are given study leave

✓

- Teachers are provided with seed money

X

- Adjustment in teaching schedule

✓

- Providing secretarial support and other facilities

✓

- Any other specify and indicate

X

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

Yes No

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

- a. Ph.D.
- b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals			✓
National journals – referred papers	✓		02
Non referred papers	✓		02
Academic articles in reputed magazines/news papers	✓		
Books			✓
Any other (specify and indicate)			✓

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

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

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

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

	Faculty	Students
National seminars	03	--
International seminars	01	--
Any other academic forum	-----	--

11. What types of instructional materials have been developed by the institution?
(Mark Rs.✓' for yes and Rs.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)

✓
✓
✓
✓
X

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

Yes

No

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

Scout & Guide

Yes

No

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

01

16. Does the institution provide consultancy services?

Yes

No

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

NIL

17. Does the institution have networking/linkage with other institutions/ organizations? No.

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

Criterion IV: Infrastructure and Learning Resources

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

3622.67 sq. mts.

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

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing Teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

26

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

Rs 1,00,000/-

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

Rs. 1,25,600/-

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

Rs 56,900/-

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

Rs. 5, 00,000/-

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

Yes

No

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

	M	F	M	F
Teaching	04	07	02	02
Non-teaching	11	02	02	01

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

	M	F	M	F
Teaching	0	0	0	0
Non-teaching	0	0	0	0

11. a. Number of regular and permanent teachers

Open

Reserved

Lecturers

Readers

Professors

	M	F	M	F
Lecturers	04	07	02	02
Readers	-	-	-	-
Professors	M	F	M	F
	-	-	-	-

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

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

c. Number of teachers from

same state

--

Other states

--

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	—
B.Ed.	1:13.3
M.Ed. (Full Time)	—
M.Ed. (Part Time)	—

13. a. Non-teaching staff

Permanent

	Open		Reserved	
	M	F	M	F
	10	02	02	01
Temporary	M	F	M	F
	0	0	0	0

b. Technical Assistants

Permanent

	Open		Reserved	
	M	F	M	F
	01	01	0	0
Temporary	M	F	M	F
	01	0	0	0

14. Ratio of Teaching – non-teaching staff

4:5

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

79.24%

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

9:00 AM To 04:00 PM

On holidays

9:00 AM To 12:00 PM

During examinations

9:00 AM To 04:00 PM

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books	
Textbooks	8160
Reference books	1112
b. Magazine	03
c. Journals Subscribed	
Indian Journals	15
Foreign Journals	01
d. Peer reviewed journals	00
e. Back volumes of journals	53
f. E-information resources	
Online journals/e-journals	01
CDs/DVDs	25
Databases	--
Video Cassettes	10
Audio Cassettes	25

20. Mention the

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

138

Seating capacity of the Reading room

60

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

✓

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

Circulation

✓

Clipping

✓

Bibliographic compilation

✓

Reference

✓

Information display and notification

✓

Book Bank

✓

Photocopying

✓

Computer and Printer

✓

Internet

✓

Online access facility

✓

Inter-library borrowing

X

Power back up

✓

User orientation /information literacy

✓

Any other (please specify and indicate)

X

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

42

Maximum number of day's books is permitted to be retained

By students

10 Days

By faculty

30 Days

Maximum number of books permitted for issue

For students

02

For faculty

10

Average number of users who visited/consulted per month

352

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

1:40

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

1.25%

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

	I (2008-09)		II (2009-10)		III (2010-11)	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	178	39,100/-	211	36,342/-	195	46,984/-
Other books	12	3220/-	19	3375/-	17	4910/-
Journals/ Periodicals	12	1950/-	12	2180/-	12	3170/-
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	Year 1 2008-09	Year 2 2010-11	Year 3 2011-12
D.Ed.	-	-	-
B.Ed.	Nil	Nil	03
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	✓	No	
-----	---	----	--

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

15

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

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

	UG			PG			M.Phil		
	I 2008-09	II 2010-11	III 2011-12	I	II	III	I	II	III
Pass percentage	82.35	98.21%	98.95%	-	-	-	-	-	-
Number of first classes	140	104	179	-	-	-	-	-	-
	03	08	01	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

6.

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

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

Financial Aid	I 2008-09	II 2010-11	III 2011-12
Merit Scholarship	-	-	-
Merit-cum-means scholarship (By Institute)	24000/-	25000/-	25000
Fee concession		-	-
Loan facilities	-	-	-
SAMAJKALYANU.P. (State)	18,40,594	12,44,719	37,32,700

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

Yes	✓	No	
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9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
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Non-teaching staff	Yes	✓	No	----
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10. Does the institution provide Hostel facility for its students?

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men

Women

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

23	Yes	✓	No	
----	-----	---	----	--

Sports fields

Indoor sports facilities

Gymnasium

Yes	✓	No	
Yes	✓	No	

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

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

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

participated/organized.

(Excluding Institute 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	NIL	NIL
Regional	02	01
National	NIL	NIL
International	NIL	NIL

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

July 2009

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

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

20. Does the institution regularly publish an Institute magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 2008 (%)	Year 2 2009 (%)	Year 3 2011 (%)
Higher studies	28	32	29
Employment (Total)	69	64	67
Teaching	69	64	67
Non teaching	-	-	-

23. Is there a placement cell in the institution?

Yes

No

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

(2007-08)	(2008-09)	(2010-11)
15	21	09

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	02
IQAC/or any other similar body/committee	03
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	03

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

Loan facility	Yes	No	✓
Medical assistance	Yes	No	✓
Insurance	Yes	No	✓
Other (specify and indicate) PPF	Yes	No	✓

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

5. Furnish the following details for the past three years

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

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

National

International

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

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

0	0	02
---	---	----

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

0	0	12
---	---	----

e. Research development programmes attended by the faculty

0	0	03
---	---	----

f. Invited/endowment lectures at the institution

0	0	06
---	---	----

g. Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	✓
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7. Are the faculty assigned additional administrative work?

Yes	✓	No	
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If yes, give the number of hours spent by the faculty per week

14 (7 senior faculty only)

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

Grant-in-aid

-
10,250,000.00
-

-

- Fees
- Donation
- Self-funded courses
- Any other (specify and indicate)

9- Expenditure statement (for last two years)

	Year 1 (2010-11)	Year2 (2011-12)
Total sanctioned Budget	5224950/-	8014300/-
% spent on the salary of faculty	61.99%	64.21%
% spent on the salary of non-teaching employees	17.07%	14.04%
% spent on books and journals	0.84%	1.02%
% spent on developmental activities (expansion of building)	6.62%	6.2%
% spent on telephone, electricity and water	1.70%	1.08%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.35%	1.12%
% spent on maintenance of equipment, teaching aids, contingency etc.	2.42%	4.17%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty Exchange, etc.)	4.68%	4.32%
% spent on travel	0.94%	0.31%
% Any other (specify and indicate)	2.39%	3.53%
Total expenditure incurred	5224948/-	8014220/-

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

Year	Surplus in Rs.	Deficit in Rs.
2009-10	-	-
2010-11	2611116/-	-
2011-12	3683674/-	-

11. Is there an internal financial audit mechanism?

Yes

No

12. Is there an external financial audit mechanism?

Yes

No

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

Administration

Yes	✓	No	
-----	---	----	--

Finance

Yes	✓	No	
-----	---	----	--

Student Records

Yes	✓	No	
-----	---	----	--

Career Counselling

Yes	✓	No	
-----	---	----	--

Aptitude Testing

Yes		No	✓
-----	--	----	---

Examinations/Evaluation/

Yes	✓	No	
-----	---	----	--

Assessment

Yes	✓	No	
-----	---	----	--

Any other (specify and indicate)

Yes		No	✓
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14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

18. Is a Grievance Redressal Mechanism in vogue in the institution?

Yes

No

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? (Academic Year 2012-13)

	Category	Men	%	Women	%
a	SC	81	40.5	51	25.5
b	ST	1	.5	2	1
c	OBC	8	4	21	10.5
d	Physically challenged	2	1		
e	General Category	9	4.5	27	13.5
f	Rural	88	44	49	24.5
g	Urban	11	5.5	52	26
h	Any other (Specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0	03	
b	ST	0	0	00	
c	OBC	02	13.33	03	
d	Women	10	66.67	02	
e	Physically challenged	0	0	00	
f	General Category	13	86.67	05	
g	Any other Men (Specify)		-		

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

Category	At Admission		On completion of the course	
	Batch I 2010-11	Batch II 2011-12	Batch I 2010-11	Batch II 2011-12
SC	57	68	57	66
ST	-	03	-	03
OBC	53	51	51	50
Physically challenged	-	02	-	02
General Category	90	78	89	78
Rural	98	114	97	112
Urban	102	86	100	85
Any other (specify)				

A. Executive Summary

Smt. Baldei Devi Memorial Educational Society (Regd.) established the **Cosmos College of Education**, K.NO.163 Vill. Mohiyapur, sec. 163 Taj Express Highway, Noida Dist. Gautam Budh Nagar (U.P.) in the year 2004 for imparting quality education to all. With the state approval it came into existence as an educational institution. The **Cosmos College of Education** started with 100 seats for B.Ed, functioning under the aegis of the Society. The society enjoys a sound financial position to sustain infrastructure and provide modern facilities that can meet its stated vision. The **Cosmos College of Education** has shown an upward trend in qualitative performance. The additional intake of 100 seats was sanctioned of B.Ed by the NCTE in the year 2007-08.

Criterion I: Curricular Aspects:

The Bachelor of Education (B.Ed.) approved by National Council for Student - teacher (NCTE) and affiliated to C.C.S University; Meerut was started in **Cosmos College of Education** as a full time one-year course with an intake of 100 students in the year 2004. Today the total sanctioned student's intake is 200. The Institute follows the curricular activities prescribed by the CCS University to which it is affiliated. As per the requirement, the Theory and Practical parts of the Course is run as per the University and NCTE rules. Flexibility in choice exists only in optional & methods of teaching papers. The Department of Student - teacher has an inbuilt feedback mechanism through which student's feedback on curriculum is collected and analyzed. Regular teaching and conduct of classes is done in a disciplined Student Centered Learning Environment with emphasis on soft skills besides academic. The **Cosmos College of Education** is proud of its about 100% results and placement of students in Government and private school /Institutes.

Criterion II: Teaching –Learning & Evaluation:

The B.Ed course aims at preparing effective secondary school teachers who may be capable of responding to the changing needs of the Modern Indian Society. **Cosmos College of Education** has all full time qualified faculties as per NCTE/CCS University norms. The Department of Student - teacher of **Cosmos College of Education** follows a student centric approach with lectures, tutorials, courseware etc. self-study, presentations, seminars, quizzes, teaching practice. The students to B.Ed course are admitted on the basis of common entrance test conducted by U.P State Govt. Remedial coaching is held for the weak and disadvantaged students after they are admitted to the Institute.

Various co-curricular activities are organized in the Institute. Teacher students are properly trained to use the technology in teaching which the need of hour is. The teacher Educators are encouraged to participate in the National seminars and conferences. Regular assessment of the students' progress through unit tests & assignment is done by the faculty members. Conducive Environment for Learning and Development of the students is always available in B.Ed. Department.

Criterion III: Research, Consultancy & Extension:

Out of 15 teachers in the Institute, three members is holding Ph.D. degree, 02 are holding M.Phil. degree and 3 teachers are registered for Ph.D. Degree. Hence most of them are carrying on their research work and have written and presented papers in number of seminars / conferences. Their research papers have also been accepted and published in various Journals of National fame. The teacher who are registered for pursuing Ph.D. degree are encouraged for research and further study through study leave and adjustment in teaching schedule. The extension work of the Education department includes mainly community development activities & blood donation camps.

Criterion IV: Infrastructure & Learning Resources:

Cosmos College of Education has a good building and other infrastructure facilities as per the requirements of NCTE. **Cosmos College of Education** have excellent spacious and well-equipped classrooms with LCD, OHP etc. The Institute has various Laboratories like- Science & Maths, Psychology, Information, & communication technology and language laboratory, Art & Craft, health & physical equipments and Music facilities. There is well-stocked big Library and Reading Room, Automation of Library is under process. The **Cosmos College of Education** has a large ultra modern Auditorium, Cafeteria. The Institute has good sports facilities for various types of games and sports for prospective teachers.

Criterion V: Students Support & Progression:

Ever since the institute has about 100% results in all the batches that have passed out till date in the examination conducted by CCS University. It aims at preparing effective secondary school teachers capable of responding to the changing needs of the modern society. The institute has an Alumni Association which was formed in the year 2009 with objectives to provide opportunities for personal and professional growth of its members, Academic and Personal Counseling is provided with the help of the Teachers and Psychology Teachers.

Criterion VI: Governance & Leadership:

Various Committees and Cells have been formed for smooth functioning of the Institute. Proper academic calendar is prepared in advance before starting an academic session. Recruitment and filling of vacancies is done according to C.C.S University, State Govt. and NCTE norms. There is an inbuilt mechanism to check the work efficiency of the teaching & non-teaching staff. The Institution has MIS. The office and the department are governed by the principles of participation and transparency. The goals and objectives are discussed and deployed at all levels to ensure contribution of each individual of the Department of Student - teacher. Financial Planning are done by preparing Budgets.

Criterion VII: Innovative Practices:

The Institution focuses on the special efforts, which impact its academic excellence. The Institution keeps vigil on the changing educational, social and market demands. The Department strives to promote value based education, social justice and social responsibilities.

The Institute has an Internal Quality Assurance Cell (IQAC) for enhancing academic excellence. The Institute provides information about the Department's performance to its stakeholders from time to time

B. Criterion- Wise Analysis:

Care may be taken to make this part of the report brief and evaluative by providing only crucial details. The questions given below each criterion are meant to help the Institution to cover the major aspects of the various institutional processes and quality Initiatives of the institution. Information overlaps and repetitions may be avoided by giving appropriate references to the details/information provided in the earlier sections or questions.

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.)?

Vision

Blend of values, technology and quest for quality and excellence.

Mission

To recognize the potential of each student, making them confident about their role for nation, diligent to work towards their goal and responsibilities and all co-creators of the future generation

- **Endeavoring to identify the need of the students and society through implementation process ensuring compliance with relevant statutory and regulatory requirements.**
- **To instill and develop culture, moral, aesthetic, intellectual sensibilities of individuals and enhance the quality of education.**
- **To develop in our student-teachers a love for teaching and learning**
- **To lead by example and be role model for the children and to act as 'social change' agent**

Objectives:

- To provide well skilled pedagogy and professional competencies to the teacher trainees.
- To provide learner friendly and conducive educational environment.
- To foster and nurture integrated value system -nationalist and global along with the character building and love for humanity among the teacher trainees.
- To inculcate values of community service, national integrity, national pride, religious tolerance, aesthetic sense for earth's environment in our trainees.
- To provide education as an instrument for human growth & social up-liftmen.
- To undertake research studies on various socio-economic- cultural concerns of education

- To conduct programmes for up-gradation of professional skills and competencies of teachers along-with other organizations.
- To suggest desired interventions in the student - teacher curriculum.
 - Education for all Through Student - teacher.
 - Preparing competent and dedicated Prospective teachers to understand the nature, purpose & philosophy of secondary education.
 - Enable the Student-teachers to understand the psychology of their pupils to help them grow according to their abilities, capabilities & their interest.
 - Acquaint them with factors affecting educational system & teaching learning situations for effective process.
 - Provide them with the facilities to utilize community resources for betterment of the Pupils, Institute, Society and Nation.

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

The Institute is affiliated to the Chaudhary Charan Singh University, Meerut and has to follow the curriculum and annual academic calendar as prescribed by the University. Every year the Institute takes the feedback from the faculty, students, alumni, employers and academic experts and analysis made .On the basis of feedback analysis and rational suggestion which can be implemented at the Institute level are always followed. If any of the suggestions are to be conveyed to the university it is conveyed to the university's B.O.S through Institute members of B.O.S.

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

Since the Institute is affiliated to the Chaudhary Charan Singh University, Meerut, the Institute has to follow the curriculum framed by the university. The University modifies the curriculum as and when required after taking into consideration the modern global trend. If required, minor changes and modifications are made every year by the university's Board of Studies (BOS).

At the local level the Institute always strives to include the recent emerging trends and technology into its broad curriculum. Recently, the Institute has introduced techniques like ICT, PPT, etc. as teaching aids for effective class-room communication. The Institute is also planning to introduce E-learning concept from the next academic session. During the current year, the institute conducted an orientation programme on National Curriculum Framework (NCF-2005) and discussion on the National Student - teacher Curriculum Frame-work developed by the National Council for Student - teacher. During these two programmes, focus was laid on the national and global needs and interventions at school and student - teacher.

- Existing B.Ed. Course has been strengthened as per global trends with the support of Professionalism and Qualitative Development in Student - teacher.

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

The B.Ed. curriculum is developed by the Chaudhary Charan Singh University, Meerut and followed by the institute which has given sufficient weightage to the components of environment, value education and ICT etc. Apart from it, also observes these components as enshrined in the NCF (2005) and National Student - teacher Frame-work (2009). University curriculum has optional paper Environmental Education which deals with issues like preserve and protects our environment; forestation, water harvesting and protection of natural resources are dealt in details. Paper puts sufficient emphasis to make the students aware of environmental challenges.

Student - teacher Curriculum of the Chaudhary Charan Singh University, Meerut focuses on curricular and co-curricular activities through which emphasis is laid on inculcation of social, moral, and spiritual values and Institute plans its calendar of activities at the beginning of the academic session. Efforts are being made to use ICT in teaching –learning through development of ICT Resource Centre as recommended by the NCTE.

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

We follow the Student - teacher Curriculum provided by the Chaudhary Charan Singh University, Meerut and has no discretion to modify or deviate during the session unless it comes from the BOS of the University. In the curricula prescribed by the university Computer Education, Teaching of Computer, and Computer Application are optional papers based on the ICT. Other than this, the Institute also puts emphasis on the use of internet and information technology by the

teachers as well as the students in the teaching and learning processes. Most of the teachers are trained in power point presentation in value-aided lecture delivery.

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?

To improve and upgrade the student's skill in teaching front, the Institute has Power Point Presentation facility, educational charts, flannel board and flannel cutting, etc. The students are equipped to give 64 lessons under practice teaching. These 64 lessons are equally divided into 14-microteaching(seven each subject),10 simulated teaching (Five each subject), and 40 lessons (including discussion lessons) during practice teaching which is a well-planned activity for professional development. The Demonstration Lessons, Block teaching is carried out by the student - teacher in the nearby schools. The total process becomes reflective because cognitive domain and affective domain are well combined for better outcome which enhances both the ends, the student - teacher and the trainee as well as the trainee and the students.

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 flexibility in the selection of the subject by the students seeking admission to the Institute is as per the Chaudhary Charan Singh University, Meerut , norms of admission. The students of the Institute have to study seven papers (subjects) as theories for the B.Ed. Course.

The institution provides flexibility in the ways and means of teaching and learning. Teachers and students are supposed not to copycat the stereotyped ways of learning and teaching. They are motivated to be innovative. Secondly, they are under the obligation of utilizing their family resources and social knowledge which they bring from home. Likewise teachers are required to coordinate the syllabus with the rural milieu i.e. the environment of the learners. Finally, students are given a chance to present their achievements by way of assignments and written tests.

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...

Yes, such value added courses have been introduced during the last three years as a plus programme of the other than the prescribed curriculum by the university. Institute organized programme on Effective Communication in Class-room Processes with a concept of Holistic Need for Meaningful Education, through collaboration with NGOs in the state and language expert attached to the demonstration school. The student - teacher is grouped into five or six and they are oriented and given practice for development of communication skills. The communication skills in student - teacher institutions require illustrations, explanations, concepts, probing and simulation variation viewed in terms of communication. This includes verbal as well as written communication skills. During the free discussion session in the subjects the group teacher provides selected lesson plan to the students and thus they understand written communication skill, it is an integral part of modern education. The Institute is equipped with good computer laboratory with adequate number of computers and Language Lab. Students are given assignments to be carried out with the help of computers. Institute possesses number of charts, pictures, models and slides that are available to the student - teacher with an understanding how to use them effectively and relate these with the contents taught during practice teaching and otherwise. Skills related exposure, school life and environment, interaction with the school staff, are concerted in learning perspectives. Community based orientation is given during the teaching practice programme. Teacher educators visit penchant office bearers, dairy, gram sevak and Tehsildar and social leaders of the village. This provides community orientation and the sense of social responsibility that they have to go through in their career of teacher.

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

- A. Interdisciplinary/Multidisciplinary**
- B. Multi-skill development**
- C. Inclusive education**

- D. Practice teaching**
- E. School experience / internship**
- F. Work experience /SUPW**
- G. Any other (specify and give details)**

(Also list out the programmes/courses where the above aspects have been incorporated).

The following are the activities organized by the Institute that cover the above aspects:

- A)** On the interdisciplinary/ multidisciplinary aspects, the Institute tries to arrange lectures of personalities from diverse fields. By this, our students get an opportunity to interact with the personalities from different fields and try to gain from their experiences. This helps the students get exposure to different walks of life.
- B)** The students have to compulsorily take part in the multi-skill activities that are organized by the Institute. During academic year internal submission is compulsory for all. Each student - teacher has to do case study, Action Research, Book review, Blue Print, etc. Other than this, student - teachers have to participate in different cultural activities that are organized throughout the academic year. In addition to these emerging needs in education perspective, the students have to arrange street plays, on different moral and other social topics. Demonstration is an important activity in the multi-skill development. This is a regular practice of the Institute. Some skills of presentation like pictorial explanation, sequence development of concepts, and associated aspects are given importance. Efforts are afoot to initiate students to prepare their teaching plan by using computer and information technology for better and effective teaching-learning processes
- C)** Institute has included basic subjects as content cum methodology (Paper VI & VII), which provide opportunity to students for maintaining the skill as per their own choice and preference and in respect of their basic degrees besides due counseling to the admitted students. These subjects include all the three major disciplines i.e. Arts, Commerce & Science. In addition to this structured approach, inclusive education is given due importance by ability groupings of the students and the opinion of the teacher educators. Choice of the student is given due importance for sociological and psychological inclusion.

- D) The students have to take 64 lessons of practice teaching throughout the academic year. In these 64 practice teaching lessons the students do activities in the Institute and outside the Institute i.e. in different schools. The details of these 64 practice teaching lessons have been described in preceding paragraphs at length.
- E) Our Institute students undertake demonstration lessons and teaching practice in the nearby schools. Institute staff and the local school staff supervise and provide substantive guidance and suggestions to the student - teachers, personally and in groups.
- F) During teaching practice in the nearby schools the teacher educators are given exposure to the complete working of the school. This phase is just like probation for the student - teacher and they get the real experience of the school working.
- G) Students are always encouraged to participate in the co-curricular, community and other social activities. AIDS awareness, illiteracy eradication drive, street plays, etc. are some of the activities organized by the students with the help of the teacher educators and the officers of the organizations concerned with these activities.

1.3 Feedback on Curriculum

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

The Institute welcomes feedback including curricular aspects from the stake holders. Every year, the students have to give feedback after the completion of the academic year and before they leave, and even after the completion of the programme. Alumni association is an active component of the Institute activities. Once in a year, meetings of the alumni association is organized and the prime concern for the alumni association is to provide

Feedback to the institute. Not only this, but also some good teachers share their healthy practices of the respective schools where they work. Thus feedback itself becomes a routine practice of the Institute. Community and academic peers are invited for formal or informal talks to the teaching and

non teaching staff of the Institute. Their suggestions are ever well come and if they require urgent implementation the Institute with do so.

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

- Feedback relating to the curriculum from all these sources are collected and intimated to the Management.

The feedback forms filled by the students are analyzed and report is prepared. On the basis of the analysis suggestions pertaining to the curriculum are given rational thinking and if the suggestions could be implemented at the Institute level the same is done without delay. If any suggestion is to be passed on to the university, it is done without further delay.

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

Suggestions by the Institutions for curriculum development are sent to university but the implementation of the same depends on the decisions of Board of Studies of the University.

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).

- No part of the curriculum has been revised during last five years by the University.

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 Institute does not have authority to change the curriculum on its own, because it is affiliated to the University and has to follow the university curriculum. Institute contributes through its suggestions on curriculum to the BoS from time to time during the process of the framing of the university curriculum. Other than this, the Institute staff members always communicate their suggestions directly to the university. The feedback from the students pertaining to the curriculum is also communicated to the university by the Institute.

COSMOS

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 Institute enhances and sustains quality at the curriculum front. The university-prescribed curriculum is followed without any deviation. The university always tries to modify the curriculum by incorporating some dimensions of student - teacher in terms of global development. Other than the university curriculum update, the Institute tries to improve on its own by using relevant technology and equipment. The Institute tries to use the available technology in the delivery of lectures and knowledge flow. In recent time the Institute procured Digital camera, Handy Camera, LCD Projector, broadband internet connection, computers, teaching aids, books, etc. for the up-gradation of its resources.

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

The Institute is to see that some of the lectures are delivered by Power Point Technology. The students are also encouraged to take their teaching using different types of teaching materials, PPT and ICT. The Institute has started to make this practice operative for all the students, therefore students are motivated to join the primary courses of computers run in the same campus under the guidance of experts resource persons invited from the University Department or from other centers. Teacher educators use information published in educational journals and it is introduced well to the students. Students are also motivated for further reading in their own subject in methods as well as general theoretical aspects of the courses of study.

The curricular aspect thus goes with the innovative practices, which are easily manageable and effectively implemented.

**Additional Information to be provided by Institutions opting for
accreditation / Re-assessment**

Re-

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

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.
 - N.A.

COSMOS

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

The admission in various B.Ed Institute of U.P. is carried out by a designated university of state government through the merit of Common Entrance Test and Online Counseling carried out at different university counseling centers.

The B.Ed admission procedure is as under:

The designated university for conducting the admission in B.Ed Institute issues a advertisement in all leading News papers of U.P. State namely Dainik Jagran, Umar Ujala, Navbharat Times. This advertisement covers the point regarding eligibility criteria as per NCTE norms, reservation of seats in different categories as per state govt. allocation of seats in different Institutes, exam centers, weight ages in different categories, schedule of tests, availability of forms, Test fee etc.

The common entrance test is conducted throughout U.P. on scheduled dates and result is declared in a month's times.

After the declaration of result detailed scheduled on line counseling is notified in News Papers.

The prospective trainees attend the online counselling and collect their admission letters and report to the concerned B.Ed Institute for admission in 10 days time.

The complete process of B.Ed admission is available on the designated universities website.

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

- The programme for admission to B.Ed. course is advertised by the University authorized to conduct B.Ed. Admission Test in leading news papers by designated university authorized by U.P Government and list of selected students after counseling is given to the Institutes.

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

- The Institution monitors admission decisions through an Admission Committee constituted by the Principal / Director of the Institute.

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

- The Institute helps the students belong SC, ST, OBC & Weaker Section of society in Getting Scholarships which are granted by Social & Welfare Department of U.P Government.
- Our Institute also provide Smt.Baldei Devi Scholarship for economical weaker/Phy. Challenged students for their stationeries & books.

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

- The students for B.Ed. course are selected and sent by University through counseling after passing a Common Entrance Test. Before commencement of teaching programme, Orientation Programme, Talent Hunt & House Making Programme are carried out to assessing the the students knowledge/needs and skills.

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 Institute regularly organizes Class Seminars and National Seminars, Alumni Meets ,Placements Activities, Workshops and competitions in various fields, in which faculty and students participate actively.

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

The following are the facilities available with the Institute for catering to the learning needs of the students:

1. There is a well furnished Science Laboratory for the student - teachers having science subject to perform live experiments. The student - teachers can also take the equipments from the laboratory for demonstration during their practice lessons in the schools.

2. Well equipped Educational Technology Laboratory is housed in our Institute for use by our students to prepare materials to be used in teaching-learning.
3. Other than this, Power Point Projector, OHP, Computers, VCD, Audio-Video player, video camera, DVD, CD-ROMs etc. are available in the Institute for use by the student - teachers for their learning as well as for delivering practice lessons.
4. Care is taken for the physical growth of the students. Sports equipments are provided to the students to play during their leisure time.
5. The Institute has provision to arrange two Guest lecturers in a session by well-known personalities for the benefit of the students.

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

Institute follows C.C.S. University, Meerut curriculum for B.Ed. which is well balanced for the training and grooming of the student - teachers. The curriculum pays equal weightage on theory and school based practical activities. Every student has to attend the theory classes. In theory classes, 75% attendance is compulsory as per the university rules to make the student eligible to appear in the examination. In practical, each student - teacher has to undertake school based activities throughout the academic year.

Besides, the student - teachers have to participate and accomplish co-curricular activities of the Institute to develop their personality as a professional teacher. Every day the Institute starts with a prayer, meditation session. The prayer session is planned in a way which justifies the needs of the all religions. The selected prayers are distinct as they provide a message of friendliness, harmony, peace and respect to all religions. During the teaching-learning process all the teacher educators observe the values of democracy and they never criticize each other but become proactive and well attentive to understand the different viewpoints in an academic way. The individuality of the students is well appreciated and a different viewpoint is taken as a rational viewpoint. Rhetoric aspects are not given any importance. All the students have their own right to raise question in the matter in which they are in the process of learning. Teacher-Educators of the Institute generally take care of all above-mentioned aspects that help to understand diversity in terms of their learning ability. Attitudes, aptitudes, the psychological attributes revealed in practices are well disciplined to our observation.

The total awareness of the teaching and non-teaching staff, create an atmosphere of exchange of ideas in a democratic way and in a way understandable to all. National song and Anthem is routine practice of the Institute which ultimately creates emotionally-toned humane atmosphere.

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

The teaching faculty recruited by the Institute is fully qualified and experienced and possessing requisite qualification as per the rules and regulations of the UGC, NCTE and C.C.S. University, Meerut. Three faculty members are possessing Ph.D. degree and three teachers are M.Phil. Degree holders. Teacher educators of the Institute regularly plan and organize workshops, orientation programme, panel discussions and expert lectures on specific themes and emerging curricular concerns.

Faculty also participates enthusiastically in seminar workshops organized at different places. All the teacher educators participate in all the activities of the Institute with a devoted mind. All the teachers regularly report about the activities under their charge. The teacher educators even discuss day-to-day problems for better implementation of the different components of the training programme. Once the teachers are assigned with any work, they are systematic to do the assignment with an accepted standard. All the things are not measurable but the environment created speaks more about the sensitivity of the staff members engaged in academic work.

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

The student - teachers of our Institute have to study seven theory papers throughout the academic year as per the C.C.S. University, Meerut curriculum. Of the seven papers, four are compulsory; one is optional and two are teaching subject, on the basis of the subjects at the qualifying exams. These seven papers are as per the NCTE & U.G.C. expectations along with the requirements of the C.C.S. University, Meerut to which this Institute is affiliated.

Student - teachers are given extra training in terms of democratic values, effective classroom interactions, use of methods and techniques in classroom situation and they are also trained how to identify students in different need perspectives by observing, talking, intervening, negotiation and discussion. The participation of the student - teachers in the class room is given due importance and two-way communication is even promoted. The teacher educators explain and clarify points which are raised during the class room teaching. Students who are extrovert are given leadership at an initial

stage and introvert students receive help for better implementation. Thus, differentiation in personality is well addressed. The identification of the students in psychological aspects is generally made on the opinions of the teachers interacting more with them. Thus learning, motivating aspects, problem solving situations, critical thinking opportunities are given due importance within the group of student - teachers. This helps the student - teachers to develop knowledge skills related to diversity inclusion and effective application.

2.3 Teaching-Learning Process

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

The students of our Institute have to attend all the theory and practical classes. As per the university rule, 75% attendance is compulsory to be eligible to appear in the external university examination. In the daily working of the Institute, the theory of the compulsory papers is taken in the first session and in the afternoon second session; the theory classes of Paper V, VI, VII & practical periods are taken. During the afternoon sessions student - teachers are engaged in learning for better teaching in the sessions of special methods of teaching. Computer in Education is one of the optional as well as additional knowledge subjects in the curriculum. The students under this subject generally do their work in the computer laboratory under the guidance of laboratory assistant who is capable of using computers in training perspectives and for the better class room teaching. The whole year is divided in two different specific programmes for better training of teachers. The calendar is prepared for this for timely organization of activities and preparation for the teacher educators as well as student - teachers. During some Sundays the library of the Institute remains open for the reference services to the students. The student - teachers are assigned with the work of action research, conduction of psychological test, Book Review, Preparation of T.L.M. and the submissions of the course. Hence they are engaged in active learning: Simulation, Peer teaching, role playing, teaching practices are the activities of active learning. Throughout the year teacher educators and student - teachers do their work which makes active learning possible to the full extent?

Internet connectivity is also available in the computer laboratory. The skills relating to internet address, internet mailing, retrieving information through internet are the routine activity of the student - teachers.

Just to formalize the programme the periods are scheduled. Thus the institute engages the student - teachers for an active learning.

Being a training Institute, micro teaching, block teaching, peer teaching, team teaching form major activities of the Institute. And therefore, students are kept well engaged in active learning.

The various transactional methods for teaching – learning methods adopted by teachers are engaging the students in active learning through discussion, symposia, group work project and investigation. All the learning resources are optimally used likewise web (internet) library, surrounding environment through peer teaching, focus group, CAL are optionally used.

COSMOS

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

The Institute lays emphasis on student - teachers' independent activities to bring confidence among the teacher trainees. Some of the activities that are undertaken at the Institute for the overall development of the student - teachers are listed below:

- Institute working starts with a prayers session which is managed and conducted by the students on rotation. Student groups are formed and responsibilities are given for successful organization of this activity. It is followed by a theme based talk by a teacher educator as thought of the day. By this activity students cultivate their will and self-confidence. Students are given personal counselling for better organization of prayer assembly.
- Institute conducts cultural programme which is also conducted by the student - teacher under the guidance of teacher educators.
- As per the planned activity, student - teacher has to go for Block teaching in different schools. During Block teaching they are required to organize co-curricular activities in the school in a planned manner.
- While undergoing teaching practice student - teachers come across the real working of the school and get field-based experience.
- Besides, the Institute celebrates festivals in the Institute itself to inculcate respect for each other's religion and beliefs and to value our great heritage.
- For the physical development of the student - teacher, sports activities and competitions are the integral part of the curriculum and have been given equal importance. The Institute is well-equipped with sports facilities in the campus.
- The Institute has the Science Laboratory where the students conduct experiments and develop laboratory skills.
- Educational Technology (ET) Laboratory of the Institute is equipped with all required equipments. The students generally get an access to the internet facility and its utilization and benefit of the trainees.
- Institute organizes workshop on Teaching Aids for the students on a regular interval for promotion of desired skill to develop different types of Teaching Learning Materials (TLM) to use as teaching aids.

- Identification of learning group is a routine practice of the Institute. These groups are based on different skills and abilities of the students and generally these skills and abilities are canalized to be an effective teacher.

Co-operative learning methods are used for the better achievement of group goals. This is the general practice of the Institute during the field-based programmes in different schools and in some programmes with the help of similar organizations.

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

The instructional approaches of the Institute even consider innovations. The various models of teaching and learning are contextualized at institutional level and are implemented. The models of teaching go with its concepts importance and syntax. Generally students are oriented on the basis that students use the principles of models of teaching only.

Practice and experiences show that for better learning thinking of the student is more important than the style of presentation and sticking to the contents. With this understanding we orient student - teachers limited aspects of models of teaching.

Some important innovations introduced by the Institute are as under:

1. **Dialogue Method:** - Students compose dialogues on different aspects of class room teaching. It includes classroom interaction, anticipated behavioral changes cognitive aspects and affective aspects in the teaching learning process. Students compose dialogues based on their own experiences and the dialogue method even follows understanding each other for enhancing and deepening the knowledge about teaching and learning.
2. **Problem Solving Approach:** - During the practice teaching the students get some experiences about classroom teaching and managerial aspects of the school. "How to deal with real life situations?" is well explained by the teacher educator in a share and care way to the students. So the problem gets its solution in a rational way.
3. **Seminar:** - The students make presentation of their assignments/projects in seminars organized by their respective subject teachers. They make presentation with the help of prepared material, O.H.P. and L. C. D. After the presentation of the theme the whole group of students turns into an open forum and they raise questions and if required, add their own experiences and make the seminar a very good learning experience. These innovative approaches ensure effective learning.

Along with these Institute follows discussion method in a disciplined manner under the direction of moderator who makes the students think and apply their minds in a critical way.

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

The Institute does not provide additional training in models of teaching. The curriculum prescribed by the university includes only limited contents of the models of teaching. We are preparing for the lesson plans based on models of teaching and this training will be introduced in the next year but it will be on experimental basis. In the schools, students are not accustomed to innovative practices as most of the schools go for routine and traditional process of teaching and learning.

Micro Teaching & Simulation are the important practices of the Institute and it covers important aspects which make learning more effective.

B.ED. PROGRAMME: ITS NEED AND EXPECTATIONS

Institute chalked down needs and expectation of B.Ed. Course. These are fulfilled through a chain of activities during the year at inside the class room and out of the class room. Some of these are listed in the Institute prospectus. Some are provided through discussions by devising various strategies of attaining these expectations.

- To prepare student - teachers as a disciplined academic soldier for the Indian and global society.
- To enable them to understand the process of socialization, globalization, and humanitarianism through education
- To develop in them an understanding of the principles of pedagogy, curriculum development, it's transaction and evaluation.
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary level stage.
- To develop among teachers a clear understanding of the psychology of their students.
- To develop the skill for guidance and counseling.
- To enable them to foster creative thinking among pupils for the reconstruction of knowledge.

- To acquaint them with the factors and forces (within the school and outside) effecting educational system and class room situation.
- To acquaint them with the educational needs of special groups of pupils.
- To enable them to utilize community resources as educational inputs.
- To develop communication skills and to use the modern information technology.
- To enable them to understand and undertake action research and use innovative practices.
- To foster in students a desire for life-long learning.

ROLE EXPECTATION AND COMPETENCIES AMONG THE TEACHER TRAINEES

Institute has devised its own criterions and practices for the development of professional competencies and skills promotion. Every pupil teacher is expected to develop these competencies during the B.Ed. course for meeting diverse situations and conditions in school and class-rooms.

- Aptitude for teaching, exposure for knowledge as education is not a static and should be able to make him conversant with practices in field of education.
- Dynamic in accepting challenges posted because of diversities in views.
- He should be physically, mentally, emotionally balanced personality.
- He should be psychologically sound to cater to the different types of children in classroom.
- He should be resourceful in managing with the constraints of infrastructure of the school.
- He should be open and not rigid to accept the views of children which sometimes appear to be relevant, childish and meaningless.
- Should be creating cordial atmosphere between the peer groups.
- Should be able to create interpersonal relationship between

Child → Child

Child → Teacher

Teacher → Teacher

Teacher → Administration

Teacher → Community

- Should be responsive to the new developments and ready to implement them.
- Should have a jovial temperament.
- Should be able to come down to the level of children in classroom interaction.
- Sound knowledge of content and methodology.
- Should be a good reader and good at expression.
- Should be clear in thought.
- Should be innovative and explorative.
- Should have patience.
- Should have firm convictions in life.
- Should be able to apply intelligence.
- Should have a rare combination of head, heart and hand.
- Should be creative thinker and be able to assimilate and transmit new ideas given by opponents.
- Should be energetic, mentally alert and dynamic.
- Should be a willing worker.
- Should be adaptable to the changing scenario in the society.
- Should have missionary attitude.
- Should possess projective and pleasing personality.
- Aesthetic presence.
- Successful in restraining bad habits.
- Should be caring and should have love for children.
- Should be able to realize and understand his importance in society.
- A person of strong firm convictions.
- Should give a lot of freedom for free expression in the classroom situations.
- Should be able to take note of each and every response-positive as well as negative feature of the child.
- Should be impartial.

- Should be able to organize his teaching learning processes based on local needs and resources.
- Should be a good leader and a friend.
- Should be a good communicator.
- A person with rationality and scientific temperament.
- Should be sharing his ideas and approaches with other colleagues in spite of they being a success or failure.
- Should be a good planner of joyful learning.
- Judicial approach.
- Firmness in decisions.
- Should understand the sanctity of teaching profession.
- Free of all differences between caste, class, creed and religion.
- Truthful, disciplined and punctual.
- Tolerance.
- Love and affection towards children.
- Critical thinking.
- Transparency.
- Team spirit.
- Should be able to make them concentrate.
- Multi-grade teaching
- Should be able to handle large classes.
- Should be able to treat his children and teach as he would like them to behave.
- Futuristic.

All these above competencies and skills are promoted amongst the pupil teachers at different stages and through different activities. At first stage, Institute organizes a week long induction level orientation programme on the key competencies and skills as listed in the Institute magazine (provided to every

student on joining the course) wherein a detailed discussion, various activities ,competitions, etc. on various themes are organized. This process does not cease at orientation stage but continues during the class-room transaction and interaction, during tutorials, and even during informal discussions.

The management promotes professional development of the faculty through inviting experts, guest lecturers conducting symposium and seminar, workshops etc. It has also made provisions for providing of study leave to the faculty members who are upgrading their professional qualifications and research. The management encourages the faculty members to attend various seminars and workshops conducted at local and national level.

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

➤ Yes, the student - teachers use micro-teaching technique for developing teaching skills.

The following are micro-teaching techniques which are used for developing the teaching skills:-

- A. Question Skill
- B. Reinforcement
- C. Explanation
- D. Use of Blackboard
- E. Set Induction
- F. Stimulus Variation
- G. Illustration

Each student has to undergo seven micro-teaching lessons during an academic year in each method. The programme of orientation to micro teaching is a major training programme which includes seven important skills. The orientation programme includes theoretical aspects of micro teaching. The micro teaching skills adopted as basic skills are, introduction skill, explaining skill, questioning skill, skill of illustrating with example, skill of introduction and skill of stimulus variations for all the students. In all the methods of teaching seven skills are compulsory for all the students. 14 micro lessons are compulsory for all the students. In addition to that in special methods of teaching, the whole programme that we implement is well-planned and that includes six steps of a micro teaching lesson. All the teacher educators of the Institute perform a demonstration lesson before the students and students are trained to observe it and make remarks. In the discussion session all the students participate for better understanding and clarifications. This programme is of half month's duration which makes the students more skill-based and separate plus combined training to become an effective teacher. The students are

grouped in a way in which they make their goals for mastery over the skill. It is observed that students after this programme get good confidence for the actual teaching in naturalistic situations. The teachers also guide them preparing a lesson plan based on a particular skill and how to observe a lesson minutely.

COSMOS

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

Each student has to perform total 64 practice teaching lessons to be completed during the academic year. Out of these 64 practice teaching lessons, 24 lessons are to be performed at the Institute, with the peer group i.e. student - teachers. The remaining 40 lessons are to be performed in different practice teaching schools. These 40 lessons are Teaching Practice. The teachers also provide a well-planned demonstration of actual classroom teaching by using available teaching aids systematically. The students generally perform two lessons per day and in between two lessons in a week they are trained about how to observe a lesson in a systematic way and that provides good feedback to the student - teachers. During Block Teaching the students practice for 12 lessons in a week. The actual time-table of the school is well maintained by the student - teachers and the guide concerned. More emphasis is put on effectiveness during the Block Teaching under the supervision and guidance of teacher educators.

During Block Teaching all student - teachers observe at least ten teaching lessons. In the last periods the teacher and student - teachers have a discussion together for the focused feedback and making teaching more effective. During the teaching practice, teacher educators observe six to seven periods and generally they devote at least thirty five to forty minutes in each period. In addition to this, the student - teachers also organize innovative co-curricular activities under the guidance of the teacher educator and with the help of the principal and the teacher in the respective practice teaching schools.

It is also the general practice of the Institute to observe that student - teachers do not take more than two lessons in a day. The Stray Lessons are generally taken in the schools of the town and during the Block Teaching the group of student - teachers and the guide go to different well-selected schools in the town. During teaching practice pupil teachers are provided with actual experience like on field training. They interact with the senior teachers and the principal for better understanding of the roles as a teacher. The process of practice teaching is in line with N.C.T.E. and C.C.S. University, Meerut guidelines

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

Block teaching is an important and integral part of our curriculum. Block Teaching is carried out in schools situated outside the campus or at town. The student - teacher has to take lessons as per the

time table of the respective schools. In a week, the minimum number of lessons to be taken is 12 and not more than 2 lessons in a day.

For teaching practice, the student - teacher is allotted schools either in the town or outside the town. In internship the student - teacher works as staff member of the respective school and understand the workings of the school on academic aspects. They get real experience of the work done by the teacher and the principal of the school. The different activities the student - teacher has to do during internship are:

- Taking classes on short notice and with prior preparation.
- As per the instructions of the principal of the school and Counselor, different class room activities are to be carried out.
- The student - teacher has to select any one teaching technique and prepare models to demonstrate in the class room teaching. The prepared model is generally given to the school.
- The student - teacher have to provide regular home- work and do evaluation
- They have to visit the school Computer Centre, library, Science laboratory and for the Sports the school playground in a group of students.
- They have to remain present in prayer session and to participate and perform different activities.
- They have to perform the work of examining essay note-books, to make corrections, if required in Map books, practical journals, and to do exam supervision, if instructed to do so.
- They have to teach illiterates under the “Saksharta” programme.
- They have to perform programmes for awareness of community like AIDS awareness, female foeticide, health awareness and yoga etc.

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

- Lesson plans are developed with the help of Teacher Educators Practice teaching lessons are developed co-operatively.
- Yes, the practice teaching sessions/ plans are developed with consent of the respective school. Firstly, the permission for performing practice teaching at the respective schools is obtained from the District Inspector of School (DIOS) or from the management of private recognized schools. The DIOS/BSA permission is then communicated onto the respective schools.

- Before the commencement of the school based activities, one day workshop is arranged for the Principal and one teacher of each associated school at our Institute. The sole aim is to orient them about the practice teaching to be taken by the student - teacher at their respective schools and to guide them by acting as counsellor and coordinator. In the one day workshop, the exact programmes to be taken at their schools are finalized with full discussion and logical approach. Later the student - teacher and the in-charge teacher coordinator approach the school in person to chalk out the mentor details.

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

Following are the points which help to manage diverse needs of the students in schools by the student - teachers:

1. Students are ever welcome for any question or doubts regarding the contents of the subjects.
2. The student - teacher is advised to face different classroom situations in a constructive way.
3. The learning outcomes are given importance and should be students' centered.
4. The socio- psycho needs of trainees are addressed by the supervisors to create conducive atmosphere to learning.
5. The student - teacher even motivates the school students for better performance during their hours in the school. They also plan out a programme to talk in a group with the students informally.

Thus, student - teachers identify diverse needs of the school students and manage them well.

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

- At least one teaching aid is used in a 20 macro plans during practice teaching.

The Institute puts emphasis on the use of modern technologies in teaching-learning process. Modern tools of teaching-learning are procured for use by the staff members and the student - teachers. Student - teachers are encouraged to the use computers and ICT. The Educational Technology Laboratory equipped with Power Point Projector, Computers, Video/Audio CD's, etc. are at the disposal of the students. They generally use the computer and develop their own presentations. The student - teacher is free to take OHP, Power Point Projector, etc. from the Institute to their respective practice schools during their practice lessons for delivering their lessons. Thus the student -

teachers are encouraged to use/ adopt technology in practice teaching sessions the student - teacher are advised to face different classroom situations in a constructive way.

- The learning outcomes are given importance and it is also students centered including those listed above at item 9.

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.

Practice teaching plans are developed by student - teachers with the guidance of mentor teachers. There is no involvement of school staff.

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

The practice teaching schools are identified keeping in view the convenience of students & availability of the schools.

This year the total admitted students are 200. The ratio as a norm is 1:14 in each method offered by the Institute. Institute identifies schools from Middle standard to X affiliated with the State Board of Education at Noida or in other nearby places.

The teacher trainees are divided into well composed groups of student - teachers for the practice teaching in different schools. The ratio of the teacher educator and student - teacher is 1:16 or 17 student - teachers. The ratio of the student - teacher in the practicing schools is according to the NCTE norms rules of the State Government. It is the general practice that 3:2 (3 Classes & 2 Teachers) but this is an ideal norm. It is not well observed because enrolment of the students is uneven. The Institute covers the area of village for practice teaching in most of the villages. Well-established schools are available for practice teaching. The Institute selects schools for block teaching and teaching practice programme by getting a written permission from the DIOS and the school concerned as well. The number of students admitted the number of special methods offered by the Institute, the number of regular teaching staff and the size of the school in terms of enrolled students in std.6th to 8th, 9th & 11th, are the important standards for practice teaching programme. Thus it provides basis for decision making of ratio of student - teacher to identified practice teaching schools. During the practice teaching, certain desired values are also inculcated amongst the student - teacher. These are listed as under:

Integrated Values System:

Institute lays special focus on integrated value systems by making it an integral part of one's life, one's learning and one's actions along with one's personal, social or community, cultural and institutional life. The focus is on the attainment of the ultimate goals – **Transforming Ideas-Transforming Education**– further supplemented by UGC own conceptual set of Devotion-Sacrifice-Dignity. These ultimate values are the bases of Institute B.Ed. programme and are promoted through:

- **INCULCATION:** Institute attempts to inculcate desirable values, values among the teacher trainees – internalize and integrate it with the classroom transaction and process along with the teaching concepts so that they may clearly be reflected through simulation, lecture, manipulation of alternatives or role-play activities etc.
- **MORAL DEVELOPMENT:** Human nature is viewed as the interaction between people and the environment whereby a person is active and reactive under given circumstances which includes factual values, values positions and decision making about the dilemma situation. In our Institute also, a teacher trainee one is required to fully understand and develop by participation in various activities and programmes.
- **VALUE ANALYSIS:** There is application of rational and scientific thinking to be used by the teacher trainees to resolve the value issues to determine and justify values for further transmission to the students through open discussions and during the process of class-room interaction with the teacher trainees.
- **ACTION LEARNING:** Institute emphasizes on need that student - teacher programme is an activity and action oriented programme. Institute provides ample avenues to the teacher trainees to plan their programmes on varying themes from time to time. Action learning or action teaching provides opportunity to act on their own values. By doing this teacher can experience actual consequences of their own actions. Such learning could further be strengthened by putting emphasis on group organization, group processes and inter personal actions and relations, cooperation and self realization.
- **VALUE CLARIFICATION:** Value clarification will help teacher trainees to identify their own perception, encourage them to communicate their own values rather than the others, help them to examine themselves the given value related statements. Through clarification students can re-examine works towards self actualization which involves choosing freely from the available given alternatives or going for one's own alternatives and inferences after carefully consideration of the alternatives.

Thus the role of the teacher is to help the students make intelligent choice to associate, correlate and integrate whatever values are identified by him/her with himself/herself and link it with own life, teaching-learning so as to attain the eternal value of truth, beauty and goodness through full devotion, scarify one's self interest to establish one's own dignity for building a society and to work for the survival of humanity.

DISCIPLINE AND PROFESSIONAL CODE OF CONDUCT FOR THE PUPIL TEACHERS

Institute has devised its professional code of conduct for Teacher Trainees. It emphasizes that teaching is a noble profession. It is necessary that each teacher imbibes the work ethics and values expected by a profession. So, keeping this in mind, the professional code of conduct of the pupil teachers has been formulated which is discussed during orientation programme as well as under different situations.

(a) No pupil teacher shall:

- i. propagate through his teaching lessons or otherwise, communal or sectarian outlook, or incite or allow any student to indulge in communal or sectarian activity;
- ii. Knowingly and willfully neglect his duties; and assigned responsibilities by the teachers or other members of the Institute.
- iii. Discriminate against any student on the ground of caste, creed, language, place of origin social and cultural background or any of them;'
- iv. Indulge in, or encourage any form of malpractice connected with examination or any other Institute activity.
- v. While being present in the Institute absent himself (except with the previous permission of the tutor and the head of the Institute) from the class which he is required to attend.
- vi. Remain absent from the Institute without leave or without the previous permission of the head of the Institute.
- vii. Accept any job of a remunerative character from any source or give private tuition to any student or other person or engage himself in any business;
- viii. Engage himself as a selling agent or canvasser for any publishing firm or trader;
- ix. Ask for or accept, any contribution, or otherwise associate himself with the raising of any funds make any other collections whether in case or in kind, in pursuance of any object

whatsoever, except subscription from the students after the approval of the competent authority.

- x. Into any monetary transactions with any student or parent; nor shall he exploit his influence for personal ends; nor shall he conduct his personal matters in such a manner that he has to incur a debt beyond his means to repay;
- xi. Practice, or incite any student to practice, casteism, communalism or un-touch ability;
- xii. Cause or incite any other person to cause, any damage to Institute property;
- xiii. Behave, or encourage or incite any student, teacher or other employee to behave, in a rowdy or disorderly manner in the Institute premises;
- xiv. Be guilty of, or encourage, violence, or any conduct which involve moral turpitude;
- xv. Be guilty of misbehavior or cruelty towards any parent, guardian, student, teacher or other employee of the Institute;
- xvi. Organize or attend any meeting during the Institute hours except where he is required, or permitted by the head of the Institute to do so;
- xvii. Showing disrespect to the teachers or using foul language against any member of Institute-teaching and non-teaching staff.
- xviii. Slogan shouting in individual or in a group against any authority of the Institute, Teachers, office staff or fellow students is strictly prohibited and amounts to indiscipline. Any student or
- xix. Group of students found involved in such activity is liable for stern disciplinary action as decided by the DISCIPLINE COMMITTEE. Issue or problem may be submitted in writing to the Principal and immediate remedial measures will be taken on the basis of the merit along with the Students' Council members, if required.
- xx. Strike or eve teasing in the campus is prohibited, unlawful and illegal. Students involved or provoking other students will be dealt firmly.

(b) Every pupil teacher shall:

- (i) be punctual in attendance and in respect of his class work and also for any other work connected with the duties assigned to him by the head of the school including academic assignments;

(ii) Abide by the rules and regulations of the school and also show due respect to the constituted authority, teachers, fellow students etc.

The breach of any condition specified above shall be deemed to be a breach of the code of conduct and appropriate stern disciplinary action shall be taken against the defaulter ranging from suspension from the classes to rustication from the Institute.

Thus the teachers help the students to make intelligent choice to associate, correlate and integrate whatever values are identified by him/her with himself/herself and link it with own life, teaching-learning so as to attain the eternal value of truth, beauty and goodness through full devotion, scarify one's self interest to establish one's own dignity for building a society and to work for the survival of humanity.

Student - teacher are empowered on various additional components such as democratic values, effective classroom interactions, use of methods and techniques in classroom situation, on Inclusive Education, Integrated Education for Disable Children, Effective Class-room Communication in Teaching Learning Process, Theatre in Education etc. and they are also trained how to identify students in different need perspectives by observing, talking, intervening, negotiation and discussions etc. For these activities panel of experts are also invited to share their experience and guide the teacher trainees.

Participation of the student - teacher in these activities is mandatory. In addition to it, class room communication and transaction is also given due importance and two-way communication is even promoted. The teacher educators explain and clarify points which are raised during the class room teaching. Students who are extrovert are given leadership at initial stage and introvert students receive help for better implementation. Thus, differentiation in personality is well addressed. The identification of the students in psychological aspects is generally made on the opinions of the teachers interacting more with them. Thus learning, motivating aspects, problem solving situations, critical thinking opportunities are given due importance within the group of student - teachers. This helps the student - teacher to develop knowledge skills related to diversity inclusion and effective application.

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

Students are observed by their supervisors and peers during practice teaching. Teaching Observation scale is prepared for observation. During the school based activities and lessons, the student - teacher

is observed by the teacher educator, mentor teacher and peers. All of them give their written feedback and suggestions at the end of each lesson. If any suggestion for the improvement comes up, then the teacher educator explains the same and does the necessary counseling related to the exact point. Feedback is also received reciprocally by the student - teacher, the teacher educator, the mentor and peers by holding a meeting for motivation, improvement and discussion of some points raised by the student - teacher and it also includes observations of the teacher educator concerned.

2.4.4 How does the institution ensure that the student - teachers are updated on the policy directions and educational needs of the schools.

The schools are visited by student - teachers to know about the educational needs, norms and policies of the school.

The Institute has a very good understanding with the schools, situated in the town as well as in the rural area. As per the government and Education department policy and directions, Whatever resolutions related to educational change comes from the Board, Government and the Education department, etc. is passed on to the Institute by these schools. The resolution is then circulated within the staff members and the relevant content is passed on to the student - teacher. In addition to this changes suggested by N.C.T.E. are also intimated to the student - teacher for the better understanding and the implementation of the policy directions

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

- Through Continuous visits to schools & Institutes.
- The Institute teachers even refer to the news letter's of different organizations relating to the school education and even educational journals in the regional language and some important journals of N.C.E.R.T., and University News. Teacher educators also informed by the principal of the latest information regarding school education. The teachers also refer the prefaces of the text books prescribed by the state for the schools. The teacher educators and the principal of the Institute even keep in touch with the principals of good schools for the latest information about school education. Teacher educators also refer to the books published by Central Board of Secondary Education, Uttar Pradesh Board of Secondary Education and books Published by N.C.T.E, National University of Educational Planning and Administration (NUEPA) and N.C.E.R.T. etc. to keep

pace with the relevant developments in the school subjects and teaching methodologies.

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

- The Management encourages teaching staff to participate in Seminars and Conferences and also to take part in research activities leading to M.Phil and Ph.D degrees.
- All the staff members of the Institute are always encouraged by the Principal and the management, to participate and conduct different enhancing teaching/ learning activities. All teaching staff are encouraged to undergo the refresher and orientation courses for their professional development. Teaching faculty members are encouraged to participate in Seminars / Conferences / Symposiums, etc. by providing duty leave and financial help. Study leave is provided for doing Ph.D. Occasionally the Institute also organizes a programmes for the professional development:

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

- Teachers are rewarded for their good performances and motivate them by giving monetary and non-monetary incentives.

Yes, the achievements and success of any faculty are appreciated at different functions on the platform of the Institute. The achievements are given as news items in the local newspapers. Feedbacks of the students are taken at the end of the academic year after the completion of the final university examination. Analysis of the feedback is done and analysis report is prepared. The prepared report is circulated among the members. From the analysis, if any particular staff member is to be augmented, then the same is done by the Principal on personal basis.

Any other good work of the staff is always appreciated by the Principal and Management at different functions.

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 barrier to student learning during the course is monitored by continuous observation & assessment.
- There is a Suggestion Box in the main building of the Institute. Any stakeholders including the students can put their suggestions / complaints in the box. The box is opened once in a month by a committee formed of two teaching staff members and two students of the Institute. The suggestions / complaints are analysed by the committee and if found to be rational, then they are passed on to the Principal for further action. Other than this, the feedback of the students is taken at the end of the academic year. Feedback from the alumni has been taken in the last two years. On the basis of the feedback analysis, if there stands a need to implement any suggestion it is implemented in the next month.
- The democratic way of communicating to the students provides an atmosphere conducive to rational interactions that provide the understanding of barriers to student learning. The teacher educators of the Institute and student representatives talk freely about barriers to student learning. All the possible efforts are made by the staff members to remove these identified barriers.

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

- Continuous assessment & evaluation of the students is done through one pre-university examination.
- Two assignments in each subject.
- University Examinations.
- The students have to appear in one terminal and one preliminary examination before taking the final university examination. The first terminal examination is held at the end of the half course i.e. December. The paper setting and evaluation

of this internal examination is done by the Institute teachers. The second preliminary examination is held after the completion of course. This preliminary examination is conducted by an association formed of some affiliated Institutes. The preliminary examination papers are set by the association and with the help of the teachers concerned having seniority. The combined total marks of these two examinations are communicated to the university before the final examination. Other than this, every student has to appear for the test of the Paper VI & VII at the start of the academic year. At the end of each unit, a unit test is conducted for all the four compulsory papers. This test is conducted to identify weak and bright students. The weak students are given extra care. There are also practice lessons to be taken in different schools by the student - teachers. These lessons are assessed by the teacher educator, school mentor and the peers. This feedback is passed on to the student - teacher by the teacher educator after the practice teaching. If any corrective steps are needed, they are taken at the school.

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

- Paper wise class tests are conducted for improving the performance of the students and the assessment and outcomes are communicated to the students.
- The students have to appear in Paper V & VI within three weeks after admission. Other than this, unit test is conducted for the compulsory papers. These tests are conducted to identify the weaknesses and strength of the students. The weak students are encouraged and extra care is taken to overcome their deficiencies. Two internal examinations (terminal and preliminary) are also analyzed to identify any shortcomings in any student. If any such case of getting less mark in the internal examination comes up, then the follow up work is always done. Weak student is guided and extra care is taken by providing learning resources.
- Teacher educators are provided with information about the student performance in different subjects and the subjects taken by the concerned teacher educator.
- They find out the suitable way to improve the performance of the students. Students are personally called by the teacher educator for to talk about the performance of the student - teacher.

2.5.4 How ICT is used in assessment and evaluation processes?

- Assessment and evaluation of class tests are done by the teaching staff.
- The ICT is not in direct use for the assessment and evaluation of the students. The total performance of student - teacher in examinations and practical work is spread. A spread sheet is prepared with the help of computer. The teacher educator is also provided with printed material and required profile of the students for their academic use.

2.5.5 Best Practices in Teaching -Learning and Evaluation Process

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

- The Institute is always willing to introduce any new innovations in teaching, learning and evaluation. The Institute makes use of many different teaching methods like Discussion, Synthetic & Analytic, Problem Solving, Inductive-Deductive methods, etc. from time to time. The students make use of library, Science and Educational Technology Laboratories for learning process. There is a Teaching Aid Workshop for the student - teacher to develop their own teaching models for use in their practice teaching. A few years back the Institute experimented with self supervision during the internal examinations. Self supervision means, no supervisor for invigilation during the conduction of theory examinations. But the Institute was not satisfied with the outcome of such an experiment and later discontinued.

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

- Over head projectors educational CD's and slides are used for modern teaching aids in teaching – learning.

The Institute authorities guide, help and encourage the teaching staff and the student - teacher to make use of modern technology for the delivery of instructions, To make e-teaching a motto, the Institute has procured facilities like

Power Point Projector, LCD, video camera, etc. for preparation of Power Point Presentations.

- However, so far the Institute has made very little progress in implementing these e-teaching & learning methods in daily working. But the Institute is very optimistic about doing the same in near future.

Additional Information to be provided by Institutions opting for Re- accreditation / Re-assessment – N.A.

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

➤ N.A.

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

➤ N.A.

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?

- Special Increment for faculty on obtaining Ph.D / M.Phil / NET. Registration fee is paid by the management for attending Seminars / Workshops etc.
- Research is considered to be the more formal, systematic, and intensive process of student - teacher programme. It promotes scientific method in solving problems related to school education as well as student - teacher. Management and the Principal of the **Cosmos College of Education** always advanced to look for systematic and objective analysis and recording of controlled observations that may happen or has happened in the Institute. Keeping in mind, the management of the Institute focuses on its observation and encourages the faculty to look for observable experiences and answers to educational questions with empirical evidences. Institute authorities keep a close look to the emerging trends and needs for transformation through organizing in house discussions, debate amongst the faculty to locate an answer to emerging trends and issues in the field of general education and student - teacher. Through discussions, some of the faculty members are encouraged to undertake a short –term research or investigatory projects with all supports and guidance from the Principal and management.. At present, of the total of fifteen permanent faculty members of the Institute, only three Ph.D. degree holders and three are M.Phil. degree holder. This shows the inclination of the Institute faculty to research. Presently, four faculty members have already been registered for their Ph.D. degree. The faculty members doing research are given flexibility in the daily workload. The faculty lectures are so arranged as to suit them for doing research. Any research progress of faculty is always appreciated at the Institute functions and at different platforms. Faculties are provided with financial assistance from the apex body of the Institute to participate and present papers at different Conferences and Seminars. Short span leaves are granted for the faculty members to do research.

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

- The Institute has put some thrust for research on the topic of creativity, teacher's effectiveness & educational management, teacher's behavior, class-room teaching, environmental and adolescent education etc. More areas of research may be identified in the proceeding academic sessions

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

- Yes, the Institute undertakes Action Research every year. The work is done at the school level during the teaching practice of our student - teachers. The student - teachers select a topic that needs attention and leads to improvements in the class room teachings. On the selected topic, the student - teachers collect data on various aspects of learning and participation of the school students in various activities conducted in the schools. Emerged inferences and findings are further discussed with the school authorities, Principal, teachers and sometimes with the students of the school, etc. A short report on the analysis is prepared and submitted to the Institute. The Institute collects and disseminates information about the Action research reports of the previous years with the new batch of the students.

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

- Workshop 06
- Seminar 15
- The Institute is happy to state that the faculty members are active in taking part at the different Conferences / Seminars / Workshops.
- The Institute is delighted to mention that; National level seminar on the Concept of Right to Education had been organized on 28th Nov. `12010.

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 Institute developed the following instructional and other material for enhancing the quality of teaching during the last three years:-

Self Instructional	02
Print Material	07
Non print Material	04
CD Rom	15
Question Bank	20
OHP slides	30

The Institute always tries its level best to remain ahead in enhancing the quality of teaching. In the last three years, the Institute has endeavored to acquire all latest technologies to improvise its teaching. The Institute acquired Power Point Projector, LCD, developed Video-graphic facility, different educational CD's, etc. as teaching aids. The Institute faculty uses transparencies and PPT for delivering its lectures. The demonstration lesson cassettes are commonly used in the teaching-learning process of the Institute. Workshop activity is compulsory for preparing materials to be used by the student - teacher in delivering lectures.

In addition to this, the institute has developed materials like audio cassettes, video cassettes, guideline materials and teaching aids prepared by the student - teachers under the supervision of the teacher educators concerned.

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

- CD's and OHP slides (transparency) are available in the Institute for Developing Instructional materials.
- The Institute has Science and Mathematics, Teaching Aid Workshop and ICT Laboratory for developing teaching aid materials. The Science laboratory is equipped with science practical of the secondary and higher secondary level. The student - teacher do the experiments in the science laboratory before school-based practice as preparation of lessons. They even take the equipments for the experiments to the schools for demonstration.
- Different models required as teaching support are prepared in the Teaching Aid Workshop. The ICT Laboratory has all the modern gadgets including ICT enabled tools for preparing teaching materials in e-form.

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

After the acquisition of the Power Point Projector by the Institute, a few of the faculty members of our Institute deliver lectures by PPT method. Efforts are afoot to encourage the student - teachers to use PPT method for teaching. In near future the whole of the Institute will change over to such technology. At present the delivery of lectures by the faculty are done by the OHP-transparency for the general papers. Presently the Institute has nearly 50 educational CD's. These CDs are regularly screened for the benefit of the students. The students can watch these CDs in the Institute.

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

- Workshop organized by the Institute on Micro & Macro teaching skills.

B. Attended by the staff

15

C. Training provided to the staff

I. The Institute organized a one-day seminar for material development with details as below:

- One day internal seminar on “Strengthening Teachers’ education at Secondary Level” was organized on 11th March 2011.
- Two day workshop on development of Teaching Learning Material dated 10th -14th May 2011.

II. Faculties regularly attend conferences / seminars / workshops pertaining to material development.

III. Special programme was organized in or by the Institute for the training of staff. The management organizes computer training programmes for the staff as well as for their spouses.

All staff is always encouraged to attend such programmes. Financial burden for attending such programmes is borne by the Institute.

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

- Dr.(Mrs.) Meenakshi Mehta Principal CCE : presented Two Books have been published under the Anmol Publications Pvt. Ltd. Titled “**A Textbook of Histology**” & “**Bio-Chemistry**”.
- Research Paper entitled ‘**Importance of Value Education in Higher Education, Construction of Self Concept Inventory & Locus of Control Inventory**’ has been published in the journal of IPEM. and
- Research Paper entitled “**Importance of Relationship Between Locus of Control and Academic Achievement of Senior Secondary Schools**” has been published in journal named Gyanodaya of INMANTEC.
- **Article published in EDUTRACKS March 2010 –Personality Needs and Academic Achievement of Sr. Secondary Students.**
- Research Paper entitled “**Importance of Relationship Between Self-Concept and Academic Achievement of Senior Secondary Students**” has been published in journal named REFLECTION DES ERA.
- Research Paper entitled “**Importance of Relationship Between Self-Concept and Academic Achievement of Senior Secondary Students of East Delhi Region**” has been published in journal named GLOBUS Journal of Progressive Education.
- Ms. Manorma presented the following papers:
 - 1- **Quality in primary education** in seminar on 26-27 nov2009 at DIET & SSPG college Shajhanpur.
 - 2- **National work shop on microteaching** on 10-11th oct.2010 at SBA Moradabad
 - 3- **Human rights & moral values in higher Education** on 19th Mar2011 at SSPG Shajhanpur.
 - 4- **Inclusive education challenges issues** on 29th sep2012 at AEI Modinagar.
- Ms Tarun Kumari :
 - 1- Attended a National Seminar “ Teacher as Personality Transformer” at CCE NOIDA on 23rd Feb 2013
- Ms Narendra Singh:

- Attended a National Seminar on” **Bhartiya Shiksha Ka Swaroop**” at **Bhartiya Shiksha Sodh Sansthan Kanpur** on 31-08-2008
- Attended Conference on “**Revamping Teacher education in Creation of a Knowledge Society**” at **NCPE Noida** on 21-22 Feb2010.
- Attended workshop on “**Educational Research ,Methodology& data Analysis through SPSS**” at **NCPE NOIDA** on 21/03/2010.
- Attended workshop on “**Development of Audio Visual Material**” at **NCPE NOIDA** on 24/04/2010.
- Attended a National Seminar on “**Inclusive Education, Educational Access & Equality**” organized by **Aster College Of Education Gr.Noida** on 17-18/03/2012.
- Attended a National Seminar “ **Teacher as Personality Transformer**” at **CCE NOIDA** on 23rd Feb 2013

Mr. R.B.Singh :

- Attended a National Seminar on “**Inclusive Education, Challenges & issue**” at **Astha Educational Institute** on 29/09/2012.
- Attended workshop on “**Faculty Development Programme**” at **CCE NOIDA** on 30 Oct 2012 .
- Attended a National Seminar “ **Teacher as Personality Transformer**” at **CCE NOIDA** on 23rd Feb 2013
- Attended a National Seminar on **Empowering Teacher Education For Quality Teacher Education at Reliable Institute of Management & Technology, Gzbd.** On 03/03/2013.

Aseem Mohan.

- Attended a National Seminar on “**Inclusive Education, Challenges & issue**” at **Astha Educational Institute** on 29/09/2012.
- Attended workshop on “**Faculty Development Programme**” at **CCE NOIDA** on 30 Oct 2012 .
- Attended a National Seminar on “**Inclusive Education, Educational Access & Equality**” organized by **Aster College Of Education Gr.Noida** on 17-18/03/2012.
- Attended a National Seminar on **Teacher Education: present scenario** at **IMR GZB** on 31st March 2012.
- Attended a National Seminar on “**Preparing Teacher to Meet the Challenges of 21st Century**” at **IIMT** on 29/01/2011.
- Attended a National Seminar “ **Teacher as Personality Transformer**” at **CCE NOIDA** on 23rd Feb 2013

Sudha Bhatt:

- Attended a National Seminar “ **Teacher as Personality Transformer**” at **CCE NOIDA** on 23rd Feb 2013.

• **Amrita Khati:**

- Attended a National Seminar “**Teacher as Personality Transformer**” at **CCE NOIDA** on 23rd Feb 2013

Vadehi Chaudhary :

- Attended a National Seminar “**Teacher as Personality Transformer**” at **CCE NOIDA** on 23rd Feb 2013
- Minor research projects carried on by the following faculty members on their own basis :-
 - 1- Dr. Meenakshi Mehta
 - 2- Ms. Manorma
 - 3- Ms. Aseem Mohan
 - 4- Ms. Tarun Kumari
 - 5- Mr. R.B.Singh

The Institute’s Teachers have written academic papers which will be sent for publication in University News and other journals

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

- 05-Dr.Meenakshi Mehta-1 - Commendation letter from IPEM Gzb.
 2- Guest of honor from Aster College Gr. Noida
 3- Guest of honor from IMR Gzb.
 4- Guest of honor from CSHP Gzb.
 5- Appreciation certificate from **ALERT KNOWLEDGE SERVICES** Gurgaon.

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

Minor research projects carried on by the following faculty members on their own basis :-

- 1- Mrs. Aseem Mohan
- 2- Mrs. Manorma
- 3- Mr. R.B. Singh
- 4- Mr V.K.Goyal

3.3 Consultancy

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

- The following consultancy are being provided by the Institution :-
Innovative Practices
Educational Measurement
Guidance and Counseling

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

- Yes, the following staff members of the Institute are competent to undertake consultancy:-

1. Dr. Meenakshi Mehta	Interview & Training
2. Mrs. Aseem Mohan	Educational Measurement
3. Mrs. Manorma	Guidance & Counseling
4. Mr. Sandeep Singh	Innovative Practices

Yes, the staff members of the Institute have requisite qualifications and experience in the field of education to provide consultancy and guidance to the neighborhood schools

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 is generated by the Institution.
- The consultancy work including academic directions to new B.Ed. Institutes by the two faculty members was on honorary basis. Both the faculty members charge the expense of commuting only.

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

- Since the consultancy provided by two faculties to the upcoming B.Ed. Institutes was on honorary basis, there was no revenue generated.

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 local community is benefited by the Institute's contribution for various extension activities like – Education for all, Adult Education programme and Awareness about environmental problems.

- Every year the Institute in collaboration with the local social bodies, NGOs and other social activists conduct many programmes of awareness in the community to the social problems afflicting the society. Below are some of the general programmes conducted every year?
- 1. AIDS awareness programmes are conducted in the nearby villages in collaboration with the Local Health Centre.
- 2. Adult literacy drive is carried out in the remote villages with the help of local Gram Panchayat.
- 3. Street Plays on moral topics are performed by our students.
- 4. Tree plantation camps are held in and outside the campus.

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

- The Institute has also been benefited by the community which participated in Institute's Development.
- The Institute is fortunate enough to receive all kinds of help from the community at the time of its need. Some of the above programmes started by the Institute with the help of the local community.

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

- Organising General Awareness Camp in rural areas for "Sarva Shiksha Abhiyan".
- Organised Blood Donation Camp in collaboration with Red Cross Society/Rotary club.
- Environmental Awareness

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.

- Yes, one of the staff members has carried out a project on the literacy status among the community of the Mohiyapur, Garhi and Chhaprauli villages.

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

- The Institute develops social and citizenship values and skills among its students through cultural activities, scout & guide camp etc.
- The Institute even tries to develop social and citizenship values through the teacher-students admitted in the Institute. The curricular and co-curricular activities are organized with the help of social citizens of the nearby areas. The emphasis on democratic values, responsible citizenship, and awareness of human rights helps in inculcating the above mentioned values. Two public Lecture series are held every year. Under this lecture series, renowned personalities are called for delivering the lectures. By these lectures, our students are benefited enough to interact with the personalities and exchange their views and share their experiences in person. Institute is planning to build linkage with ~~Nehru Yuva Kendriya Sangthan Noida~~ for health and education programme by inviting youth workers to join hands in the implementation of national programmes in the village of Mohiyapur, Garhi and Chhaprauli villages.

3.5 Collaborations

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

- Red Cross Society.
- Adult Education Programme was started after establishing linkages with Education Department.
- Blood Donation Camp organized after establishing linkages with Red Cross Society.
- Debates and Lectures were organized for environmental awareness.
- The Institute is a member of the Indian Red Cross Society. The Society helps the Institute in arranging blood donation camps and making the students and faculty members to become members of the Indian Red Cross Society.

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

Nil

The Institute regrets to confess that it has not had any such international linkages in the last three years of its establishment.

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

a. Curriculum Development

- The Curriculum Development is prepared by the University only.

b. Teaching

- Strong linkages with neighborhood schools are made in organizing practice teaching for student - teachers.

c. Training

- As above

d. Practice Teaching

- As above

e. Research

Nil

f. Consultancy

- Consultancy services are provided for innovative practices, educational measurement and guidance & Counseling.

g. Extension

- Indian Red Cross Society helps the Institution in organizing blood donation camp for social welfare.

h. Publication

- The Institute publishes Newsletter, Magazine yearly, journal in process.

i. Student Placement

- The placement section of the Institute helps the students in seeking teaching jobs, collaboration with job.com pvt. ltd

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

- The following are the neighboring schools with strong linkages which help the Institution in organizing practice teaching for the student - teachers:-
 1. Deep Swardaan Public School(Eng.Medium), Mangrauli,Noida.
 2. Deep Swardaan Public School, (Hindi Medium)Mangrauli,Noida
 3. Cosmos Public School, Vashundhara Enclave .
 4. Saheed Bhagat Singh Inter College, Gr. Noida .
 5. Narender Public School, Mohiyapur Noida.
 6. Ma Saraswati Shiksha Sadan ,Chhaprauli ,Noida
 7. Swaroopie Devi Public School,Badauli,Noida.
 8. Saheed Bhagat Singh Public School, Dallupura ,Noida.

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

- The faculty helps the schools, teachers and other school personnel to design, evaluate and deliver practice teaching from time to time.
- Yes, all our faculties are actively associated with different schools. Before the school based practice teaching, the faculty and the student - teachers interact with the school

personnel to chalk out the activities to be carried out during practice teaching. At the time of practice teaching of our student - teachers, our faculty remains present at the respective school to supervise the performance of the student - teachers. Even the practice teaching is evaluated by the teachers of the respective school and feedback is given on their performance. The feedback helps in improving the student - teachers for enhancing the performance.

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

- The Institute faculty is actively collaborating with various schools, other Institutes and university faculty for augmenting teaching-learning activities. The cooperation with schools is related to conducting practice teaching programmes and getting all resolutions of the Board, Government of U.P. and Education Department for enhancing our student - teachers' knowledge. We have very cordial relations with the surrounding Institutes and especially with other Institutes and work in coordination with them for some activities. Thus our faculty is actively collaborating with schools, Institutes and university.

3.5.7 Best Practices in Research, Consultancy and Extension

a. 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 Institute always tries to improve and is willing to adopt new measures for the enhancement of quality of research, consultancy and extension activities. The Institute encourages all faculty members to do research.

The Institute organizes some extension activities throughout the academic year. Some programmes are accomplished in collaboration with NGOs and other Institutes. The Institute is anxious to perform the extension activities and is working with some individuals and organizations.

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

The Institute has good practices in Research, Consultancy and extension activities. A few of the best practices are given as below:

1. The Institute encourages all faculty members to undertake research. The Institute provides flexibility in teaching schedule to the faculty doing research.
2. Some of our faculty members provide honorary consultancy to educational institutions.
3. In extension activities, the Institute in association with NGOs organize camps, tree plantations, Female Foeticide, Awareness Programmes, etc. The Institute's students take a programme of street plays and Block Teaching and even with the collaboration of the other Institutes. The street plays convey the message of moral and ethical values of the society and about the emerging values of human rights.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

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

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

COSMOS

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

- Yes, the Institution has the Physical Infrastructure as per NCTE norms and has invested the following amount for developing infrastructure noted against each:-
 1. Psychology laboratory
 2. Science & Math's Laboratory
 3. Educational Technology Lab
 4. Computer Lab 125600
 5. Library 800000
 6. Furniture and Fixture 1,13220
 7. Equipments
 8. Sports Equipments

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

- The Institute continuously augments its infrastructure to keep pace with its academic growth.
- The Institute has the potential and a policy of expansion and augmentation of the infrastructure to keep in place a learner friendly and conducive classroom and campus environment and improve it further. It has two units of B.Ed. Besides, every year, funds are earmarked in the budget to meet the existing needs and for augmentation in library, ICT lab, Institute building (for renovation and maintenance), science lab, art and work experience lab, etc. Sports and play ground is properly maintained, and additional sport material and other material is made available to the students.
- The budgetary provisions are accordingly made to meet the requirements for augmentation.
- The Institute has made an effort to successfully provide additional infrastructure to add material as needed under the revised norms laid down by the NCTE.
- Institute lawn is upgraded and improved by adding more saplings and plants.
- The Institute's teacher educators, Principal and Trustees sit together every year for revising, assessing and planning the infrastructural requirements. They take into account the emerging and changing needs for procuring new installation, instruments, and equipments, psychological tests to be made

available to the students and other required infrastructure to keep pace with the academic growth.

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

- The Institution is having following infrastructure facilities for co-curricular activities and extracurricular activities including games and sports:-
 1. Spacious Play Ground
 2. Seminar Hall/ Multipurpose Hall
 3. Chess, Carom & T.T Room
 4. Basket Ball Court
 5. Kho-Kho Facility
 6. Space for Yoga

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

- The Physical Infrastructure is not shared with other programmes of the Institute:-
 1. Play Ground
 2. Canteen
 3. Multipurpose Hall
 4. Outdoor games
 5. Sports material and kits.

The Institute does not share various physical facilities with other Institute/organization like Computer Lab, Language Lab, Playground, MPH, etc.

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

- The Institute has separate common rooms and washrooms for boys & girls. It has a big canteen to meet the refreshment needs of the staff and students. The Institute has an arrangement with a local Medical Officer to visit the Institute twice a week. The Institute has water coolers attached with R.O for drinking water for the staff and students.

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

- The Institute does not provide hostel facilities for boys and girls both.

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.

- The budget allocation and utilization for the maintenance of the following is given against each.

<u>Particulars</u>	<u>Budget allocation</u>	<u>Utilization</u>
Building	Rs. 60,75,000	Rs. 5438626
Laboratories	Rs. 10,20,000	Rs. 949398
Furniture	Rs. 1,85,000	Rs. 1,31,604
Equipments	Rs. 4,45,000	Rs. 4,02755
Computers	Rs. 2,25,000	Rs. 1,78,236
Transport/Vehicle	Rs. 4,60,000	Rs. 4,41,089

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

- The infrastructure facilities established in the department are kept open for the students and faculty members during working hours and extended hours whenever required.

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

- The electricity and power are optimally used and saved.
The Institute takes due care and pays due consideration to the environmental issues associated with infrastructure.
 - a. Inter house competitions are conducted regularly for awareness. Certain themes of these competitions are related to environment/social issues.
 - b. The Institute organizes some multifarious programmes every year wherein pupil teachers participate. These programmes include poster making, extempore speeches, decorations, display of best from waste, plantation and free distribution of trees to the nearby villages of the Institute, etc.
 - c. Pupil- teachers are sensitized about the harmful effects of excessive use of pesticides, insecticides and chemicals in the agricultural fields.
 - d. As a part of SUPW, students are encouraged to exhibit their creativity in making items which are least expensive and very useful. This also provides the students the concept of making Teaching Aids out of waste material.

- e. The faculty members organized a Workshop on Disaster Management for pupil teachers (2011-12&2012-13 Batches).
- f. The Institute motivates and encourages its pupil teachers to
 - i. Organize environment awareness programmes.
 - ii. Celebrate Eco Day
 - iii. Plant saplings
 - iv. Organize Inter and Intra Institution Competitions (Poster making, Rangoli, Mehandi and Debates in Collage)
- g. The Institute has a well sized campus. The B.Ed. section takes care to see that no garbage or waste accumulates in any corner of the campus.

Through these humble ways our Institute tries to protect and enrich the environment as well as a part of operational curriculum to meet the challenges of the present century.

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)?

- Yes, the Institute has a qualified librarian and sufficient technical staff to support the library for material collection and media services. Details are as follows:

Designation	Name	Qualifications
a. Librarian	Rakeshkumar	B.Sc.B.Lib.M.A.(Eng.&Edu.)
b. Asstt. Librarian	Ganga Rawat	B.A. B.Lib

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.).

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

Library books	8160
Title of books	2024
Reference books	1112
Journals:-	17
National	16
International	01
Encyclopedias	13
News Papers Hindi & English	04
CD ROMs	15
A/V Resources Cassettes	10

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

- There is a Library Committee which meets at least twice in an academic session. The library committee meets to discuss the issues of purchase of books and journals as per requirement and pass the library budget.

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

- The library is not computerized but the process of computerization is in progress.

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

- The Institute's library has computer, Internet and reprographic facilities. Staff can access the library books.

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

- It is part of future plan. It has as yet not been worked out well.

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

- The Library remains open about 280 working days in an academic year from 9.00 AM to 3.30 PM. Library services are open on all working days from Monday to Saturday.

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

- The Institute has a mechanism in place to keep the staff and students informed of the new arrivals. Thus, information related to new arrivals in the library comes to the notice of staff and students through display racks.

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

- Yes, the college has book bank facilities. The books are issued to poor and meritorious students.

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

- The Institute offers special facilities for physically challenged students. There are two physically challenged student - teachers during academic session 2012-13.

4.4 ICT as learning Resource

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

- ICT facilities are available in the Institute. The details are given below:-
 - i. Computers
 - ii. OHP Projectors
 - iii. T.V
 - iv. V.C.R
 - v. Tape Recorder
 - vi. Video camera
 - vii. CD ROMs
 - viii. Data Card
 - ix. Printer

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.

- No, there is no provision in the curriculum for imparting computer skills for all students. Computer is an optional paper in the curriculum. However, we give training for computer awareness to all students of B.Ed. 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?

- Training for the use of ICT is provided to teachers and lesson materials are prepared in the form of CDs. The lectures are given through power point presentation and OHP presentation. Teachers prepare study material for their students.
- Yes, the Institute incorporates and makes use of the new technology in the curriculum transaction process at the Institute itself as well as in the practice teaching schools.
- The Institute is always eager and keen to implement new technologies/ICT in its curriculum. The Institute has facility of delivering lectures by power point presentations. There is Educational Technology Laboratory in the Institute having all facilities for preparing ICT enabled lectures. Even the ET lab and the library have many CD-ROMs related to teaching-learning. The pupil teacher can watch these CDs in the lab. The students study Information Technology. The computer laboratory has internet access for the use of the faculty and students. These facilities are used by the faculty members as well as by the pupil teachers.

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 major areas and initiatives in which student - teachers use/adopt technology in practice teaching are given below:-
- Class room transactions
- Preparation of teaching aids
- The pupil teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching.
- **Lesson Plans:** All the students' teachers adopt information communication technology in their practice teaching. Before going to deliver actual lesson plan in the schools, student - teacher prepare lesson plans in their respective teaching methodology during simulated teaching in their department, get approved by subject-teaching educators, they finally prepare lesson plans on power point for teaching in the school.
- The pupil teachers take help of the Educational Technology Lab for using ICT technology for preparing their practice teaching lessons.
- **Class Room Transaction:** The pupil teachers prepare power point presentation of their lessons at the ET lab to be delivered during practice teaching.
- **Teaching Aids:** The pupil teachers prepare slides related to the curriculum, which is to be transacted in the classroom. They use technology of information communication in making different kinds of teaching aids. The pupil teachers prepare teaching models in the Teaching Aids Workshop to include in the practice teaching.

4.5 Other Facilities

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

- The instructional infrastructure facilities established in the department are kept open for the students and faculty members during working hours and also extended hours whenever required.

The Institute ensures that the instructional infrastructural facilities are optimally used.

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

- The following audio-video facilities and other material related to the programme are available in the Institute:-

OHP Projector

Audio Tape

LCD Projector

TV
CD ROMs

- The various audio-visual facilities available with the institution are CDs, Audio Cassettes, Video Cassettes, Models, Chart on Methods (teaching subject), Transparencies, Slides and Laboratory Demonstration facility.
- The Pupil- teachers are encouraged to use various kinds of audio-visual materials at least thrice in a week. Pupil teachers see/learn various teaching methods; observe teaching-techniques, language teaching strategies, etc through CD's & V.C.Ds in Educational Technology Lab as well as in computer lab.
- Pupil- teachers are encouraged to use audio-visual materials to develop lesson plans, teaching aids, instructional strategies, etc., Pupil teachers use audio-video materials during practice teaching. They learn and try to adopt the expertise of simulated teaching methods displayed in the C.D.'s V.C.D.'s. They also become aware of various types of evaluation process to measure the academic and non-academic performance of students during teaching practice and in preparation of profile reports.

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?

Various general and methods laboratories available with the institution are Psycho lab, Physical science lab, Bio lab, ET lab, Arts & Crafts room, Mathematics resource centre.

Details are as followed :-

PSYCHO LAB

Name of Tests

- (1) Verbal Intelligence Test (Dr. R.K. Ojha),
- (2) General Intelligence Test (Dr. K. Raichan)
- (3) Group Test of Intelligence (Dr. Ahuja)
- (4) Sentence Completion Test (L.N. Gupta)
- (5) Group Test of Intelligence (Dr.[Mrs.] Promila Ahuja)
- (6) Achievement Test in Mathematics (Dr. Nagappa P. Shahpur)
- (7) Achievement Test in Biology (Dr. S.C. Gakhar)
- (8) E-GMAT - A Test of Intelligence for special studies (Dr. S. Jalota)
- (9) Achievement Motivation Test (Dr. V.P. Bhargava)
- (10) Teacher Aptitude Test (Dr. S.C. Gakhar)
- (11) A New Test of Creativity (Dr. Rajnish)
- (12) OAS - Occupational Abilities Study (J.S. Grewal)
- (13) Concept Formation Test (Dr.[Mrs.] Kamal Dwivedi)
- (14) Comprehensive Attitude Scale (A.P.R.C.)
- (15) Dimensional Personality Inventory (Dr. Mahesh Bhargava)
- (16) Bell's Adjustment Inventory (Dr. A.K. Ojha)
- (17) Teacher Effectiveness Scale (Dr. Pramod D.N. Mutha)

- (18) Sociometric Test
- (19) Vocational Interest Record (Dr. S.P. Kulshrestha)
- (20) Career Preference Record (Dr. Vivek Bhargawa)
- (21) Raven Progressive Matrices Test (J.C. Ravens)
- (22) Value Test (Dr. R.K. Ojha)
- (23) Passi Test of Creativity (Dr. B.K. Passi)
- (24) Thematic Appreciation Test (TAT)
- (25) Teaching Aptitude Test (S.D. Kapoor)

Name of Apparatus

- (1) Mirror drawing Apparatus (Simple star paper type)
- (2) Human Maze Apparatus (Electrical/5 digit reset counter)
- (3) Memory Drum Apparatus
- (4) Stop Watch Racer Mechanical
- (5) Muller lyre apparatus.
- (6) Finger Dexterity board with pins
- (7) Habit interference board
- (8) Human psychological charts
- (9) Brain, Eye and Ear Models
- (10) Set of psychologists' photographs.

PHYSICAL SCIENCE LAB

Name of Experiment

- (1) To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
- (2) To establish the relationship between the loss of weight of solid when fully immersed in Tap water
- (3) Strongly salty water, with the weight of liquid displaced by it by taking at least two different solids.
- (4) To measure the temperature of hot water as it cools and plot a temperature-time graph.
- (5) To prepare a true solution of common salt, sugar and alum.
- (6) A suspension of soil, chalk powder and fine and in water.
- (7) A colloidal solution of starch in water, egg albumin in water and distinguish between these on the basis of Transparency, Filtration process & Stability.
- (8) To prepare: A mixture, A compound using iron filling and sulphur powder and distinguish these on the basis of - Appearance, i.e., homogeneity or heterogeneity, Behaviour towards a magnet, Behaviour towards carbon disulphide (a solvent), Effect of heat
- (9) To separate the component of sand, common salt and ammonium chloride (or camphor) by sublimation.
- (10) To determine the melting point of ice and boiling point of water.
- (11) To determine focal length of a : Concave Mirror, Convex Mirror by obtaining the image of a distant object.
- (12) To trace the path of a ray of light, passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the results.

- (13) To find pH of the following samples by using pH paper/universal indicator: Dil. HCl, Dil. NaOH, Lemon juice, Water
- (14) To study the properties of acids and bases (dil. HCl, dil. NaOH) by their reaction with: Litmus solution (blue/red), Zinc metal, Solid sodium carbonate.
- (15) To study the following properties of acetic acid (**ethanoic acid**): Odour, Solubility in water, Effects on litmus, Reaction with Sodium bicarbonate.

Name of Charts

- (1) Type of Cells.
- (2) Periodical table.
- (3) Nitrogen cycle.
- (4) Carbon cycle.
- (5) Water cycle.
- (6) Reflection of light.
- (7) Chemical bonding.
- (8) Atomic Structure
- (9) States of matter.
- (10) Cleaning action of Soap.

SCIENCE LAB

Name of Experiments

- (1) To prepare stained temporary mounts of
- Onion peel and
- Human cheek cells and to record observations and draw their labelled diagram.
- (2) To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibres and nerve cells in animals, from prepared slides and to draw labelled diagrams.
- (3) To observe the onion peel cells in hypertonic solution under the microscope and draw labeled diagram of the same.
- (4) To observe and draw the given specimens earthworm, cockroach, bony fish.
- (5) To prepare a temporary mount of a leaf peel to show stomata.
- (6) To show experimentally that light is necessary for photosynthesis.
- (7) To show experimentally that carbon dioxide is given out during respiration.
- (8) To observe binary fission in Amoeba.
- (9) To observe Budding of yeast with the help of prepared slides.
- (10) To determine the percentage of water absorbed by raisins.

Name of Charts

- (1) Digestion system,
- (2) Respiratory system
- (3) Circulatory system
- (4) Excretory system
- (5) Skeleton
- (6) Plant Cell
- (7) Animal Cell
- (8) Cell Divisions
- (9) Parts of Plant

- (10) Structure of leaf
- (11) Parts of Flower

Name of Models

- (1) Skeleton of Human
- (2) Human Heart
- (3) Human Ear
- (4) Human Eye

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

Name of the Indoor Games

Carom Board, Chess, Table Tennis

Area for indoor games (Sq.Mts)

69.70

Name of the Outdoor Games

Volleyball, Basketball, Kho-kho, Relay races, Football, Hockey, Cricket.

Area for outdoor games (Sq.Mts)

3800 sq. mtrs. Appox.

ET Lab

Name and Number of Instruments

Computers, Scanner, Colour Printer, LCD Projector, Digital Camera, Audio Recorder, Micro Phones, pencils, Colours, Charcoal, Crayons, Water Paints, Bristol Brush, Hard Board,

ARTS & CRAFTS ROOM

Name of Charts

Folk Dances of India, Indian Culture & Heritage, Collage, Country side. Posters and Paintings

Name of Models

Modern of Harappan Culture, Eskimo, Model on Water-cycle, Tools of Ancient Times, Puppets.

MEDICAL ROOM

Name of Instruments

First Aid Box, Stretcher, Medicines, Height Measuring Stand, Weighting Machine,

Name of Charts

Body Chart, Health Models, Photographs, Anti Tobacco campaigns, Drug Abuse, Fitness Activities, Balance Diet Chart.

MATHEMATICS RESOURCE CENTRE

Name of Charts

Chart of money concept, Chart showing different shapes, Pictures of leading mathematicians, Algebraic formulas.

Name of Models

Solid Figures of Cubes, Cuboids, Cylinders, Cones, Spheres, Hemispheres, Prisms and Pyramids, Spike abacus, Fraction disc, Geometrical tool box, Wooden sticks of various lengths, Circular Geo-box.

4.5.5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

- Yes, the Classrooms, Seminars hall, ICT lab, Psychology lab and Science lab, are well equipped for the use of latest technology for teaching.

4.6 Best Practices in Infrastructure and Learning Resources

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

- The faculty seek to model and reflect best practices in the diversity of instruction by using LCD, OHP etc in the programme of classroom discussions, question-answer sessions, Brain Storming and seminar based study material prepared by faculty.
- Faculties are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Faculties make use of facilities available in the Educational Technology lab, like computers, television, DVD player, OHP in pedagogy.
- The faculty as well as pupil teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners. Details of these are reported under criterion V.

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

- The following innovative practices related to the use of ICT which contribute to quality enhancement are given as under:-

Teaching through power point presentation

Teaching through OHP slides.

List of the innovative practices related to ICT that contributed to the quality enhancement

- a. Making lesson plan through computer.
- b. Lesson delivery through computer
- c. Preparation and use of slides
- d. Preparation and use of power point presentation
- e. Collecting information through Internet.
- f. Increased and increasing use of L.C.D. for seminars/workshops.

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

(A) Three Essential Things for Effective Classroom Teaching

(1) Know-how

Know-how refers to the knowledge of the teacher. A teacher should have good knowledge of his subject as well as the peripheral subject. A teacher must have command over his subject and answer the questions raised by the students. A good teacher welcomes questions from the floor and answers them with competence. A teacher is supposed to be a source of knowledge; so he must be a learned man.

(2) Do-how

Another important thing for effective classroom teaching is Do-how is nothing but a skill of teaching. Basically there are three methods of teaching.

- (a) Transmission
- (b) Inquiry
- (c) Combination of the two (or Elective Method): A method is an overall procedure or process to achieve certain goals. Techniques of teaching are the day-to-day activities, which the teacher may design for a particular lesson.

The rationale for choosing one methodology over another depends upon objectives, content, learner needs, learning principles instructional resources, teacher competencies, climate in the school and expectations of the community in which the school is located.

(3) Transfer-how

Communication is lifeblood of effective teaching. According Roger and Agarwal, communication is the lifeblood of an organization: if we could somehow remove communication flows from an organization we could not have an organization: Most communication takes place in one or two ways:

Oral: Involving the spoken word, which usually shows spontaneous adjustment to the receiver’s responses.

Written: Involving more permanent, carefully prepared statements.

(B) Components of Communication

- (a) Listener
- (b) Medium (channel)
- (c) Communicator
- (d) Feedback by the Learner

There are three components involved in any communication. If the **listener** (Learner) is not ready to learn, learning will not take place. When the learner is ready to learn, you have to select the **medium** (Channel) for communication. If the learner does not know English, the medium must be the one that the learner knows when we select the medium of instruction. The **communication** should know the size and strength of the class. If the message does not reach as intended, it will reach in a distorted form. When there is a distortion, it means there is a communication gap.

Feedback is an instrument to check the effectiveness of the classroom teaching. If the learner gives the right answer to the question, it means the communication was good and the learner learns the thing. There is no distortion and the listener or learner receives the message correctly.

(C) How to get Effective Communication

The following points are important for effective communication in the classroom.

(1) Posture

Posture plays an important role in the teaching learning process. How does a teacher stand in a classroom? Is he standing with normal posture? These are the important questions, because posture impresses the students. Students note the difference between an animated dynamic lecturer and a non-dynamic teacher. A teacher should stand in a classroom with a normal posture. There should be 9 to 10 inch distance between the legs. A teacher should not fix himself to one point. First he should move on one side, reach to the center point, stay here for a few minutes, and then move to the other side; but the movement should be purposeful. While moving don't come too near to the listener. Maintain a distance of three feet.

(2) Better Eye Contact

For effective classroom teaching, a teacher should maintain better eye contact. A teacher should make eye contact with the students. If a teacher sees here and there and not face the students, communication will not be effective.

(3) Gesture

Gesture is an important ingredient of effective classroom teaching because action is louder than words. It is found in a study conducted by psychologists that listeners will understand 7% through lecture and 93% by gesture. Effective gesture is important for effective teaching. Gesture plays a very important role in learning. In one-hand gesture keep away the hand from belly. In two-hand gesture, start from the chest. There must be good correlation between hands, eye and voice.

(4) Voice

Clear and audible voice is essential for effective classroom teaching. The voice should be according to the size and strength of the classes. A teacher should make sure that the backbenchers easily follow the lecture.

Motivate	Content	Crystallize	Recapitulation
Opening to motivate	Body of Lecture	Good Summary	Asks the questions
10% of the allotted	75% of the allotted time	5% of the allotted time	10% of the allotted time



Figure No.-4

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?
 - N.A
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to *Infrastructure and Learning Resources*?
 - N.A

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 B.Ed. department conducts orientation programmes to ensure that the students are receiving appropriate academic and professional advice from time to time. Tests are conducted to assess the student's preparedness for the programme. A pre-university examination is also conducted to assess the student.

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

- The Institute offers good academic environment provided by a team of dedicated and qualified teachers. The meetings of Alumni Association are convened to ensure the better campus environment and to suggest development and better performance of the students.

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

- However, the dropout rate after admission is negligible.
A gender wise dropout rate after admission along with reasons for drop out is given below:-

<u>Year</u>	<u>Drop out</u>	<u>Reasons</u>
2006-07	NIL	-
2007-08	02	Absent in Exam
2008-09 03	01 College Transferred	University form not filled 2010-11
2011-12	03	University form not filled

- As the dropout rate in B.Ed. is very low so no special mechanism has been adopted for controlling the drop out.

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?

- The Institute provides additional services to B.Ed. students enabling them to compete for the jobs and guidance for higher education. There is also a placement & guidance cell, which helps the students in seeking jobs. The B.Ed students are advised from time to time by the Placement cell and also by the faculty members.

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

- 32% of students on an average for higher studies and 68% of students choose teaching as a carrier in Govt. schools, Govt.-aided schools and Private schools.

<u>Year</u>	<u>Higher Studies</u>	<u>Teaching as Carrier</u>
2008-09	22%	78%
2010-11	33%	67%
2011-12	32%	68%

5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student - teachers after graduating from the institution? If yes give details on the same.

- There is no such provision of training, only the ideas are shared by student - teachers. The students are provided with ICT related facilities during their course of study.

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

- The details of services provided through Placement & Guidance Cell are given below:-

<u>Year</u>	
2007-08	The Placement & Guidance Cell provides Services to passed out students in seeking Teaching jobs in private & Government schools
2008-09	
2010-11	
2011-12	

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

- The Placement & Guidance Cell face lot of difficulties like –
The faculty members guide the students during their spare time
- The Institute overcomes the difficulties as their ways and means available in the students.

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

- The Placement & Guidance Cell always remain in touch with practice teaching schools also and the students are placed in these schools also if vacancies exist in these schools.

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

- The Institute has established a Placement Cell and has provided financial, personnel and ICT facilities for the same.

5.2 Student Support

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

- The Department of Education prepares an academic calendar for curricular, co-curricular and extracurricular programmes each academic year to achieve the objectives and effective implementation of the curriculum.

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

- No different planning is done for physically challenged students for theory classes. However, they are provided adequate assistance during practice teaching.

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

- The Institute has mentoring arrangements. All the faculty members guide the student - teachers regarding professional development and information about job opportunities.

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

- The Institute follows tutorial systems and the faculty members identify the personal problems of the teacher students and help them in their academic activities by taking remedial classes and tutorials.

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

- The Institute has its own website. The information about B.Ed. department is posted on website as per NCTE requirement. The information is updated on website from time to time.

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

- Tutorial classes for weaker student - teachers are organized by the department of education. Remedial programmes are organized for academically low achievers.

5.2.7 What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

- The faculty members keep in mind for both types of student - teachers viz: Advanced Learners & Slow Learners while deliver the lectures in classrooms. Special attention is paid to low achievers.

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

- The faculty members always remain available for academic and personal counseling whenever the students need it. The Guidance and Counseling shall provide services to the students for their Carrier.

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

- The Institution has Grievances Redressal Cell headed by the Principal, two teachers and two students - teachers as its members. The grievance Redressal Cell solves the student's problems from time to time.

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

- The progress of student - teachers at different stages of programmes is monitored through unit tests, class tests in each academics session. These tests are conducted during their course of study.

5.2.11 How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

- The competency of student - teachers is improve through micro teaching and simulated teaching Follow up support in practice teaching is also provided to them.

Student Activities

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

The Institute has an Alumni Association and the list of office bearers is given below:-

1. Ram Niwas	President
2. Vidhi Bhatnagar	Vice-President
3. Vibas Arya	Secretary
4. Chhavi Kumari	Treasurer

a. Give the year of the last election.

The last Election of Alumni Association was held in 12 APRIL 2013.

b. List Alumni Association activities of last two years.

A workshop on **Employability Skills Development** was organized by the association in 30 October 2012 and the 2nd workshop on **Teacher as a Personality Transformer** was organized by the association in 23 Feb. 2013.

The election of Alumni Association was held in Oct12 APRIL 2013.

c. Give details of the top ten alumni occupying prominent position.

1. Vidhi	NIFA NOIDA
2. Ram Niwas	GYAN BHARI PUBLIC SCOOOL NOIDA
3. Sweta	GYAN BHARI PUBLIC SCOOOL NOIDA
4. Chhavi	Indraprastha Global School
5. Ravinder Singh	Lakme (Super Visor)
6. Savita Pandey	HIMT Lecturer
7. Jyoti Kr. Chauhan	HIMT Lecturer
8. Anwar Ali	SIS NOIDA.
9. Raj Shree	Sengar Public School.
10. Amit	CPS Delhi.

d. Give details on the contribution of alumni to the growth and development of the institution.

- Alumni help the Institution in organizing workshops for development of the B.Ed. Department.

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

- The B.Ed. department of CCE has a Curricular Activities Committee, which organizes various academic and co-curricular activities. The sports activities, Yoga, Personality Development Activities, Social Service Activities, SUPW Activities Music Center Activities etc. are few to mention in this regard.

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

- The students are encouraged to publish their work in Institute Magazine and they are also involved in the Editorial Board of Institute Magazine / Souvenir which are published at Institute's level.

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

- The Institute does not have any student council.

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

- The Institute has various bodies which have student's representation. The names of the Bodies / Committees are given below:-
 - a) Sports Activities Committee
 - b) Editorial Board
 - c) Proctorial Board

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 student - teachers give a feedback on the staff performance in the Performa provided to them and the Principal/Director does a critical observation of evaluation of the filled Performa.

5.4 Best Practices in Student Support and Progression

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

- The Institute conducts best practices in Student Support and Progression. Remedial teaching and Guest Lectures are organised for student - teachers.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

- N.A.

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

- N.A.

COSMOS

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?

- a) The Institute's stated purpose, Vision, Mission, and Values is to understand the nature, purpose and philosophy of Secondary Education, to make them enable to understand the psychology of their pupils to help them grow according to their abilities, Capabilities and to provide them the facility to utilize Communication resource for betterment of the pupils, Institute, Society and Nation.
- b) The Vision of the Education Department of the Institute is to shower the essence of Indian Value System, setting the innovative standards in the arena of Education and thus contributing towards building a society that provides strong foundation to National Development.
- c) The Mission of the Institute is to create an environment of learning filled with resourcefulness enabling our student - teachers for becoming an example in the arena of education. It would remain a focused endeavor of the Institution to equip our student - teachers with skills to the respective field.
- d) The Institute purpose, vision and mission are made known to the various stakeholders through Institute's website and Institute brochure.

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

- Yes, the mission includes the Institution goals and objectives in terms of the needs of the society. The CCE is committed to provide quality education and achieving excellence in teaching, learning and extension activities.

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

- The Institute has established a number of cells / Committees / Board for effective and efficient transaction of teaching & learning process. Such as- Admission Committee

Proctorial Board
Co-curricular Activities Committee
Editorial Board
Sports Committee
Library Committee
Grievance Redressal Cell
Internal Quality Assurance Cell
Alumni Association.

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 Management and the Head of the Institute ensure that responsibilities are defined and Communicated to the staff of the Institution through organizational chart assigning responsibilities to different Committees.

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

- The Principal Dr. Meenakshi Mehta of the Institute provides valid information (Through feedback and personal contacts) to Management of the Institute to review the activities.

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

- The Management of the Institute identifies the barriers by checking the performance of students. If, it is not up to the mark or going down in any arena, the Management or the Principal is to find out the barriers.

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 Management encourages and support involvement of staff in various working Committees of the Institute for improvement of the effectiveness and efficiency of the institutional 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 students.

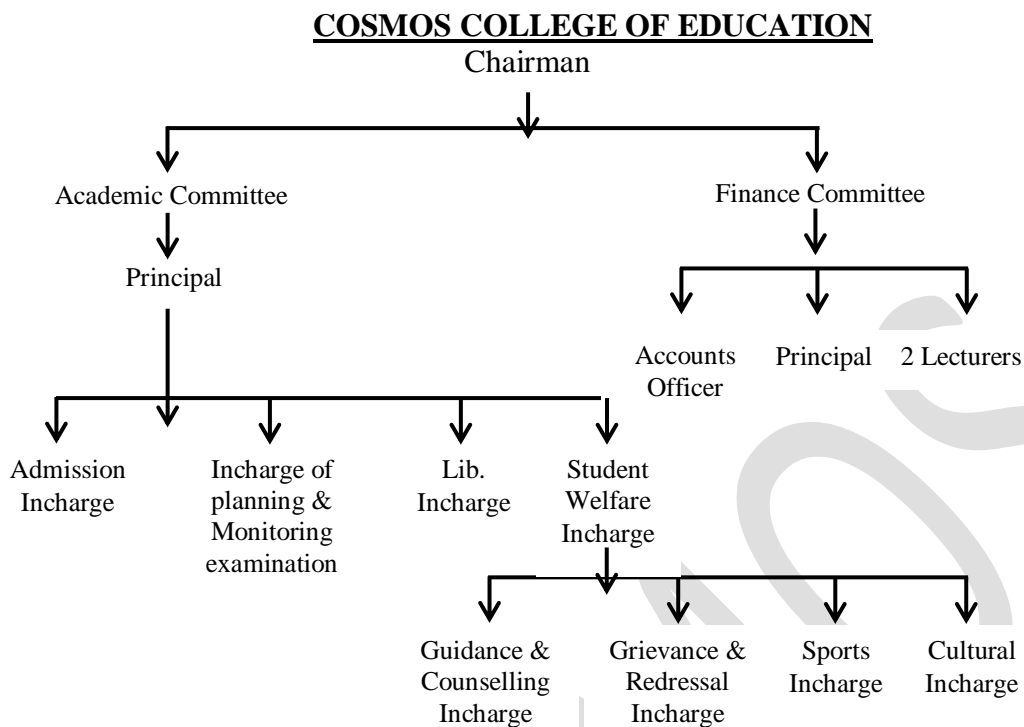
- The Principal is a whole time Executive of the Institute to provide requisite leadership to the system. He ensures that all provisions, Rules & Regulations of the University and NCTE are followed by the Institute.

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.

- The list of different Committees Constituted by the Institute for Management of different activities is given below:-
 - a) **Admission Committee**: - Admissions are done through an admission Committee as per Rules & Regulation prescribed by the State Govt. and the University within the prescribed period.
 - b) **Proctorial Board**: - Adherence of Institute norms to students. To look after the students unrest and to resolve the students problems. To maintain peace, Law & order in the Institute Campus.
 - c) **Co-curricular Activities Committee**: - To organize cultural Activities, Debate & Essay Competition, Celebration of Independence day, Republic Day, Gandhi Jyanti, Teachers day, Participation of Institute's students in co-curriculum activities organized at Inter-Collegiate / Inter University level / Inter State level.
 - d) **Examination Committee**: - To organize neat clean internal examination and external examination very peacefully.
 - e) **Academic Committee**: - Preparation of Academic Calendar, Time- table, Pre-Practice teaching time table, practice teaching, organizing Seminars / Conferences.
 - f) **Sports Committee** : - The Committee decides the schedule of various games & sports in the Institute. Prepare the students for various sports meet.
 - g) **Library Committee** : - To make provision for purchase of additional required books and journals as per decisions taken by the Management and faculty members. Promotion of Institute's publications.
 - h) **Editorial Board** : - The Editorial Board decides and arranges publication for Institute's Journal. Magazine, News Letter, Question Bank and Souvenir at times.
 - i) **Alumni Association** : - The Alumni Association helps in organizing workshops on topics for the benefit of student - teachers and arrange meetings at least twice in an academic year.
 - j) **Grievance Redressal Cell** : - To resolve Complaints and to give appropriate suggestions on burning issues.
 - k) **Internal Quality Assurance Cell**: - The Institute has an Internal Quality Assurance Cell which activates the system and tries to raise the capabilities of the Institution. IQAC helps to identify and manage quality improvement of Institutes activities, improvement in managing systems. IQAC helps in identification and elimination of barriers to teaching, learning, constant review and analysis of data for development. The main responsibility of the cell is to develop mechanism for quality enhancement feedback responses from stakeholders in quantitative and qualitative forms.

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



Organizational Chart

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

- As shown various positions in the Organizational set up of the Institute and also the Committees which help in decentralizing the powers and responsibilities. Powers and responsibilities are delegated according to this hierarchy of the organization.

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 Institute Collaborates with other sections / departments and school personnel to improve and plan the quality of practice teaching and providing information on current issues to fulfill the diverse needs of students.

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 Institution uses the various data and information obtained from the feedback in decision making and performance improvement. The following programmes have been started and organised after looking in to consideration, the information through feedback:-
 1. Teacher Development Programme (TDP)
 2. Computer Awareness

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

- A Journal is being initiated with the purpose of promotion, sharing of knowledge and innovations of the student - teacher. A News Letter is initiated on student - teacher half Yearly and a Institute's Magazine annually.

6.3 Strategy Development and Deployment

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

- The Institute has got well planned MIS system and duly installed computerized mechanism to select, collect and integrate data and information on academic and administrative aspects for analysis.

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

- The Institute has well defined system for allocating resources –human and financial for accomplishment and sustaining the changes resulting from the action plans based upon the norms of Governing Body and upon the Scientific Management Techniques.

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

- The human and financial resource planning is planned and optioned based on the existing and proposed intake of students. This takes care of the faculty and other staff for implementation of the mission and goals.

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

- Research and Academic Committee along with other committees jointly prepare academic plan keeping in view the whole year's extra and co-curricular activities, practice teaching, and Guest Lecturer, Seminar and Training Programmes related requirements. Practice Teaching School Teachers, faculty members and administrators are involved only in concern areas.

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

- From the very beginning the Management has been a very strong supporter of team culture where the goals are broken from macro to micro level and whereby each member of the team in different departments is communicated about his deliverables and not only feels attached with the main stream of development but also contributes effectively.

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

- The Institute has an Advisory Committee consisting of professionals from educational fields having proven track records. The committee meets once or twice in a year.

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

- The Institute is fully equipped with modern technical aids like computers, Internet facilities, LCD, OHP etc.

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 are identified through peers and students' feedback of their teaching.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

- The Institute evaluates the faculty and staff on their Self-appraisal Reports submitted by them every year and students' feedback on faculty members and also by observing their sincerity, dedication towards work.

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 Management of the Institute takes welfare measures for the staff & faculty, which affect and improve, staff well being, satisfaction and motivation.

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

- Yes, the Institute has conducted programmes for skill up-gradation and training under faculty improvement programme and arrange workshop for non-teaching staff.

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.)?

Applications are invited from suitably qualified candidates for the post of lecturers through advertisement in leading news papers. Call letters are sent to all eligible candidates after scrutiny of the received applications. Phone calls are also made for confirmation. Candidates are interviewed by a selection committee, which prepares the rank list of candidates based on performance. Selection is made on the basis of performance in the interview and previous record of the candidates. Salary structure

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

- There is no provision of employing Part time or Adhoc faculty. However, some adhoc lecturers are engaged to provide additional training for the students teachers.

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

- The Institute always supports faculty members to grow professionally, although there is no fixed allocation of budget for this purpose but institute bears a good amount of expenses for staff development. Staff members are actively encouraged for participation in seminars, conferences and workshop. Registration and conveyance expenses are born by the Institute. Staff members are sanctioned duty leave. Well-equipped library and Internet facilities are provided to help in research work. Members of advisory committee actively help in preparation and publication of research work.

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

- The following physical facilities are provided to the faculty by Institute Management:-
Well-maintained staff room
Well-equipped cubicles for each faculty members
To carry out research work.
Well-equipped office with Internet facility
Well-equipped classrooms
Canteen facility
Proper storage space for keeping students' records.

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

- The Institute has mechanism for faculty and other stakeholders to seek information. The information is given through Notice Board, Brochure, News Letter, Magazine, Institute website, direct interaction. The Grievances Cell is also available for complaints.

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.

- There are no written policies in the Institute so far but while distributing the work it is kept in consideration that there should not be big differences in the work load assigned to faculty members. Faculty members with specific skills are given some professional and administrative activities and numbers of classes are given less in that case.

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

- The Institute has mechanism to reward and to motivate staff members by giving letter of appreciation / certificate / moment.

6.5 Financial Management and Resource Mobilization

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

- No, the Institution does not get financial support from the Government. The revenue / come are generated through fees.

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

- N.A.

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

- Yes, the operational budget of the Institution is adequate to cover day –to- day expenses.

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

- The budgetary resources to fulfill the missions and offer quality programs are Fees from students, Bank Interest and Financial aid from society.

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

- Yes, the accounts of the Institute are audited regularly by a Chartered Accountant (C.A) appointed by the Management of the Institute. There are no objections on outcome of last two years.

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

- Yes, the Institute has computerized its accounts and has already developed its Financial Management System.

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 Institute has transparency in administration. Decentralization of the leadership through committee system. Internal and External auditing of academic and administrative activities.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?**
 - N.A.
2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**
 - N.A.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

- Yes, the Institute has established **Internal Quality Assurance Cell (IQAC)** in November 2008. At present, the following are members of IQAC: -
 1. Dr.A.B.Bhatnagar (Educationist)
 2. Dr. Meenakshi Mehta
 3. Ms. Aseem Mohan
 4. Ms.Manorma
 5. Mrs. Baidehi Chaudhary
 6. Mr. Atar Singh(Rtd.) (Social Worker)

- The following major activities have been under taken by IQAC:-
 1. Conducted internal academic and non-academic audit.
 2. Planning for use of ICT in B.Ed. course.
 3. Steps for the improvement of existing courses.
 4. Organization of faculty development programs.
 5. Developing a mechanism for internal quality Checks.

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

The Institute has adopted mechanism / process for internal quality check through Internal Quality Assurance Cell which has conducted Internal Academic Audit, Self-evaluation of teachers and teachers' evaluation by students.

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

- Qualified staff, good infrastructural facilities enriched library, practical knowledge through workshop, interaction within service teachers and school principals, TDP for student - teachers etc. ensure the quality of Institute's academic programs.

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

- The President and Secretary of the Institute visit the Institute every day and with the help of Principal and Committees oversee the overall administration of the Institute.

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

- The Management of the Institute identifies the needs of the Institute through various feedback questionnaires from students, teacher educators, non-teaching staff, alumni etc. and through direct observation of HODs, and Director.

7.2 Inclusive Practices

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

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

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?

- Open discussions, general awareness programs, debates, guest lectures by experts are organized from time to time to cater the needs of awareness towards inclusion, exceptionalities and gender differences and their impact on learning.

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

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

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

- The Institute is proposing a planning to tie-up with some NGO's working in the field of education.

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

- There are only three physically challenged students in the session 2012-13 and there is no specific provision for these students. However, efforts are being made to provide facilities to the physically challenged and differently-able students enrolled in the institution.

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 Institute has a Women Cell to deal with the gender sensitive issues of women. But till now there is no issue relating to this.

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 Institute ensures to access the information on organizational performance, academic and administrative information to the stakeholders through News Papers, Notice Board, News Letter, brochure etc.

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?

- If a programme is successful, feedback and suggestions are collected from stakeholders to make that programme better in future. If a programme is not successful as expected, weak points are identified and efforts are made to remove them in future programmes.

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

- Data collected from stakeholders and suggestions of the stakeholders on the quality of the programme are taken in to consideration and best efforts are put in to respond positively for quality improvement.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the. Institution?
N.A

D. Declaration by the Head of the Institution

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

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

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

(Dr. Meenakshi Mehta)

Principal

Signature of the Head of the institution With seal:

Place: NOIDA

Date: 10/05/2013

3. Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co- curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

Guidelines on how to fill the grid

- (1) The grid on page 105 provides an example of how to map out various academic and co-curricular activities of the B. Ed. programme. The grid at page 84 may be modified for various programmes according to the duration of the student - teacher programme and its activities.
- (2) For example, the B.Ed. session should consist of at least 33 working weeks of 6 days each and each working day should be of six hours of instructional activities. The session-end examinations should commence during the 33rd week while the admissions should as far as possible be completed during the first week. The intervening 31 weeks should be devoted to instructional activities and planned self-study. This 33-week session does not include breaks such as autumn/Pooja/winter/Christmas etc.
- (3) If the admissions are spread over the first two weeks, then cells 1 and 2 against “Admissions” should be shaded with a pencil (use a HB pencil, as far as possible).
- (4) If the orientation programme is spread over 3 days in the third week, then the first half of the third cell against ‘orientation’ should be shaded.
- (5) If the practice teaching starts during the 21st week and continues till the 25th week, then cells 21-25 against “practice teaching” should be shaded.

In case, the practice teaching is truncated and conducted in two phases and Phase I is spread over weeks 11 to 15 and students go to practice teaching schools two days a week, then cells 11-15 against practice teaching should be shaded proportionately as shown below:

Weeks	11	12	13	14	15
	▨	▨	▨	▨	▨

- (6) It is important that mapping of activities, academic as well as co-curricular, in the grid provides an accurate picture of which activities were organized during the preceding session and when they were

organized. It is not necessary that various activities listed in column 1 be organized in the same sequence. An institution may organize the set of activities in a manner that reflects its educational vision faithfully.

- (7) In case, column # 1 in the grid is inadequate for listing of activities, you may use an addit.

COSMOS

**COSMOS COLLEGE OF EDUCATION Mapping of Academic
Activities - 2012-13**

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Admission and Orientation	√																1/2 √															
Theory		√	√	√	√	√	√	√	√	√			√	√	√	√	1/2 √	√	√	√	√	√	√		√	√	√	√	√	√		
Tutorials/ Seminars																																
Sessional Work – Tests & Assignments																																
Practical Work												√												√								
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																															√	
Practice Teaching/ Internship																																
Co-curricular Activities																																
Working with community/ project work																																
End-Term Examination																																

**COSMOS COLLEGE OF EDUCATION Mapping of Academic
Activities - 2012-13**

Weeks	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	Total Days	53	55	56	57	58	59	60	61
Admission and Orientation																						09								
Theory					√				√								√	√				150	27 Days deducted from Theory & have been shown under the head sessional work- Tests and Assignments.							
Tutorials/ Seminars		1/2 √																				03								
Sessional Work – Tests & Assignments	SE CO	SS M	IO PL	N ET	A ED	L ON	W EA	O CH	R SA	K TU	A RD	S AY	S	I	G	N	M	E	N	T		27								
Practical Work						√										1/2 √						21								
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations	√						√	√														24								
Practice Teaching/ Internship										√	√	√	√	√	√	1/2 √						40								
Co-curricular Activities			√	√																		12								
Working with community/ project work		1/2 √																				03								
End-Term Examination																			√	√		12								

Note: A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement

Treasure from Trash

Initiation of practice: Our institution situated in a rural area & nearby schools also have the same problem. So, there is need to use & recycling any waste material into a some useful product.

Objective of the practice:

- 1- To enable the institute for new useful things from its waste material.
- 2- To enable the pupil- teacher for self employment.
- 3- To enable pupil- teacher to enhance their creativity.
- 4- To enable pupil- teacher students to help nearby schools to be economic.

Practice: By teacher- educator doing the functions and co curricular activity, all the teacher involve them to create the new ideas to use the waste products. Such as newspapers, magazines, small pieces of clothes ,waste CDs, pebbles ,clay etc. besides this, we plan several workshops on Art & Crafts to enhance creativity.

During the teaching practice, pupil- teachers also perform Skits & several other activities to produce enthusiastic dedication regarding moral, social & esthetic value.

We also improvise teaching material through this skills.

Obstacles: Students mostly belong to outside & they are residing on rents that's why they face many problem to collect the waste materials , so we provide some very old models, charts ,frame, tiles etc;.

Since, the time is very limited for B.Ed. students to arrange these type of programme so, we provide multipurpose opportunity like during the teaching practice & they have extra time on Saturday in schools.

To overcome these type of the difficulties we arrange a private mentor for this.

Impact of practice : Teacher-Educators, pupil teachers, students of school, all feel immense pleasure to give exposure of their creativity & reuse of waste materials & it is very beneficial to self employment aspects & very helpful to society.

Recourse required: A multipurpose hall, Carpets, colour kits, waste materials & sketch pens etc.

Contact person for further details :

- | | |
|---------------------|-------------|
| 1: Sunita (Mentor) | 09213564136 |
| 2: Aseem Mohan | 09278679904 |
| 3: Manisha Sharma | 09540191045 |
| 4: Rakesh Sharma | 09968448880 |

Teacher Education Scenario in UP

The teacher occupies a very important place in the society because he/she is a source of transferring the intellectual traditions from one generation to the next. The teacher silently helps in the social revolution in the country because he owes a responsibility limited not only to class rooms but also to the society and nation.

A teacher education institution is required to mobilize and use a large number of teaching learning resources relating to various components of the teacher education programme. These resources are needed to be augmented continuously. Our State Government (U.P), National Council for Teacher Education (NCTE) and the Universities are making regular efforts in this direction.

We know that in UP, admissions are made through a Common Entrance Test (CET). In past years the entrance test was conducted by the Universities of U.P individually. The UP Govt. later on announced that Combined Entrance Test (CET) for B.Ed. admission would be organized by one university authorized to take combined entrance test w.e.f. the session 2007-08. The first CET in 2007-08 was organized and executed by **Chhatrapati Shahuji Maharaj University, Kanpur (U.P)**. For the academic session 2008-09 was conducted by **Dr. Bhim Rao Ambedkar University, Agra (U.P)**. Unfortunately, the academic session 2008-09 was so much delayed that academic session 2009-10 was declared as zero session. **Lucknow University, Lucknow** was authorized to conduct the Combined Entrance Test (CET) for B.Ed. admission 2010-11. It was also late since its Entrance Test date was postponed on 5th May 2010 and it could be held on 19th June 2010 and result was declared on 19th July 2010 and the counseling procedure could only be completed up to September 2010.

So it has become rather very difficult to maintain the standards of teacher education and length of the session and continuity etc. The Combined Entrance Test (CET) for B.Ed. admission for the academic session 2011-12 was conducted by **MPJ Rohilkhand University, Bareilly** and for academic session 2012-13, the combined entrance test was conducted by **Dr. Ram Manohar Lohia University, Faizabad**. The academic session 2012-13 is going on but the second counseling of 2012-13 session could only be completed by November 2012.

So to improve the quality of teacher education as well as the teacher education institutions, the only thing is to make the session regular and time bound so that the utility of teacher education programme may be availed to its full extent.

(Dr. Meenakshi Mehta)
Principal

COSMOS COLLEGE OF EDUCATION

(College code : 897)
B.Ed Session 2012-13

Academic and Activity Calendar

S.No	Date	Classes Activity
1.	2 nd July -7 th July	Orientation , Talent hunt & House Making
2.	9 th July 2012-30 th June, 2013	Classes (Main Course) E101,102,103,104, optional & teaching methods
3.	4 th Aug	Class Seminar (Progressive Development of Innate Power)
4.	15 th Aug	Independence Day Celebration & Display board decoration Competition
5.	18 th Aug	Antakshri Competition
6.	21 st Aug	Dental Checkup camp
7.	31 st Aug	Guest Lecture by Dr. Shakuntla Nagpal on "Latest Trends in Teacher Education"
8.	5 th Sep	Teacher Day Celebration
9.	15 th Sep	Slogan competition
10.	24 th to 29 th Sep	Practical Works
11.	29 th to 30 th Oct	Workshop on Students & Faculty personality development Programme
12.	1 st Nov to 3 rd Nov	Orientation , Talent hunt & House Making for 2 nd Counseling Only
13.	9 th Nov	Diwali Celebration
14.	23 rd Nov	Extempore Competition
15.	30 th Nov	Guest Lecture by Dr. Ritu Pandey & Mr. Sanjeev Pandey
16.	12 th -17 th Dec	Sports week
17.	18 th Dec	Teaching Aids Workshop
18.	22 nd Dec	Christmas Day Celebration
19.	24 th - 29 th Dec	Practical Work
20.	31 st Dec	Language development programme by Mrs Neeti
21.	21 st Jan 2013	Power point presentation programme by Mr. Sandeep Singh
22.	22 nd Jan	Class Seminar on " Innovative Teaching Methos"
23.	23 rd Jan	Subhash Chandra Bose Jyanti Celebration
24.	26 th Jan	Republic Day Celebration
25.	16 th Feb - 28 th Feb	Unit Test I E101,102,103,104, optional & teaching methods + Micro-Teaching
26.	28 th Feb-6 Mar	Micro-Teaching
27.	23 rd Feb-24 th Mar	National Seminar on topic "Teacher as a personality transformer".
28.	2 nd Mar	Guest Lecture by Mr. Mehta on "Teaching of Hindi & Sanskrit."
29.	7 th Mar	Inter University & Inter Collegiate Volleyball Tournament
30.	8 th Mar	Assignments (One in Each Subject)
31.	9 th - 14 Mar	Scout and Guide Camp
32.	15 th Mar	Social awareness rally & Nukkad Natak
33.	16 th March	Excursion
34.	17 th -23 rd Mar	Classes E101,102,103,104, optional & teaching methods
35.	25 th - 30 th Mar	Practical Work
36.	1 st Apr- 15 th Apr	Simulated teaching
37.	16 th Apr -15 th May	Teaching Practice
38.	10 th June - 12 th June	Practical Work
39.	15 th June -30 th June	Tutorial classes & Completion of sessional work and & Assignments (One in Each Subject)
40.	1 st July -15 th July	Pre - University Exam

