

# SELF-APPRAISAL REPORT



Baba Hans Raj Ji

**Hans Raj Memorial College of Education**

**National Highway - 15 Bajakhana,  
Distt. Faridkot-151205 (Pb.)**

## **Self-appraisal Report**

**Submitted to**  
**National Assessment And Accreditation Council**  
**(NAAC)**  
**Banglore**  
**For**  
**Institutional Accreditation**

**Hans Raj Memorial College of Education**

**V.P.O.-Bajakhana, Faridkot-151205**

**Punjab**

**(Recognized by National Council for Teacher Education)**

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## **Part I**

### **Self-appraisal Report**

#### **(Quantifiable Institutional Data)**

**(For the Institutions Recognized by the National Council for Teacher Education)**

**Part - I of the self-appraisal report seeks quantifiable institutional data organized in two parts viz., Part - A and Part - B.**

**Part - A consists of the Profile of the institution**

**Part - B requisites Criterion-wise inputs**

## Self-appraisal Report

### Part-I Institutional Data

(Uploaded on the institutional website and submitted in a softcopy and hard copy)

The institution has a website. It displays relevant details of information Institution Data, its mission/vision statement, and the goals and objectives of the institution, programme offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; Infrastructural facilities available for teaching/learning, sports, research and recreation; scholarship given by the state and the institution; and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years is hereby being submitted to the NAAC in Part-1:A and B of the SAR.

## A. Profile of the Institution

1. Name and address of the institution: Hans Raj Memorial College of Education, Bajakhana, Faridkot (Punjab) 151205.

2. Website URL [WWW.hrmeducationgroup.com](http://WWW.hrmeducationgroup.com)

3. for communication:

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Parmjit Kaur	01635-247600	01635-247500	<a href="mailto:hrgbajakhana@gmail.com">hrgbajakhana@gmail.com</a>
Vice-Principal	-Do-	-Do-	-Do-
Self - appraisal Co-ordinator	97794-77139	-Do-	-Do-

### Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Parmjeet Kaur		93572-71694
Vice-Principal		
Self-appraisal Satwinder Kaur	Co-ordinator 01635-247600	97794-77139

4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

Any other (specify and indicate)  Border Area.

4 Canal 10  
Marle

5. Campus area in acres:

6. Is it a recognized minority institution? Yes  No

## 7. Date of establishment of the institution

Month &amp; Year

MM	YYYY
01	2008

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

Punjabi University, Patiala

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

Month &amp; Year

MM	YYYY

2f

**Not Applicable**

Month &amp; Year

MM	YYYY

12B

## 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 College
- iv. Affiliated College

v. Constituent College

vi. Dept. of Education of Composite College

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 Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	X	X	Certificate	X	X
		X	X	Diploma	X	X
		X	X	Degree	X	X
ii)	Primary/ Elementary	X	X	Certificate	X	X
		X	X	Diploma	X	X
		X	X	Degree	X	X
iii)	Secondary/ Sr. secondary	X	X	Certificate	X	X
		X	X	Diploma	X	X
		B.Ed	Gratuation	Degree	One Year	Eng,Pbi.Hi indi
iv.	Post Graduate	X	X	Diploma	X	X
		X	X	Degree	X	X
v.	Other (specify)	X	X	Certificate	X	X
		X	X	Diploma	X	X
		X	X	Degree	X	X

(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 upto	Sanctioned Intake
Pre-primary	X	X	X	X
Primary/Elementary	X	X	X	X
Secondary/ Sr.secondary	B.Ed	F.NRC/NCTE/PB-600/2008.57386-92 dated-09-Aug-2008		100
Post Graduate	X	X	X	X
Other (specify)	X	X	X	X

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

Mission

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

Values

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

Objectives

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

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

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

If yes,

- a) How many programmes?

One
-----

- b) Fee charged per programme

49000
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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	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

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.

--

B.Ed.

<b>10</b>
-----------

M.Ed. (Full Time)

--

M.Ed. (Par

--

--

Any other (specify and indicate)

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	01
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

- Heads of practice teaching schools
- 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?

One Week
----------

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

Yes		No	✓
-----	--	----	---

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

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 weightages)*

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

- 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

<b>01-Sep-2011</b>
<b>20-Sep-2012</b>
<b>10-June-2012</b>
<b>122</b>
<b>212</b>

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	16	84	100	02	08	10	14	76	90
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

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

If yes, how many?

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

a) Unit cost excluding salary component

232000-00
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b) Unit cost including salary component

3141843-00
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(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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	71.6	46.21	65.67	45
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.	560	300	340
M.Ed. (Full Time)	-	-	-

M.Ed. (Part Time)	-	-	-
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## 10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	5
---	---

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

0	5
---	---

## 11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	0
---	---

b) Total number of practice teaching days

3	0
---	---

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

6	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.	320	320
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) OHP	✓	

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes		No	✓
-----	--	----	---

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

Compulsory	<input type="checkbox"/>	Optional	<input checked="" type="checkbox"/>
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### Criterion III: Research, Consultancy and Extension

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

Number	01	10	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

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

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
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

Yes  No

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

a. Ph.D.

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		<input checked="" type="checkbox"/>	
National journals - referred papers	<input checked="" type="checkbox"/>		1
Non referred papers			
Academic articles in reputed magazines/news papers		<input checked="" type="checkbox"/>	
Books	<input checked="" type="checkbox"/>		1
Any other (specify and indicate)(Souvenirs for Seminar and college magazines)	<input checked="" type="checkbox"/>		3

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

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

Number	3
--------	---

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

	Faculty	Students
National seminars	13	100
International seminars	02	0
Any other academic forum	0	0

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

Self-instructional materials

X
<input checked="" type="checkbox"/>

Print materials

Non-print materials (e.g. Teaching

<input checked="" type="checkbox"/>
-------------------------------------

Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/> 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

(NSS)

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

Yes  No

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

16. Does the institution provide consultancy services?

Yes  No

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

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>

National level	✓
International level	X

**Criterion IV: Infrastructure and Learning Resources**

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

17850

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

- |   |     |                                     |    |                                     |
|---|-----|-------------------------------------|----|-------------------------------------|
| a) Methods lab                          | Yes | <input type="checkbox"/>            | No | <input checked="" 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?

10

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

Nil

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

20000-00

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

21000-00

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

222000-00

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

Yes



No



9. Total number of posts sanctioned 10

Open      Reserved

Teaching

M	F	M	F
0	10	1	0
1	2	2	1

## Non-teaching

10. Total number of posts vacant

		Open		Reserved	
		M	F	M	F
Teaching		1	2	0	0
Non-teaching		0	0	0	0

11. a. Number of regular and permanent teachers

		Open		Reserved(Gender-wise)	
		M	F	M	F
Lecturers		0	5	0	0
Readers		0	0	0	0
Professors		0	0	0	0

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

		Open		Reserved	
		M	F	M	F
Lecturers		0	5	0	0
Readers		0	0	0	0
Professors		0	0	0	0
Instructor		0	0	1	0

b. Number of teachers from Same state

09

c. Other states

0

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

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:11
M.Ed. (Full Time)	
M.Ed. (Part Time)	

## 13. a. Non-teaching staff

		Open		Reserved	
Permanent	M	F	M	F	
	1	0	1	0	
Temporary	M	F	M	F	
	1	1	1	1	
b. Technical Assistants	Permanent	M	F	M	F
		0	0	0	0
Temporary	Temporary	M	F	M	F
		0	0	0	0

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

2:1

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

60.9%

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

Yes



No

## 17. Working hours of the Library

On working days

9.00 am TO 4.15 pm

On holidays

9.00 am TO 4.15 pm

During examinations

9.00 am TO 4.15 pm

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	<input type="text" value="3652"/>
- Textbooks	<input type="text" value="935"/>
- Reference books	<input type="text" value="505"/>
b. Magazines	<input type="text" value="0"/>
e. Journals subscribed	<input type="text" value="23"/>
- Indian journals	<input type="text" value="0"/>
- Foreign journals	<input type="text" value="0"/>
f. Peer reviewed journals	<input type="text" value="0"/>
g. Back volumes of journals	<input type="text" value="0"/>
h. E-information resources	<input type="text" value="06"/>
- Online journals/e-journals	<input type="text" value="16"/>
- CDs/ DVDs	<input type="text" value="0"/>
- Databases	<input type="text" value="0"/>
- Video Cassettes	<input type="text" value="0"/>
- Audio Cassettes	<input type="text" value="0"/>

20. Mention the

Total carpet area of the Library (in sq. mts.)	<input type="text" value="179Sq"/>
Seating capacity of the Reading room	<input type="text" value="50"/>

21. Status of automation of Library

Yet to intimate	<input checked="" type="checkbox"/>
Partially automated	<input type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input type="checkbox"/>
	<input type="checkbox"/>

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

✓
✓
✓
✓
✓
✓
✓

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

20

Maximum number of days books are permitted to be retained

by students

10

by faculty

365

Maximum number of books permitted for issue

for students

02

for faculty

05

Average number of users who visited/consulted per month

50

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

29:1

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

5%



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

	2009-10		2010-11		2011-12	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	111	18640	-	-	113	29125
Other books	-	-	228	43288	-	-
Journals/ Periodicals	-	-	-	-	-	-
Any others specify and indicate	-	-	-	-	-	-
<i>(Additional rows/columns may be inserted as per requirement)</i>						



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

	I	II	III
NET			
SLET/SET			
Any other (specifies and indicate			

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

Financial Aid	2009-10	2010-11	2011-12
Merit Scholarship	00	00	00
Merit-cum-means scholarship	00	00	00
Fee concession	00	00	00
Loan facilities	02	02	01
Any other specify and indicate	01	01	01

*(Additional rows may be inserted as per requirement)*

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

Yes		No	✓
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes	✓	No	

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?

Yes	✓	No	
-----	---	----	--

## Sports fields

Indoor sports facilities

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

Gymnasium

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

12. Availability of rest rooms for Women

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

13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

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

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

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate				<input checked="" type="checkbox"/>		14
Inter-university						
National						
Any other (specify and indicate)				<input checked="" type="checkbox"/>		13

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	X	x

Regional	x	x
National	x	x
International	x	x

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2009
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19. Does the institution have a Student Association/Council?

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

20. Does the institution regularly publish a college 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 2011-12 (%)	Year 2010-11 (%)	Year 2009-10 (%)
Higher studies	20	18	19
Employment (Total)	39	41	38
Teaching	38	40	38
Non teaching	02	02	01

23. Is there a placement cell in the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, how many students were employed through placement cell during the past three years.

2011-12	2010-11	2009-10
34	42	5

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 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	4
Staff council	12
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3

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

Loan facility

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

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

Insurance

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

Other (specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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4. Number of career development programmes made available for non-teaching staff during the last three years

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

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

0
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- b. Number of teachers who were sponsored for professional development programmes by the institution

0		
---	--	--

National

International

0		
---	--	--

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

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

02		
----	--	--

e. Research development programmes attended by the faculty

--	--	--

f. Invited/endowment lectures at the institution

		2
--	--	---

Any other area (specify the programme and indicate)

	0	
--	---	--

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

a. Self-appraisal

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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b. Student assessment of faculty performance

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

c. Expert assessment of faculty performance

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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d. Combination of one or more of the above

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

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the number of hours spent by the faculty per week

01
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8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

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4900000/-
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Fees

Donation

Self-funded courses

Any other (specify and indicate)

## 9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	2010-11	2011-12
% spent on the salary of faculty	61.68	60.83
% spent on the salary of non-teaching employees	15.24	13.50
% spent on books and journals	0.32	0.44
% spent on developmental activities (expansion of building)	1.16	1.15
% spent on telephone, electricity and water	1.82	1.70
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	6.70	7.16
% spent on maintenance of equipment, teaching aids, contingency etc.	1.16	1.06
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.71	0.66
% spent on travel	0.64	0.61
Any other (specify and indicate)	10.57	13.40
Total expenditure incurred		

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

Surplus in Rs.

1840745-00

Deficit in Rs.

87450-00

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78060-00

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11. Is there an internal financial audit mechanism?

Yes

No

12. Is there an external financial audit mechanism?

Yes

No

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

Administration

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

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

Student Records

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

Career Counselling

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

Aptitude Testing

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

Examinations/Evaluation/

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

Assessment

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

Any other (specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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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/ ad hoc / guest teaching staff?

Yes  No

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

a) for teachers   
 b) for students   
 c) for non - teaching staff

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

Yes  No

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

Yes  No

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

Yes  No

### Criterion VII: Innovative Practices

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

Yes  No

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

Yes  No

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

	Category	Men	%	Women	%
a	SC	02	2	08	8
b	ST				
c	OBC	04	4	10	10
d	Physically challenged	-	-	-	-
e	General Category	10	10	66	66
f	Rural	10	10	57	57
g	Urban	06	6	27	27
h	Any other ( specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC			02	
b	ST				
c	OBC	01			
d	Women	08		02	
e	Physically challenged				
f	General Category	08		02	
g	Any other ( 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 2011-12	Batch II 2010-11	Batch I	Batch II
SC	13	16		
ST				
OBC	06	06		
Physically challenged				
General Category	81	77		
Rural	64	60		
Urban	36	40		
Any other ( specify)				

## Part-II

### **The Evaluative Report**

**(For the Institutions Recognised by the National Council for Teacher Education)**

## ***Part II: The Evaluative Report***

**It has following three sections:**

- 1. Executive Summary**
- 2. Criterion-wise Analysis**
- 3. Mapping of Academic Activities of the Institution**

## **1. EXECUTIVE SUMMARY: -**

**Hans Raj Memorial College of Education, Bajakhana (Faridkot)**, a co-educational college governed by **Hans Raj Memorial Trust, Bajakhana (Faridkot)** is recognized by National Council for Teachers Education through its Northern Regional Council, Jaipur and is affiliated to Punjabi University, Patiala since **2008**. It is also duly notified by Punjab Government for 100 seats of B.Ed.

**Hans Raj Memorial Trust, Bajakhana (Faridkot) Society** was set up with the aims and objectives of 'promotion of charitable and educational object or objects for the well being of people in India and expressly includes to do the efforts and programmes for the well being of the society, that is, physical, moral, mental, spiritual and social development and to develop all round personality. All the members of the society are highly educated and aim at providing quality teacher education and value education. The management has made modest efforts to see that not only talented but all other teacher trainees should develop in them qualities and skill of a good teacher. The management gives free hand to the Principal and the staff to do work for the betterment of teacher education and the institute.

The college is situated in village Bajakhana **on the National highway no.15 (Bathinda-Kotkapura Road)**.

The management is faculty friendly and also aims at making the college and the faculty student friendly and making the teacher trainees realize the importance of becoming facilitators in the schools instead of having authoritarian attitude that is, developing the schools into student friendly schools.

The emphasis is on interactive teaching and the students are persuaded to go for innovations also. The students are free to approach the authorities and put suggestions and their grievances in the suggestion box. The College is spread up on a land of **4 Acres and 10 Marla** and the daily routine of the college starts with morning assembly and prayer. For developing self responsibility in teacher trainees and for training them in organizing various curricular and co-curricular activities, the college has an activity calendar in addition to the academic calendar and the students are



divided into Houses and associations. The various co-curricular activities are organized by these Houses and associations under the able guidance of the principal and teachers.

The college has its own practicing school in the town and has linkage with more than 10 other schools for teaching practice. Skill-in-teaching practice continues throughout the session in the form of explaining teaching skills, practice of teaching skills through microteaching in simulation, practice of macro lessons in simulation, exhibition of teaching aids, model lessons by lecturers, lectures and counseling on improving handwriting and improving Black Board writing, model lessons by lecturers, writing and handwriting competition, of teaching practice and final exam in skill in teaching.

The college has reservation of seats for Schedule Caste/Tribe, Divorced women, Backward Class, Physically Challenged and Sports person etc.



# **CURRICULAR ASPECTS**

**Hans Raj Memorial College of Education**

**National Highway - 15 Bajakhana,**

**Distt. Faridkot-151205 (Pb.)**

## **2. CRITERION – WISE ANALYSIS**

### **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).

#### **Objectives**

To realize the vision and mission the college has objectives:

- I. To impart quality teacher training to the teacher trainees.
- II. To impart knowledge and training of latest technology for teaching.
- III. To develop values of a good teacher, good human being, a patriot and a true Indian.
- IV. To develop the infrastructure befitting of a quality teacher education institute.
- V. To make optimum and effective use of existing resources – the human resources as well as infrastructure.
- VI. To arrange programmes for the all round development of personality of the teacher trainees.
- VII. To stimulate social and national integration
- VIII. To educate for eradication of evils.
- IX. To keep alight the torch of knowledge kindled by Hans Raj Memorial College of Education Bajakhana, that is, to dispel the darkness of ignorance and to spread knowledge for the well being of all, that, physical, moral, social and spiritual development.

The quality of a nation depends upon the quality of teachers it has and this college was set up to dispel ignorance and spread knowledge by producing well

**trained quality teachers with never ending quest for increasing knowledge and zeal to teach with interactive and interesting methods. The college organizes activities for development of the personality of the students. The college has N.S.S. unit and organized one day NSS camps to sensitize the students regarding community and the nation as well as towards the environment. The college is a smoking free zone. The college enlightens the students to plant trees and to keep the environment pollution free and avoid indiscriminate usage of polythene.**

- 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).

**Although we follow the syllabus from the university. National seminar on reviewing the curriculum was organized in the college.**

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

**The college provides practical training in operation of computers and internet and use of LCD projector etc. The curriculum has education for International understanding as a topic.**

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

**In the curriculum in paper 1. Teacher in Emerging Indian Society ' value education is one of the topics. .**

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

Use of ICT is made for curriculum transaction. Students and teachers use internet for getting information, prepare slides in Microsoft PowerPoint and use LCD projector for educational topics.

## **1.2 Academic Flexibility**

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

**The college provides regular experiences to students to develop their reflective thinking by the following programmes:**

**(A) An extempore contest is held on educational topics. The teachers write many topics involving reflective thinking on slips – writing one topic on one slip and out of these slips, one slip is drawn for a student who is given 3 minutes to think reflectively on the topic and speak on the topic for 2 to 3 minutes.**

**(B) Seminars: tutorials group work under the guidance of teachers. The whole college is divided into 4 Houses. In these tutorials, to develop the reflective thinking, students are guided to deliver seminars and each student delivers a seminar.**

**(C) Wall Magazine: Wall magazine is regular activity of the college and it aims at developing the reflective thinking and communication skill of the students and disseminating the products of their reflective thinking.**

**(D) Magazine: The College gives opportunity to the students to develop their creativity reflective thinking and communication skills by writing their original articles /poems etc. The college has a vast collection of reference books to develop the reflective thinking and arranges quiz to test the knowledge.**

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

**The college lays stress upon value education.**

**Students participated in value education examination . Students are given awareness against the hazards of pollution. College is a smoking free zone.**

**The college provided 10 options in teaching subjects out of which the students are required to choose any two. Similarly the college provides 3 options in work experience out of which students are required to choose any one.**

**The college has an activity calendar to implement its programmes which are conducted after putting up detailed notices and giving opportunity to all students to develop their potentials. Practice of microteaching and teaching practice in simulation is regular feature when the students are not teaching in schools. Teachers as well as experts present model lessons, instructions are given for teaching practice in schools, students present pre-discussion lessons and then teacher trainees are sent to schools for teaching practice. During teaching in schools, they are required to observe 15 lessons and deliver 2 discussion lessons in addition to teaching 2 periods per day using interactive methods and teaching aids under the able supervision and observation of school teachers and teacher educators of the college. An exhibition of teaching aids is arranged. Students organize co-curricular activities in schools also.**

- 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.

University and UGC have no provision or rule for permission to B.Ed. colleges to introduce any such value added course. However, the college, of its own, develops communication skill (verbal and written) through various activities and provides opportunities of expressing themselves in various skill-in-teaching periods, tutorials/Houses, seminars, subject associations, national seminars, magazines, NSS camps, talent search programmes, college programmes and youth festivals etc. For developing Life skills, community orientations of social responsibilities, NSS camps, visit to Institute for Dumb and Deaf In Faridkot and organization of blood donation camps.

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

i. Interdisciplinary/Multidisciplinary:

**The students have option to choose two teaching subjects out of 10 teaching subject available in the college.**

ii. Multi-skill development:

**Programmes leading to multi skill development are part of curriculum of the college as explained in 1.2.3.**

iii. Inclusive education:

**To sensitize students regarding this, the college has included in its curriculum a visit to an Institute for Blinds, and an Institute for Dumb and Deaf.**

iv. Practice teaching:

**Before sending teacher trainees to schools the college has a regular period in time table for teacher trainees to practice teaching in simulation and develop teaching skills through micro teaching and macro teaching model lesson are delivered for the students. Students are given specific feedback.**

v. School experience/internship

The institute ensures inclusion of School Experience in curriculum by allotting 30 days to school experience for internship of teacher trainees in schools the college has adopted 8-10 schools for teaching practice.

vi. Work experience/SUPW:

As per the curriculum the college has three options in work experience, that is, cooking, gardening and computer applications. Students are allowed to choose any one out of these three. The college provides infrastructure and facilities for these options.

Any other (specifies and gives details)

The curriculum of the institute includes the Teaching of Educational Psychology, Guidance and Counseling and Education Technology.

### **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 college gets four types feedback; firstly, the students provide feedback regarding transaction of curriculum by teacher, secondly, regarding overall evaluation of college curriculum and facilities for the curriculum, thirdly, they have fully encouraged to put suggestions in the suggestion box and they give many suggestions which when implemented, boost their encouragement to give more feedback. Fourthly, their feedback is obtained after they leave the college and become alumni. The college gets feedback from the school Heads also.

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 performa related to curriculum is given to the students as well as teachers in which they give their suggestions .**

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

**No, there is not any specific contribution of the institution to curriculum development.**

#### **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).

**For need assessment and feedback from the teacher trainees for curriculum a national seminar on “Quality Perspectives in curriculum development for teacher education” was organized for the teacher educators. Participants from various B.Ed. colleges and schools from Punjab, Haryana and Rajasthan attended the seminar and opined that the curriculum be revised to make it according to the needs of the present day. A need was felt to make computer education as compulsory subject. It was suggested that the topics which have become obsolete should be replaced by more emphasis on practical training.**

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.)

**Feedback and suggestions of the students are obtained through the feedback perform and the suggestion box. Feedback from practicing schools is obtained from the heads and the teachers of the schools. This feedback is discussed by the staff for the various improvement including curriculum revision and update.**

## **1.5 Best Practices in Curricular Aspects**

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

**Each student is asked to deliver a seminar and give assignments for which the teachers suggest reference books for reading. The students make full use of library while preparing these assignments.**

**News and views in education published in the newspaper of the day/week and educational journals are presented to the students through the notice board, wall magazine and/or in the form of announcement.**

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

a) Title of the practice: **Educational News and Views**

b) The context that required initiation of the practice: **The books do not provide updated knowledge. It is an era of fast changes with new information is being added daily. The students do not update themselves with the latest knowledge. Hence, there is a need to acquaint them with the news in the field of education and give them views of the experts as well as the common man related to the field of education.**

c) Objectives of the practice: **To update the knowledge of the students with the news and views expressed in news papers.**

d) The practice: **A House or tutorial group is on duty for a week. During this week a student of this House selects the news and views in the news paper of the day and announces or reads these before all the students. To start with, it is in the morning assembly.**

- e) Obstacles faced if any and strategies adopted to overcome them: **Since opportunity is to be given to different student on each day, on each day a different student has to be trained for this purpose. The college does so and the difficulty is overcome. If only trained students are given this opportunity, it will be easier but not useful.**
  
- f) Impact of the practice: **The students get the latest knowledge of the happenings in the field of education. The students start reading the educational columns themselves also.**
  
- g) Resources required: **News papers and Teacher Incharge.**



# **TEACHING-LEARNING AND EVALUATION**

**Hans Raj Memorial College of Education**  
National Highway - 15 Bajakhana,  
Distt. Faridkot-151205 (Pb.)

## **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?

**Admission is done under university norms and admission is conducted by Federation of Self-financed colleges of Education, as per the notification of Punjab government. The Punjab Government notifies the admission process and authorizes of the admission is on the basis of merit base to reservation and getting at least 50% marks (45% for S.C./S.T.) in the graduation. The college has provision of students in the teaching of S.S., Science, Math, Economics, History, Geography, Physical Education, Hindi, Punjabi and English. In the matter of admissions the college adheres to the decisions of National Council for Teacher Education and Punjab Government.**

**The admission is centralized. S.C. students are helped in getting scholarships. After admission, students are administered teaching aptitude test with an aim to know their aptitude regarding teaching. They are also given weekly test with an aim to get them prepared regularly to have a comprehensive evaluation system and to give regular feedback to improve.**

- 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?

**Information regarding admission is advertised in national level news papers giving subject combination and the counseling schedule by centralized counseling committee. The prospectus of the college gives information**

regarding affiliation with the Punjabi University, Patiala. Various activities undertaken by the college, vision, mission, objectives and values of the college, faculty of the college, admission procedure, outline of curriculum, house tests, period of training, facilities and infrastructure available in the college, rules , regulations & norms, library and facilities available in it. The information regarding the college activities and transaction of curriculum etc is displayed on the college notice board. The information is displayed on the website of the college also. The information regarding the activities performed by the college is also displayed in various newspapers and magazine of the college.

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

**The admissions are conducted by Federation of Self-Financed Colleges of Education, Punjab as per the notification of the Punjab Government. . The admission procedure is properly advertised by the university and the determined admission criteria are applied to all applicants. As per the Punjab Government Notification, 13 seats are filled by the management and the determined admission criteria are equally applicable to the management seats. Only verification of certificate is done by the college.**

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).

**As there is no rule to adopt any strategy by the institution to retain the diverse students population because all admission is done through Federation of Self-financed colleges.**

**To retain the individuals of diverse economic status, the college provides:**

- I. The college provides all possible help and the guidance in getting the scholarships sanctioned to the SC students.

The college has students of different religions and there is no interference in their religious matters. Every student is free to respect his/her religion and the college authorities also pay due respect to all religions. The college has male as well as female students and provides equal opportunities to the boys and girls at the time of admission without any gender discrimination. Last year the college had nearly 75% girl students. The college has a separate common room for the girls and clearly demarked separate toilet for girls. The college has a women cell headed by the lady Lecturer and a female student representative. This women cell is for strengthening the women power and to look into any complaints. As already shown the number of lady lecturers exceeds the number of male lecturers and hence the female gender is always held in high esteem by the college administration as well as by the students.

To cater to diversity in linguistic population the college provides freedom and arrangement for all the three languages of this area, that is, Hindi, Punjabi and English. Students are free to opt any medium and any language out of these three as their teaching subject. Students are free to express themselves in any of these three languages during any activity or programme conducted by the college. There is no discrimination on the basis of the language. The college library has books in these three languages and subscribes to educational journals and newspapers of all these languages.

To facilitate the physically challenged ones the college has a ramp. The library attendant as well as librarian has been counseled to provide all help to physically challenged ones.

- 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.

**For assessing student's knowledge/needs and skills before the commencement of teaching programmes, teaching aptitude test and talent search function are held.**

## **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 college has provided teaching and guidance schedule from 9.00 AM to 4 PM. A teacher is in-charge of adjusting periods, that is, if one is on leave, the class is not left vacant but another lecturer teaches in that period so that the institution works towards creating an overall environment conducive of learning and development of the students.**

**They are issued two books per student on issue return basis. Lecturers are persuaded to be guide and counselor of the student and to act as facilitator rather than to dictate or scold. Lecturers are persuaded to be student friendly. Students are given opportunities of self expression through suggestion box, democratic atmosphere, extempore, declamation, magazine, seminars, and participation in national seminars, tutorial groups or the houses. The college has variety of subjects and gives remedial coaching to the needy students. The teacher educators are oriented through seminars by seniors and they refresh themselves through participation in national seminars etc.**

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

**Students have options in choosing two teaching subject out of the ten teaching subjects available in the college. Students have option to choose any one medium out of Hindi, English and Punjabi. Remedial coaching is given to the students and their achievement in the house examination. The library has**



nearly 3652 books, 23 journals, internet and computer facility, which cater to the diverse learning needs of the students. Students are persuaded for self learning and presenting seminars.

- 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?

The paper relating to education psychology and educational technology respectively is known as 'Development of the Learner and Teaching-Learning Process' and 'Essentials of Educational Technology And Management' , it includes the topics for student teacher to understand intelligence, personality, Motivation, growth and development children with special needs, creative, gifted , delinquents and educationally backward children and educational technology includes the topics for student , teacher to understand mass media, behavior modification , classroom problems etc.

**Objectives of Teaching educational psychology are as below:**

- i. Understand the nature of the learner with reference to his behavior.
- ii. Understand the nature of the learning and the factors influencing it.
- iii. Promote healthy learning practices.
- iv. Identify exceptional children and teach them accordingly.
- v. Manage the classroom effectively.

**Objectives of Teaching educational technology are as below:**

- i. Be acquainted with the role of educational technology and modern innovations in the present system of teaching and learning.
- ii. Be familiar with the role of mass-media in education.
- iii. Be acquainted with the general administration and organization of the school.
- iv. Understand the role and relationship of headmaster and teachers.

- v. **Understand various aspects of school as time table , school records, discipline , supervision and inspection.**

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

**Feedback from the students is obtained. There is a suggestion box also in which the students are persuaded to put in their suggestions and feedback regarding the teacher educators. Students have options in choosing two teaching subject out of the ten teaching subjects available in the college. Students have option to choose any one medium out of Hindi, English and Punjabi. Remedial coaching is given to the students and their achievement in the house examination. The library has nearly 3652 books, 23 journals, internet and computer facility, which cater to the diverse learning needs of the students. Students are persuaded for self learning and presenting seminars.**

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?

**Students are given knowledge regarding diversity and inclusion in:**

- a) **The paper of Education psychology named as ‘Development of learner and Teaching-learning process.**
- b) **Through the visit to the institutes of Blind and Institute of Deaf and Dumb.**

### **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 college engages students in active learning by the following activities –

- a) Assigning them seminars and suggesting them references to study for preparation of seminars. They resort to extra self reading leading to active learning. They present the seminars before their class fellows, that is, peer teaching.
- b) Each student is required to do the following practicals in this college.
  - (i) Community work (identification and diagnosis of the problems prevailing in the community. It is conducted under the supervision of the subject teacher).
  - (ii) Administration and interpretation of personality test.
  - (iii) Preparation of transparencies.
  - (iv) Operation of OHP
  - (v) Operation of LCD projector.
  - (vi) Action research
  - (vii) Construction of time table
  - (viii) Maintenance of attendance
  - (ix) Use of MS Word, MS Excel, MS PowerPoint for processing word, evaluating numerical value.
  - (x) PowerPoint presentations
  - (xi) Internet surfing
  - (xii) Working with E-mail
  - (xiii) Case study
  - (xiv) Black board writing.
- c) There are regular periods of teaching practice for teaching in simulation in which students do peer teaching.
- d) Use of websites: - By providing internet facility in computer lab and library.

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

**The college lays emphasis on inter active teaching for which lecturers use LCD projector and teaching aids for developing teaching skills amongst the would be teachers, Orientation followed by model lessons is given in the following teaching skills through micro teaching.**

- (i) Skill of introducing the lesson.**
- (ii) Skill of explanation**
- (iii) Skill of questioning**
- (iv) Skill of reinforcement**
- (v) Skill of Black-Board writing**

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

**The students practice these skills through microteaching . They plan 5 micro lessons and deliver 01 micro lesson for each skill write on their lesson plan notebook and then deliver the lesson. Feedback is provided by the lecturers as well as by their peers. The college uses an innovative method, that is, the college has a video camera for making video films of the lesson for providing feedback to the students.**

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.

**For additional training in models of teaching, teachers are asked to plan and write the use of teaching aids or the innovative techniques to be used when they plan distribution of syllabus.**

- 2.3.5. Does 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.

**This is already defined in 2.3.2 & 2.3.3**

- 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.)

**In schools, the students deliver two lessons in a day, that is, one lesson in one teaching subject in a day. Almost 25% of the lessons are observed by the teacher educators or the school teachers. 30 lessons are observed by the peers, that is, 15 lessons in a subject. Feedback is given immediately after the period, feedback is specific but mainly verbal instructions are given and keeping in view that the aim of feedback is to suggest and improve; only a few points are written and most of the feedback is explained verbally so that they are receptive to feedback and do not over react. They prepare lessons, based on reinforcement skill, skill of blackboard writing etc. to make the lesson cater to the diverse needs of the students. They also given instructions in the hall meeting where they are told to respect the individuality of the students and pay attention to their diverse needs.**

**Before sending them to schools, the teacher educators deliver model lessons. There are discussion lessons which are thoroughly supervised by teacher educators and feedback is given in the form of discussion.**

**The college has 10 schools for teaching practice and adopts 8 to 10 schools at a time for teaching practice. Each student is asked to use teaching aids,**

questioning, skill of introducing. The college has chart, skill, and model, working models, computers, science apparatus, LCD projector and OH Projector, chalk boards, white boards, science lab, psycho lab, computer lab, language lab and work experience lab

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

The college has link with more than 10 schools and selected 8 to 10 Schools for teaching practice. After pre-practice, the teacher trainees are sent to 8 to 10 schools for teaching practice and each group is headed by a teacher educator. Before sending them to schools they are given model lessons by teacher educators and are given instructions for teaching practice in schools. The teaching practice in schools is for 30 days. The teacher educator supervisor in the school supervises nearly 25% of the lessons and gives pin pointed and specific feedback which is verbal as well as in the written form. The students, during the block teaching/internship in the schools also arrange culture activities in the schools and maintains the record of attendance. During this period they also deliver discussion lessons which are observed by subject expert, teacher educators of their teaching subjects. They also observe 15 observation lessons of their peers.

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.

Yes, the school staff is co-operatively involved in preparing the time table when the teacher mentor allots the periods, the class and the sections in consultation with the student teachers. The school staff is also requested to supervise the lessons when the teacher mentor supervises the lessons.

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

**The students are exhorted to make their teaching student centered by using learning aids, they are also exhorted to keep in view the individual differences and the diverse learning needs of students and schools. They also check the mistakes of their students and pay attention to the diverse learning needs.**

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

**The teacher educators themselves use and adopt technology and in their teaching. They are asked to prepare a scheme of syllabus distribution, term wise/unit wise and they are persuaded to write the teaching aid, the innovative teaching method, non-conventional teaching method and the technology to be used while teaching these topics. During model lessons also the teacher educator use technology. This encourages student teacher to use and adopt technology in practice teaching.**

**Secondly, the college has OHPs, Computers, LCD projector. It encourages the students to use and adopt technology.**

## **2.4 *Teacher Quality***

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

**Yes, the school staff is co-operatively involved in preparing the time table when the teacher mentor allots the periods, the class and the section in consultation with the student teachers. The school staff is also requested to supervise the lesson when the teacher mentor supervises the lessons.**

- 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?

**Nearly 10-14 students are supervised and guided by one teacher educator during teaching practice in a school since the college has 08 lecturers, so 8-10 schools are identified for teaching practice in a year.**

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

**Teacher educators are persuaded to give specific feedback. They are also given feedback on their performance in the house tests. First 03 position holders are honored and names of merit list position holders are placed on the notice board of the college and also printed in the college magazine. The report of the performance of the students is also sent to their parents. These steps encourage the students. The teachers observe nearly 50% of the lessons during teaching practice and give verbal as well as written suggestion.**

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

**To encourage the students and the faculty to keep pace with the recent development in school subjects and teaching methodology, the college puts the educational news on the notice board, educational news are also read in the morning assembly and the college subscribe nearly 23 educational journals. Moreover, the college organized two National Seminars. Educational news and views are also read by the students on duty of the subject association of duty for the week. These news and views are read on mike in the morning assembly in the beginning.**

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

**It has already been explained in 2.4.3**



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.)

**For ensuring professional/career development of the teaching staff of the college, the college offers to procure/purchase books, tools and psychological tests needed for research and professional growth whenever needed by the faculty. The college subscribes 23 Educational Journals which they use for their professional growth. Thirdly, the college arranges seminar and also sends the lecturers for attending seminars in other colleges. Also the college arranges in the college seminars by the faculty itself.**

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

**The atmosphere of the college is congenial for the professional growth to the extent and every year best lecturer is awarded on the behalf of feedback and voting of the students and even two lecturers have passed their additional exam of English Literature during their job.**

## **2.5 Evaluation Process and Reforms**

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

**The students are given teaching aptitude test in the very beginning. These are done to know their aptitude regarding teaching. They are given the feedback and remedial guidance. They are persuaded to communicate their difficulties, if any, to the teacher mentor or the incharge of the house or the subject in-charges or put suggestion in suggestion box or communicate any difficulty through the suggestion box. There is a separate suggestion box in the library**

**for suggesting or demanding the required book or journal or any infrastructure needed by them. Their suggestions are welcomed and implemented.**

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

**The college has a continuous comprehensive evaluation system. The college conducts aptitude test, regular classroom tests for each subject, and two house tests. These are linked to internal assessment. They are made to write 2 assignments in each subject and they deliver seminars. To identify the classroom difficulties of the students to remove these, teachers are assigned tutorial groups named as houses.**

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

**Students are provided immediate feedback by the lecturers after the house tests when they are apprised of their shortcomings in their answer books and a report regarding their performance in their house tests and regarding their attendance in the classroom is also sent to their parents. All these measures persuaded the students to improve their performance. Their position in the classroom is also intimated. Names of first 20 position holders are announced in the assembly with appreciation and applause from the authorities and the students, put on the notice board and published in the college magazine. Position holders are honored.**

**Barriers to students learning are also identified by persuading them to put their suggestions in the suggestion box which are thoroughly attended and discussed.**

In case of skill-in-teaching immediate feedback is provided and for evaluation, pre discussion, discussion lessons are oriented. We send feedback to parents and PTM's are also arranged for getting feedback and suggestions. These are the various measures adopted to make the evaluation continuous, comprehensive and improvement oriented.

2.5.4. How is ICT used in assessment and evaluation processes?

The attendance, the marks during the test and the house tests are saved to the computer for compiling and preparing reports and for sending the reports to their homes. ICT is also used for sending the assessment to the university and for e-mails to university examination branch.

## **2.6 Best Practice in Teaching-Learning and Evaluation Process**

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

The teacher educators themselves use technology in teaching and act as a role model to persuade them to use technology in their teaching. The micro teaching is done in real classroom situation in school. The teacher educators assign assignments and classroom seminars to students and suggest reference books for the self learning. The college has adopted a comprehensive evaluation system which evaluates the students throughout the year.

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

**1. Title of the Practice:** Interactive Teaching Learning and Feedback

**2. Objective:**

**A. To inspire and train the teacher educators and teacher trainees in making the teaching interactive.**

- B. To have a system of feedback to students by teacher educators and peers and feedback to teacher educators by students and authorities.
- C. The teacher educators should themselves act as a model and teach in an interactive way and should inspire, supervise and persuade teacher trainees to teach by interactive methods.

### ***3. The Practice***

The teacher educators are asked to write the innovative method/method other than lecture method while writing distribution of syllabus/diary. They are also asked and persuaded to use teaching aids and technology based infrastructure like LCD projector, computer, OHP and transparencies etc. They are also to adopt discussion method and ask questions frequently. The Principal herself presents a model lesson before all the faculty members. All the teacher trainees are exhorted to replace lecture method by using teaching probing questioning, pupil activities and induce and elicit answers and make their teaching interactive.

### ***4. Obstacle Faced:***

While equipping them with interactive method of teaching, it is found that the knowledge of content (subject) of some student is also not updated and they are likely to impart poor knowledge.

### ***5. Strategy to Overcome obstacle:***

Teacher Educators are persuaded to point out mistakes in content also and the principal in her address stresses upon teaching after studying the topic in more than one book and in books of higher classes also.

### ***6. Impact of the Practice:***

The teacher educators teach in interactive way and use OHP, LCD projector and other teaching aids and use of discussion method and seminars have increased.

This led to increase in confidence level of teacher educators and pupil teacher in teaching with interactive methods.

**Resources Required:**

The college has the requisite resources, viz., the expertise, and infrastructure like Science Lab, the Computer Lab, Laptop, OHPs and LCD projector in addition to a large member of teaching aids like charts, models and transparencies.

**Contact Person for further Details: - Mrs. Satwinder Kaur(Convener)-097794-77139**



# **RESEARCH, CONSULTANCY AND EXTENSION**

**Hans Raj Memorial College of Education**

**National Highway - 15 Bajakhana,  
Distt. Faridkot-151205 (Pb.)**

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

#### **3.1 Promotion of Research**

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

**The institution motivates its teachers to take up research in education by persuading them to start research for the award of Ph.D. or M.Phil. Secondly, they are motivated to write research papers and get it published. Thirdly, they are given leave permission. Fourthly, college offers to provide the needed educational journals, books, encyclopedia, psychological tests and tools, the secretarial assistance and the period adjustment whenever needed. Moreover, the college provides them the information, permission, and the other facilities to attend seminars and other enlightening programmes. Last year, the college arranged one Extension lecture on Dr. Kirpal Kazak former Prof. Punjabi University Patiala delivered the extension lecture.**

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

**The thrust area of research prioritized by the college is research in education in general and the emphasis is on teacher education, school education and value education.**

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

**The college encourages Action Research by the principal, the faculty and the students. The principal continues action research for improving the system of the college and the faculty and the students for solving various educational problems.**

**An action research project on improving the black board writing and handwriting of pupil teacher was undertaken last year. All students were given one printed paragraphs each in Hindi, Punjabi and English and they were asked**

to write it in their own handwriting in the classroom, that is, in the presence of the teacher educator.

As a second step, their writing was analyzed and they were told the ways to improve their writing, that is, writing in straight lines, maintain proper distance between lines, proper distance between letters and words, continuity of all letters of a word in English, all letters of a word in Hindi separate and proper structure of letters.

It was found that the main shortcoming is proper structure of letters. For removing this shortcoming, they were shown good writing of their class fellows and correct structure of words was written on the board and also displayed on the notice board. They were also made to practice on the handwriting workbooks. This led to their improvement in writing. Thus the findings are that the writing of 52% teacher trainees need improvement, the main area in which the improvement is needed is the structure of letters, the students do not join different letters of the same word in English thus making a word a group of words marring the legibility and understandability, some teacher trainees join different letters in Hindi and the main finding is that writing can be improved by the methods mentioned above.

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

**The faculty of the college organized:**

(I) A National Seminar on “National Curriculum Frame Work 2009” was organized with the objective to sensitize teacher educators and students about it on 31-10-12. Smt. Paramjeet Kaur Gulsan (M.P.) inaugurated the seminar. A souvenir on this National Seminar was published.



(II) A National Seminar on “Quality Perspectives in Curriculum Development for Teacher Education” was organized on 30-11-2011 to generate awareness about the present day need of the society to face the current challenges boldly while maintaining the cultural and social values of the country.

(III) The faculty Members attended the following Seminars and Conferences:

**1.Dr.Paramjeet Kaur**

<b>Dated</b>	<b>Name of certificate</b>	<b>Name of institution</b>
<b>12 march 2010</b>	<b>National Seminar-Role of teacher in increasing environmental awareness</b>	<b>Rattan Professional Education College Mohali</b>
<b>10 April 2010</b>	<b>National Seminar-The changing role of the 21st century foreign language teacher</b>	<b>Chaudhry Devi Lal College of Education Jagadhari</b>
<b>08 Oct 2010</b>	<b>National Seminar-Information Technology and knowledge based society</b>	<b>Guru Ramdas B.ed college Jalalabad</b>
<b>13 Nov 2010</b>	<b>National Seminar-Global Warming</b>	<b>Lala Jagat Narayan Education College Jalalabad</b>
<b>26,27 Nov 2010</b>	<b>National Seminar-Intergrating ICT in teacher education curriculum</b>	<b>Maharishi Dayanand College of Education Abohar</b>
<b>15 to 17 Nov 2010</b>	<b>International Confrence on role of teacher in enhancing human</b>	<b>Punjab university Chandigarh</b>

	<b>potential</b>	
<b>02 to 03 Feb 2012</b>	<b>Languages: its role in Sharpening one's intellect and development of personality</b>	<b>Malwa Central College of Education Ludhiana</b>
<b>26 Feb 2012</b>	<b>Environmental Education and the society</b>	<b>Nalwa College of Education Panipat</b>
<b>31 Oct 2010</b>	<b>Structural and operational issues of Continuing Professional Development of Teachers :the need of the Hour</b>	<b>Hans Raj Memorial college of Education Bajakhana</b>

Dr.Paramjeet Kaur Brar participated in 8 national seminars and one international conference held at Punjab University Chandigarh. She got one paper published in Researchers' Tandem. She is also a co-author of a book on micro teaching.

### 2.Mr.Jaspal singh

<b>Dated</b>	<b>Name of certificate</b>	<b>Name of institution</b>
<b>26,27 Nov 2010</b>	<b>National Curriculum Framework---2009</b>	<b>Maharishi Dayanand College of Education Abohar</b>

### 3. Mrs. Satwinder Kaur

<b>Dated</b>	<b>Name of certificate</b>	<b>Name of institution</b>
<b>28-30 Jan 2008</b>	<b>International Conference</b>	<b>Lovely Professional</b>

	<b>of AIAER On Internationalizing Higher education</b>	<b>University Phagwara</b>
<b>26-28 Dec 2008</b>	<b>National Seminar of AIAER on Utilizing Research:A new wave in quality education</b>	<b>Lovely Professional University Phagwara</b>
<b>2009</b>	<b>National Seminar on the theme education for National Development.</b>	<b>Maharishi Dayanand College of Education Abohar</b>
<b>31 Oct 2010</b>	<b>National Seminar on “National Curriculum Frame Work 2009”</b>	<b>Hans Raj Memorial College of Education, Bajakhana</b>

**Mrs.Satwinder Kaur Brar participated in 3 national seminars and one international conference held at Lovely Professional University Phagwara.**

### **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.

**Following Number of Teaching aids have been developed by the college:**

**(A)Charts = 100**

**(B) Models = 50**

**(C) Transparencies = 50**

**(D) CDs = 20**

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

**The college organizes an exhibition on teaching aids and the faculty explains some teaching aids also. The college has a work experience room for preparing such teaching aids. The college has a well equipped computer lab having 15 computers for preparing technology based or computer assisted programmes.**

**For developing material following facilities are available with the college:**

- (A) A library with more than 3652 books, 4 encyclopedia, volumes of 23 Education journals, volumes of 07 newspapers.**
- (B) A computer lab with 15 computers and internet.**
- (C) A psycho lab with Intelligence Test, Aptitude Test psychological tests and apparatus.**
- (D) Education technology lab and language lab for conducting experimental research in education.**
- (E) Offer of the college to purchase and make available to the staff any book, journal or psychological or other test or tool needed for developing instructional material or for doing research.**
- (F) Secretarial Assistance in the form of typing.**
- (G) Video camera and camera for recording the lessons etc.**
- (H) Transparencies.**
- (I) Permission, duty leave, and delegate fee for attending workshops and seminars in other institutions for developing knowledge in the field.**

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

**The faculty of the college has developed CDs for PowerPoint presentations and downloaded E-journals for the Library.**

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

**As training programmes on material development, the college organized teaching aid exhibition.**

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

**Researchers' Tandem Volume.1 No.1 July-September 2009.**

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

Teachers awarded by the Bharat Vikas Parsed Bajakhana (Faridkot).

Mrs. Satwinder Kaur, Mrs. Pinky Rani, Mrs Kajal, Mrs. Damanpreet Kaur

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

No

### **3.3 Consultancy**

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

No

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.

**The faculty of the college is competent to provide guidance services. Their area of competence is education and the subjects of their post graduation. They provide guidance to students of B.A.,B.Ed.**

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

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

No

### **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 GO's)

- i. **The institution trains 100 students of the community every year as teacher most of whom serve the community as teacher.**
- ii. **The college held an N.S.S. camp through which the students made the villagers aware against the evils of the drugs, smoking and alcoholism. Slogans against female foeticide, drugs and dowry were written by N.S.S. volunteers of the college. Rally against these and other social evils was held by N.S.S. volunteers of the college and was joined by the villagers.**

- iii. **The college students organized cultural programmes in the practising schools against the social evils.**
- iv. **The college organized a blood donation camp in collaboration with Blood Bank Society in which 35 units of blood were collected for civil hospital and the patients of the society were benefited.**

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

- i. **The college received 300 plants saplings from the forest department as a free gift to the college.**
- ii. **The college gets nearly 10 schools available for the teaching practice of the college students.**
- iii. **The placement cell of the cell got various students appointed in the nearby schools**
- iv. **Members of Dera Sacha Sauda planted 200 saplings of plants in the college.**
- v. **Punjabi Sahit Sabah celebrated the birth anniversary of Mahatma Gandhi and Sr. Bhagat Singh in collaboration with the college.**

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

**The college plans to:**

- i. **Organize One day NSS camp in the village,**

- ii. **Celebrate days of patriots in collaboration with Social Organizations.**
- iii. **Organize blood donation camp**
- iv. **Motivate one thousand citizens for pledging Eye Donation.**
- v. **Visit to Institute of Blind and Institute of Dumb and Deaf etc**

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.

**It has been explained in 3.4.1**

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

**The college develops social and citizenship values and skills among the students by organizing N.S.S. camps, celebrating various festivals, organizing co-curricular activities, participation of students in University youth festivals, arranging extension lectures by eminent social activists, arranging visits of students to centers of Blinds and Deaf and Dumb, making students organize functions in the college and in the practising schools and organizing blood donation camps.**

### **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.

**The college established linkages with the national level organizations like:**

**a) Council for Teacher Education**



**b) All India Association for Educational Research**

**All India Association for Educational Research keeps us informed of the National and International level Seminars and sends invitation for the same.**

**Besides this, the college is a member of Punjabi University Publication Bureau and due to the membership of the college; this Bureau gave all its publications at reduced price.**

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.

**The college plans to establish linkage with the international organizations and for this the college has sent email to educationists like Mr.Iqbal Singh Ramuwalia (Waterloo University Canada).**

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

**The Linkage contributed in organization of a national seminar in calibration with council for teacher education on the theme 'National Curriculum Framework-2009'.The seminar was largely attended by educationists from Rajasthan, Haryana, Jammu and Punjab.**

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

**The college has linkages with 10 schools all of which are affiliated to Panjab School Education Board.**

- 1. Govt. High School, Bajakhana(Girls)**
- 2. Govt. Sen. Sec. School, Bajakhana(Boys)**
- 3. Hans Raj memorial Sen. Sec. School, Bajakhana**
- 4. Govt. High School, Wara Bhai Ka**

5. Govt. High School, Wander
6. Govt. High School, Rau Wala
7. Govt. Sen. Sec. School, Malke
8. Govt. Sen. Sec. School, Jaitu
9. Govt. Sen. Sec. School, Bargari
10. Asohka Model High School, Kotkapura

**Beside this the college had teaching practice in linkage with:**

**Besides doing teaching practice, the college students organize cultural programmes in these schools and these schools also send/intimate their requirements of good teachers which helps the college in placement of its students. The school heads and lectures are also recommended as external examiners to the Punjabi University and Punjabi University appoints them as external examiner of University Skill-in-Teaching examination of B.Ed. students.**

- 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 of the college collaborates with the school during teaching practice. In designing only school heads and college faculty are engaged while during teaching practice only college faculty is engaged in evaluation. During teaching practice and after it, the feedback of the school is obtained as evaluation of overall teaching practice. School teachers and faculty both engage themselves in smooth running of teaching practice.**

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

**The faculty collaborates in a very cordial and good way with the schools during teaching practice. Again the school heads of the concerned subject are invited.**

### **3.6 Best Practices in Research, consultancy and Extension**

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

**The college subscribes 23 educational journals, still offer the faculty members to subscribe any new journal also if needed and demanded by the faculty.**

**The college offers to purchase and provide any psychological test, tool and apparatus and demanded by any faculty member.**

**The college offers to purchase any new encyclopedia, dictionary, reference book or educational survey suggested by the faculty or the students. There is a suggestion box in the library with the caption 'Suggest the book or Journal'**

**Internet is available to all**

**The college provides duty leave, for attending seminar and presenting paper or any conference relating to research.**

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

i. *Title of the Practice:*

ii. The context that required initiation of the practice

**This is college having B.Ed. only and therefore lecturers lack interest in research. The education system also does not provide them any incentive for research especially because they are required to clear NET and not to do research or publishing research papers for getting permanent jobs. They say that the lecturers which taught them research methodology made use of technical words rather than guiding them to do research.**

**Hence a need was felt to create an environment conducive to inspire them, persuade them and exhort them to do research and provide a facilitating**

**environment for doing and continuing research, attending and organizing seminars and presenting papers in the seminars.**

iii. *Objectives of the Practice:*

- A. To motivate the faculty to do and continue research/further learning.**
- B. To provide facilities for doing research.**
- C. To motivate the faculty for attending seminars and presenting papers therein.**
- D. To provide facilities for preparing and presenting papers in the seminar.**

iv. *The Practice:*

- (a) The College offers to provide any facility needed for doing research and preparing papers for seminars.**
- (b) The college provides duty leave for attending seminar and presenting paper or any conference relating to research.**

v. *Obstacles:*

**The faculty does not have much background for research. The strategy adopted to overcome this obstacle is to prepare them for presenting papers in seminars and attending seminars as the first step which will automatically tend them to do research and prepare research papers.**

vi. *Impact of the Practice:*

**After the motivation two lectures presented papers in national seminars.**

Vii *Resources Required:*

**Books, Encyclopedia, Journals, relating to education and research, internet and providing finances to faculty.**



# **INFRASTRUCTURE AND LEARNING RESOURCES**

**Hans Raj Memorial College of Education**

**National Highway - 15 Bajakhana,  
Distt. Faridkot-151205 (Pb.)**

## 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 college has the physical infrastructure as per NCTE norms. The college has 4 Kanals 10 Marla of land registered in the name of the college itself, that is, Hans Raj Memorial College of Education since 2008. It is situated in Punjab in a village, Bajakhana , National Highway no 15 in Punjab The college has a total area of 27986 square feet area out of which nearly 17850 square feet is covered by permanent construction with R.C.C. roofs. The college has ramp for physically handicapped. The college has laboratories and rooms as detailed below:**

- a) **Psychology lab**
- b) **Science Lab(s)**
- c) **Education Technology lab**
- d) **Computer lab**
- e) **Workshop for preparing teaching aids**
- f) **Rooms for other classes**

**The college is built up in Z shape building which has an edge over other types of buildings because there is least disturbance or noise and the students are always self disciplined because they feel they are under supervision. The area enclosed in the arms of the Z building consists of grassy lawns which act as a resort for students during recess etc. This has also a stage and functions are arranged when the gathering is more than 200 because the sitting capacity of the multipurpose auditorium is 200. The details of various infrastructures in the labs and for co-curricular activities is as detailed in the coming relevant**

paragraphs. The college has playgrounds and in the remaining areas, trees have been planted and are being added so as to give a green look to the campus. Since the area is situated in an area where there are not much of rains and therefore the college has to struggle hard to maintain greenery. A total of Rs. 80 lacs have been invested for developing the infrastructure. The college has laboratories and roof as detailed below:

- a) Psychology lab
- b) Science Lab(s)
- c) Education Technology lab
- d) Computer lab
- e) Workshop for preparing teaching aids
- f) Rooms for other classes

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

The institution plans to meet the need for augmenting the infrastructure to keep pace with the academic growth by following steps:

- (I) Every year books are added. Almirahs and journals are also added to the library.
- (II) There are suggestion boxes – one in the library for suggesting books, and journals etc. and the other one for overall suggestions. Any infrastructure needed by students, if not available in the college, is purchased.
- (III) The college plans to install close circuit cameras in each rooms and the library so that work culture and self discipline is increased.
- (IV) The college plans to make the basket ball ground with cement and concrete flooring.

- (V) Space for further extension has been proposed and after this, further extension in addition of rooms will be by constructing rooms on the first floor.
- (VI) Infrastructure is also augmented by adding infrastructure (teaching aids) prepared by students.
- (VII) A provision is made in the budget of the college every year for purchasing infrastructure and for new construction.
- (VIII) The college plans to apply for additional seats and plans to earmark all the revenue received from the additional seats for augmenting the building and infrastructure for academic growth.

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

#### LIST OF FURNITURE

Sr. No.	Equipment	Total
1	Desks	50
2	Plastic Chairs	50
3	Office Chairs	8
4	Tables	10
5	Fans	50
6	Cooler	1
7	Flex Board & Paint Board	10
8	Sofa Set	06
9	Student Hand rest Chairs	25

#### Biology



Sr. No.	Equipment	Total
1	Specimen Jar	10
2	Chart Human Physiology	5
3	Compound Microscope	4
4	Model of Bee	1
5	Model of Eye	1
6	Model of Excretion	1
7	Model of Digestive	1
8	Model of Respiratory	1
9	Model of Circulatory	1
10	Model of Nervous	1
11	Model of Amoeba	1
12	Magnifier	2
13	Human Skelton	1
14	Model of Paramecium	1

### **Science**

Sr. No.	Equipment	Total
1	Chart Science	4
2	Stop Clock	1
3	Solar Cooker	1

### **Psychology**

Sr. No.	Equipment	Total
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1	School Attitude inv-Rao	1
2	Koh's Block Design test	1
3	A new Test of Creativity Dr. Rama Pal	1
4	A New Test For Study Of Values Gilani	1
5	Teaching Aptitude Test Battery Singh to Sharma	1
6	A Group Test of Intelligence(Egmat)S.Jalota	1
7	Bell's Adjustment Inv Sharma	1
8	Multidimensional Personality Inventory Aggarwal	1

### **Physics**

Sr. No.	Equipment	Total
1	Capillary App	1
2	Potentiometer	1
3	Step Down Transformer	4
4	P.N. Junction	2
5	Zener Diode App	4
6	Galvanometer	12
7	Resistance Box	2
8	Rheostat	2

9	Daniel Cell	1
10	Prism	10
11	Meter	2
12	Multimeter	10
13	Thermometers	1
14	Tuning Fork Set	2

### **Chemistry**

Sr. No.	Equipment	Total
1	Sulphuric acid	500ml
2	Hydrochloric acid	500ml
3	Nitric acid	500ml
4	Iodine Solution	500ml
5	Litmus blue	125ml
6	Litmus red	125ml
7	Periodic table chart	1
8	Reagent bottle	11
9	Iron filling	25g
10	Sodium metal	1
11	Glass lab	6
12	Test tube stand	3

13	Pestle mortar	1
14	Burette set complete	6
15	Wire Gauze	12
16	Tripod stand	6
17	Trough plastic	3
18	Laclanche cell	1
19	Measuring cylinder	6

### Education Technology

Sr. No.	Equipment	Total
1	O.H.P.	1
2	Screen on sand folding on stand	1
3	Pen drive	1
4	Map of India	1
5	Map of Punjab	1
6	Map of World	1
7	Outline Punjab	1
8	Phillips 2 in1	1
9	Sony cyber short with bag	1
10	Sony memory card	1

11	Telephone set	1
12	Monitor	15
13	CPU	15
14	UPS	08
15	Printer	02
16	Broadband unlimited use Internet	02
17	Networking Hub/Switch	02

### **Black Board**

Sr. No.	Equipment	Total
1	Black Board	07
2	Study Table	1
3	White Board	3

### **Sports**

Sr. No.	Equipment	Total
1	Volley ball	02
2	Cricket bat	02
3	foot ball	02
4	Badminton Net	1
5	Volley ball net	1

6	Discus	4
7	Badminton racket	4
8	Box shuttle	1
9	Wicket keeping gloves	2
10	Batting pad	2
11	Wicket keeping pad	1
12	Basketball pole with complete set	2
13	Table tennis table	1
14	Badminton pole	2
15	Carom board set	1
16	Table tennis bat	2
17	Table tennis pole	1
18	Table tennis net	1
19	Basket ball	2
20	Shuttles	2
21	Stop Watch	2
22	Whistle	2
	Loud Speaker	
Sr. No.	Equipment	Total

1	Hargoe's deck amplifier 60 watts	1
2	Hargoe's unit	1
3	Ahuja mic	2
4	Horn	1
5	Stand	1
6	Mic cordless	1
7	P.A Sound speakers	1

### Audio Visual Aids

Sr. No.	Equipment	Total
1	T.V.	1
2	Cassettes Audio	10
3	CD	10
4	DVD Player	1
5	LCD Projector	2
6	Screen for Display	1

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 college is having one B.Ed. programme and the parent society has only this college. Therefore the infrastructure of the college is exclusively for the faculty and students of this and is not shared.**

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

**For ensuring the health and hygiene of the staff and students, the college has**

- (I) common rooms as rest room for girls**
- (II) the staff room,**
- (III) wash room facilities separate for boys, girls, staff and principal,**
- (IV) two water coolers,**
- (V) R.O. system for purifying water**
- (VI) Canteen**
- (VII) First aid Box**

- 4.1.6 Is there any hostel facility for students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

**Because of increasing number of colleges and availability of seats in the own town of the candidates, hostel facility is not demand and therefore the college is not having hostel.**

## **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.

**Budget allocation and utilization for the maintenance of the following is a below:**



	<b>2008-2009</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2009-2010</b>
	Allocated	Utilized	Allocated	Utilized
BUILDING	1500000.00	1492663.00	235000.00	237285.00
LABORATORIES	115000.00	112500.00	18000.00	17780.00
FURNITURE	180000.00	179375.00	80000.00	82500.00
EQUIPMENTS	110000.00	105928.00	35000.00	34802.00
COMPUTERS	140000.00	139591.00	21000.00	20976.00
LIBRARY	270000.00	197315.00	35000.00	33872.00
TRANSPORT/VEHICLE	40000.00	41200.00	175000.00	175469.00
<b>TOTAL</b>	<b>2355000.00</b>	<b>2268572.00</b>	<b>599000.00</b>	<b>602684.00</b>

	<b>2010-11</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2011-12</b>
	Allocated	Utilized	Allocated	Utilized
BUILDING	1500000.00	1499456.00	115000.00	114393.00
LABORATORIES	15000.00	12955.00	0.00	0.00
FURNITURE	120000.00	123580.00	65000.00	65560.00
EQUIPMENTS	25000.00	25166.00	30000.00	29618.00
COMPUTERS	10000.00	9000.00	100000.00	2150.00
LIBRARY	145000.00	43288.00	190000.00	29125.00
TRANSPORT/VEHICLE	80000.00	81682.00	75000.00	73684.00
<b>TOTAL</b>	<b>1895000.00</b>	<b>1795127.00</b>	<b>575000.00</b>	<b>314530.00</b>

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

**For ensuring optimal utilization of the available infrastructure, the college adopts and has planned the following measures:**

- (i) The college appointed a librarian, a lecturer in physical education.**
- (ii) An effort is made to display the infrastructure and its lists are also displayed.**
- (iii) Instead of fixing 1 or 2 hours, the infrastructure is made available to the faculty and the students from 9:00 AM to 4:15 PM on every day.**
- (iv) No charges are charged for issuing the material which encourages the students to optimally utilize the infrastructure.**
- (v) In library, the almirahs have transparent glasses and all the books are easily visible and attract the students to utilize these books. It is evident from the fact that though nearly 2- books are issued to each student students visit the library daily and 10 to 15 books are issued or returned daily in addition to the books issued for the whole of the year.**
- (vi) In library, the newspapers are on the stand and hence optimum utilization is very easy.**
- (vii) The magazines are displayed on stand and the current volumes of the magazines are also displayed. Thus students has no hesitation and the material is easily available.**
- (viii) The faculty persuades the students by giving assignments and references and by suggesting books which results in optimum utilization of library.**
- (ix) An announcement is made and notified that each student is required to teach by using teaching aids and hence each student makes optimum utilization of the available infrastructure.**

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

- i. **To keep the environment pollution free the college persuades the students not to use polythene.**
- ii. **Smoking is totally banned in the college.**
- iii. **The college keeps on planting new saplings and maintaining the trees and plants to maintain the environment.**
- iv. **However, utilization of infrastructure like computers, LCD projector and OHPs sometimes requires the running of generator when there is cut in electric power supply. To take care of the environment in the vicinity, the generator is kept at a distance and its service and maintenance is regular to keep the pollution at a low. The college is situated in a pollution free environment.**

### **4.3 *Library as a Learning Resource***

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

**The institution since its start had a qualified librarian. The librarian is M.Lib. and is supported by an educated library attendant.**

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).

<b>Total Books in library</b>	<b>→</b>	<b>3652</b>
<b>Text Books</b>	<b>→</b>	<b>935</b>

<b>Dictionaries</b>	→	<b>06</b>
<b>Encyclopedias</b>	→	<b>04 (Volumes)</b>
<b>Total No. of Titles</b>	→	<b>644</b>
<b>National Journals on Education</b>	→	<b>23</b>
<b>Daily News papers</b>	→	<b>7</b>
<b>Weekly News Papers</b>	→	<b>0</b>
<b>Broadband/Internet</b>	→	<b>For unlimited use</b>
<b>Computer</b>	→	<b>1</b>
<b>E-journals</b>	→	<b>7</b>
<b>Software for library</b>	→	<b>Yes</b>

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.

**The college has a library committee for systematized review of the library, consisting of principal, the librarian, 2 faculty members, that is, Mrs. Simerjeet Kaur and Mrs. Samriti Sharm and 3 student representatives (House Secretaries of Hindi, Punjabi and English Associations). They suggest for the up-liftment of the library and for removing problems if any. The library committee holds meeting in October, in January and in May. It is the library committee who suggested the names of the journal for the library and certain reference books.**

**There is a suggestion box in the library and any student or any faculty member can suggest any book or journal. The college offers to make available the books and journals suggested by the faculty or needed for academic growth.**

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

**Computerization of the library has been initiated and the college library has procured software.**

