

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

The college library has one computer and Broadband/Internet facility with unlimited usage. These facilities are available both to the staff and the students and the same facility is also available in the computer laboratory. Staff and students use this facility in the computer lab also.

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

The institution is not making use of inflibnet/Delnet/IUC facilities due to lack of finances because of only 100 seats.

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

The library open for all working days from 9:00AM to 4:15PM.

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

Some of the titles of new arrivals are displayed. Photocopy of the bill of new arrival is displayed on the notice board intimating the new arrivals. Books are in transparent glass fitted almirahs openly and easily visible to all and the journals are also displayed properly.

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

No, the institution doesn't have any book bank facility.

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

The library is on the first floor. There is a ramp facility for the physically challenged persons so that they have an easy access to the library. Till today, no visually challenged person has been admitted in the college by the centralized counseling university and whenever a visually challenged will be admitted, the college will provide special facilities.

4.4 *ICT as Learning Resources*

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

The college has Broadband/Internet connection paid for usage of unlimited hours. The college uses the video camera for making movies of the lessons delivered by the faculty members and the teacher trainees. These are shown to the teacher trainees who see their shortcomings as feedback to them and to remove these. These video films of good lessons also act as model lessons for them.

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

The computer skills are important to all students. In general, training for developing following major skills is given:

(A) Computer Revolution – its applications in various fields.

(B) Computer Hardware: Input-Output Devices, Memory: Primary & Secondary.

- (C) Characteristics of various computer languages: MLL/Assembly/HLL/4GLs
- (D) Operating System, Compiler and interpreter.
- (C) MS Windows: (Introduction, Parts, start Menu, Task Bar Setting, Application and document window, anatomy of window, Windows Explorer, desktop, icons, screen saver & settings).
- (D) Use of following packages for processing word, evaluating numerical values & creating presentations (MS Word, MS Excel, MS PowerPoint).
- (E) Internet Surfing
- (F) Soft copy of lesson plan should be made in power-point.

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

The staff uses ICT as teaching aid for making the lessons and teaching understandable in a better way. It is explained in 4.6.2.

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

The student teachers adopt technology in practice teaching in classroom transactions and preparation of teaching aids. A few students also use it in developing lesson plans.

4.5 Other Facilities

4.5.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the programme

In addition to serving the students, the instructional material of the college also serves the alumni mainly and to some extent, the other school teachers who come to the college and get the teaching aids issued from the college for delivering lessons in their seminars and workshops.

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

Audio Cassette	Video Cassette	CDs
04	06	16

The students are encouraged to use audio and video cassettes and CDs by displaying the list of these and by the suggestions of teacher educators to use these. They are exhorted to teach no lesson without teaching aids and also make use of CDs and audio cassettes.

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

The college has a Science Laboratory, work experience lab, computer lab, language lab, psychology lab and education technology lab. In addition, the college has material of lab for Social Studies, Math and Physical Education. The college has provision of finance in the budget for enhancing the facilities and ensuring maintenance of the equipment and other facilities as already mentioned in 4.2 (Maintenance of Infrastructure).

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

The college has facilities of multipurpose hall which is so designed to serve the purpose of:

- i. a conference room for national conferences and national level seminars
- ii. An indoor table tennis room.
- iii. An assembly hall.
- iv. A hall for exhibition of teaching aids and art items.
- v. A hall for youth festival and other cultural programmes. It has a spacious stage to accommodate skits, dramas and dances like Punjabi folk dance Bhangra too.
- vi. An examination centre at the time of house examination as well as final university examination.

The multipurpose auditorium is of the dimension of 2750 SQM that is, and has a spacious stage. The auditorium is also attached to a room of dimension through a door or a passage and the room can be used as a green room for the

artists during cultural programmes. The inter connection between the hall and the room also serves a good purpose during examination.

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

Each classroom has plugs and electric connections for use of technology. The college has a portable screen for display of projections of OHPs and LCD projector. There is a special room for the special purpose of LCD projector, that is, an education technology room in which the glasses of window are covered with dark papers and screen is fixed permanently. The multipurpose hall, too, has plugs, power supply and other provisions of use of OHP, LCD projector, Computers and sound system.

4.6 Best Practices in Infrastructure and Learning Resources

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

It has been explained in 4.6.2

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

- i. Improvement in black board writing by displaying and seeing model handwriting on LCD projector**
- ii. Recording of model lessons and lessons by students and getting feedback**
- iii. Use of computer and LCD projector**

- iv. **Use of internet for getting information on the topics of the seminar**
- v. **E-journals have been downloaded for the library**
- vi. **The college news are sent by e-mail to journals like university news**
- vii. **The college subscribe 23 educational journals, the addresses of many of these were obtained through the internet**
- viii. **Information for visits to places of educational interest is downloaded from the internet**
- ix. **Information of national and international agencies in the field of education is obtained through the various websites**
- x. **Papers for seminar are sent to other colleges and received from the other colleges via e-mails**
- xi. **The lessons are presented using computers, LCD projector and slide for PowerPoint.**

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

Title of the Practice:

Training students to use Library and Laboratory Resources

The context that required the initiation of the Practice:

The teacher trainees come from the colleges where they were not in the habit of using library or laboratory resources and based their studies much upon their text books only. So, even in B.Ed, they have a tendency to prefer studying one

book per subject and not to visit library for extra reading. So, there is a need to exhort them and then train them in the use of the library resources and also the laboratory resources for teaching practice as well as for B.Ed study.

Objectives:

- (i) To exhort students to use library resources.**
- (ii) To train students to use library resources, that is, text books, reference books, educational journals, newspapers, encyclopedia, dictionaries, and internet .**
- (iii) To exhort and train the students in the use of laboratories resources.**

The Practice

The college celebrates a library day on which all the students in 2 to 4 groups under the leadership of their lecturers visit the library. The librarian explains them the number of text books, availability and use of reference books, encyclopedia, the number and names of some educational journals and magazines available in the college library. The librarian explains them the system of locating the books from the catalogue system based on Dewis Decimal classification. The explanatory notes/slips are pasted on the library almirahs and Almirahs bear numbers and each shelf of the almirahs is named as A,B,C,D... to make the location of the books easy.

Similarly, a lab day is celebrated when the students are acquainted with the infrastructure available with the college and how and where to use the infrastructure.

Obstacles faced, if any

Students respond to the reading of books including reference books but find no incentive in studying journals. Moreover, some do not have the requisite grip over the English language and most of the journals are in English.

Strategies adopted to overcome obstacles

A question is put to the students and they are to find the answer from the library reading. The student whose answer/s is/are best, are honored.

This question is from journals also so as to encourage the reading of journals. Secondly, journals in Hindi and Punjabi are also subscribed.

Impact of the Practice:

The students have started visiting and using library and laboratories frequently rather regularly and nearly 10-15 books are issued in a day. Students have also visited and made use of the library for presenting papers in the classroom, seminars as well as National Seminars. Students took interest in answering the library questions after reading the books and educational journals from the library.

Similarly, the infrastructure of the laboratories was got issued by nearly 95% students. Students got issued the infrastructure for delivering discussion lessons, ordinary lessons in the school teaching practice and lessons during Intra College and inter college skill in teaching aids as well as also for delivering lessons in simulation.

Resources Required:

Library, Librarian, Jaspal Singh-09417026301

Contact Person

Dr. Paramjeet Kaur- 09357271694

Lect. Satwinder Kaur-09779477139



STUDENT SUPPORT AND PROGRESSION

Hans Raj Memorial College of Education

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

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

The admission in the college is based upon a Merit Base conducted by Federation (PB), notified by Punjab Government. Thus students' preparedness for B.Ed. programme is assessed by the eligibility criteria, that is, at least 50% marks in B.A./B.Sc./B.Com./B.B.A./M.A./M.Sc./M.Com./M.B.A. (45% for SC/ST/BC)

The outline of syllabus is printed in their prospectus; the lecturers give them orientation and tell the syllabus of different papers in detail. They are also apprised of the various activities the college will have in order to develop in them teacher like qualities and the various advances in the education and education technology which they are expected to keep pace with. For the development of various teaching skills, they are given orientation of teaching skills and explained details of components of teaching skills and how and where to use these components.

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

The campus provides an environment congenial to promote motivation, satisfaction, development and performance improvement of the students. The college makes them aware of the infrastructure in the college and is at all times ready to accept their suggestions and act for their satisfaction but keeping in view their development and performance improvement. The college motivates them through various activities like classroom tests, orientation, extempore contest, intra college skill in teaching competition, and model lessons by the faculty, National Level Seminars. The college ensures their satisfaction through democratic environment in the college, aiming at making the college student friendly and exhorting the faculty members to be student friendly, inviting suggestions through suggestion box, grievance redressal cell, allowing to work and lead through various subject associations, youth service like N.S.S. and Houses and by prompt solution to their suggestions needs and problems, if any. A number of activities are arranged by the college for the physical, intellectual, social, psychological and moral development of the students. Some of the activities undertaken by the college for the development of students are below:

- i. Orientation of the B.Ed. curriculum and the various activities and programmes in the college for the purpose.
- ii. National Seminars
- iii. Subject association and electing various office bearers for developing training in leadership.
- iv. Orientation of various teaching skills.
- v. Celebration of Teacher Day.
- vi. Aptitude test.
- vii. Daily morning news

- viii. **Daily news writing and news reading.**
- ix. **Wall magazine.**
- x. **Celebration of Hindi Divas – Poetical Recitation.**
- xi. **Handwriting competition in Hindi, English and Punjabi and Handwriting improvement.**
- xii. **Library Day**
- xiii. **Talent Search Functions**
- xiv. **Visit to institute for Dumb and Deaf to sensitize the teacher trainees towards physically and visually challenged and to learn the resources and special methodology of teaching them.**
- xv. **Celebration of days of national heroes/patriots like that of Mahatma Gandhi, Shaheed-e-Azam Bhagat Singh, Lal Bahadur Shastri, Lala Lajpat Rai and arranging patriotic song competition and declamations.**
- xvi. **Organizing various activities for the intellectual social, physical and moral development of students through One day NSS camp.**
- xvii. **Extension lectures.**
- xviii. **Van Mahotsav for tree plantation.**
- xix. **Anti feticide Day.**
- xx. **Punjab Day.**
- xxi. **Participation in Youth festival**
- xxii. **Lohri celebration.**
- xxiii. **Athletic meet**
- xxiv. **Visit to places of Educational Interest as Picnic.**
- xxv. **Blood Donation Camp**

xxvi. Women Day.

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

Gender-wise dropout rate:

Year	Male	Female
2008-09	X	1
2009-10	X	1
2010-11	X	1
2011-12	X	1

Mechanism of Controlling Dropouts

- i. The institute is student friendly.**
- ii. The college makes the teaching interactive and interesting and solves the problems of students.**
- iii. The college, keeping in view the implementation of rules and regulation properly and for maintaining the regularity and standards, absentees are informed by phone to their parents. Thus, they fulfill the condition of having 75% lectures, of attending teaching practice and of having secured**

40% marks in house tests. Thus they become eligible to appear in the examination.

- iv. The college provides facilities of delayed payment of fees, payment of fees in installments, fee concession and other faculties which help the poor to continue studies and thus reduces the number of drop-outs.**

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

This college has only B.Ed. and thus the pass outs do not directly become eligible for NET/SLET.

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

During the last three years students on an average go for further studies/choose teaching as a career is as below.

The details of students passed out in 2011-12 is given below:

Employed as Teacher	Other Jobs	Further Studies	Unemployed
34	01	65	0

Thus 34% chose teaching as a career while 65% pursued further study. This is also the average percentage of students teaching as a career or students going

for further studies on the whole because in 2010-11, 47% chose teaching as a career and 52% pursued further studies.

The placement cell of the college places all the ads, notices, information and letters from institute on the notice board, orients the students the technique of appearing in the interview for the post of a teacher, informs the schools their talents of our students and shows the school heads the good lessons by our students.

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

Yes, access to library and other educational facilities is available to the alumni but training is provided during their studentship. To provide training and free access to library, the institute celebrates a library day where all the students are given orientation and training of the resources available in the library, method of using these resources and method of locating the books, journals, reference books, encyclopedias etc and various topics and have to use catalogues of books. Library is open from 9:00 AM to 4:15 PM on all days including gazetted holidays except Sundays.

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

(i) The placement cell of the institute provides placement services.

(ii) Students are given extension lectures on preparing for interview for the post of a teacher.

(iii)The placement cell places and disseminates all the information regarding posts, viz, advertisements for vacant post, tests for employment, of NET/SLET/Ph.D. Entrance test and letters from other institutes advertising the posts.

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

It is difficult to record all the work done by the placement cell because the authorities and the students are most of the time contacted on telephone or personally which is more effective than sending a letter because a letter is taken as a routine matter.

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

Yes, the college has arrangements with the practice teaching schools for placement of the student teacher. For that, they inform the college by letter/phone their requirements to the placement cell.

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

Mrs. Pinky Behl is the placement officer of the college. She has the facility to use the telephone, the stationery, the computers, the fax, the postage, and the human resources of the institution.

5.2 Student Support

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

An academic calendar based on the schedule of work communicated by the university was prepared by an academic committee of the staff of the college in the first session. Various co-curricular activities planned to be undertaken by the college were added and the academic-cum-activity calendar was placed before the staff for review. Some activities were added and the others were reviewed by the staff in a staff meeting. The academic and activity calendar of the first session was reviewed and modified and additions were made by the academic committee in the second session and this calendar was modified and additions were made by the staff. The same process was repeated in the third session (2010-11). This calendar was put on the notice board for the students for their suggestion and their additions.

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

The physically challenged students are given the needed facilities help in the library. The teacher educators encourage the physically challenged students to

participate in the same way as the other physically normal students do. . This also helps them in planning curriculum for physically challenged students.

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

Yes, the teacher trainees are divided in 04 Houses or tutorial groups. The each House or tutorial group is headed by a teacher mentor who is there to know the difficulties of the teacher trainees and to provide them the requisite guidance and counseling. One period per week is fixed for the meeting of the House and this meeting is organized every week in a cordial and informal way so as to give a hesitation free environment to the students. In fact, each teacher educator is exhorted to be student friendly and act as teacher mentor.

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

Orientation by the senior faculty is provided to the new faculty as well as to the rest of members regarding micro-teaching skills, teaching practice etc. Similarly, activities have incharges associated with other staff members to enhance the effectiveness of the faculty. Staff meeting is held on first day of every month and also whenever needed to apprise the staff member and to persuade them to work like a team. Staff seminars as well as national seminars have been organized by the college to enhance the effectiveness of the faculty in teaching and mentoring the students. The college has allowed the faculty members liberally the duty leaves the permission and the finances to attend the seminars in other colleges. The principal herself presented the lectures for guiding the faculty and the students.

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

Yes, the institution has a website. It displays the institutional data, the qualification and names of the staff, information regarding affiliation, activities undertaken by the college, vision, mission, objectives, values, outlines of the curriculum, house tests, period of training, facilities, facilities in the library, placement cell, information regarding suggestion box, women cell, blood donation squad, guidance and counseling facility, NSS, scholarships available to the students etc.

It is upgraded once a year and also whenever there is a change in the faculty/staff and also whenever needed.

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

The institution provides special classes to academically low achievers, firstly make up test after house test, secondly after house test exams in the form of feedback regarding attempting of questions and thirdly, remedial classes in the form of revision of syllabus.

5.2.7. What specific teaching strategies are adopted for teaching?

a) Advanced learners

Advanced learners are given an extension lectures to improve their performance in the examination to have high scores in the exam. Then they are encouraged by appreciating them by declaring top three.

(b) Slow Learners

Slow learners are given remedial coaching as stated above in 5.2.6 for low achievers.

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

There is a guidance cell in the college. A test is administered to students to know their guidance needs and then they are provided guidance and counseling accordingly.

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

(A) There are 4 types of grievance redressal mechanism adopted for students –

(i) Subject associations are formed and their office bearers are chosen. These subject associations and office bearers convey the grievance, if any, and that grievance is redressed.

(ii) In tutorial groups headed by mentor, students convey if they have any grievance and the mentor convey it to the concerned one.

(iii)The most effective technique is the suggestion box. Students put the suggestions and their grievances are redressed.

(iv)The doors of the principal and of Mr.Upinder Kumar, are always open to the students and instead of listing the grievances, the grievances are quickly redressed without any delay.

(B) The major grievances redressed in the last two years are:

(i) The students informed that the cleanliness of toilets be improved and the grievance was redressed.

(ii) However, the human nature has instinct of laziness, shirking work and sometimes expecting the fruit without work and therefore such type of grievances are redressed by counseling instead of redressing them by conceding to them leading to deterioration of quality. One of such grievances or unjustified demands was:

(iii)The students were counseled that they will be given tips for exam, revision of the syllabus covered will be made in order to enhance the score.

The students have themselves written that every problem is solved with sympathy.

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

The progress of the students is monitored at different stages as below:

(i) Students are informed of their achievement in aptitude test and feedback is also given.

(ii) Students are informed of their achievements in classroom tests and feedback is also given.

(iii) List of lecturer attended by each student is displayed on the notice board.

(iv) Students are informed of their achievement in house test, they are also shown their answer sheets and they are ranked.

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

The institute ensures the students' competency to begin teaching practice in following schedules

- (i) Orientation is given to the new staff members by way of a seminar by the senior staff followed by discussion regarding the schedule of the pre-practice preparation and teaching practice.**
- (ii) Orientation is given to the students regarding importance of practicing teaching skills through microteaching.**
- (iii) Orientation is given to the students regarding various teaching skills one by one, regarding their components and regarding dos and don'ts.**
- (iv) A model lesson is delivered by faculty member making use of a teaching skill.**
- (v) The students start pre-practice teaching preparations by practising a particular skill in simulation through microteaching. They deliver a lesson in a micro period of 5-6 minutes stressing upon practice of only one teaching skill at a time and clarifying only one concept instead of a lesson before a relatively smaller group or micro class. They are given feedback by the teacher educators as well as by their class fellows in the form of peer feedback. Feedback given is immediate with an objective to improve.**

The college has chosen the following teaching skills for the purpose:

A. Skill of explanation

B. Skill of introducing the lesson

C. Skill of questioning

D. Skill of reinforcement.

E. Skill of using black board

(vi) In the beginning, four periods per week are fixed for each teaching subject for pre-practice of students in simulation.

(vii) After the model lessons, the students start delivering macro lessons in simulation, that is, full lesson.

(viii) After macro lessons, they are given instructions for teaching practice in schools

(ix) The subject teachers guide them regarding preparation of teaching aids in a workshop for the purpose.

(x) After instructions stated above, teacher trainees are grouped in 8-10 teaching practice schools, under the guidance of a lecturer supervision for each school.

(xi) During teaching practice in the schools, they deliver 30+30 lessons, 2 discussion lessons, prepare teaching aids, and observe 15+15 lessons of their peers.

(xii) Similarly the college competition in preparation of teaching aids is arranged.

5.3 Student Activities.

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

The institution has an Alumni association and the principal is the patron of the association.

i) List the current office bearers

Current office Bearers of Alumni Association

Patron – The Principal

Lecturer Incharge:

(Mrs.Damanpreet Kaur

President: Sukhmander Singh

Vice President: Gurmukh Singh

Secretary: Veerpal Kaur

ii) Give the year of the last election

The Alumni association was elected unanimously in 2012.

iii) List Alumni Association activities of last Three years.

The Alumni attended the national seminars organized by the college. The Alumni Association constituted a blood bank association and helped in organizing a blood donation camp in the college.

iv) Give details of the top ten alumni occupying prominent position.

Some of the Alumni occupying prominent position are as follow:

(A)	1.	Gurpartap Singh	Teaching in Adarsh Dashmesh School
	2.	Iqbal Singh	Clerk in D.E.O. Office
	3.	Deepika	Teaching in K.V.S.
	4.	Satnaam Singh	Teaching in School
	5.	Satwinder Singh	Teaching in School
	6.	Baljinder Singh	Doing M.A. I(Punjabi)
	7.	Heena Bajaj	Teaching in School

8. **Jasdeep Kaur** Doing M.A.I(Pol.Sci.)
9. **Gagandeep Sharma** Teaching in School
10. **Ravi Inder Singh** Teaching in Dashmesh School, Faridkot

v. Give details on the contribution of aluminise to the growth and development of institution?

Alumni's are invited on the NSS Camps, Blood donation camps, so that they can contribute to the growth and development of the institution.

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

The college starts encouraging the students on the very first day informing and persuading them that to become a good teacher, they are to organize and participate many activities the opportunities of which will be provided by the college.

The college notifies the calender of activities and them to persuade the students to participate in various activities; the college notifies the details of each activity on different occasions.

The college provides the facilities for co-curricular activities and the games. The college has multipurpose hall of having a spacious stage and a sitting capacity for 200 persons. The hall is used for organizing co-curricular activities. Inter House games are held. Athletic meet is held under the in chargeship of Mr. Nirmal Singh Lecturer in physical education. There is a regular period in the time table for sports and health and physical education. All these facilities and programmes and the availability of sports material, basket ball ground and table tennis room encourage students to participate in sports. The college also

encourages the students by providing them the conveyance and expenditure to participate in the university sports competition.

Besides this, the students were encouraged to participate and they participated and organized the following co-curricular activities in the college:

2012-13

- ❖ Opening of Session → 01 Sep, 2012
- ❖ Selection of Office Bearers → 06 Sep, 2012
- ❖ Talent Search Function → 22 Oct, 2012
- ❖ Youth Festival → 28 Oct – 30 Oct, 2012
(at Fathe college for women of Education, Rampura Phul)
- ❖ Debate → 08 Sep, 2012
- ❖ Moto Competition → 29 Sep, 2012
- ❖ Quiz Competition → 06 Oct, 2012
- ❖ Art & craft Competition → 13 Oct, 2012
- ❖ Micro Teaching → 09-17 Oct, 2012
- ❖ Extinction Lecture Dr. Kirpal Kazak → 27 Oct, 2012
- ❖ B.B.W.Competition → 10 Nov, 2012
- ❖ Educational Movie Show → 15 Nov, 2012
- ❖ Macro Teaching → 19Nov-24Dec,2012
- ❖ N.S.S. Camp → 03 Jan, 2013
- ❖ Lohri Celebration → 13 Jan, 2013
- ❖ Sports Meet → 22-23 Feb, 2013
- ❖ Chetna March → 10 Mar, 2013
- ❖ Educational Tour → 17Mar-22Mar2013
- ❖ Blood Donation Camp → 23 Mar, 2013

❖ **House Exam**

→ **01-15 Apr, 2013**

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

The college students are divided into House and 10 subject associations. Incharge of each House & subject association involves and persuades the students to write for wall magazine. Each House/Subject association is given a week to display their creative writing/paintings on the wall magazine.

The students of the college are encouraged by a notice and by each lecturer to write articles for the college magazine 'Hans Chog' which has Hindi, Punjabi, English and News Section.

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

Constitution:

- a. In order to have a spirit of doing service, the student council will also be known as Youth Service Club of the college.**
- b. All the students of the college will elect the office bearers of the Students Council.**
- c. Student Council will be headed by a lecturer incharge**
- d. Office bearers of the Council will be President, Vice President, Secretary, Jr. Secretary, and Finance Secretary.**
- e. Four students will be elected as executive members of the Students Council**
- f. The student Council will be representative of the students**

- g. The student council will organize the cultural programmes and will act as incharge of organizing Talent search function and Youth festivals.
- h. No student of the age more than 26 years can be elected as office bearers of the council.
- i. The student council may forward the grievances and genuine demands of the students to the principal.
- j. In case of any grievance of the student/s one male and one female office bearer of the council, preferably President/Vice President/Secretary will be on the grievance committee.

Major Activities:

- a. The student council organizes cultural programmes of the college.
- b. The student council forwards the problems/grievances, if any, of the students to the administration.

Funding:

The expenses for the activities undertaken by the council are funded by the college. The President/Secretary of the Student Council are co-opted as member of Grievance committee.

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

The following bodies have students' representation with activities:

- a) **Subject Association:** Different Subject Associations are maintained in the college:
 - (I) English Association
 - (II) Punjabi Association
 - (III) Hindi Association

These associations held different competitions like Hindi Divas, Teachers Day, Declamation contest, Extempore contest, Lohri, Diwali Celebration, Essay competition etc

(iv) Planning Forum – Planning Forum celebrate National and International Day, World Heritage day, Independence Day, Republic Day

(v) Sports Association – The Association manages sports and games activities in the college. Annual sports meet is held every year by the sports association.

b) House Associations – There are 04 House Association having one teacher incharge. They follow the responsibilities of weekly in the assembly. At the time of admission each student is allotted a House. The purpose of the House is to bring the students and teachers in close contact. The Houses meet once a week. In the House, the students undertake all the activities specified by their incharges. These are notified time to time. Houses are named as:

1) Rabinder Nath Tagore House 2) Swami Vivakanand House

3) Milkha Singh House 4) Abdul Kalam House

House periods are held regularly throughout the year. All the house members maintain record of activities undertaken by house

Proposed activities followed by house – identification of Good Speakers, to maintain communication skill of students, identification of good writers, campus cleanliness, quiz competition based on B.Ed. course.

At the end of the session the best House is declared on the basis of participation in activities.

c) YSC/Student Council – to manage the cultural activities Youth Service Club is the student council. In the institution the organization of all co-

curricular activities are entrusted to the council. It has five office bearers, President, Vice-President, Secretary, Joint-Secretary, Finance Secretary and two other members. Functions like Talent Search etc are organized by them.

- d) **Women Cell – For the upliftment and empowerment of women there is a women cell. To avoid any kind of hardship and distress is included under its purpose. It has Patron from managing body, one Co-ordinator, two Staff members and three student members. For the redressal of grievances time to times meetings are held. Women day celebration is followed by the cell zestfully.**
- e) **NSS – To inculcate among the students human values like selfless service, co-operative concern for others, altruism, college has its NSS unit having 100 volunteers. NSS unit organizes different unit activities and camps from time to time. The various activities carried out by NSS volunteers throughout the sessions. Campaigns on drug abuse, AIDS, Environment problem, campaigns against Social evil, one day camp and ten days camps are organized. These are self financed camps.**
- f) **School Experience Captains – During the teaching practice in schools, school wise captains duties are assigned to students. Their responsibilities are to prepare timetable with the help of the their teacher incharges and other activities concerned to school practice.**
- g) **Press Club – Press club is maintained in the college for compilation and reporting of different activities in the college to press and other records.**
- h) **Campus-Sub-Committee – To advice and manage campus development and beautification activities there is a Campus-sub-Committee. It has student members and 2 staff members.**
- i) **AF Committee – To manage the funds in different activities.**

- j) **Discipline Committee - To maintain discipline the discipline committee is here in college.**

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

Yes, the college gets feedback proforma filled from the students and uses it for the improvement of the programmes of the college, and its growth and development, again feedback proforma are got filled when they pass out and come for collecting their DMCs.

5.4 *Best Practices in Student Support and Progression*

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

a) Title of the practice:

Facilitating all Students

b) The context that required initiation of the practice:

It was felt that only a few student get the facilities of book bank, get infrastructure, and library books issued, similarly only a few students get the scholarships and only talented students get the opportunity to participate in activities while those who can develop talent do not get the opportunity. The facilities for student support and progression should be given to all

c) Objectives of the practice:

i) To give the facilities to all students

ii) To exhort all students to participate in activities.

d)The practice:

The College provides the facility of book bank to all students and purchases the needed books, if needed, to provide facility to all students. Similarly, if any infrastructure is needed to be added, it is added. At the time of admission all students are guided for the scholarships they are eligible. Guidance is provided for filling the forms and also for preparing the needed annexure. All students are persuaded to participate in activities and a special programme is arranged for those who could not participate.

e) Obstacles faced if any and strategies adopted to overcome them:

The background of the students is poor financially as well as academically. The college provides them the proper guidance with patience and spending time.

f) Impact of the practice:

The students, who have never participated in their life in activities, start coming up with efforts of the college and become confident. Almost all the students get all the facilities of the college, like, book bank, last year students got scholarships worth Rs. 13500/- . This year the number and the amount is likely to increase.

g) Resources required:

Helpful attitude of the principal, the admission committee, the staff, the librarian and above all the office superintendent, more books and infrastructure as per the requirement of the students and an opportunity for those who could not participate.

h) Contact person for further detail:

Principal Dr. Parmjeet Kaur 09357271694



GOVERNANCE AND LEADERSHIP

Hans Raj Memorial College of Education

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

CRITERION VI: GOVERNANCE AND LEADERS

6.1 *Institutional Vision and Leadership*

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

Vision

To ensure planned and coordinated development of pupil-teacher's to become competent & committed performers so as to be responsive Towards ever changing and challenging tomorrow.

Mission

To enrich the basic knowledge of the students we provide education having eclectic approach.

To make effective and competent teachers we undertake such activities as utilize the teaching skills and draw out the hidden talents of the students to work for the benefit of the members of the miniature society.

To provide congenial soothing and appropriate atmosphere to inculcate human values.

To arrange for such co-curricular and extra-curricular activities as emphasize on learning by doing and learning by experience.

To encourage natural and effective co-relation of education with aesthetic development of the students.

To undertake such literary activities as draw out the creativity of the students.

To undertake such activities as utilize the manual skills of the students.

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 programmers 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 aloof the torch of knowledge kindled by Maharishi Dayanand, 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.

These missions, values, objectives and vision of the institute are published in the prospectus and placed on the notice board for the purpose so that teacher trainees and teacher educators know these and act accordingly.

Values:

- i. Fostering global teaching competencies among teacher trainees.
- ii. Promoting the use of technology and education technology
- iii. Inculcating values among teacher trainees
- iv. Contributing to National Development

v. Create quest for knowledge, development and excellence

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

Yes, the missions include the institute's objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector and traditions and values of a teacher education institute.

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

The Chairman Mr.Darshanpal Sharma is himself retired superident (Education dept.) Mr.Manohar lal Joshi had been a Head Teacher, Mr.Durga dass is retired V.P.O, Mr.Jagdish Parsad trust chairman is retired Head Teacher, Mr. Amarnath is also retired as a Teacher,Mr.Bhola Nath is retired teacher,Mr.Upinder Sharma is also a educationalist.

The management always exhorts the faculty for effective and efficient transaction of teaching learning. The management gives free hand to the principal and the faculty for betterment in teaching learning techniques. The college faculties have staff meeting as well as representation on the management as two staff respresentatives are on the managing body of the college. The college has IQAC (Internal Quality Assuence Cell). There are committees Acadmic Committee, Organizing committee.

The college has a democratic management. All the members of the governing body educated and a majority belongs to the field of education.

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

The college has following 4 systems for ensuring that the responsibilities are defined and communicated to the staff.

- a) At the time of organization of each activity, a notice assigning duties is circulated amongst staff. This notice also assigns duties and responsibilities**
- b) A committee meeting is conducted by the organizing committee for the function or activity. In it, the responsibility and duties are assigned and details, modalities, requirements are discussed and ensured**
- c) The meeting of the organizing committee is followed by staff meeting in which again the college ensures or reviews that responsibilities are defined and communicated.**
- d) There is a duty register in which expectations from each employee, duties and points to be kept in organizing any activity ranging from classroom to organization of seminar and university competitions are written. It ensures that the responsibilities are defined and communicated.**

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

- (a) The college maintains an activity register in which most of the activities are recorded. Twice in a year, the register is shown to the management**

to review the activities of the institution. The head keeps in constant touch with the activity register.

- (b) News of the most of the activities is published in newspaper through which the management comes to know the activities which can be reviewed at the time of meeting of the management.**
- (c) The principal acts as a permanent liaison between the college and the management and keeps on informing the activities of the college to the management.**
- (d) The principal, the office and the staff maintains the relevant files and the relevant data. The principal herself reviews the activities for the improvement of the institution and also passes on the relevant information to the management.**

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

The staff, the head and the management has identified following two barriers in achieving the vision/mission and goals:

- (a) The procedure of admission adopted by the admission cell notified by the government is too slow and this causes delay in admission and hence loss of working days.**
- (b) Only 100 seats cause financial scarcity for additional growth**

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management encourages the staff by providing proper grade, conducive environment, salary at proper time etc and the management gives proper respect, regards and free hand to the staff which encourages the staff. The Principal exhorts the staff to use the teaching methods which cause effective learning. The institution has an academic calendar and an activity calendar which provides efficiency to the staff for organization of the various activities and the programs of the institution, the staff gets honor as incharges and the report of the activity is got published in the newspapers which also includes the name of the staff and the staff is encouraged.

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

Governance and management of the curriculum:

(i) The principal acts a role model.

(ii) In the field of curriculum, the principal keeps on persuading the faculty members to teach with interactive methods, make use of educational technology and technology in teaching and always keep on pursuing academic and professional growth. She herself explains and presents microteaching skills in an interesting and practical way.

(iii) She gets the syllabus distributed monthwise along with the planned/proposed teaching method and teaching aids and exhorts the staff to resort to innovative methods/non conventional methods and ICT based methods.

(iv)She organizes the seminars in the college and at the national level.

Administration

(i) She is one of the members of the selection committee for the selection of the staff.

(ii) She is present in the college from 08:45 AM to 4:00 PM to work for the college and to supervise the working of the teaching and the non teaching staff and the students.

(iii)Whenever, someone – staff or student shows the tendency to shirk work, the principal persuades him to justify the responsibility assigned to him.

(iv)She co-ordinates the classroom tests, house examinations, skill in teaching practice, skill in teaching examinations, practical examinations, final examinations and comprehensive evaluation of the students.

Allocation

(i) The principal proposes and get prepared the time table for importing learning to the students.

(ii) The principal prepares academic and activity calender for the all round growth of the students and allocates duties for their purpose.

(iii)The principal allocates the duties assigned to the staff and the office bearers of the associations of the students.

(iv)The principal allocates the duties and assignments for the faculty and the students for the organization of the functions, cultural programmes, extension lectures, seminars and national seminars.

Utilization of Resources

- (i) The principal gets the infrastructure & resources needed for the students purchased, checked properly entered in stock register and placed in the proper lab.**
- (ii) The principal motivates the staff and the students for utilization of resources by getting their lists placed at proper places and by issuing guidelines making the utilization of teaching aids necessary during their teaching practice.**

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

- a) Orientation Committee manages the orientation to be given to the students in the beginning of the session. Last year, in its meeting it made the decisions that:**
 - (i) The orientation will be given to the students on the very first day of the session.**
 - (ii) The students will be given orientation regarding the activities the students are expected to take part and the opportunities available in the college.**

(iii) The orientation regarding the staff qualification and achievement of the staff and the various assignments held by them in the college will be given by the principal.

(iv) The orientation regarding the different subject associations and the curriculum including theory and practical will be given by the lecturers in their respective fields and subjects.

b) Seminar Committee:

i. The seminar committee meeting decided to organize three types of Seminars:

- Seminars by students**
- Seminars at college level by the staff and for the staff**
- Seminar at national level.**

ii. Then the committee met in the second meeting and decided that the college should organize one national seminar. In another two meetings, the details of organization of seminar on the theme of 'National curriculum framework 2009' were discussed and duties were assigned.

c) Academic Committee:

Academic committee held meetings and decided that the staff should divide the syllabus to be taught month wise so that there is co-ordination between different teachers and syllabi are properly revised. It is also decided that the lecturers should make use of ICT and interactive methods, technology, educational technology and teaching aids while teaching and these strategies be mentioned in the planning in the form of distribution of syllabus.

Academic committee decided the time table, the various subjects to be taught by lecturers and the duration of the working hours. A calender was also formed by the academic committee.

Finance:

The College has amalgamated fund or A.F. which is controlled, managed and utilized by the A.F. committee consisting of the principal, two staff members and a student representative. Other finances are also controlled by the managing committee as suggested by the staff committee. The management makes decision to deduct and contribute P.F. and the scale or the basic pay of the employee.

Infrastructure:

Whatever educational material is required by students or the staff is procured by the college. The students can put the demand through suggestion box. The staff can directly put a note to the principal who is empowered to purchase the educational material, books, journal, teaching aid, CD etc. The academic committee also updates the infrastructure. The academic committee decided to subscribe more number of educational journals and these were subscribed accordingly.

In another meeting the academic committee decided to replace internet connection of Tata Indicom by Broadband connection to have unlimited hours of use so that staff and students can use it at any time.

In another meeting, the academic committee decided to purchase 5 more computers and increase the number of computers from 10 to 15 and purchase TFT screen computers. It was also decided to purchase a voltage stabilizer for the computer lab.

In staff meeting, the staff decided the college should purchase digital movie camera so that the students can be video filmed while delivering micro and

macro lessons. The staff also decided to have LCD projector for use during teaching.

Faculty: The decisions regarding distribution of assignments to faculty members are taken in various staff meetings by the staff. The academic committee decided to hold refresher seminars for the benefit of new faculty, that is, the senior faculty providing orientation to the junior faculty in seminar and extension lectures.

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

Academic Committee Consisted of:

- i. **Convener-Mrs. Dr. Paramjeet Kaur(Principial)**
- ii. **Members- Mrs. Kajal**
Mrs. Simerjeet Kaur

Seminar Committee Consisted of:

- iii. **Convener- Mrs. Dr. Paramjeet Kaur(Principial)**
1. **Members- Mrs. Damaanpreet Kaur**
Mrs. Samriti Sharma
Mrs. Swaranjeet Kaur

RDC Committee Consisted of:

- iv. **Convener- Mrs. Dr. Paramjeet Kaur(Principial)**
2. **Members- Mrs. Satwinder Kaur**
Mr.Jashpal Singh
Mr.Yogesh Mittal

A.F. Committee Consisted of:

- v. **Convener- Mrs. Dr. Paramjeet Kaur(Principial)**
3. **Members- Mr.Nirmal Singh**
Mr.Jashpal Singh
Mrs.Gursimaran Kaur

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

The working of the college is almost fully democratic and the management has helping attitude and policy of encouragement instead of interference. The management of the college delegates the powers with the delegation of responsibilities. The staff takes its own decisions under the guidance of the principal and the decisions taken by the principal and the staff is honoured by the managing committee.

The principal has formed various committees and the decisions are taken and implemented by the staff. The management is faculty friendly and student friendly persuades the faculty to be student friendly. The students are involved in the administration through the Students Council or the Youth Service Club, subject association like Science-Math association, Social Sciences Association (Planning Forum), Hindi Association, Punjabi Sahit Sabha, and English Association, NSS Association and representation on the women cell and AF committee. Special committees are formed for the organization of Athletic meet and tours and picnics.

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

The college collaborates with other colleges of education and school personnels etc. in the following ways:

- A) The college is a member of Association of self financing B.Ed. colleges.**
- B) The college is member of Council for Teacher Educators, All India Association for Educational Research, Punjabi University Publication Bureau.**
- C) The college collaborates with school personnels of the practising schools by sending them letters for teaching practice and thanking for their co-operation in the past. Then the principal rings them their feedback. The heads/teachers are given a feedback which helps the college to improve the quality of teacher trainees and their teaching. The principal visits the practising schools in order**

to improve the quality of educational provisions. During the teaching practice, the teacher trainees organize a cultural programme in the school in addition to their normal teaching schedule. The schools heads and teachers are also invited to attend the national seminars and other functions organized by the college and they get opportunities to give suggestions and feedback.

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

The feedback from the students and school heads is read and analyzed by the principal and the staff. The school teachers gave feedback that some of the teacher trainees merely show the teaching aids but do not develop their lesson using the teaching aids. The feedback was used in the performance improvement. Similarly, the schools gave feedback that some students select topics of their choice and do not teach the chapters or the topics next to the chapters or topics already taught by the school teachers. The feedback was used and the teacher trainees were asked to teach the topics of the syllabus next to the syllabus already taught.

They were made to understand that they are not expected to teach only the topics which they consider as good ones but make their teaching good, the better and the best in each and every topic using proper questions, teaching skills, teaching aids, teacher and student activities and proper explanation.

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

A) The institute arranges orientation programmes for the staff by the staff. The senior staff orients the junior staff regarding the syllabus, the activities

undertaken by the college and the practicals. Then the college arranges seminars of the staff for the staff on the topics of importance and of use more than that of other topics. The college organized staff seminars on teaching skills and the research methodology. This leads to co-operation, sharing of knowledge, innovations and empowerment of the faculty. Some other measures taken by the college to create conducive environment for sharing of knowledge and for empowerment of the faculty are the following:

- B) The good articles in 23 educational journals subscribed by the college are circulated
- C) National Seminars and National Conference were held by the college on 31/10/2010.
- D) The staff is persuaded to continue further studies and the professional growth. The staff is also facilitated for this purpose.
- E) the college sponsors the lectures to attend seminars in other colleges and grants them duty leave, secretarial assistance and internet facilities for the papers.
- F) The college subscribes to 23 educational journals and has a grand library for knowledge empowerment of the faculty and the college offers to subscribe to any other journal or purchase any book needed by the faculty.

6.3 *Strategy Development and Deployment*

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

Presently the college is using Microsoft office. Further, software projects are in process and are likely to be used this year.

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

The college makes a provision of some amount in the budget for miscellaneous expenditure which also includes unforeseen expenditures which can accommodate the changes in the action plan. Miscellaneous income also enable the college to meet unforeseen expenditure, if any, due to change in action plan.

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

The college has already employed the needed human resources to support the implementation of the mission and goals. They were selected and appointed by advertising the post in national level newspapers and the selection was by a panel of experts of committee duly constituted by Punjabi University, Patiala. The financial resources are planned in the form of budget based on past experiences and balance sheets and income expenditure statements of previous years. They are obtained through fees, interest on investments, prospectus charges.

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

The academic plan is developed by discussing the academic plan of the last year in a academic committee meeting followed by discussion and improvement in the staff meeting this discussion is based on the mission and objectives of the institution, the academic calender of the university and statutes and directions of other statutory bodies.

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

The objectives are communicated by publishing them in the prospectus, displaying them on the web, placing them in staff notice file and by having a flax board for this purpose. Moreover, these objectives are communicated in the staff meeting and the staff is reminded of these by the principal and the management.

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

Vision and mission are monitored through the activity calender and activities of the college. These are evaluated annually and revised only if needed. The implementation plans are in the continuous process of evaluation and revision through various meetings of the management and through various meeting of the staff committees and of the staff.

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

The planning and deploying the new technology has already been discussed in 4.6.2.

6.4 *Human Resource Management*

6.4.1 How do you identify the faculty development needs and career progression of the staff?

The faculty development needs and career progression of the staff are identified by the management and the principal on the basis of following guidelines:

- a. **The mission and objectives of the college.**
- b. **The mandatory requirements and guidelines issued by the statutory/educational authorities from time to time.**
- c. **The principle of continuous professional growth that “A teacher cannot teach truly unless he continues to learn himself”.**
- d. **The competence and requirements needed by the global changing scenario.**

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

For the performance assessment of faculty and staff

- i. **The faculty is asked to update the achievements from time to time which in itself serve as an instrument to improve teaching, research and service of the faculty.**

6.4.3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation).

The college provides the following staff welfare measures:

- A) **Each non teaching member staff is provided two cups of tea daily by the college.**
- B) **Non teaching members are advanced loans whenever demanded for their well being.**
- C) **The faculty is offered the facilities of books, journals, subscribing new journals, purchasing new books or needed psychological tools or tests for the professional growth.**
- D) **Mrs. Gursimrandeep was granted maternity leave with full pay and allowance.**

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

It has already been discussed in para 6.2.6

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc)?

The requirement of the faculty is planned and decided on the basis of four factors that is:

- A) The distribution of seats of the college, that is, the college needs lecturers for the subjects which the college has or the subjects of which the college has seats.**
- B) The rules of statutory and regulatory bodies.**
- C) The diversity of subjects, that is, the college should have diversity of subjects possible within limits of A and B stated above and within the limits of the budget and the finances. The faculty is retained due to the staff welfare schemes already discussed in para 6.4.3.**
- D) The college has a recruitment policy of preferring the recruitment of full time and regular faculty. The post is advertised in 2 national newspapers. The selection is made by a panel of experts appointed by Punjabi University, Patiala and their documents are sent to the University for the Approval. Though Punjabi University prescribes that the college should have 3 approved lecturers, the college had/has 04 adhoc lecturers. The lecturers are given salary in the UGC grade of Rs. 15600-30900 and service conditions as per the rules and as already discussed in 6.4.3. The principal is in the grade of Rs. 37400-67000.**

Thus the college is aligning with the requirements of the statutory and regulatory bodies as well as providing good service conditions to the staff to their satisfaction.

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

Instructor in Physical Education and others are full time adhoc basis and they are given nearly 8000/- PM and are appointed by the selection committee,appointed by the college.Work load of these full time adhoc is either equal to or less than the workload of the regular.Since they are specialized only in one subject,Their workload and salary is relatively less than that of others.

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

Professional development of the faculty has already been discussed in 6.2.6

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

- i. The staff has been provided with a well maintained staff room with attached toilet facility, sofas, table and almirahs.
- ii. In addition, the staff has second/additional well maintained and functional office for table work, study, research and for holding committee meetings.
- iii. The principal has a separate well maintained office with proper furniture for visitors, students and staff meetings and almirahs for files etc.
- iv. The administrative office is separate and furnished with furniture, almirahs, computer, phone, fax machine, photostat machine and internet.
- v. The college has intercom facility which connects the principal, the office, the staff room, the second additional working office for the staff, the canteen, the computer lab and the psychology lab.
- vi. In winter, the staff has a grassy lawn for sitting in the warmth of the sun.
- vii. The college has a generator which serves as 24 hours power supply.
- viii. The college has its own water purifying system. Internet is available 24 hours in 15 computers.

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

The faculty can make complaints, if any, to the principal or to the secretary of the governing body directly. The same facility can be used during staff meetings. Since most of the decisions are carried out by the faculty, therefore the faculty is already well informed. The circulars/letters of the university, if related to the staff are properly placed in the staff file. A staff file is permanently placed in the staff room and all the notices are pasted in that staff file as well as on the notice board. The staff has a grievance redressal cell as well as women cell and complaint, if any, can be well communicated to these

cells for redressal. The atmosphere of the college is faculty friendly and students' friendly and still no occasion of complaint has ever arisen.

The students and parents can get information through prospectus and website of the college, www.hrm.educationgroup.com The college has two notice boards on which notices are displayed for information of the students. Information is also disseminated in the morning assembly and in the gatherings for the functions in the auditorium. The information regarding attendance, awards in house tests and the position secured in house tests are also given to the parents of the students who get information about their wards. The parents are invited in parents teacher meet for getting any information for communicating any information or the suggestion. The news of the activities is published in the newspaper and the college magazine for information of the faculty and the stakeholders. The relevant news are also pasted on the college notice boards for information of the stake holders.

- 6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The faculty is made clear that they are expected to stay for at least 6 hours in a day on all working days in the college to teach for 48 periods in a week of 6 working days and also expected to take active part in all co-curricular activities of the institute as well as continue their professional growth. Since the college has sufficient staff, the faculty members are not allotted 48 periods but the lesser number of periods in the week. The college has a good practice of not leaving any period vacant due to any faculty member on leave or duty leave but

adjusting that vacant period to be taught by some faculty member. So the faculty members are engaged in teaching adjustment periods. All the faculty members are involved in organization of functions, seminars, teaching practice in schools, National Seminars and the university zonal Youth festivals. They are actively involved by the principal in preparing the students for Intra College as well as inter college skill in teaching competition and preparation of teaching aid competition.

They are persuaded by the management and the principal for their professional growth and truly they have grown professionally as evident by already explained para 6.4.5. The college has a practice of continuous comprehensive evaluation and each teacher is entrusted to assess students in his/her field and Mrs. Kajal are performing duties as incharge of assessment.

The college students are divided into 04 tutorials or Houses headed by one college lecturer as mentor. The faculty members who are placed in the position of an incharge/convener or member of a committee are encouraged to show performance. All lecturers are made supervisors during teaching practice in schools. They act as incharge of teacher trainees for teaching practice as well as for organization of functions in the schools by teacher trainees.

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

The good work done by the staff is appreciated by the principal and the management and achievements of the staff as well as students and improvement of the faculty are shown in the prospectus and the magazine.

6.5 *Financial Management and Resource Mobilization*

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

The institute does not get any financial support from the government. The college generates income from the fees, donations from the society, from the interest of FDs and from the sale of prospectus .

2009-10

Donations : Rs. NIL
Book Bank : Rs. NIL
Interest : Rs. 176591.00
Prospectus : Rs. 12120.00

2010-11

Donations : Rs. NIL
Book Bank : Rs. NIL
Interest : Rs. 158584.00
Prospectus : Rs. 12600.00

2011-12

Donations : Rs. NIL
Book Bank : Rs. NIL
Interest : Rs. 287381.00
Prospectus : Rs. 13200.00
Consultancy : Rs. 00

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

Quantum of resources mobilized through donations have been listed in the above para.

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

Operational budget is so designed that it is adequate to cover the day to day expenses. However, whenever needed the governing body members are ready to either give donations or give loans.

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

Budgets are enclosed as Annexures. Income expenditure statements are enclosed as Balance Sheets.

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

The accounts of the college are maintained regularly and properly. Salary is paid through advice and credited into the accounts of the employees. Payments are made through account payee cheques. The accounts are checked by the staff who purchased, then by the accountant, then by the principal, then by the management and then are audited by the Chartered Accountant thoroughly. Since the accounts are carefully maintained, therefore C.A., after

the audit, has found no lapse and hence no objection was raised and no audit para is pending.

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

The accounts are computerized and maintained in tally accounting and audited by the C.A.

6.6 Best Practices in Governance and Leadership

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

A. Title of the Practice:

Democratic Governance (Delegation of Power and sharing Responsibility)

B. The context that required initiation of the practice:

The governing body of the college feels that the college should be faculty friendly and student friendly and the faculty should be student friendly. Therefore the powers should be delegated to the faculty and the responsible students and they should feel that the delegation of power means sharing responsibilities also.

C. Objectives of the practice:

a) To have a faculty friendly and student friendly governance.

b) To delegate powers to the faculty and the students.

c) To develop a sense of sharing responsibilities amongst the teacher educators and the teacher trainees.

D. The Practice:

The management of the college had in mind the objectives stated above. Therefore the management delegated the powers to the principal and the faculty members and conveyed that it expected the principal and the faculty to have powers with a sense of responsibility for enhancing the quality of education and developing the personality of the teacher trainees. It also conveyed that the teacher trainees be fully involved in the governance and leadership.

E. Impact of the Practice:

The principal and the faculty have the financial management. The principal conducts staff meeting and decisions of the staff meeting are implemented by the staff itself. The faculty gets the required funds to conduct the seminars and the functions and to attend the seminars in other colleges and universities. The principal persuades the faculty to be student friendly and the students form subject associations and organize functions in a democratic way developing qualities of leadership. Resource Required:

a) Finances

(b) Willingness of the management to delegate powers

G. obstacles faced if any and strategies adopted to overcome them

1. The staff does not care for the excess expenditure

2. A staff member delimits himself/herself to his/her own duty and does not think of the other related duties.

To overcome these obstacles, the principal has to work hard and fill in the gaps.



INNOVATIVE PRACTICES

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Criterion VII – Innovative Practices

7.1 *Internal Quality Assurance System*

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

Internal Quality Assurance Cell was established in 2010. It is headed by the principal. Dr. Paramjeet Kaur It prepared the mission, objectives and vision of the institute. It prepared the academic calendar and the activity calendar of the institute and kept a check if the quality was not maintained. It organized the activities and the seminars to enhance the quality of teaching. In 2011-12 it held 2 meetings with the principals and 2 meetings with its members. Similarly, in 2010-11 it held 5 meetings, 1 with management, 2 with the principal and 2 of its own and in 1 meeting parents are also included.

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

IQAC prepared the academic and activity calendar keeping in view the goals and objective, the mission and the vision and reviews it in its meeting which are held almost once in a month.

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

In 2010-11 it was felt that more instructional material be prepared by the faculty and 2011-12, it was felt that more instructional material based on ICT be prepared. The faculty members were making use of computers, LCD projector

and OHPs and the faculty members not making use of teaching aids were persuaded to make use of teaching aids. It was decided to continue remedial classes and give orientation to the high achiever for better scores. And orientation was arranged for the staff by the staff on different aspects of curriculum like improvement of teaching, improving skill-in-teaching programme, action research and practicals.

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

Staff meetings are held to review the administration and financial management processes after each major activity like Talent Search Programme, Athletic meet, State/National Seminars, House tests and Youth Festivals. The lapses become experiences for improvement and suggestions for improvement and new additions are discussed and noted for future.

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

Students give feedback on the feedback proformas means for this purpose. Staff gives feedback in the staff meeting and also shares good practices or practices which can be made good. The management shares the ways and means for betterment in the meeting of the management in which principal and staff representatives are present who also share their views with the management. Students also identify and share good practices with the faculty and administration through suggestion box and through Houses and various subject associations and through the opportunity given to them in the form of 'SWOT'. Analysis, when they are asked to write the strengths, weaknesses, opportunities and threats.

7.2 Inclusive Practices:

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

First of all the institution sensitizes the teacher trainees to issues of physically handicapped. For this purpose, the teacher trainees are made to visit They visit these institutes under the guidance of 3-4 lecturers. These lecturers and the faculty of these institutes sensitize the teacher trainees towards the problems, hardships, methods of training, infrastructure for training and the creation of spirit of self confidence and self dependence in the physically challenged ones in order to prepare them to live a dignified life. The college held a National Seminar on 'National Curriculum frame work-2009.. The college is co-educational and nearly 70-80 percent students are female. They are given equal importance and equal encouragement.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

In the academic plan, students are taught the following topics relating to inclusion and exceptionalities:

- a) Children with special needs: Meaning types: creative, gifted, delinquents, educationally backward children and their educational programme. Guidance programme for gifted and backward children in studies.**
- b) The college organizes each year 'International Women Day' to sensitize the students to learn about removing gender differences and do efforts for gender equality.**

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

The college has a learning environment that foster positive social interaction. As already detailed, the college organizes activities or functions almost every week and gives chance to all students to work together and foster positive social interaction. There is no discrimination, rather no thought even, of difference in caste, colour or creed. All work together and organize the activities like one day NSS Camps where in they work with the society.

To make the students actively engaged in learning and self motivation, following measures are adopted by the college:

- a) Orientation on the first day regarding syllabus, activities, opportunities and comprehensive evaluation system.**
- b) Scheme of evaluation is written in the prospectus as well as on the flex board.**
- c) The photographs of the last year's toppers are published in the college magazine.**
- d) Classroom tests are the regular feature.**
- e) Two house tests are held. Position holders are honoured. Their names are notified, they are applauded and honoured in the morning assembly before the gathering of all the students and their names/photos are published in the college magazines and the prospectus.**
- f) Teacher trainees are made to present seminars in their classes which motivate them to actively engage in self learning.**
- g) Teacher trainees are motivated to present papers in the national seminars which again motivate them for self learning.**

- h) The teacher educators suggest reference books for classroom assignments and students are motivated for self learning. The fact is evident by issue of 15-25 books in a day.**
- i) The open shelf system in the library, the availability of librarian to help in searching and to provide books and the readiness of the librarian to help all, motivate students for self learning.**
- j) Library day is celebrated to acquaint and motivate the students to use library for self learning.**
- k) Issue of books on library card facilitate the students for self study.**
- l) Availability of all hour broadband internet facility motivates them for self learning through websites.**

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

It is as already explained in para 7.2.1

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

No visually challenged student has been admitted in the college. The special needs of the physically challenged are the ramp and the help in the library. The college has ramp for entering in the classrooms and in the multipurpose hall. The library attendant provides help in the library to the physically challenged, if needed by any one.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The college has a women cell

The governing body of the college has a woman member and since 2008-09, the year of start of the college, the teacher representative to the governing body are also women or lady lecturers.

Ladies, faculty members or the students, are so much respected by the male faculty members and the students that there has not been a single complaint or grievance or gender sensitive issue.

7.3 Stakeholder Relationships:

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The college disseminates the information on performance in the following ways:

- (i) The prospectus has information of building, location and address. List of teaching and non teaching staff members, the procedure of admission, courses of study or the outline of the syllabus theory and practicals, house tests, duration of training, rules for discipline, facilities (audio visual aids and instructional material), rules , regulations & norms, leave rules, facilities in the library.**
- (ii) Glimpses of some of the activities and some of the placements are also published in the college magazines.**

(iii)The college organizes many activities and seminars and the news of these activities and seminars are published in the local, state and national newspapers.

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and satisfaction of students and stakeholders for bringing qualitative improvement?

The data on satisfaction and dissatisfaction of the students is obtained through:

- i. The suggestion box**
- ii. Through the office bearers of the Houses and subject associations**
- iii. Through the staff and House on meeting**
- iv. Through the special meetings arranged for the purpose to get suggestion in open house discussions.**
- v. Their problems are solved and their dissatisfaction, if any, is removed.**

Generally, they express satisfaction and have all praise for the institution.

Their satisfaction and praise is used to improve the system.

Parents are free to see the Principal at any time during the office hours. Their views are used for qualitative improvement. Noting and taking action for improvement is the motto of the Principal and the Management.

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

When the students pass out the college and come to collect their D.M.C.s, their feedback is obtain. Feedback of the heads and the teachers of the practising schools are obtained during the teaching practice. Feedback of the Alumni is obtained at time of the meeting of the alumni. The Principal, staff and the

Managements is very much receptive to the good suggestions. Suggestions and appreciations are discussed by the staff and Principal. Good suggestions are implemented for quality improvement.

