INSTITUTE OF VOCATIONAL STUDIES

Affiliated to Guru Gobind Singh Indraprastha University & SCERT, Delhi
FC-31, Sheikh Sarai Ph- II, DDA Institutional Area
Press Enclave Road, New Delhi- 110017,

SELF-STUDY REPORT
for
RE-ACCREDITATION
(II CYCLE)

TRACK ID - DLCOTE14277

Submitted to
National Assessment and Accreditation Council
Bangalore- 560072, India

INSTITUTE OF VOCATIONAL STUDIES

Ph. : 29257793⌉ Ext.
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Fax : 29250791

Affiliated to GGS Indraprastha University
(A Unit of Awadh Public Charitable Trust (Regd.)
FC-31, Sheikh Sarai Ph-II, DDA Institutional Area,
Press Enclave Road, New Delhi - 110017

Date: /08/2016

To,

The Director

National Assessment and Accreditation Council

P. O. Box. No. 1075,

Opp: NLSIU, Nagarbhavi,

Bangalore -560072

Karnataka

Subject: Submission of SAR

Dear Sir / Madam,

We are pleased to inform that **Institute of Vocational Studies** has successfully completed 05 years with NAAC accreditation. The institute intends to apply for the 2nd cycle for reaccreditation. For this we are submitting the copy of SAR as per the prescribed format of NAAC.

Thanks & Regards

Dr. Niranjana Soperna

Principal

Institute of Vocational Studies

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NAAC Self-appraisal Report, Cycle-II

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FC-31, Sheikh Sarai Ph-II, DDA Institutional Area,
Press Enclave Road, New Delhi - 110017

Date:

DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Signature of the Head of the Institute

(Dr. Niranjana Soperna)
Principal

(SEAL)

Dr. NIRANJANA SOPERNA
Principal
Institute Of Vocational Studies
FC-31, Awadh Bhawan,
Press Enclave Road, Sheikh Sarai,
New Delhi-110017

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CERTIFICATE OF COMPLIANCE

This is to certify that **INSTITUTE OF VOCATIONAL STUDIES** fulfills all norms

1. Stipulated by the affiliating University and

2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and

3. The affiliation and recognition is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

(Dr. Niranjana Soperna)

Date:

Place: New Delhi

Principal
(Name and Signature with Office seal)

Dr. NIRANJANA SOPERNA
Principal
Institute Of Vocational Studies
FC-31, Awadh Bhawan,
Press Enclave Road, Sheikh Sarai,
New Delhi-110017

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POST ACCREDITATION INITIATIVES

Curricular Aspects:-

- A curricular review committee was setup for reviewing the present curriculum and suggestions were sent to GGSIPU.

- Integration of ICT in curriculum through use of multimedia lesson plans, NTeQ plans , HOT POTATOES, Blogs, Social networking sites, educational chat rooms, e-conferencing, INFLIBNET, e-library, e-learning portal, maintaining of digital students portfolios.

- Formation of Eco-club. Under this various activities and competitions are organized. The institute receives grant from environment department for Eco-club. Spandan, our annual inter college festival is celebrated every year to promote the exchange of ideas, cultures and values amongst the learners.

- Value oriented education for the inculcation of values amongst students has been initiated. Street plays or Nukkad Natak were performed by students for creating awareness.

- Dr. Niranjana Soperna and Md. Tafseer Alam contributed in curriculum development.

- Various extension activities, outreach programmes organized such as:-

    - Health Awareness programme
    - Swachh Bharat Abhiyan
    - Cloth Distribution

Teaching Learning and Evaluation

- 2 days National Seminar on the topic "How to Conduct Research" organized by the institute.

- 2 days NAAC sponsored National Seminar organized on the theme "Innovative Practices to Enhance Teaching Learning".
- 2 days GGSIPU sponsored National Seminar organized on the theme "Developing Technologically Competent Teachers".
- 2 days National Seminar on the topic "Values and Professional Ethics" organized by the institute.
- Integration of ICT for teaching learning being used by teachers, Use of Interactive Whiteboards, PowerPoint Presentations, Development of Question Banks, Using HOT POTATOES etc. are being followed.
- Innovative methods of teaching such as Collaborative and Constructivist Approach is being implemented in the classrooms also team teaching is being followed.
- Remedial classes are taken by the faculties.

Research and Consultancy

- 3 faculties have successfully have been awarded Ph.D. degree and 1 faculty has submitted the Ph.D. thesis.
- 1 faculty member successfully completed M.Phil.
- 1 Minor Research Project completed with the title "Principal Leadership Style".
- Provision of special leave for studies granted to faculties.
- Faculties are encouraged to attend / present their research papers in various FDPs / Seminars / Workshops being held at various levels.
- Faculties are also motivated to publish their research papers and books. Three books have been published by the faculty members.
- Release of bi-annual Journal in which high quality research papers are published from across the Nation as well as International papers are welcomed. First volume was published in the year March, 2012.

- Publication of seminar proceedings e-newsletter has been other initiatives by the institution.
- Faculties have also contributed by being resource person or being called as an expert for various research based seminars and workshops.
- Dr. Niranjana Soperna is an approved guide for M.A. Education, M.Phil. dissertation & Ph.D. and Mrs. Rubeena Khan is research guide for M.A. Education and M.Phil. dissertation.

Infrastructure and Student Support

- Up-gradation of auditorium with a seating capacity of 200 plus.
- Establishment of language lab and computer lab.
- Up-gradation of computer lab with TFT monitor and N-computing technology.
- Educational resource centre upgraded with 5 computers with N-computing technology.
- One classroom has been upgraded to smart class with Interactive white board, projector.
- Psychology lab has been upgraded with addition of new Psychological test and equipments.
- Up-gradation of Science lab with addition of science kits and equipments.
- Library has been shifted to the third floor and various quality books and reference books added to the library. Provision of coolers has been done. Library has been fully computerized with bar coding and digital data is being maintained.
- Provision of Braille books, Provision of ramps, wheelchair etc. for students with special needs has been initiated.
- Extra classes and remedial classes coaching in competitive exams i.e. CTET is being provided.

- Placement drive organized by the institution and in collaboration with NGOs like AAHVAN, ASPIRE for students.
- Students participated and won positions in inter-sports meet organized by GGSIPU.

<u>Recommendation for Quality Enhancement</u>

1. The syllabus prepared by university is followed a curriculum review committee was setup and suggestion by the committee members were communicated to the university.

   Number of innovative teaching practice have been included for effective implementation of the curriculum. Integration of ICT through proper use of interactive whiteboard, PowerPoint presentation i.e. collaborative and constructive approach to teaching is being followed team teaching method is also followed and faculties adopts strategies such as discussion, debates and presentations in their classroom. Use of resources other then recommended in the curriculum is being used for effective teaching. Research based teaching by using libraries of other institution such as NCERT, NUEPA and JMI etc. topic for seminars other than that included in the curriculum are organized.

2. Subject wise development of multimedia lesson plans by student teachers is been done hands on training in development of multimedia and NteQ based lesson plans provided to the students. Use of Blogs and e-learning portal has been integratd in the teaching learning process. Sharing of PowerPoint presentation, important notes through common e-mail id is being done, development of question bank through the use of HOT POTATOES such as J-quiz, J-cross etc. has been initiated and educational chat rooms are being used by teachers as virtual classroom for concept clarification. e-conferencing is also used during seminars and workshops.

Provision of e-library through INFLIBNET and use of social networking sites such as Facebook, Whatsapp for sharing of information is encouraged.

3. The institution successfully organized national level seminars sponsored by NAAC on the theme "Innovative Practices in the Teaching Learning Process" also national level seminar has been organized with sponsorship of GGSIPU on the theme "Developing Technologically Competent Teachers". The institution maintains relations with other universities at national and state levels by participating / attending various seminars / FDPs / workshops organized by universities and colleges. The institution is associated with IGNOU (international level) and the faculties are engaged as counselors for the various programmes offered by the university. The institution maintains relation with other universities and autonomous bodies such as NCERT, NUEPA at national level. Also the institute is associated with various NGOs like Nai Disha, Aspire and Earth Saviour Foundation working in the field of education at state and national level.

4. Integration of ICT in curriculum through development of multimedia lesson plans by student teachers is been done hands on training in development of multimedia and NteQ based lesson plans provided to the students. Use of Blogs and e-learning portal has been integratd in the teaching learning process. Sharing of PowerPoint presentation, important notes through common e-mail id is being done, development of question bank through the use of HOT POTATOES such as J-quiz, J-cross etc. has been initiated and educational chat rooms are being used by teachers as virtual classroom for concept clarification. E-conferencing is also used during seminars and workshops. Provision of e-library through INFLIBNET and use of social networking sites such as Face book, Whatsapp for sharing of information is encouraged. Use of e-learning portal, maintaining of digital students portfolios is done.

5. Provision of smart classroom with interactive whiteboard and projector has been done.

6. Use of smart boards and language lab usage has been initiated and school teachers from various Govt. and Private schools were given hands on training in the use of these resources for making the teaching learning effectively.

7. Minor research projects has been initiated and successfully completed by the staff and various research papers has been published of the faculties in various reputed journals. Institute has established research cell in collaboration with Indian Research Academy, faculties are engaged in research based activities. Release of bi-annual Journal in which high quality research papers are published from across the Nation as well as International papers are welcomed. First volume was published in the year March, 2012. Three faculties awarded Ph.D. degree, two enrolled and one Ph.D. Thesis Submitted.

8. Provision of EPF academic leave individual staff cubicles is being provided.

9. Library has been upgraded and various quality books and reference books on teaching methodologies, education commissions have been included as suggested by NAAC team.

10. The institution has appointed new faculties for the new unit.

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्थापन संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Department of Teacher Education
Institute of Vocational Studies
New Delhi, affiliated to Guru Gobind Singh Indraprasta University, New Delhi as

Accredited

with CGPA of 3.02 on four point scale

at A grade

Valid up to March 26, 2016

Date : March 27, 2011

Director

STEERING COMMITTEE MEMBERS

Chairperson & IQAC Coordinator   :   **Dr. Niranjana Soperna**

Principal

Coordinator (SSR preparation)   :   **Mrs. Rubeena Khan**

HOD

Mrs. Eram Aziz

Assistant Professor

Working Committee Members   :   **Mrs. Parul Maheshwari**

Assistant Professor

Ms. Vimmy Aggarwal

Assistant Professor

Mr. Vikas Choubey

Assistant Professor

Mr. Sangeet Sharma

Assistant Professor

Ms. Shivangi Nigam

Assistant Professor

Ms. Mahajabeen Fatma

Assistant Professor

Mr. Pawan Kumar Mishra

Assistant Professor

LIST OF DEPARTMENTS

1. **Bachelor of Education (B.Ed.)**

Affiliated to Guru Gobind Singh Indraprastha University, New Delhi

Duration of the Programme – 2 Years

Annual Intake - 100

2. **Diploma in Elementary Education (D.El.Ed.)**

Affiliated to SCERT, Delhi

Duration of the Programme – 2 Years

Annual Intake - 50

LIST OF FACULTY MEMBERS

B.Ed. & D.El.Ed.

1.	Dr. Niranjana Soperna	Principal
2.	Mrs. Rubeena Khan	HOD
3.	Mrs. Parul Maheshwari	Assistant Professor
4.	Mrs. Eram Aziz	Assistant Professor
5.	Ms. Vimmy Aggarwal	Assistant Professor
6.	Ms. Shailja Gupta	Assistant Professor
7.	Mr. Vikas Choubey	Assistant Professor
8.	Mr. Sangeet Sharma	Assistant Professor
9.	Ms. Shivangi Nigam	Assistant Professor
10.	Ms. Mahajabeen Fatma	Assistant Professor
11.	Mr. Pawan Kumar Mishra	Assistant Professor
12.	Mohd. Tafseer Alam	Assistant Professor
13.	Mrs. Roopali Charan	Assistant Professor
14.	Mr. Praveen Kumar	Assistant Professor

LIST OF NON-TEACHING STAFF

1. Mr. Azad Ahmad   Librarian

2. Mr. Manu Kumar Mishra   Lab Assistant

3. Mr. Naveen Pathak   Office-cum-Account Asst.

4. Mr. Devinder Singh Basera   Office Asst.-cum-computer operator

5. Mr. Mujeeb Khan   Store Keeper

6. Mr. Abdul Rehman Ansari   Tech. Asst.

7. Mr. Vijay Kumar   Lab. Attendants / Helpers / Support

LIST OF SCHOOLS FOR PRACTICE TEACHING

S. No.	NAME OF SCHOOLS
1	GGSSS No.2, Sector-IV, Ambedkar Nagar, School ID-1923045
2	GGSSS, Phase-II, DDA Flats, Kalkaji, School ID-1925045
3	SKV, Bachhan Prasad, Deoli, School I.D-1923042
4	GGSSS, Dera, School ID-1923023
5	GGSSS No.-3, Kalkaji, School ID-1925039
6	Sarvodaya Kanya Vidyalaya, Begumpur
7	Sarvodaya Kanya Vidyalaya, Chirag Delhi
8	Sarvodaya Kanya Vidyalaya, Malviya Nagar
9	GBSS School, Mehrauli
10	MCD School, Madangir
11	MCD School, Chirag Delhi
12	MCD School, Sheikh Sarai

PREFACE

The best of human empowerment is education and with this vision, ACE thrives on the philosophy of imparting Millennium Development Goals, encompassing spiritual awakening, physical conditioning and psychological transformation. The centre is committed to provide quality education to all, with the mission to uplift socially backwards and minority community with special emphasis on the educational empowerment of the girls. The key areas for thrust is on strengthening the capacity of its individuals, providing skill based education, gender equality, building information, awareness, knowledge and shaping the attitudes and behavior. Here at ACE we believe in bringing excellence in all our endeavors and to go extra mile to do what is right.

Institute of Vocational Studies is a unit of Awadh Public Charitable Trust established in the year 2002 with the prime objective to provide a platform for quality education and for the upliftment of Muslim minority community. The departments are recognized by NCTE. The institute runs two programmes namely (1) Bachelor of Education (B.Ed) affiliated to GGSIPU with intake of 100 students and (2) Elementary Teacher Education affiliated to SCERT with intake of 50 students. Keeping this in view our prime motto is to prepare professional and humane teachers and to provide quality education.

The institute has established Internal Quality Assurance Cell (IQAC) in the year 2010 under the chief guidance of Mr. Khalid Hashmi, Director and Dr. Niranjana Soperna (Principal IVS). IQAC also has various committees which look after different aspects of the institute.

The cell looks after maintaining quality standard of its students for their holistic development. The cell also works towards the development of the faculties and enhancing their academic and professional skills.

The institute works on every aspect to bring the quality in the field of teacher education. It is a matter of pride that the department has been awarded 'A' grade by the prestigious NAAC team for imparting quality education in the academic year 2011. When it was decided to subject ourselves to the second cycle of assessment and accreditation, all the members of the faculty were apprised of the tasks involved in the process. Work was allotted to the individual faculty members by Dr. Niranjana Soperna, who is the IQAC coordinator. The faculty members collected the data of the past five years of the college and diligently compiled them. The principal, the faculty and the non-teaching staff have all contributed to the compilation of the data and the preparation of the Self-Study Report.

The faculty members of Institute of Vocational Studies look forward to inspiring exchange of ideas with the NAAC peer team. We sincerely believe that excelling one's own performance is the only way to improvement. All the stakeholders eagerly await the outcome of the second cycle of the accreditation process.

SCENARIO OF TEACHER EDUCATION IN DELHI

The Teacher Education in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country.

Delhi, being the capital of India, is a state that occupies a place of unique importance. People of varied backgrounds, both- national as well as international, cultures, religions and social groups, live together in peace and harmony, while engaging in various economic, political and administrative activities.

Delhi being an Educational Hub and national Capital attracts students from almost all northern, central, eastern States and also other parts of the country as well as from a number of other countries. The literacy rate in Delhi is continuously improving which is the outcome of Education Sector improvement programmes of the Government. The literacy rate in Delhi has increased from 61.54% in 1981 to 75.29% in 1991, 81.67% in 2001 and 86.34% in 2011.

Schools in Delhi are run either by government or private sector. They are affiliated to one of three education boards: the Council for the Indian School Certificate Examinations (CISCE), the Central Board for Secondary Education (CBSE) and the National Institute of Open Schooling (NIOS). In 2010 there were 5043 schools in Delhi which includes 2636 Pre-Primary and Primary Schools, 583 Middle Schools, 1824 Secondary / Sr. Secondary

Schools with enrolment of 37.39 lakhs children being taught by 1.10 lakh teachers. Out of total number of 5043 Schools, 2666 were Govt. Schools and 2377 Private Schools.

In the field of higher education there were 160 Colleges which includes 83 Delhi University Colleges, 77 Colleges affiliated with GGSIP University. Delhi University, Jawaharlal Nehru University and Jamia Millia Islamia University being the Central Universities do not have any quota or preference for Delhi students. In the field of professional and technical education, Delhi has 107 Degree and PG level Professional and Technical Education Institutions affiliated to GGSIP University, Delhi University and other Universities. There are 21 Diploma Level Institutions which includes 12 Govt. /aided Polytechnics Institutions and 9 Private Sector Institutions. The number of Certificate Level Institutions in 67 the form of ITIs and ITCs has reached to 78 in 2010 which includes 19 Govt. I.T.Is and 59 Private Sector I.T.Is. The South Asia University is a welcome addition, making Delhi an education hub for neighbouring countries. The Delhi Technological University (DTU) has been a milestone in equipping Delhi with world class education, research and innovation capabilities.

There are mainly three types of teacher education institutions in Delhi:
  i. Government managed
 ii. Government aided and Privately managed
iii. Self financed and Privately managed

In Delhi, there is a provision of providing the teacher education through regular as well as the distance mode to both, pre-service and in-service teachers. Universities like Delhi University, Jamia Millia Islamia University, GGSIP University and Ambedkar University, through their own Departments of Education, provide regular training to the prospective teachers. On the other hand, The IGNOU provides teacher education through distance

mode. Jamia Millia Islamia also has its own Centre of Distance Education in addition to the two Departments of Education.

There are several teacher education courses being run by different Colleges/Departments/ Centers of Education; such as:

- Diploma in early childhood education programme leading to Diploma in Pre-school Education (DPSE).
- Elementary teacher education programmes leading to Diploma in Elementary Education (D.El.Ed).
- Bachelor of Teacher elementary education programme leading to Bachelor of elementary education (B.El.Ed) degree.
- Bachelor of Education Programme leading to bachelor of education (B.Ed) degree.
- Master of Education Programme leading to Master of education (M.Ed) degree.
- Diploma in Physical Education Programmes leading to Diploma in Physical Education (D.P.Ed).
- Bachelor of Physical Education Programmes leading to Bachelor of Physical Education (B.P.Ed) Degree.
- Master of Physical Education Programmes leading to Master of Physical Education (M.P.Ed) Degree.
- Diploma in elementary education programmes through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed).
- Bachelor of education programmes through Open and Distance Learning System leading to Bachelor of Education (B.Ed) Degree.
- Diploma in Arts Education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).
- Diploma in Arts Education (Performing Arts) programme leading to Diploma in

Arts Education (Performing Arts).

- 4-yr integrated programme leading to B.A. B.Ed/ B.Sc. B.Ed Degree.

- Bachelor of Education Programme 3-yr (Part-Time) leading to Bachelor of Education (B.Ed) Degree.

- 3-yr integrated programme leading to B.Ed. M.Ed.(Integrated) Degree.

The colleges departments of education have to abide by the policies, rules and regulations issued by the state, affiliating university and those laid by the NCTE. No college can be started without the permission of the State Government. The Government imposes the condition of consistent adherence to the rules of the State and other authorities for starting a college. It regulates number of seats, quality of teaching, budgets for related activities, infrastructure, and enjoys the right to monitor and ensure compliance. It plays supervisory role in the conduct of election of the managing bodies. The other regulatory body is the affiliating University that enforces compliance to the provisions of University Act besides ensuring compliance to the conditions laid down by the State and the NCTE. The affiliating university and the NCTE, individually and collectively, regulate whole of infrastructure, physical and human, curriculum, examination, selection and qualifications of the staff, appointment of adequate qualified staff, student related amenities and facilities and maintenance of prescribed infrastructure, and demand annual status-cum compliance and progress report and may conduct inspection. Affiliation is conditional upon strict adherence to all the mandated conditions.

EXECUTIVE SUMMARY

Awadh Public Charitable Trust established the Institute of Vocational Studies (IVS) at Awadh Bhawan, FC-31, Sheikh Sarai Institutional Area, Phase-II, Press Enclave Road, New Delhi, 110017, for imparting quality education to all with Muslim minority in focus. With the state approval, the IVS came into existence as a minority institution. IVS started B.Ed. course from the academic session 2003-04 and has 100 seats and it started D.El.Ed. programme from 2010-11 academic session with 50 seats. The IVS with 100 seats for B.Ed, (and 50 seats for D.El.Ed. from 2010) functions under the aegis of the trust. The trust enjoys a sound financial position to sustain infrastructure and provide modern facilities that can meet its stated vision. The IVS has shown upward trend in qualitative performance.

IVS is situated in District South of Delhi, in a relatively pollution-free surrounding, on an aesthetically rich campus. The campus is fully developed with multifarious facilities. Because of its superb environment, it is female-learners' first choice.

Department of Higher Education, Delhi Government (state authority), GGSIP University, SCERT Delhi (affiliating body) and the NCTE (recognizing body) are the regulating bodies. The DHE permits to initiate course and superintends its overall working, the university controls academic part: admissions, curriculum, examinations and appointments. NCTE regulates infrastructure. The IVS is fully equipped to meet the required norms of the regulating bodies.

The institute's relationship with the ten well-selected practice teaching schools, are excellent. Two parties play supplementary roles and honor each other's sensitivities and needs. The schools prefer to absorb our students as teachers and this speaks volume of our quality level and quality of relationship.

Our Vision

The Institute of Vocational Studies (Awadh Centre of Education), has a holistic vision that never discounts the past and, at the same time, embraces the future with unwavering confidence. The vision of the institution is in tune with the national objectives of higher education.

It visualizes meeting the changing needs of society by building on its traditions of innovation, problem solving, and interdisciplinary.

Our Mission:

- To impart quality education to all (socially backward and minority communities in particular).
- To make the students more employable and respectable citizens.
- To develop manpower for education as qualified teachers for participating in "Sarva Shiksha Abhiyan."
- To transform the youth in getting trained and educated and make them self reliant and capable of showing direction to others.
- To create awareness among the future teachers about the prevalent methods, technologies and innovations in teaching.
- To inculcate a value system based on right conduct and help the teachers to become a productive member of society and a law abiding citizen.

Objectives of the Institution

- To produce dedicated quality professionals and humane teachers to enhance the quality of education
- To impart quality education to all specifically to the socially backward and minority communities to make them more employable and respectable citizens.
- To undertake research to emerging field of education and allied disciplines leading to innovation and knowledge based society.
- To change the behavior, attitude and values of teacher trainees so that they shape

into responsible and accountable agents of change in the society, in the perspective local, national and global concerns and issues vital for human survival progress and development.

- To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry collaboration and supportive interactive in the classrooms.

- To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners existing proficiency, interests, experiences and knowledge and enable them to understand how students come to view, develop, learn, and make sense of subject matter contained in the curriculum.

- To provide a rich programme of curricular and extra-curricular activities for student teachers for all round development of their personalities and also those of the students whom they teach.

Curricular Aspects

The college is affiliated to Guru Gobind Singh Indraprastha University, Delhi for B.Ed. and SCERT, Delhi for D.El.Ed. course. The syllabus is framed by the University and revised from time to time. The academic calendar is provided by the University outlining the important stages. The curriculum strictly follows NCTE guidelines. The curriculum is transacted through regular classes and using ICT resources. The technology is used extensively. Teachers are even taught the use of smart classes, language laboratory etc. The theory classes, Internship and Practicum are conducted as per the schedule of the University and the students are examined in the same through internal as well as external examinations. As per the revised curriculum the B.Ed. is giving proper weight age to the school internship in both Government schools and Private schools as well. Apart from the curricular activities the students are also encouraged to participate in co-curricular activities both at college level as well as University level. The college also organize a

number of extension lectures from experts of different Universities on diverse issues and emerging topics Spandan, Harit-Prithvi, Anugoonj, Awadh Day are the cultural events organized by the college to name a few. The college brings out a yearly magazine "Awadh Radiance" to provide a platform to budding writers, poets etc. Sports day is also organized each year to provide a feeling of all round development. Faculty and students are encouraged to participate in various literary events, seminars, workshops and symposium. Community work and extension activities are also organized; students are also encouraged to participate in mock interviews, personality development workshops organized by the institute. Remedial teaching programmes, CTET coaching classes and communicative English classes are conducted for the benefit of the students.

Teaching-Learning Evaluation

The academic programmes are conducted as per the schedule of the University. The theory classes are conducted in the college premises by maximum utilization of the ICT and smart classroom. The practicum are conducted both during the school internship and the during theory classes. The proper orientations are organized for proper understanding of the students. Prior to the school internship, micro-teaching and simulated teaching is conducted. During micro-teaching peers evaluation and teacher-education evaluation help the student-teachers to improve their skills and enhance the teaching skills. Language lab and Communicative English classes help the students with their communication skills. The computer lab provides ample opportunity to search the new sources of knowledge and provide a chance to integrate the technology in their learning. The Educational Technology lab is equipped with all the necessary resource material like TV, Transistor, different educational CD's, CD player, video cassette player along with a number of computers which are utilized by the students from time to time. The psychology lab provides a rich source for the standardized tools utilized for the curriculum transaction especially topics related to personality and other aspects of psychology. LCD projectors are also used by the teacher educators and help in systematic learning. The feedback is

provided by the pupil teachers, practice teaching schools and Principals of schools where our teachers are employed. Feedback is also provided by the parents of the students. The examination and assignments is a regular feature according to the academic calendar of the University. Students are evaluated on the basis of external as well as internal examination. Viva-Voce is conducted for which the external examiner is appointed from the University. The students' performance is the indicator of college excellence. Ours result is 100% with all first division each year. We are able to sustain this good result due to our consistent efforts and regular inputs.

Research, Consultancy and Extension

College encourages faculty members to go for higher education. Three faculty members have completed their Ph.D. degrees. Two are pursing Ph.D. from different Universities. A number of faculty members have obtained short terms diploma courses on Educational Technology, Action Research and Guidance and Counseling. One faculty member has completed her M.Phil. Faculty members regularly participate in seminar conferences, and workshop both at national as well as international level and faculty members are conducting short researches and action researches regularly. Faculty Development Programmes are conducted regularly i.e. twice a year on topic relevant for their development. The details of these seminars and FDPs are attached in enclosures. The faculty members have presented research papers and articles in various seminars and conferences. A number of research papers have been published in referred journals of repute. College is also bringing a bi-annual journal with ISSN: 2277-8985. Research papers published in this journal are peer reviewed and are of good standard. Besides papers in journals, faculty members are also writing articles in magazine. A faculty member has authored two books on subjects related to ICT. These books are ICT Mediated Education by R. Lall Publishers and World of Information & Communication Technology, R Lall Publishers. A Faculty Member has developed course material for IGNOU etc. Faculty members are in the panel of experts of University and serve as resource persons for

other colleges as well as Universities. Publication of journal, magazine and newsletter are some activities which are undertaken by the college every year. Action researches are conducted on issues related to teaching and learning. Extension services are provided through community work like adult education, community service, help in old age home, helping the poor of neighboring areas etc. Students are active participants for programmes which are beneficial to the society. No honking campaign, No Tobacco Campaign, Swacch Bharat Abhiyan, distribution of clothes during winters, value inculcation in youth to name a few.

Infrastructure and Learning Resources

The campus is technology friendly and has Computer lab, Language lab, Science resource centre, Mathematics resource centre / Corner, Psychology lab, Educational Technology lab and SUPW lab. There is well equipped digital library with over 6664 books,19 Journals and internet facility. Teaching aids and technological devices such as smart boards and LCD projectors are available. CCTV cameras are fixed to ensure safety and to make campus more secure. There are adequate classroom, auditorium, seminar hall, multipurpose hall, labs, and separate toilets for men and women. Parking facility, medical facility, clinic, Physiotherapy centre, Canteen etc.

Student Support Services

A number of scholarships are provided from the side of Government and college disseminates the information to students regarding the same from time to time. The college is also providing Awards like Awadh Shishya, Best Scholar etc. Fees is also relaxed for Economically Weaker Students .Students are also helped to develop a holistic personality through various means like remedial classes, personality workshops, communication skill classes, mock viva, counseling etc. Students are provided proper remedial classes, tutorials, and counseling sessions. They are encouraged to participate in job fairs organized by University. Tours and trips are regular feature. In the past students had visited various fairs, museums, amusement parks, NCERT, Parliament etc. Out of

Delhi tours like Jim Corbett Park, Pachmarhi were also organized. Students are assisted to secure jobs in schools of repute. Students are provided coaching for CTET examinations, students are informed about job vacancies Government schools as well as Private schools. Students are encouraged to participate in co-curricular and extracurricular activities, seminars, job fairs etc. E-Learning portal is another support which students utilize for learning at their own.

Governance, Leadership and Management

The college has a proper management and governing body. The members of the governing body are from within the college, outside colleges, nominated members etc. Regular meetings of governing bodies are conducted to facilitate smooth working of the college. The IQAC is a part of the college which regularly monitors the quality of the college. Various committees are formed for proper functioning under the chairmanship of faculty members.

Library is automated. The welfare of the staff, students and faculty is well taken care of.

Innovations and Best Practices

The college has an environment and eco-friendly approach. Surveillance cameras and CCTV have been installed for security purposes. Students are encouraged to use ICT resources, smart classes and e-learning content. Continuous assessment is done through assignments; viva and examination. Value inculcation is also a part of our practices. Value based education and social justice are some of our top agendas.

SELF - STUDY REPORT

Part I: Institutional Data

PART 1: INSTITUTIONAL DATA

A.   Profile of the Institution

1.   Name and address of the institution:

Institute of Vocational Studies (Awadh Centre of Education)

Awadh Bhawan, FC-31, Sheikh Sarai Institutional Area, Phase-II

Press Enclave Road, New Delhi-110017

2.   Website URL

www.awadh.org.in

3.   For communication:

admin@awadh.org.in

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.(Mrs.) Niranjana Soperna	011-29257793	011-29250614	niranjana.soperna@awadh.org.in , admin@awadh.org.in
Self - appraisal Co-ordinator Mrs. Rubeena Khan	011-29257793	--	rubeenakhan.s.prof@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.(Mrs.) Niranjana Soperna	9810165275	9810165275
Self - appraisal Co-ordinator Mrs. Rubeena Khan Mrs. Eram Aziz	9968098283 9891021094	9968098283 9891021094

4. **Location of the Institution:**

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

5. **Campus area in acres:**

0.60 Acre

6. **Is it a recognized minority institution?** **Yes** ● **No** ☐

7. **Date of establishment of the institution:**

Month & Year

MM	YYYY
September	2003

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

Guru Gobind Singh Indraprastha University, Government of Delhi & SCERT Delhi

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

Month & Year

2f

MM	YYYY
NA	NA

Month & Year

12B

MM	YYYY
NA	NA

10. Type of Institution

a.	**By funding**	**i. Government**	☐
		ii. Grant-in-aid	☐
		iii. Construction	☐
		iv. Self Financed	●
		v. Any other	☐
b.	**By Gender**	**i. Only for Men**	☐
		ii. Only for Women	☐
		iii. Co-education	●
c.	**By Nature**	**i. University Dept.**	☐
		ii. IASE	☐
		iii. Autonomous College	☐
		iv. Affiliated College	●
		v. Constituent College	☐
		vi. Dept. of Education of Composite College	☐
		vii. CTE	☐
		viii. Any other (specify and indicate)	☐

11. **Does the University / State Education Act have provision for autonomy?**

    Yes ☐   **No** ●

    If yes, has the institution applied for autonomy?

    Yes ☐   **No** ☐

12. **Details of Teacher Education programmes offered by the institution:**

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	**Primary/ Elementary**	D.El.Ed.	10+2	**Diploma**	2 Years	English & Hindi
ii.	**Secondary/ Sr. secondary**	B.Ed.	Graduation	**Degree**	2 Years	English & Hindi

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Primary/ Elementary	**D.El.Ed.**	**F.NRC/NCTE/F-3/DH-209/2004/6803, Dated: August 24, 2004**	**Permanent**	**50**
Secondary/ Sr.secondary	**B.Ed.**	**F.NRC/NCTE/F-3/DH-154/617, Dated: April 24, 2003**	**Permanent**	**100**

(Additional rows may be inserted as per requirement)

B. CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes ●	No ☐
Mission	Yes ●	No ☐
Values	Yes ●	No ☐
Objectives	Yes ●	No ☐

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

Yes ●   No ☐

If yes,

   a) **How many programmes?**

> Two
> B.Ed. & D.El.Ed.

   b) **Fee charged per programme (Per Year)**

> B.Ed.   48,300/-
>
> D.El.Ed.   37,500/-

3. Are there programmes with semester system   Yes

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

Yes ●   No ☐

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

Two

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

   B.Ed. `12`

   D.El.Ed. `07`

6. **Are there Programmes offered in modular form**

   Yes ☐   No ☒

   Number ☐

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

   Yes ☒   No ☐

   Number `02`

8. **Are there Programmes with faculty exchange/visiting faculty**

   Yes ☒   No ☐

   Number `02`

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

   - **Heads of practice teaching schools**   Yes ☒   No ☐
   - **Academic peers**   Yes ☒   No ☐
   - **Alumni**   Yes ☒   No ☐
   - **Students**   Yes ☒   No ☐
   - **Employers**   Yes ☒   No ☐

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

Minimum One year

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

Yes ☐   No ●

Number [   ]

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

Yes ●   No ☐

Number | 02 |

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

Yes ●   No ☐

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

Yes ●   No ☐

Criterion II: Teaching-Learning and Evaluation

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

   a) **Through an entrance test developed by the institution** ☐

   b) **Common entrance test conducted by the** ●

University/Government (B.Ed.)

c) **Through an interview** ☐

d) **Entrance test and interview** ☐

e) **Merit at the qualifying examination (D.El.Ed.)** ⬤

f) **Any other (specify and indicate)** ☐

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

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

	B.Ed.	**D.El.Ed.**
a) **Date of start of the academic year**	01-08-2015	01-07-2015
b) **Date of last admission**	14-08-2015	10-10-2015
c) **Date of closing of the academic year**	31-07-2016	30-06-2016
d) **Total teaching days**	200	200
e) **Total working days**	200	200

3. **Total number of students admitted**

Programme	Number of students			Reserved			Open		
	M	**F**	**Total**	**M**	**F**	**Total**	**M**	**F**	**Total**
B.Ed.	08	92	100	03	38	41	05	54	59
D.El.Ed.	13	36	49	10	26	36	03	10	13

4. **Are there any overseas students?**

Yes ☐   No ⬤

If yes, how many? ☐

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

   a) **Unit cost excluding salary component**   17440

   b) **Unit cost including salary component**   45280

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	82.5	50.00	78.68	47.58
D.El.Ed.	86.00	78.8	87.00	48.8

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

   Yes [●]   No [ ]

8. **Does the institution develop its academic calendar?**

   Yes [●]   No [ ]

9. **Time allotted (in percentage)**

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	60%	22.5%	17.5%
D.El.Ed.	60%	20%	20%

10. Pre-practice teaching at the institution

	B.Ed.	D.El.Ed.
a) **Number of pre-practice teaching days**	10 (Ten)	10 (Ten)
b) **Minimum number of pre-practice teaching lessons given by each student**	04 (Four)	05 (Five)

11. Practice Teaching at School

	B.Ed.	D.El,Ed.
a) **Number of schools identified for practice teaching**	08 (Eight)	07 (Seven)
b) **Total number of practice teaching days**	30 (Thirty)	40 (Forty)
c) **Minimum number of practice teaching lessons given by each student**	40 (Forty)	80 (Eighty)

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

		B.Ed.	D.El.Ed.
No. of Lessons In simulation	No.	10	10
No. of Lessons Pre-practice	No.	10	10

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

Yes [●]   No [ ]

14. Does the institution provide for continuous evaluation?

Yes [●]   No [ ]

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

Programmes	Internal	External
B.Ed.	25%	75%
D.El.Ed.	25%	75%

16. **Examinations**

    a) **Number of sessional tests held for each paper**

0	2

    b) **Number of assignments for each paper**

0	5

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Smart Board / Smart Classrooms	✓	
Language Lab	✓	

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

Yes [●]　　　No [ ]

Numb	02

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

Yes [●]　　No [　]

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

Compulsory [●]　　**Optional** [　]

Criterion III: Research, Consultancy and Extension

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

Number	0	3	21.42%

2. Does the Institution have ongoing research projects?

Yes [●]　　No [　]

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
Awadh Centre of Education	30,000/-	2 Years (2014-16)	

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

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

[02]

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

○ **Teachers are given study leave**	Yes
○ **Teachers are provided with seed money**	No
○ **Adjustment in teaching schedule**	Yes
○ **Providing secretarial support and other facilities**	Yes
○ **Any other specify and indicate**	No

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

    Yes ☐   No ⬤

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

    a. **Ph.D.** | 3 |
    b. **M.Phil.** | 1 |

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

    Yes ⬤   No ☐

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

	Yes	No	Number
International journals	Yes		21
National journals – referred papers **Non referred papers**	Yes		62
Academic articles in reputed magazines/news papers	Yes		15
Books	Yes		04
Any other (specify and indicate)			

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

    Yes ⬤   No ☐

    Number | 01 |

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

	Faculty	Students
National seminars	47	80
International seminars	05	01
Any other academic forum	05	05

11. **What types of instructional materials have been developed by the institution?**

    (Mark `✓' for yes and `X' for No.)

    Self-instructional materials ●

    Print materials ●

    Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.) ●

    Digitalized (Computer aided instructional materials) ●

    Question bank ●

    Any other (specify and indicate) ☐

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

    Yes ●   No ☐

    If yes, indicate the nature of the post.

    Full-time ●   **Part-time** ☐   **Additional charge** ☐

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

    Yes ☐   No ●

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

    Yes ●   No ☐

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

| 02 |

16. **Does the institution provide consultancy services?**

Yes [●]   No [ ]

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

| Rs.10,000/- |

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

Local level	OTHER COLLEGES
State level	NGO
National level	NCERT
International level	IGNOU

Criterion IV: Infrastructure and Learning Resources

1. **Built-up Area (in sq. mts.)** | 3317.04 |

2. **Are the following laboratories been established as per NCTE Norms?**
   a) **Methods lab**   Yes [●]   No [ ]
   b) **Psychology lab**   Yes [●]   No [ ]
   c) **Science Lab(s)**   Yes [●]   No [ ]
   d) **Education Technology lab**   Yes [●]   No [ ]
   e) **Computer lab**   Yes [●]   No [ ]
   f) **Workshop for preparing teaching aids**   Yes [●]   No [ ]

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

    | 06 |

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

    | 400000/- |

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

    | 38624/- |

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

    | 393200/- |

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

    | 905000/- |

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

    Yes ⬤   No ☐

9. **Total number of posts sanctioned**   Open   Reserved

	M	F	M	F	Total	
					B.Ed.	**D.El.Ed.**
Teaching	03	11	0	0	7+1	06+01
Non-Teaching	03		02	02	07	

10. Total number of posts vacant

Open   Reserved

M	F	M	F	Total	
				B.Ed.	**D.El.Ed.**
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil

Teaching

Non-Teaching

11. a. Number of regular and permanent teachers

Open   Reserved (Gender-wise)

M	F	M	F	Total	
				B.Ed.	**D.El.Ed.**
03	11	0	0	07	06
00	00	00	00	00	00
	01			01	

Lecturers / Assistant Professor

Readers/ Associate Professor

Professors

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

Open   Reserved

M	F	M	F	Total	
				B.Ed.	**D.El.Ed.**
01	0	0	0	01	0
0	0	0	0	0	0
0	0	0	0	0	0

Lecturers / Assistant Professor

Readers/ Associate Professor

Professors

c. Number of teachers from

Same state ●

Other states ☐

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.El.Ed.	1:14
B.Ed.	1:14

13. a. Non-teaching staff   Open   Reserved

Permanent

M	F	M	F
3	0	2	2

Temporary

M	F	M	F
0	0	0	0

b. Technical Assistants   **Permanent**

M	F	M	F
2	0	0	0

Temporary

M	F	M	F
0	0	0	0

14. Ratio of Teaching – non-teaching staff

02:01

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

30.4%

16. Is there an advisory committee for the library?

Yes ●   No ☐

17. Working hours of the Library

On working days	9:00 AM to 5:00 PM (08
On holidays	NA
During examinations	9:00 AM to 5:00 PM (08

18. Does the library have an Open access facility

> Yes

19. Total collection of the following in the library

	Total
a. Books	6664
- Textbooks	5896
- Reference books	768
b. Magazines	07
c. Journals subscribed	19
- Indian journals	19
- Foreign journals	01
d. Peer reviewed journals	10
e. Back volumes of journals	●
f. E-information resources	
- Online journals/e-journals	5
- CDs/ DVDs	33
- Databases	
- Video Cassettes	33
- Audio Cassettes	12

20. Mention the

Total carpet area of the Library (in sq. mts.)	182.846
Seating capacity of the Reading room	130

21. **Status of automation of Library**

    Yet to intimate ☐

    Partially automated ☐

    Fully automated ●

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

    Circulation ●

    Clipping ☐

    Bibliographic compilation ☐

    Reference ●

    Information display and notification ●

    Book Bank ●

    Photocopying ●

    Computer and Printer ●

    Internet ●

    Online access facility ☐

    Inter-library borrowing ●

    Power back up ●

    User orientation /information literacy ●

    Any other (please specify and indicate) INFLIBNET

23. **Are students allowed to retain books for examinations?**

    Yes ●   No ☐

24. **Furnish information on the following**

    Average number of books issued/returned per day 40

Maximum number of days books are permitted to be retained

by students | 10

by faculty | 15

Maximum number of books permitted for issue

for students | 02

for faculty | 05

Average number of users who visited/consulted per month | 3000

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled | 03

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

1.00%

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

	(2013-14)		(2014-15)		(2015-16)	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost**
Text books	20	4937.00	169	30321.00	145	21962.00
Other books					47 (D.El.Ed	8514.00
Journals/ Periodicals	18		18		18	11990.00
Any others specify and indicate						

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

Criterion V: Student Support and Progression

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

Programmes	Year (2012-13)	Year (2013-14)	Year (2014-15)
D.El.Ed.	01	00	00
B.Ed.	00	01	00

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

   Yes [●]   No [ ]

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

   15

3. **Does the institution offer Remedial instruction?**

   Yes [●]   No [ ]

4. **Does the institution offer Bridge courses?**

   Yes [ ]   No [●]

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

	Primary (D.El.Ed.)			UG (B.Ed.)		
	2011-13	2012-14	2013-15	2012-13	2013-14	2014-15
Pass percentage	100	100	100	100	100	100
Number of first classes	44	47	49	96	99	99
Number of distinctions	06	09	04	82	58	56

Exemplary performances (Gold Medal and university ranks)	One student Ruby Khanam Lodhi secured 4th position in D.El.Ed. 1st Year final examination conducted by SCERT in the year 2013

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

	B.Ed.			D.El.Ed.		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
NET	NA	NA	NA	NA	NA	NA
SLET/SET	NA	NA	NA	NA	NA	NA
Any other (CTET)	75	15	18	28	27	24

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

Financial Aid	(2014-15)	(2013-14)	(2012-13)
Merit Scholarship	16	09	11
Merit-cum-means scholarship	18	14	14
Fee concession	3	3	2
Loan facilities	2	-	2
Any other specify and indicate	-	-	-

(Additional rows may be inserted as per requirement)

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

Yes   [●]   No   [ ]

9. **Does the institution provide Residential accommodation for:**

Faculty   Yes [ ]   No [●]

Non-teaching staff   Yes [ ]   No [●]

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

    Yes ☐   No ☒

    If yes, number of students residing in hostels

    Men ☐
    Women ☐

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

Sports fields	Yes ☒	No ☐
Indoor sports facilities	Yes ☒	No ☐
Gymnasium	Yes ☒	No ☐

12. **Availability of rest rooms for Women**

    Yes ☒   No ☐

13. **Availability of rest rooms for men**

    Yes ☒   No ☐

14. **Is there transport facility available?**

    Yes ☐   No ☒

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

    Yes ☒   No ☐

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

	Organized			Participated		
	Yes	**No**	**Number**	**Yes**	**No**	**Number**
Inter-collegiate	Yes	-	03	Yes	-	05
Inter-university	-	-	-	Yes	-	05
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-		-

    (Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	28	02
Regional	Nil	Nil
National	Nil	Nil
International	Nil	Nil

18. **Does the institution have an active Alumni Association?**

Yes   [●]   No   [ ]

If yes, give the year of establishment

[2009]

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

Yes   [●]   No   [ ]

20. **Does the institution regularly publish a college magazine?**

Yes   [●]   No   [ ]

21. **Does the institution publish its updated prospectus annually?**

Yes   [●]   No   [ ]

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

B.Ed.

	Year (%) 2012-13	Year (%) 2013-14	Year (%) 2014-15
Higher studies	14.58	11.34	10.10
Employment (Total)	68.75	46.46	48.48
Teaching	68.75	46.46	48.48
Non teaching	00	00	00

D.El.Ed.

	Year (%) 2011-13	Year (%) 2012-14	Year (%) 2013-15
Higher studies	79.54	78.26	24.48
Employment (Total)	79.54	78.26	87.75
Teaching	75	78.26	87.75
Non teaching	4.54	00	00

23. **Is there a placement cell in the institution?**

Yes [●]　　No [ ]

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

1 (2012-13)	2 (2013-14)	3 (2014-15)
50	38	42

24. **Does the institution provide the following guidance and counselling services to students?**　　**Yes**　　**No**
    - **Academic guidance and Counseling**　　[●]　　[ ]
    - **Personal Counseling**　　[●]　　[ ]
    - **Career Counseling**　　[●]　　[ ]

Criterion VI: Governance and Leadership

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

Yes [●]　　No [ ]

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

Governing Body/management	02
Staff council	
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	02

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

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

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

0	0	1

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

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

02

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

National	0	0	2
International	0	0	0

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

0	0	6

d. **Number of Seminars/ workshops/symposia on Curricular development,**

   Teaching- learning, Assessment, etc. organised by the institution

0	1	0

e. **Research development programmes attended by the faculty**

0	0	6

f. **Invited/endowment lectures at the institution**

0	1	2

   Any other area (specify the programme and indicate)

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

   a. Self-appraisal   Yes ●   No ☐

   b. Student assessment of faculty performance Yes ●   No ☐

   c. Expert assessment of faculty performance   Yes ●   No ☐

   d. Combination of one or more of the above   Yes ●   No ☐

   e. Any other (specify and indicate)   Yes ☐   No ☐

7. **Are the faculty assigned additional administrative work?**

   Yes ●   No ☐

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

10 Hours

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

Grant-in-aid | - |

Fees | 8492500/- |

Donation | - |

Self-funded courses | - |

Interest | 612644/- | **Other Receipt** | 113462/- |

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

Total sanctioned Budget	Year 1 (2014-15)	Year 2 (2013-14)
% spent on the salary of faculty	30.47%	35.99%
% spent on the salary of non-teaching employees	24.70%	21.65%
% spent on books and journals	0.52%	0.38%
% spent on developmental activities (expansion of building)	0.00%	0.00%
% spent on telephone, electricity , Internet and water	6.73%	7.09%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	11%	12.45%
% spent on maintenance of equipment, teaching aids, contingency etc.	1%	0.61%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2%	3%
% spent on travel	2.84%	3.77%
Any other (% spent on advertisement expense)	0.3%	0.47%
% spent on Affiliation / Processing / NOC fees	3%	1.58%
% spent on printing & stationery	2%	3.21%

% spent on consultancy charges	**4%**	**0.78%**
% spent on staff welfare	**2%**	**2.10%**
% spent on depreciation on fixed asset	**10%**	**8.62%**
% spent on miscellaneous exp.	**1%**	**1.29%**
Total expenditure incurred	**9990996/-**	**8088999/**

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

Surplus in Rs.	**Deficit in Rs.**	
	275996/-	**2014-15**
	192299/-	**2013-14**
	427364/-	**2012-13**

11. **Is there an internal financial audit mechanism?**

Yes [●]   No [   ]

12. **Is there an external financial audit mechanism?**

Yes [●]   No [   ]

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

Administration	Yes [●]	No [ ]
Finance	Yes [●]	No [ ]
Student Records	Yes [●]	No [ ]
Career Counselling	Yes [●]	No [ ]
Aptitude Testing	Yes [●]	No [ ]
Examinations/Evaluation/	Yes [●]	No [ ]
Assessment	Yes [●]	No [ ]
Any other (specify and indicate)	Yes [ ]	No [ ]

14. **Does the institution have an efficient internal co-ordinating and monitoring mechanism?**

Yes ●   No ☐

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

Yes ●   No ☐

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

Yes ●   No ☐

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

Yes ●   No ☐

18. **Is a grievance redressal mechanism in vogue in the institution?**
    a) for teachers   ●
    b) for students   ●
    c) for non - teaching staff   ●

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

Yes ☐   No ●

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

Yes ●   No ☐

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

Yes [●]   No [ ]

Criterion VII: Innovative Practices

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

Yes [●]   No [ ]

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

Yes [●]   No [ ]

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

	Category	D.El.Ed. Total Seats (50)	D.El.Ed.				B.Ed. Total Seats (100+1)	B.Ed.			
			Men	%	Women	%		Men	%	Women	%
a	SC	03	00	00	03	6.8	08	00	00	08	08
b	ST	01	01	2.2	00	00	00	00	00	00	00
c	OBC	03	00	00	04	9.09	00	NA	NA	NA	NA
d	Physically challenged	01	NA	NA	NA	NA	02	NA	NA	NA	NA
e	General Category	12	06	13.6	08	18.18	38	05	05	52	52
f	Rural	00	NA	NA	NA	NA	00	NA	NA	NA	NA
g	Urban	00	NA	NA	NA	NA	00	NA	NA	NA	NA
h	Any other (Muslim Minority)	25	05	11.3	17	38.63	50	03	03	30	30
i	Defence Category	00	NA	NA	NA	NA	02	00	00	02	02
j	WEX	01	---	---	---	---	00	---	---	---	---
k	W-D-ST	01	---	---	---	---	00	---	---	---	---
l	Management	03	---	---	---	---	00	---	---	---	---
m	J&K	00	---	---	---	---	01	---	---	---	---

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

B.Ed. & D.El.Ed.

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	00	00	02	28.57
b	ST	00	00	00	00
c	OBC	00	00	02	28.57
d	Women	11	78.57	02	28.57
e	Physically challenged	00	00	00	00
f	General Category	14	100	03	42.85
g	Any other (specify)				

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

B.Ed.

Category	At Admission		On completion of the course	
	Batch I (2014)	Batch II (2015)	Batch I (2014)	Batch II (2015)
SC	08	08	08	08
ST	00	00	00	00
OBC	00	00	00	00
Physically challenged	00	00	00	00
General Category	42	57	42	57
Rural	00	00	00	00
Urban	00	00	00	00
Any other (Muslim Minority	48	33	48	33
Defence Category	01	02	01	02

D.El.Ed.

Category	At Admission		On completion of the course	
	Batch I (2014)	**Batch II (2015)**	**Batch I (2014)**	**Batch II (2015)**
SC	03	03	03	03
ST	01	01	01	01
OBC	03	04	03	04
Physically challenged	00	00	00	00
General Category	18	14	18	14
Rural	00	00	00	00
Urban	00	00	00	00
Any other (Muslim Minority)	24	22	24	22

✍ *Part II: Criterion-Wise*

Evaluative Report

CRITERION-WISE-ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the institution and major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity , Self Development, Community and National Development, Issue of Ecology and environment, value Orientation, Employment, Global trends and demands, etc.)

The vision and the mission of the institution are to equip and empower the present student teachers to prepare the learners to face the global challenges and demands of the future society and to prepare themselves for incoming generation.

The institution through proper implementation of its curricular aims and objectives attempts to provide a rich and a varied experience to the students so that teaching becomes a reflective practice.

The following are the curricular objectives of the institution.

- To produce dedicated quality professionals and humane teachers to enhance the quality of education.
- To enhance and develop life skills and competencies of the students and teacher educators.
- To preserve our socio cultural heritage.
- To provide value oriented education.
- To promote inclusive education by adapting proactive strategies to encourage marginalized sections.
- To impart quality education to all (socially backward and minority communities in particular) to make them more employable and respectable citizens.
- To undertake research in emerging fields of education and allied disciplines

leading to innovations and knowledge based society.

- To organize professional capacity building programmes namely seminars, workshops, conference etc. for teachers and teachers.
- To work towards making education purposeful, participatory and enjoyable by employing technology enabled and teacher friendly pedagogies.
- To organize socially relevant outreach activities and extension programmes on important issues such as gender sensitization health and sanitation, green earth awareness.
- To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environments.

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

The curriculum is prescribed and developed by GGSIP University for (B.Ed.) and SCERT Delhi (for D.El.Ed. programme) in accordance with the framework 2014 given and laid down by NCTE. Hence the institution has no direct role in curriculum development process. However faculties from the institution have been invited by SCERT to lend their contribution in curriculum as subject expert. As per the guidelines and norms given by the regulating bodies, the curriculum is implemented in the institution.

However, the institution has established a committee of experts at college level to review the present curricula. The committee invites the views and suggestions about the existing curriculum of the course from faculty, students, parents and stakeholders which are continuously taken for the betterment of the educational process. After analyzing and evaluating the feedback the suggestions are communicated through the head of the institution to the University for Modifications in the curriculum.

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

The curriculum is quite comprehensive and based on multidisciplinary approach in education and meets the global requirements in education. The curriculum is reflective of the national and international trends in the discipline of education. There is a combination for core and elective subjects giving ample opportunities for knowledge generation, skill development and are reflective of the existing technological, environmental, social, cultural, ethical concerns. Inclusion of topics of global importance like gender, peace education, environmental education, adult and population education, life skills education, inclusive education make the curriculum more relevant.

By integrating the traditional methodology with new modern day technology like smart boards, use of AVs, we prepare the students to face the new world.

Also to bridge the gap between theory and practical, emphasis is laid on the practical training which includes microteaching, simulation teaching, preparation of AV aids including multimedia lesson plans, preparation of computer based institutional programmes, research work , work education, health and physical education.

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

The curriculum is framed by the university. A lot of emphasis and thrust is planned on national issues like environmental education, value education and ICT.

Value education is promoted by providing yoga; meditation lectures on ethics and development of self, environmental education, inclusive education, and value education are some elective subjects in the college.

Morning assemblies are held along with a thought for the day to abide by. Flag hosting is done once a week to instill the feeling of patriotism amongst the students. Apart from this, the college celebrates important national day and religious festivals like Independence

Day, Republic Day, Eid, Diwali and Christmas etc.

Also Swachh Bharat Abhiyan has been whole heartedly supported by the institute and cleaning drive by the students and faculty members are top priority. Students are engaged in community services by lending their help and services to various NGOs and cloth distribution programmes. Provision is there in the time table for CCA, computer lab, ET lab, Language lab for students. Awareness is created on various national and global issues like global warming, pollution, plastic menace etc. Also Eco-day or Harit Prithvi is celebrated each year for environment conservation awareness and sensitization. Use of technology mediated learner-created teaching strategies are adopted. ICT is widely used in assessments, admissions, and governance.

1.1.5 Does the institution make use of ICT for curricular planning?

Yes the college uses ICT in the planning of curriculum. The classes are equipped with smart boards and the teachers prepare their power point presentations and AVs to be used in the classrooms. Students are given hands on training in building ICT based lessons plans to be delivered during SEP. Also students are required to prepare their practical work in digital form and proper documentation is done. Also students are assisted in the use of NTeQ model plans.

1.2 ACADEMIC FLEXIBILITY

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

The institution provides a rich and varied variety of learning situations to the student teachers according to the need and requirements of curriculum, profession, society and nation. Discussions, seminars, workshops, extension lectures and excursions etc. are organized by the institution so that students have direct experiences in different directions of life.

The institution provides a platform for student-teacher to participate in various literary, cultural and community service practices.

The institution provides a wide variety of learning experiences to the students for effective implementation of curriculum. Institute organizes various curricular and co-curricular activities to provide varied learning experiences to the students both in the campus and in the fields like sports, community work, tutorials, project work or field work etc. in the curriculum.

The students are given training to understand the school environment under the supervision of the Head of the Institute and the faculty members during their teaching practice.

The students are encouraged and trained to practice 'reflective teaching' by constantly being engaged in the classroom discussions actively, question-answer sessions etc. thereby giving them opportunity to reflect on important educational issues.

In the institution there is a provision of different activities to develop communication skills, ICT skills.

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

The institution provides various experiences for the students as per GGSIP University curriculum like microteaching, teaching practice, internal assessment, field trips, projects, art and work experience, educational technology, action research and case study, assignments, self learning, group learning and teaching of theory subjects.

Moreover, for teaching practice, grouping of students is done and tutorials in theory courses is also conducted after considering their abilities, requirements like medium of instruction and accessibility.

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

The college has introduced the following value added courses:

- Communication development programmes
- Computer Applications
- Yoga & Health Education
- Personality Development Trainings
- First Aid Training Programmes
- Health and AIDS Awareness Programmes
- Information and Communication Technology programmes
- Various Extension activities
- Value Education (Honesty shop)
- Organ donation awareness programme

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

i. Interdisciplinary /Multidisciplinary ¬ Students can choose two different specialization subjects. Apart from this, students have an option to choice subjects like Environmental Education, Value Education, Peace Education, Physical and Health Education, Guidance and Counseling, Adult and Population Education, Work Education, Education of the Marginalized Group, School Leadership and Life Skills Education as elective subjects. All the general papers (Core Papers) and Elective papers make our curriculum interdisciplinary / Multidisciplinary

ii. Multi-skill development - Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:

- Communication skills
- ICT skills
- Field visits to Parliament, NCERT, IGNOU
- Leadership Skills
- Skill of Keen Observation
- Sensing the problem
- Interpersonal skills
- Presentation skills

iii. Inclusive Education- The College admits differently abled students to B.Ed. programme. They are provided with alternative methods. Audio visual aids are used effectively to cater to individual differences.

iv. School experience / internship

The trainees are familiarized with day to day activities of the school during the teaching practice. The tasks are:

a. Conducting morning assembly

b. Conducting classes

c. Conducting tests

d. Organizing excursions

e. Organizing cultural programmes

f. Organizing games and sports activities

g. Conducting competitions like quiz, debate, essay writing, etc.

h. Carrying out case studies

During the teaching practice good learning experiences is witnessed and inter personal relationship between the student teacher and the institution is enhanced.

vi. Work experience /SUPW Programmes are conducted for designing and developing equipment suitable for local conditions and using local raw materials rather than buying

expensive and sophisticated equipment. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

- Painting
- Hand work
- Handicrafts
- Wealth from waste
- Office Cover & file making
- Clay modelling

Each student submits a minimum of 10 SUPW articles in accordance with the requirements.

The students are encouraged to make use of internet facilities provided at the college. All our students are motivated to create their e-mail: address. Faculty members prepare ICT based lesson plans for their class room teaching. Providing question papers, conducting remedial classes, quiz programmes and providing guidance for competitive examination. Cultural programmes are conducted periodically.

1.3   FEEDBACK ON CURRICULUM

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

Feedback is collected from every student of the college at the end of the course. The feedback collected from them at the annual meets is considered while taking academic decisions. The Principal and the faculty members have constant verbal interaction in the form of feedback with student regarding the course contents. There is a provision for students to express their suggestions in 'Suggestions Box' kept in the college. Moreover feedback is also sought by the faculty members with the Principals and teachers of schools during the teaching practice and their views on B.Ed. are also kept into consideration.

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

Yes, the feedback collected are analyzed and discussed in the staff council to decide the areas of improvement and to send the suggestions to the affiliating body for consideration for inclusion of changes or revisions in the curriculum.

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

After careful analysis of feedbacks obtained from various sources, the college decides at the areas for improvement and sends the suggestions to the University for Appropriate Action.

1.4 CURRICULUM UPDATE

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

Our college is affiliated to the GGSIP University. The University has revised the structure of the programme and pattern of the papers. However the institution has no contribution in the revision of syllabus. But it could send suggestions to the university as and when it requires.

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The curriculum for the various programmes run by the college is prepared by the university, since the college is an affiliated one. The suggestions given to university on the

basis of a feedback from stake holders may be considered when the university designs the syllabi and the curriculum. The Institute also has kept into consideration the valuable inputs given by students on the reading material available according to the new syllabus and the difficulties faced by them especially on new areas, and these may be communicated to the University.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

The faculty members are sent to various national and international seminars to sustain the quality enhancement. Seminars are conducted periodically. Both the faculty and the student teachers develop communication skills through seminars and debates. The faculty members are allowed to participate in national and international seminars. Expert lectures are arranged for core papers. The faculty members also prepares list of new text books according to the syllabus so that they are made available for the students in the library.

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

The institution adopts some best practices regarding curricular aspects. Apart from teaching learning activities, the components of curriculum include interaction of students and faculty with experts, seminars and workshops, research and innovations, socially relevant extension programmes etc. The students and faculty members are encouraged to take up research projects on current issues in education. Seminars and conferences are organized periodically to bring onto recent trends in teacher education. Teacher educators participate and present their research papers in many national and international seminars. Extension lectures are organized for the students to facilitate their learning. Extra and remedial classes are held for weak students. Use of ICT in day to day lectures and language

lab is used for the development of better communication skills. Visit to libraries of institutions like NCERT, JMI, Nehru Memorial Museum Library and educational trips are organized. Minor research projects are undertaken by the faculties within the institution. Career guidance and counseling is provided for better placement of students. The college prepares an academic calendar and follows it to achieve objectives of the institution.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

Every year before the start of the academic session the admission policy is notified by the GGSIP University. The admission for B.Ed. programme is made strictly according to the norms and eligibility criteria adopted by NCTE and Govt. of Delhi. The minimum eligibility to get admission in B.Ed course in the current academic session is 50% marks either in graduation or post graduation for general category and 45% for SC/ST students. Procedure:

- GGSIPU notifies the CET forms
- CET is conducted
- Rank wise merit list is prepared
- Counseling is held and colleges are allotted to the students accordingly

All the admissions made by the GGSIP University are on the bases of merit of qualifying examination.

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

The schedule of the admissions for B.Ed. course is advertised by the concerned authority in

National newspapers as well as the University website timely. The prospectus of admission is released by the concerned authority in which all the necessary information for the admission process is given. Also at institutional level circulation of pamphlets for minority admission is done.

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

All admissions in the college are made according to the norms and regulations of GGSIPU / SCERT, Delhi / Delhi Govt. / NCTE. In the college, there is an admission committee which checks the minimum eligibility for the programme and verifies the documents.

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

- IVS is the only Muslim Minority Institution affiliated to GGSIPU.
- The institute imparts quality education to all [socially backward and minority communities in particular] to make them more employable and respectable citizens.
- The institute assists the economically weak students by assisting them in accessing the various government sponsored scholarships.
- Considerable relaxation in fees is given to the economically weaker students.
- A women cell has been established in the college to cater the diverse needs of the girl students. The members of women cell regularly communicate with the girl students to know about their particular problems, needs and requirements which they felt in the institution.

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

An Orientation programme is conducted for the students to expose them to the basic outline of the course. The orientation makes the students familiar with their syllabus and provides the academic and non-academic information of the whole course and the session to the students. At the beginning of the academic session entry level diagnostic knowledge and skill based test is administered to check the basic knowledge of the students.

2.2 CATERING TO DIVERSE NEEDS

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

The institution keenly resolute to offer conducive environment for the comprehensive development of students by organizing diverse activities as a part of their B.Ed programme; such as morning assembly, weekly competitions, Awadh Day, Sports Day, Excursions, educational field visits to parliament, NCERT are also organized, Eco Day, Community Service programmes etc. to enhance verbal communication skills as well as social skills among the students. The institution provides well equipped laboratories, library, sports room and other essentials. The faculty members provide assistance and sympathetic behavior to the students so that they feel free to approach their teachers with regard to their personal and academic problems. Extension lectures, talks and seminars on diverse themes are organized frequently for proper learning and development of the students. Different committees are also constituted to help and reduce the complexities. Efforts are made to create a stress free environment in the classroom that equips them with comprehensive knowledge and hands-on experiences during their course.

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

The institution acknowledges the individual differences and the consequent varying needs

of the students. Various tasks and activities are designed and organized from time to time which cater to the individual needs, abilities and interest of the students. Students are identified on the basis of their talents and intelligence level. Adequate assistance is given to the slow learners as well as below average students. During their classroom discourse, the teachers keep the differing needs of the students in mind and mould their teaching methods accordingly. The use of smart board, power point presentations, and overhead projectors is done so as to enhance the Audio-Visual appeal to the students. The institute harbors an enriched library which gives the students access to various national and international journals and magazines etc. With the help of these, the inquisitiveness of the students may be nourished.

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

The faculty of the institution constantly keeps sensitizing the students regarding the diversity and equity in the teaching learning process. During the course of learning the student teachers are taught how to identify the students with special needs. They are taught how to cater to their needs by adopting different methods and techniques of teaching. The teachers themselves use these methods along with effective use of the relevant technology so as to become a role model for students. The Institute also observes important national days and festivals to make students learn and respect citizens of diverse beliefs.

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

- The institute strives to provide the excellence in teaching with the help of well qualified and knowledgeable teachers.
- The faculty members have to maintain an online record of the weekly activities performed by them, which is regularly reviewed by the concerned authorities.

- The management and head of the institution regularly interact with the students and faculty to know about the effectiveness of overall teaching learning environment of institute.

- Feed back about the teacher's behavior, performance, attitude etc. is taken from the students to assess their commitment towards profession. For this formal and informal feedback both are taken from the students.

- The staff of institute is selected through proper selection committee as per the norms laid down according to the rules and regulations of GGSIPU/NCTE/State Govt.

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

Several Extension lectures, Community Service Programmes and Outreach Programmes are organized from time to time which provide the platform to the students teachers for inclusion (Swachh Bharat Abhiyan, International Yoga Day). Extension lecturers on special education and problems of various levels of education in India are held in the institute time to time.

2.3 TEACHING - LEARNING PROCESS

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

a. Academic calendar is prepared by the University and is strictly followed by the college.

b. Academic calendar involves the examination i.e. semester mode. Previously B.Ed. was of annual mode. In the year 2013-14 B.Ed. became of Semester mode.

Ist semester conducted in December and IInd Semester conduced in May. From this year onwards i.e. 2015 the B.Ed. is now of 2 years duration according to NCTE onwards

c. The vacations are according to University calendar. Summer vacation is 4 week duration and winter vacation is of 2 week duration.

d. The sports and cultural events are conducted according to University calendar. The students participate in University events, cultural fests and University sports. Many trophies are won by our students every year.

Teaching plan:

When the B.Ed. was of 1 year duration and was of semester mode the teaching was divided into Theory classes and Teaching Practice. Theory classes were conducted throughout year and Teaching Practice was of 20 working days. In this a student was required to teach 20 lessons in one subject so in all 40 lessons were taught.

From 2015 onwards with the introduction of 2 years B.Ed. programme the duration of teaching practice has been revised. In the Ist semester 2 weeks Preliminary School Engagement is undertaken by the students which includes observation of regular classroom teaching and practices. In IInd semester Preliminary School Engagement of two weeks is undertaking in which the pupil teacher organizes co-curricular activities and also undertakes the field activities pertaining to the practical during this period. School Internship of four months in IIIrd semester would be dedicated for observing a regular classroom which includes peer observation, teacher observation and observation of intern's lesson by faculty. IVth Semester would comprise of Reflection on school experience and reading and reflecting in text.

In D.El.Ed. 40 days teaching practice in each year is held for the students.

Evaluation:

Evaluation is done internally as well as externally. Theory papers are of 100 marks and from these 100 marks 75 marks are for external examinations which are conducted from

the side of the University and evaluated by external examiners. The Internal 25 marks for theory are divided into internal examinations, Assignments and presentation. Transparency is maintained and all the internal marks of assignments, home examinations and presentations are displayed from time to time on notice board. The internal examinations are conducted with fairness and systematically i.e. printed question papers of 75 marks and this 75 marks is scaled down to 20 marks and the rest 5 marks are given for assignments and presentations.

The practical examinations are also conducted internally as well as externally. The external practical examinations are of 60 marks and 40 marks are for internal practical examinations. The external examination practical are conducted in the college itself. However the two examiners are appointed one is from University or any representative appointed from University side. The second examiner is internal examiner from the college itself. The examinations are conducted smoothly.

➢ A flying squad is constituted in college for smooth conduct of examinations.

➢ Unfair means cases are dealt strongly if any.

➢ Under 2 year B.Ed. programme which is introduced from 2015 onwards the B.Ed. course has four semesters. The total courses are 23, credits are 80 and total marks are 2400.

➢ In semester 1 the no. of courses are 8, credits are 22 and total marks are 800.

➢ In semester 2 the total courses are 8, credits are 22 and marks are 800.

➢ In semester 3 there is 1 course i.e. School Internship programme, 18 credits and 200 marks.

➢ In semester 4 there are 6 courses, 18 credits and 600 marks.

➢ The B.Ed. programme is of 80 credits, and the students shall have to earn all the credits.

➢ In a four credit course, three credits are assigned for theory and one credit for practical assignments or field work.

➢ In a two credit course, one credit is assigned for theory and one credit for practical assignments or field work.

➢ In a theory course, one credit is equivalent to one hour of teaching.

➢ In a practical course, one credit is equivalent to two hours of engagement in teaching and learning.

➢ Each student shall be required to appear for examination in the entire course.

100 marks   -   75 Theory Exam

15 Practical Assignments / Field Engagement

10 Internal Examinations

➢ For a practical course, the ratio of external and internal marks is 60:40.

➢ For passing in any course, minimum 50% marks are required to be secured.

➢ The time table for the B.Ed. Programme is prepared in a manner to ensure that it contains at least thirty six working hours per week.

➢ In time-table periods are allotted for tutorial in different subjects and practical for science subjects.

➢ Evaluation is an integral part of any teaching. The question paper is set on the pattern of University. The question paper is made balanced and comprehensive by giving proper weight age to different components of context including different types of questions. Assignments are very practical and cover the life aspects. The aim is to develop the critical understanding of various related aspects. Hand on experiences, detailed case studies, newspaper articles, case profile method forms the basics of evaluation and assignments.

Effective use of departmental libraries for enhancement of teaching and learning is done in the following ways:

i. Every year new stock is added as per the requirement.

ii. INFLIBNET facility is available.

iii. Inter library borrowing facility is also available.

iv. Students are allotted proper time in the time-table for library use.

v. Faculties are also utilizing it as per their requirements.

vi. Library staff is very supportive for issue and retention of books.

vii. Proper section is allotted for references, periodicals, journals, encyclopedias, etc.

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

➢ Teachers are well versed with different methods and approaches of teaching and use these extensively.

➢ Constructivist approach is used and students are taught to plan their own teaching also using NTeQ model in this approach.

➢ For this relevant hand on experiences are provided from time to time.

➢ The students are actively engaged in drill and practice exercise so that whatever they are learning based on their own knowledge construction is imbibed and retained.

➢ Interactive methods are used by the teachers.

➢ The students are motivated to participate actively and present their own views also.

➢ The students are encouraged to write a reflective journal on observation of regular class room teaching with respect to pedagogical practices and classroom management techniques used by the teachers.

➢ The students also undertake the field activities pertaining to the practicals.

➢ Diary is maintained by the students on the various discussions held from time to time.

➢ Brainstorming on various ideas on education and their contemporary relevance is

done.

➢ Extempore presentations, Debate and use of language laboratory is encouraged to make learning more meaningful and interactive.

➢ Project based learning is encouraged and students are provided related projects to make the concepts more understandable.

➢ Students are encouraged to take up project on different types of registers / records a teacher maintains in a school.

➢ Students are given hand on experience in the construction of the Time-Table using ICT of a school by the Faculty Mentors keeping in mind all principles of time table preparation.

➢ The college has smart board facilities and students are encouraged to use the same.

➢ Workshops are conducted on various themes like Mindfulness in the classroom and understanding working in groups.

➢ Experiential learning is provided by purposive film viewing, detailed observation of key scene and discussion and writing a film review.

➢ Seminars are conducted.

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

➢ The students are actively engaged in learning and constructivist approach is followed.

➢ The teachers use those methods where students are provided chances to interact with the faculty members on various issues.

➢ The students are encouraged to take up project work, assignments and problem based situations in order to develop deeper understanding of the facts,

phenomenon and various process.

- ➢ Various core papers are taught citing issues from the environment, society and teaching community.

- ➢ Students are provided a chance to be participative and be more responsible towards the activities.

- ➢ The teaching methods used are selected keeping in mind their understanding individual differences and difficulty level. The use of various resource centers, and their practical work, experiments and assignments also provide a chance to the students to be more actively participating in the learning process.

- ➢ Students are asked to collect various articles cutting of newspapers on the issues of childhood, parenting, child abuse, child rights, counseling of children on issues like divorced or separated parents etc.

- ➢ On the basis of these articles and cuttings a discussion forum is created and a democratic approach is used for analysis of such situations and its remedial measures.

- ➢ 'Case Study of a Child' is another important and mandatory aspect which a student has to undertake in order to be actively involved in learning process.

- ➢ Students also make the profile of children from various socio-economic backgrounds. Analysis of data is done in order to identify marginalized groups and for the inclusion of all category of children.

- ➢ This profile making provides a hand on experiences to the learner and thus students are actively engaged in learning process.

- ➢ Various educational thinkers and their philosophies are included in the curriculum students are directed to maintain a diary of the same after discussions and brainstorming on key ideas and contemporary relevant issues.

- ➢ RTE is the major thrust area of the education sector nowadays. An observational study is carried by the students to look at the ground realities in the schools in the

neighborhood areas.

➢ These activities are done in groups and records are maintained for the same. Presentations are done in the presence of the faculty members.

➢ Language laboratory is well maintained in the college. The students are actively engaged in sharpening their proficiency in speaking, reading and pronunciation in English and Hindi with the support of assistive devices in the laboratory under the guidance of faculty mentors.

➢ Communication skills are improved by extempore presentations, debates and elocution.

➢ Students develop a pattern of communication of children (Both verbal and non-verbal) within the peer groups and with teachers. Thus communication is identified as formal / informal based upon the observation. This provides a practical understanding of the modes of communication in an educational setup / setting.

➢ Students are motivated for conceptual clarity by reading the specific texts critically.

➢ Students observe, document and interpret classroom discourse (teaching-learning episodes) for better understanding of classroom elements and processes.

➢ Students are acquainted with different types of registers / records like attendance register, marks registers, cumulative records of CCE in particular so as to make them active learning and provide hand on experiences.

➢ Student-teachers / pupil teachers are engaged in meetings with Principal, HOD's, and supervisors of various schools so as to develop an understanding of the expectations of the schools and the responsibilities they may shoulder apart from regular classroom teaching.

➢ Students are provided hand on experiences in the construction of the time-table using ICT of a school by the faculty mentors keeping in mind all principles of

time-table preparation.

➢ Pupil-teachers maintain a journal in which he/she write

   i) Short reflective accounts of significant life experiences.

   ii) Observations of life situations that evoke questions and responses.

   iii)Questions on education, learning and teaching he/she is facing.

➢ Students / Pupil teachers write an educational autobiography with respect to their experiences as a learner.

➢ Students / Pupil teachers also write reflective statements of aspirations and expectations, based on their learning in B.Ed. course in each semester.

➢ Students / Pupil teacher become active learner by indulging in workshops based on key events and experiences, classroom situations & human situations in a school context.

➢ Workshops are also organized on stress management, emotional well being, Yoga & meditation, decision making and cognitive learning.

➢ Students are actively engaged in learning how to work in groups, promote competition or cooperation, role taking in group situations.

➢ Active learning for marking in group situations through role plays and enactments followed by discussion.

➢ Students are engaged in viewing and analyzing films and writing a film review.

➢ Students / Pupil Teachers are engaged in celebration of an iconic cultural figure like Kabir, Tagore and Begum Akhtar.

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

   i. Faculties are updating themselves by attending workshops and seminars on the topics related to recent developments in their respective subjects. For this support

is given by the management.

ii. Faculties updating themselves with the help of various source of information such as internet, libraries, etc.

iii. They are incorporating different innovative methods of teaching and learning by using technological drives such as smart boards, LCD projector, OHP, communication lab, etc.

iv. Students are given training for using the technological advancement products, to enhance the learning capacities.

v. For this:

a. Students are preparing NTeQ based lesson plans

b. Library with INFLIBNET facility.

c. Computer lab with N-computing technology.

d. Education technology lab with WiFi connectivity

e. Communication lab to enhance their communicative skills

f. Auditorium where various extra-curricular activities are organized.

g. Playground for various indoor and outdoor sports.

2.3.5 Is there a mechanism for evaluation of the teachers by the student's analysis of use feedback for improvement of teaching-learning?

Yes, evaluation of the teachers is done by using the feedback forms every year. Students give their opinion regarding the faculty members for their individual subjects which they teach.

i. As per the feedback of all the students, meetings are conducted for the same.

ii. In the meeting, issues are discussed relating to teaching and learning and necessary suggestions are given to the faculty members for the betterment of teaching-learning process.

iii. Periodic reviews are taken from the students as well as faculty member regarding the improvement which was required has been met or not.

2.4 TEACHER QUALITY

2.4.1 Number of qualified and Competent Teachers

The institution believes quality education can be provided only by the quality teacher educators, for which qualified teachers are the first requirement of the institute. In order to provide quality education the institute appointed qualified and competent teachers. All the faculty members are competent and dedicated in their particular subject area. In the academic session 2015-16 total 9 teachers. 1 Principal, 6 faculty members qualified UGC NET in education, 2 Faculty members have Ph.D. Degree, and one faculty member is pursuing M.Phil. in Education, 3 faculty members pursing Ph.D. in Education.

Session: 2011-12

S.No.	Name	Designation	Qualification	Date of Joining
1	Dr. Niranjana Soperna	Principal	M.A.(History), M.A. (Economics), M.Ed., Ph.D.(Education)	19/01/2009
2	Dr. Letha Ram Mohan	Asst. Professor	M.A. (English), M.Ed., M.Phil (Education), UGC NET(Education), Ph.D. (Education)	01/08/2005
3	Vijay Kumar Arya	Asst. Professor	M.Com., M.Ed., M.Phil (Education), UGC NET (Education)	01/08/2008
4	Rubeena Khan	Asst. Professor	M.Sc. (Bio-Science), M.Phil (Education), M.Ed., UGC NET (Education), Ph.D. (Education) pursuing	14/09/2009

5	Niyaz Varis Varsi	Asst. Professor	M.A., M.Ed., UGC NET(Education)	14/10/2009
6	Parul Maheshwari	Asst. Professor	M.Sc.(Mathematics), M.Ed., CIC, Ph.D. (Education) Pursuing	23/11/2009
7	Eram Aziz	Lecturer	M.Sc (Bioscience), M.Ed.,	01-09-2010
8	Seema Sharma	Lecturer	M.A. (Pub. Admn), M.A. (History), M.A (Education), Ph.D (Education) Pursuing	01/09/2010
9	Chander Bose	Lecturer	B.F.A, M.F.A	20/12/2010
10	Mohd. Tafseer Alam	Asst. Professor	M.A. (Urdu), M.Ed.	01/07/2011
11	Amrita Dhody	Asst. Professor	M.Com, M.Ed., UGC NET(Education)	15/11/2011
12	Shivani Bajaj	Asst. Professor	M.A. (Hindi, History), M.Ed., UGC NET (Education)	03/09/2012

Session: 2012-13 and 2013-14

S.No.	Name	Designation	Qualification	Date of Joining
1	Dr. Niranjana Soprna	Principal	M.A.(History), M.A. (Economics), M.Ed., Ph.D.(Education)	19/01/2009
2	Dr. Letha Ram Mohan	Asst. Professor	M.A. (English), M.Ed., M.Phil (Education), UGC	01/08/2005

			NET(Education), Ph.D. (Education)	
3	Rubeena Khan	Asst. Professor	M.Sc. (Bio-Science), M.Phil (Education), M.Ed., UGC NET (Education), Ph.D. (Education) Pursuing	14/09/2009
4	Niyaz Varis Varsi	Asst. Professor	M.A., M.Ed., UGC NET(Education)	14/10/2009
5	Parul Maheshwari	Asst. Professor	M.Sc.(Mathematics), M.Ed., CIC, Ph.D. (Education) Pursuing	23/11/2009
6	Eram Aziz	Lecturer	M.Sc (Bioscience), M.Ed, UGC NET (Education)	01-09-2010
7	Seema Sharma	Lecturer	M.A. (Pub. Admn), M.A. (History), M.A (Education), Ph.D (Education) pursuing	01/09/2010
8	Chander Bose	Lecturer	B.F.A, M.F.A, UGC NET (Performing Art)	20/12/2010
9	Mohd. Tafseer Alam	Asst. Professor	M.A. (Urdu), M.Ed., Ph.D. (Education) Pursuing	01/07/2011
10	Amrita Dhody	Asst. Professor	M.Com, M.Ed., UGC NET(Education)	15/11/2011
11	Shivani Bajaj	Asst. Professor	M.A. (Hindi, History), M.Ed., UGC NET (Education)	03/09/2012

NAAC Self-appraisal Report, Cycle-II

Session: 2014-15

S.No.	Name	Designation	Qualification	Date of Joining
1	Dr. Niranjana Soprna	Principal	M.A.(History), M.A. (Economics), M.Ed., Ph.D.(Education)	19/01/2009
2	Rubeena Khan	Asst. Professor	M.Sc. (Bio-Science), M.Phil (Education), M.Ed., UGC NET (Education), Ph.D. (Education) Pursuing	14/09/2009
3	Parul Maheshwari	Asst. Professor	M.Sc.(Mathematics), M.Ed., CIC, Ph.D. (Education) Pursuing	23/11/2009
4	Eram Aziz	Lecturer	M.Sc (Bioscience), M.Ed, UGC NET (Education)	01-09-2010
5	Seema Sharma	Lecturer	BM.A. (Pub. Admn), M.A. (History), M.A (Education), Ph.D (Education) pursuing	01/09/2010
6	Chander Bose Arya	Lecturer	B.F.A, M.F.A, UGC NET (Performing Art)	20/12/2010
7	Dr. Tafseer Alam	Asst. Professor	M.A. (Urdu), M.Ed., Ph.D. (Education) Pursuing	01/07/2011
8	Vimmy Aggarwal	Asst. Professor	M.Com, M.Ed., UGC NET (Education), M.Phil (Education)	16/08/2013
9	Shailja Gupta	Asst.	M.A.(English), M.Ed.,	26/08/2013

		Professor	UGC NET(Education)	
10	Vikas Choubey	Asst. Professor	M.A. (History), M.Ed., UGC NET(Education)	23/09/2013
11	Sangeet Sharma	Asst. Professor	M.A. (Sanskrit), M.Ed., UGC NET(Education), Ph.D. (Education) Thesis Submitted	16/10/2014
12	Shivangi Nigam	Asst. Professor	M.A. (Geography), M.Ed., UGC NET, Ph.D. (Education) Pursuing	10/11/2014

Session: 2015-16

S.No.	Name	Designation	Qualification	Date of Joining
1	Dr. Niranjana Soprna	Principal	M.A.(History), M.A. (Economics), M.Ed., Ph.D.(Education)	19/01/2009
2	Rubeena Khan	Asst. Professor	M.Sc. (Bio-Science), M.Phil (Education), M.Ed., UGC NET (Education), Ph.D. (Education) Thesis Submitted	14/09/2009
3	Parul Maheshwari	Asst. Professor	M.Sc.(Mathematics), M.Ed., CIC, Ph.D. (Education) Pursuing	23/11/2009
4	Eram Aziz	Lecturer	M.Sc (Bioscience), M.Ed, UGC NET (Education)	01-09-2010
5	Dr. Tafseer	Asst.	M.A. (Urdu), M.Ed., Ph.D.	01/07/2011

	Alam	Professor	(Education) Pursuing	
6	Vimmy Aggarwal	Asst. Professor	M.Com, M.Ed., UGC NET (Education), M.Phil (Education)	16/08/2013
7	Shailja Gupta	Asst. Professor	M.A.(English), M.Ed., UGC NET(Education)	26/08/2013
8	Vikas Choubey	Asst. Professor	M.A. (History), M.Ed., UGC NET(Education)	23/09/2013
9	Sangeet Sharma	Asst. Professor	M.A. (Sanskrit), M.Ed., UGC NET(Education), Ph.D. (Education) Thesis Submitted	16/10/2014
10	Shivangi Nigam	Asst. Professor	M.A. (Geography), M.Ed., UGC NET, Ph.D. (Education) Pursuing	10/11/2014
11	Mahajabeen Fatma	Lecturer	BFA, MFA, UGC NET (Performing Art)	09-08-2015
12	Pawan Kumar Mishra	Lecturer	M.A. (Hindi), M.Ed.	21-09-2015

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

Yes, teaching practice plans are developed in cooperation with principal, school staff, subject teachers and time-table in-charge. Before commencement of practice teaching, pupil teachers meet with time-table in-charge as well as subject teachers under the consideration of principal and prepare the lesson plans accordingly. The lesson plans

prepared by the pupil teachers under the supervision of the subject experts of their college/institute. In this way our students learn to incorporate the requirement of school in the current teacher education programme.

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

The ratio of the student-teachers to identified practice teaching schools is generally 13:1 but this ratio could be at variance become of the following reasons:

i.   Improper availability of Hindi / English / Urdu medium schools.

ii. Improper availability of teaching subjects chosen by the pupil teachers.

iii. Location of the schools with that of students' residential locality.

iv. Level of the school i.e., primary, upper primary, secondary, senior secondary is also taken into consideration.

The decision for teaching practice of the pupil teachers has been taken on the basis of:

i.   Residential locality of the pupil teachers is given deep importance. If they reside far away from the school, then they are given the school in the vicinity of the college.

ii. Most of the schools are selected within the radius of 3-4 Kms from the colleges.

iii. Availability of schools depends upon the approval of government and school authorities.

iv. Approximately 12-13 pupil teachers are assigned for practice teaching in a particular school depend on the availability of subject classes' medium of instruction as well as strength of students in the school.

v.   The availability of teacher educators for observing the pupil teachers is also taken into consideration.

vi. Usually classes allotted to the pupil teachers is 6th, 7th , 8th , 9th, 10th & 11th

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

The mechanism of giving feedback to the students is manual. During the micro teaching practice session, all the skills are demonstrated by the students on by one where supervisor (teacher educator) enhance their skills which is followed by simulation. This is practiced till the students attained the command over the skills.

The supervisor observes the lesson plans during practice teaching which is followed by remarks given on teaching aptitude test battery as well as self written remarks. Along with this, teachers sometimes demonstrate the feedback after the lesson is over each day, after the delivery of their lesson plan, feedback is provided of the pupil teachers. The implementation of the feedback is also taken into consideration. The feedback covers almost all the areas of teaching learning process i.e.

a. Skill of set induction
b. Skill of questioning
c. Skill of explanation
d. Skill of black-board writing
e. Skill of stimulus variation
f. Skill of reinforcement
g. Skill of classroom management

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

At the institution level, the student teachers are updated regarding educational policies such as appropriate age limit admission, child centered approach to teaching-learning, incorporating new technology in teaching-learning process, no physical or mental harassment of the students, interaction of student-teachers with the concerned subject teachers of the school and discussing with them the syllabus to be taught, methods of

teaching and the time-table to be followed.

Mid-day meals, recording of funds and documents on school education are also taken into consideration. The teacher educator provides all the updates to the pupil teachers. Pupil teachers are getting awake about educational needs of the school by developing a perspective about the vision, mission, schedule, methodology and functioning of the practice teaching school. As well as social and mental level of the students, the concerned school is taken into consideration. All these needs are discussed with student teachers by the teacher educators of the school before the commencement of practice teaching.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies through the following ways:

In order to maintain the quality at the institutional and school levels;

    a. Teacher educators are always in touch of the journals of NCERT.

    b. Special lectures are being arranged from time to time on topics related to recent development in education.

    c. Teacher educators are always in touch of the concerned departments.

    d. Preference is always given to the NCERT, SCERT and CBSE published books.

    e. One faculty participated in drafting of NEP, 2015.

To keep the pace with the recent advancement in the subjects as well as methodology

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

The major initiatives taken by the institution for ensuring personal and professional career

development of the teaching staff of the institution are as follows:

- To ensure quality teaching evaluation, dedicated and qualified teacher are required who are motivated.

- For motivation, 5 special casual leaves are given to each teaching staff.

- Teaching staff has been motivated to present research papers in various national and international seminars, workshops and conferences.

- Study leaves are given to the teaching staff for doing further studies such as M.Phil., Ph.D., Diploma in B.Ed. Special Education.

- Teaching staff is provided with personal computer WiFi connectivity well equipped library with INFLIBNET facility as well as guidance from the academicians.

- Teaching staff is assigned with various duties and responsibilities relating to Admission, guidance & counseling, discipline, faculty development program, magazine, journal, educational bodies correspondence for their professional growth and development

- Our institute organizes seminar, workshops from time to time.

- Institute publishes its own research journal.

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

Yes, the institution has the mechanism to reward and motivate staff members for their good performances through:

a. Staff members are duly appreciated for their good performance.

b. Staff members are involved in decision making.

c. Staff members are given liberty to share their views and opinion in academics and co-curricular activities.

Dedicated and deserving staff members are given recognition, incentives, personal care and concern

2.5 EVALUATION PROCESS AND REFORMS

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

Deliberate efforts are made to make the environment of the Institute conducive and student friendly. The students are free to approach the faculty and the Principal regarding any issue they face. Class representatives are elected among the students to represent the problems of students in front of the concerned authority. The feedback from the students is taken from time to time in order to identify the barriers and to find out the bridging solutions.

The staff of the institution is very well qualified as well as quite dedicated and constantly strives to achieve excellence in the teaching learning process. They are asked for their expert advice to identify the barriers and to address them in the best possible manner. The views of the students are also taken into consideration from time to time.

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

For assessing students' learning the following procedure have been adopted according to the norms.

Internal Assessment: Internal assessment is made on following bases:-

1. Internal Examination
2. Assignments
3. Presentations

4. Practice Teaching

5. Co-curricular Activities

7. Group Activities

8. Attendance

External Evaluation: External theory as well as practical examination are conducted by the GGSIPU.

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

The students are communicated their results and after that an in-depth discussion of their performance is done in the classroom. They are made aware of their weaknesses and simultaneously relevant suggestions are given to them to overcome their weaknesses in particular subjects.

In the co-curricular activities, the students holding the positions in different activities are awarded. The students are regularly given counseling regarding their shortcomings and they are motivated to perform better. This practice encourages the students to perform with more passion and enthusiasm.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is efficiently utilized in the Institution. The teachers use it to disseminate information regarding assignments, to maintain the record of internal and external evaluation, attendance and final results of the student teachers. Also E-learning portal is being used for uploading of assignments previous year question paper, etc.

2.6 BEST PRACTICES IN TEACHING -LEARNING AND EVALUATION PROCESS

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

In our institution, students are motivated to give PowerPoint presentations on the mainstream and peripheral topics. For this the relevant/important topics of the syllabus are displayed on the notice board in the form of list and the students select the topic of their own interest by consulting the teaching faculty. By using the resources of institute they prepare their topics and deliver them with the help of multimedia/ICT. After their presentation cross questions asked to check the comprehensive knowledge of the presenter. This enhances the exploratory administration of open book tests skills of the students as well as exposes them to the technology. Also the students gain an in-depth knowledge of the curriculum. E-learning portal is being used for uploading of assignments previous year question paper. Apart from this institute displays list of internal marks on the notice board before submission to GGSIP University. Also displays best answer script on the notice board.

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

The teachers are encouraged to use the latest technology, such as smart board, OHP, PPTs etc. The teachers prepare their lesson ppts and slides for OHPs to be used in the classroom teaching for effective teaching. Moreover, educational documentaries and films are also shown to students for developing their reflective thinking. For this purpose the required facilities are provided in the institution.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

The Institution enriches the teaching-learning environment by encouraging teachers to attend and participate in research related activities such as participating and organizing seminars/conferences/ workshops, publishing research papers in National and International Journals of repute etc. The Institution makes it mandatory for its teachers to publish their at least 2-3 research studies/work in an academic year. Numerous research seminars and conferences give the teachers a research oriented mindset. Research helps teachers to understand what methods and techniques work and why and also what are its short-term and long term implications in the field of teaching-learning. The Institution also annually conducts seminars/conferences in the Institute and encourages its faculty members to present their research papers in it. The Institute also has an inter-disciplinary journal that focuses on challenges and trends, opportunities and related contemporary issues, pertaining to education & information technology and the Institution encourages its faculty members to give their research contribution to its journal also. This creates a research enriched understanding and resolving many issues of concern in the field of Education.

The institution motivates its teachers to take up research in education through the following modes:

(i) Our Institute provides its staff members with national and international journals, encyclopedias, books as well as INFLIBNET, access to national library which helps in improving the quality of education.

(ii) The Institute provides the internet facility with the help of computer resource centre, educational technology resource centre, wifi accessibility. The faculty also uploads the notes, important questions and previous year question papers on the E-learning portal on a regular basis.

(iii) The Institute publishes bi-annual journal where faculty members are assigned the responsibility of editing, typing etc. This helps in updating the knowledge of the faculty members in research work.

(iv) The faculty members who undertake research work in the form of paper presentations in the seminar, workshops, and conferences are granted with pay special leave, short leave and relaxation in the daily workload also there is provision of providing registration fee by the institution to the faculty members.

(v) Faculty members are motivated for further studies such as B.Ed.(Spl.), M.Phil, Ph.D, providing study leave and other facilities.

(vi) With a view to promote research culture in the campus, the Institute organizes seminars, workshops, extension lectures from time to time.

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

Institution emphasizes on undertaking researches that are suitable for teacher education and also on secondary/higher secondary students. Research at higher Education stage is also focused. The problems concerning the Teacher Education that needs to be dealt with and also concerning issues for School Education that affects the Teacher Education Curriculum and future competent teachers are the major focus of the Institution. The form of research may be Descriptive, Experimental, Action Research etc., the research areas are focused on solving issues and problems concerning Teacher Education Curriculum and which caters to the enhancement of knowledge of the future competent teachers.

The major thrust areas of research prioritized by the Institution are as follows:

- Gender Sensitization
- Classroom teaching
- Effectiveness of core subjects
- Inclusive Education
- Role of ICT

- Developing Technologically Competent Teachers
- Values in Education
- Constructive classroom teaching
- Measurement and evaluation
- Effectiveness of Micro-teaching
- Use of Innovative teaching methods

The Institute also motivates the pupil-teachers to conduct action research for the problems faced by their students during teaching practice. Pupil-teachers also conduct the case study by applying various psychological tests on the cases. They also give the required suggestions for the same.

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

Yes, The Institution encourages Action Research to be conducted by Teachers and even Students on issues of Education.

Yes, the Institution encourages Action Research for the betterment of teaching-learning environment. Some of the major concerns in this issue are:

i. Non-attractive handwriting
ii. Fear from teachers
iii. Non-attending classes
iv. Irregularity of the students
v. Complex problems.

After the conduct of Action research, it was found that Students have improved themselves in most of the concerns to a major extent.

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

Dr. NIRANJANA SOPERNA

Principal

Paper Published

- Paper published in Proceedings of State Council of Educational Research and Training with ISBN No.: 978-93-85943-28-7 March, 2016, titled, "Role of NGO Nai Disha in Primary Education with Reference to Special Training Provided for Out of School Children (OoSC)- A Case Study."

- A Research paper published on the topic "Integration of ICT in Teaching for Promoting Inclusion: Exploring the Awareness of Teachers" with ISSN No. – 2393-9931 in an International Conference organized by Rani Durgavati University, Jabalpur on 21st to 23rd November, 2015.

- Paper published in National Seminar with titled 'Relevance of Skillful teaching-learning of Students in context of Indian Classrooms' organized by KIIT College of Education, held on 13th March'2015.

- One research paper published in *Sharing of Innovative Practices in Education* (ISBN No (978-81-930249-1-1) on the topic " Effectiveness of Constructivist Approach on the achievement in Psychology Subject of B.Ed. Students" published by SCERT (GOVT. Of DELHI) Delhi in March 2015.

- One Research paper published in *Awadh International Journal of Information Technology and Education (AIJITE)* ISSN: 2277-8985,vol IV issue I on the topic "A Comparative Study of NET qualified and NET appeared candidates in Relation to the Demographic Variable", in March 2015

- One Research paper published in *JIGYASA (A refereed research journal of BHU, Varanasi)* ISSN 0974-7648,vol VII,No.2, on the topic, "Effect of Demographic

Variables on the academic achievement of Economic subject of 11 class students" in June 2014.

- One Research paper published in Awadh International Journal of Information Technology and Education (AIJITE) ISSN: 2277-8985,vol III issue I on the topic "Effect of Home Environment and Educational Institution on Gender Sensitization among children", in March 2014

- One Research paper published in Awadh International Journal of Information Technology and Education (AIJITE) ISSN: 2277-8985, in September 2012.

- One paper on "Existing curriculum and RTE" published by SCERT (GOVT. Of DELHI) Delhi in March 2012.

- One paper on "Peace and Harmony" published by RLS, Sidhrawali (MDU, Rohatak) in February 2012.

- One Research paper published in Lingaya's Journal of Higher Education ISSN 0975-539x, in January 2012.

- One Research paper published in JIGYASA (A refereed research journal of BHU, Varanasi) ISSN 0974-7648, in September 2011.

- One research paper published in Synthesis (an International Journal of BLSITM), ISSN No.-0973-2357, issue-July 2011.

- One article on "Role of NAAC" published in Teacher Education journal, Oct. 2005 of I.A.T.E.

- Completed and published 2 minor research projects on Implementation of RTE and CCE.

- One book '**Personality Factors of Creative Girls'** is published, Alfa Publication Delhi.

- One book on teaching of commerce published by Shiksha prakashan, Jaipur (Rajasthan) in 2008.

Ms. RUBEENA KHAN

Asst. Professor

Paper Published

- Paper published on the topic "Comparison of nutrient content between Mid-day Meal and Lunch Box & their contribution towards the Daily nutrient intake of 11-14 years old female students on Govt. and private school" in international journal of Scientific Research and Development ISSN-2321061, Vol IV, issue I, March, 2016.

- Paper published on the topic "Role of social media in shaping the psychological behaviour of children" in AIJITE March, 2016.

- Research paper published in First Impression with ISBN No. 978-93-84869-29-8,2015 on the topic "NTeQ Model" at JMI on 24th & 25th February, 2015

- Paper published on "Administrative Effectiveness of Women Principles and the Problem Faced by them" in book with ISBN No.97893-84869-29-8 JMI in Feb, 2014.

- Co-authored paper published in IJPE Volume-4, NO.1, and January-2014 with ISSN No.- 2231-1432 on "Parenting Styles Amongst Adolescents: A Comparative Study of Nuclear & Joint Families".

- Co-authored Research paper published on use of 'Use of Internet Facility by the Students of Professional Courses' in AIJITE with ISSN No.- 2277-8985, VOL-II, Issue -1, March-2013.

- Co-authored paper published in Lingya's Journal of Professional Studies, VOL-VI, No.-2, January-June-2013, on the topic "Urdu Language Text Book As a Source of National Integration: A Content Analysis of Class VI Text Book of NCERT".

- A paper published in MDU Research Journal (Arts) VOL- 11. No.-1, April, 2012 on the topic "A Study of Anxiety Among Senior Secondary School Students in

Relation to Gender, Academic Streams and Types of School".

- Paper published on the topic "Participation of Women in the Administration of Higher Education and their Administrative Effectiveness: A Comparative Study of Women and Co-Educational College Principal" in AIJITE March, 2012.

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper on Innovative Technologies in Teacher Education at KIIT in February, 2016.

- Research paper presented in an International Conference on Education on comparison of traditional method of teaching with NTeQ Model of teaching" at JMI, on 24th and 25th February, 2015.

- Research paper presented in KIRAS on the topic "Virtual Reality in Education" on 14th March, 2015.

- Paper presented in national seminar organized by Kamal Institute, on the topic "Professional Development of Teachers" on February, 2015.

- Paper presented in national seminar organized by IDEAL Institute on the topic "Role of social media in shaping the psychological behaviour of children" on January, 2015

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.

- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

- Presented a paper entitled "Administrative Effectiveness of Women Principles and the Problem Faced by them" in international conference on education held in JMI in Feb, 2014.

- A paper presented in the national seminar on the theme "Embedded Systems" organized by Comm-IT, Career Academy, New Delhi. on 6th March,2013.

- A paper presented in two days NAAC Sponsored national seminar on the topic "Innovative Practices to Enhance Teaching Learning Process" organized by Institute of Vocational Studies from 20th – 21st December, 2012.

- Attended three day national seminar on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on 12th – 14th March, 2012.

- A paper presented in two days national seminar entitled with "Participation of Women in the Administration of Higher Education and their Administrative Effectiveness: A Comparative Study of Women and Co-Educational College Principal " organized by Jamia Millia Islamia, New Delhi on 25th to 26th May, 2010.

Seminar / Workshop / Conferences / FDPs attended

- Attended four days GGSIPU sponsored workshop on "Need of Cyber Security & Cyber Forensics in Today's Scenario" held on 18th January to 21st January, 2016.

- Attended an International Conference on Education held in JMI 24th and 25th February, 2015.

- One day orientation programme attended on "Psycho Practical & Action Research of GGSIPU" organized by LLDIMS on 28th August, 2012.

- One day faculty development programme attended on "Communication Skills" organized by Kamal Institute of Higher Education & Advance Technology, New Delhi on 30th March, 2012.

- Three days National seminar attended on "Implementation of Right to Education Act 2009: Challenges and Remedied" on 12th – 14th March, 2012 organized by SCERT, New Delhi.

- One day national seminar on "Cloud Computing" organized by Comm-IT, Career Academy, on 22nd February, 2012.

- Two days workshop attended on "How to Conduct Research" organized by Institute of Vocational Studies on 9th & 10th February, 2012.
- One day national seminar attended on the theme "Recent Trends of E-Learning Development" on 11th April, 2011, organized by Comm-IT, Career Academy, New Delhi.
- Two days seminar attended on "Researches in Education" organized by Jamia Millia Islamia, New Delhi on 25th to 26th May, 2010.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. PARUL MAHESHWARI

Asst. Professor

Paper Published

- A Research paper published on the topic "Integration of ICT in Teaching for Promoting Inclusion: Exploring the Awareness of Teachers" with ISSN No. – 2393-9931 in an International Conference organized by Rani Durgavati University, Jabalpur on 21st to 23rd November, 2015.
- Published a research paper on the topic "A Study of Adaptation of Innovative Pedagogy in Secondary Schools of North East India" A Multidisciplinary Referred International Research Journal VAICHARIKI with ISSN No.2249-8947 (Vol. No. IV, issue IV), Dec 2014.
- A paper published in JIGYASA BHU, ISSN – 0974 - 7648 on the title 'A

comparative study of the use of ICT with reference to Mathematics in Government and Private schools of New Delhi on March -2013 Issue.

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented a paper in two days seminar on the theme "Professional Ethics and Human Values in Teachers" organized by Kamal Institute of Higher Education and Advance Technology, New Delhi on 30-31 March,2015.

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.

- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

- Presented a paper in three days National Conference on the theme of "study of attitude and beliefs of pre-service teachers towards mathematics teachers" organized by Regional Institute of Education, Ajmer on 20-22 December, 2013.

- Presented a paper in the National seminar on 6th March, 2013 conducted on the topic EMBEDDED SYSTEM organized by COMM-IT CAREER ACADEMY, New Delhi.

- Presented a paper in one day National Seminar on the topic Inclusive Education & RTE on 1st March, 2012 organized by Lingaya's Lalita Devi Institute of Management & Science, New Delhi.

Seminar / Workshop / Conferences / FDPs attended

- Participated in four days workshop on the theme "CCFIS Cyber Security" organized by COMM-IT Career Academy on 18-21 January, 2016

- Two days workshop attended on the theme "Ethics in Teaching" organized by National Law University, Dwarka on 16th – 17th October, 2015.

- Attended five days faculty development programme on the topic "Incorporation

Global Perspectives into Administration, Teaching and Research" organized by Kamal Institute of Higher Education and Advanced Technology on 8th to 12th December, 2014.

- Attended One day National Seminar on "Values and Professional Ethics" organized by Institute of Vocational Studies, New Delhi on 5th may 2014.

- Attended three days National Conference on the theme "Developing Mathematics teachers for quality learning for all" organized by Regional Institute of Education, Ajmer on 20-22 December, 2013.

- Seven days workshop attended on the topic HUMAN VALUES & PROFESSIONAL ETHICS organized by GGSIP University, New Delhi from 25th July 2013 to 31st July 2013.

- One day faculty development program attended on the theme STRESS MANAGEMENT – ROLE OF TEACHER held on 9th May, 2013 organized by Delhi teacher training New Delhi.

- Attended Two days orientation program for academic counselors organized by regional centre Delhi -1 on 20th to 23rd Apr, 2013.

- Attended Two days National seminar on the topic INNOVATIVE PRACTICES TO ENHANCE TEACHING LEARNING PROCESS on 20th to 21st Dec, 2012 organized by Institute of Vocational Studies, New Delhi And presented a paper on the theme instructional strategies based on constructivism.

- Attended Three days National Seminar on Implementation of Right to Education Act 2009: Challenges and Remedies on 12-14 March, 2012 held at India Habitat Centre, Lodhi Road, New Delhi.

- Attended One day conference on the topic Role of Higher Education in Nation Building organized by RSS, New Delhi.

- Attended three day national seminar on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on

12th – 14th March, 2012.

- Attended one day national conference on title "Samarthyam" organized by LLDIMS on 1st March, 2012.

- Attended One day National Seminar on Cloud Computing held on 22nd February, 2012. Organized by COMM-IT CAREER ACADEMY, New Delhi.

- Two days workshop attended on the topic HOW TO CONDUCT RESEARCH organized by Institute of Vocational Studies, New Delhi on 9th to 10 Feb, 2012.

- Attended one day conference on topic "Role of Higher Education in Nation Building" organized by RSS, New Delhi on 15th January, 2012

- Attended One day National Seminar on Recent Trends of E- Learning Development held on 11th April, 2011 organized by COMM-IT CAREER ACADEMY, New Delhi.

- Attended One day seminar on the topic Examination Reforms- an Approach to Academic Excellence held on 20th February, 2010 organized by KALKA INSTITUTE FOR RESEARCH & ADVANCED STUDIES, NEW DELHI.

- Attended Seven days workshop on YOGA organized by RANI DURGAWATI VISHWHAVIDHYALAYA, JABALPUR on 25th Sep, 2007 to 01st Oct, 2007.

- Participated Three days Drug Free programme organized by RANI DURGAWATI VISHWHAVIDHYALAYA, JABALPUR on 27th Nov, 2007 to 30th Nov, 2007.

Participated in a series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. ERAM AZIZ

Asst. Professor

Paper Published

- Paper published in Proceedings of State Council of Educational Research and Training with ISBN No.: 978-93-85943-28-7 March, 2016, titled, "Role of NGO Nai Disha in Primary Education with Reference to Special Training Provided for Out of School Children (OoSC)- A Case Study."

- Paper published in Refereed Research Journal Researchpaedia, ISSN No. 2347-9000, Volume 3, No.1 Jan 2016, titled, "A Comparative Study of Cultural Effect on Introversion and Extroversion Trait of Muslim and Non Muslim Adolescence Girls."

- Paper published in Refereed Research Journal JIGYASA,ISSN 0974-7648, VolumeVI,March2013,titled,"A Comparative Study of Introversion and Extroversion of Adolescence Girls of Science and Social Science Stream".

- Paper published on "Peace and Harmony "in souvenir at Sidrawli.

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper in National Seminar on "Excellence in Education-Special Significance to Teacher Education" organized by Amity Institute of Education, Saket.

- Presented paper in NAAC sponsored National seminar on "Quality Assurance in Teacher Education" at Hrishikesh.

- Presented paper in NAAC sponsored National Seminar on Innovative Practices to Enhance Teaching Learning Process at Institute of Vocational Studies, Shiekh Sarai.

- Presented paper on ICT and Education at IASE, Sardarshahr ,Rajasthan.

- Presented paper on "Quality in Higher Education: Identifying, Developing and

Sustaining Best Practices", at Amity Institute of Education ,Saket ,New Delhi.

Seminar / Workshop / Conferences / FDPs attended

- Attended two days workshop on "How to Conduct Research" on 9th & 10th Feb, 2012.at IVS.
- Attended Two day National Seminar on "RTE "conducted by SCERT.
- Attended various lectures and workshops organized by Awadh Centre of Education.
- Participated in GGSIPU Sponsored National Seminar on the topic 'Developing Technologically Competent Teachers' organized by Institute of Vocational studies.
- Participated in 5 days workshop on the theme "Incorporating Global Perspectives into Administration, Teaching and Research" organized by Kamal Institute of Higher Education & Advanced Technology.
- Attended 3 days conference on "Education in Delhi: Marginalization, Diversity and Schools" organized by School of Education Studies, Ambedkar University, Delhi.

Participated in a series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. VIMMY AGGARWAL

Asst. Professor

Paper Published

- Paper published in Refereed Research Journal JIGYASA,ISSN 0974-7648, VolumeVII,June2014,titled,"Effect of Demographic Variables On The Academic Achievement Of Economics Subject Of 11th Class Students".

- Paper published in Refereed ISBN No. of SCERT in February 2015 ,entitled," Effectiveness of Constructive Approach on the Achievement In Psychology Subject of B.Ed. Students".

- Paper published in Refereed Journal Awadh International Journal Of Information Technology And Education ,ISSN 2277-8985, Volume3, Issue 1,March 2014,titled,"Effect of Home Environment And Educational Institutions On Gender Sensitization Among Children ".

- Paper published in an international journal of education, Journal of Educational Chronicle ,ISSN 2229-6220, Volume4,No.1, ,June 2013,titled,"Achievement In Mathematics Of Students In Relation To The Demographic Variables".

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper in National Seminar on "Role of Virtual Reality In Education" organized by Kalka Institute For Research And Advanced Studies, Alaknanda, held at 14th March, 2015.

- Presented paper in State Level Seminar on the topic" Effectiveness of Constructive Approach on the Achievement In Psychology Subject of B.Ed. Students" at SCERT held on 12th March,2014.

- Presented paper in NAAC sponsored National Seminar on Innovative Practices to Enhance Teaching Learning Process at Institute of Vocational Studies, Shiekh Sarai held on 28th & 29th November,2014.

- Attended a FDP On Transforming Teacher Education: Crafting Directions for Change, at Amity Institute Of Education, New Delhi held on 10th & 11th December, 2012.

- Presented a Paper in an International Seminar titled "Effect of Home Environment And Educational Institutions on Gender Sensitization Among Children", held at IIMT, Karkarduma, New Delhi on 22nd January,2014.

- Presented a Paper in an 47th International Conference on Role of Statutory Bodies in Quality Assurance of Teacher EDUCATION: A Global Perspective, held at Khalsa College of Education, Amritsar. Punjab on 22-24th November, 2013.

- Presented paper in National Seminar on "Sex Decline Ratio: A Crisis" organized by Vaish College of Education, Rohtak, Haryana on 23rd &24th March, 2013.

- Presented paper in National Seminar on "Faculty Enrichment In Societal Development" organized by SRITE, Dwarka, held on 23-24th January, 2013.

Seminar / Workshop / Conferences / FDPs attended

- Attended two days workshop on "How to Conduct Research" on 9th & 10th Feb, 2012.at IVS.

- Attended various lectures and workshops organized by Awadh Centre of Education.

- Participated in GGSIPU Sponsored National Seminar on the topic 'Developing Technologically Competent Teachers' organized by Institute of Vocational studies.

Participated in a series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

NAAC Self-appraisal Report, Cycle-II

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

MS. SHAILJA GUPTA
Asst. Professor
Paper Published

- Paper published in AIJITE with ISSN: 2277-8985, Vol.III, Issue02, September, 2014 on the topic "Participation of Students in CCA in KVs".

Paper Presented

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.
- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

Seminar / Conference / Orientation / FDP Attended

Participated in a series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. VIKAS CHOUBEY

Asst. Professor

Paper Published

- ARTICLE -"Issues in quality teacher education in India" in ANUSILANA , VOL XXXVIII,2011,ISSN 0973 – 8762

- "Understanding and Prevention Burnout among Social Science Teachers in Schools" in The Eternity Vol III, Issue

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.

- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

- Paper presented on ''Right to Education'' organized by GGSIPU, Delhi. in Haryana on 21 January 2010

- Annual conference 2010 on Globalization , Educational Change And Reforms :Comparative Perspectives November 15-17,2010,jnu Delhi as a participant in ,Ignou -Scert, faculty development programmes for teacher educators of diets Oct-Nov 2010

- Seminar organized by Scert on "Implication of RTE on Teacher Education": Jan 4, 2011 at Delhi

- Seminar organized by Scert on "Quality Indicators of School Teaching" April 2011; at defense colony Delhi

- Paper presented on "Excellence in Education :Special Significance for Teacher Education" 18th Jan 2012

- Participated in national seminar on faculty enrichment in Societal Development 23-24 January 2013

- Paper presented on Right to Free And Compulsory Education: Ground Reality And Challenges on Right to Education From The Perspective Of Social Science 2013

Seminar / Workshop / Conferences / FDPs attended

Participated in a series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. SANGEET SHARMA

Asst. Professor

Paper Published

- 'Perception of Students and Teachers of Secondary Stage on Relevance and Significance of Value Education and their Implementation' published in "Electronic International Interdisciplinary Research Journal" (EIIRJ), ISSN 2277-8721, Mar- April 2015.
- 'A Study of Rabindranath Tagore's Philosophy of Education' published in International Refereed Research Journal –Education "Pramana" (ISSN : 2249-2976) Year-3, Issue-12 (Apr.-Jun. 2014)
- A Study of Impact of Micro-Teaching and Multimedia on B.Ed. Students' in ZENITH International Journal of Multidisciplinary Research, ISSN 2231-5780, Vol.4 (12), December (2014)
- Significance of Micro – teaching and Multimedia for B.Ed. Students', in

GALAXY International Interdisciplinary Research Journal, ISSN 2347-6915, Vol.2 (12), December (2014)

- Perception of Teacher Educators on the impact of Micro-teaching and Multimedia on B.Ed. Students in "Navodit" Annual Refereed Research Journal (ISSN: 2347-4300), Vol.2, December 2014

- 'Value Oriented Education' published in International Journal "Yugshilpi" 2013

- 'Role of Education in Women Empowerment' published in International Journal of Basic and Advanced Research, ISSN: 2278-7143, 2(5) 2013

- 'Learner Centered Teaching to promote effective learning in Students' in International Journal of English and Education, ISSN: 2278-4012, Volume:2, Issue:4, October 2013.

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper titled as 'Perception of B.Ed. Teacher Trainees and Teacher Education-Relevance and Significance of Value Education and their Implementation' in D.G.H.E Sponsored National Seminar on "Emerging Role of Teacher Education: Global and National Perspective" at Rao Lal Singh College of Education, Sidhrawali, Gurgaon, Haryana ,held on 14th March,2015.

- Presented paper titled as 'Relevance of Skilful teaching-learning of Students in context of Indian Classrooms' in National Seminar on "Teacher Education-Today and Tomorrow" at KIIT College of Education , held on 13th March'2015.

- Presented paper titled as 'Perception of B.Ed. Teacher Trainees and Teacher Education-Relevance and Significance of Value Education and their Implementation' in GGSIPU Sponsored National Seminar on "Developing Technologically Competent Teachers" at Institute of Vocational Studies(Affiliated to GGSIPU), held on 28th and 29th November'2014.

- Presented paper titled as 'Role of Education in Women Empowerment' in

National Seminar on "Gender Equality and Women Empowerment: Issues and Challenges" in Budha College of Education (Affiliated to Kurukshetra University), held on 29th and 30th March'2013.

- Participated in National Workshop on "Awareness of Intellectual Property Rights" organized by MSME Development Institute in association with Lingaya's Lalita Devi Institute of Management and Sciences, held on 14th August'2013.

- Participated in National Seminar on "RTE: A Boon or Bane" in by Lingaya's Lalita Devi Institute of Management and Sciences, held on 21st March'2013.

- Participated in Workshop on "Bar coding Technology" organized by Lingaya's Lalita Devi Institute of Management and Sciences, held on 24th January'2013.

- Participated in Faculty Development Programme on "Institution Motivation Programme" conducted by MSME at by Lingaya's Lalita Devi Institute of Management and Sciences, held on 11th January'2013.

Seminar / Workshop / Conferences / FDPs attended

Participated in a series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. SHIVANGI NIGAM

Asst. Professor

Paper Published

BOOKS

- ICT Mediated Education (R.Lall, 2014), ISBN No. 978-93-83995-25-7 Volume-I.
- ICT Mediated Education (R.Lall, 2014), ISBN No. 978-93-83995-25-7, Volume-II.

PAPERS

- Published paper titled "Application of Classical Conditioning theory in checking the problem of indiscipline among grade vi students - A case study" in Eduquest-An International refereed journal in Education. Volume 2, Issue II, July-December issue 2013, ISSN: 2277-3614.

- Published paper titled "A study of teachers' attitude towards parental interference in the classroom environment at the secondary school level" in The Indian Journal of Social Development- An international refereed journal in education, Volume 13, Number 1, June 2013, ISSN: 0972-3692.

- Published paper titled "Integrated impact of media, technology and economic advancement on the contemporary education system" in Trinity: Journal of Management, IT & Media, Volume 4, 2013, ISSN 2320-6470.

- Published paper titled "Application of Concept Mapping in Higher Education: A comparison" in International Journal of Development Studies and Research, A refereed International Journal, March 2013, Volume 2, ISSN: 2278-8654.

- Published paper entitled"A study of Effectiveness of Classroom Management of Secondary School Teachers in Relation to their Personality Type and Experience" in Journal of Education and Pedagogy published by National Educationist Council, December 2013, Volume 5, Number 2, ISSN: 0975-0797.

- Published paper titled "Interactive Board Technology- a tool in the hands of a teacher to make learning joyful" in Electronic International Interdisciplinary

Research Journal (EIIRJ), a reviewed International journal. March-April 2014, Volume- III, Issues- II, ISSN: 2277-8721. IMPACT FACTOR (IIFS) 0.987.

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented Paper entitled "Integrated Impact of Media, Technology and Economic Advancement on the Contemporary Education System" in the National Seminar organized by Trinity Institute of Professional Studies on March 23, 2013.
- Presented paper entitled "Recognizing the challenges to higher education and identifying the best practices to sustain its quality" in the national Seminar organized by Amity Institute of Education, New Delhi on May 17, 2013.
- Presented paper entitled "Interactive Board Technology- A tool in the hands of a teacher to make learning joyful" in National Seminar on Joyful Learning: Prospects and Challenges, organized by Maharaja Surajmal Institute, New Delhi on March 29, 2014.
- Presented paper entitled "Inclusive Education: Role of teacher and teacher training institution" in National Seminar organized by IQAC Cell of C.R. College of Education, Rohtak on April 12, 2014.

Seminar / Workshop / Conferences / FDPs attended.

- Participated in International Seminar titled "Psychological Development of students in and outside classroom" organized by Ideal Institute of Management and Technology and School of Law, New Delhi on January 22, 2014.
- Participated in the "One week Workshop on Data Analytics", organized by University School of Management Studies, GGSIP University, New Delhi from July 21 to 26, 2014.

Participated in a series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. MAHAJABEEN FATMA
Asst. Professor
Seminar / Workshop / Conferences / FDPs attended

- Participated in 4-day workshop of "International Week of Arts Education" (May, 2013) at KiranNadar Museum of Art in collaboration with NCERT &Sahitya Kala Parishad, New Delhi.
- Participated in 4-day workshop "Resource Centre Events on Arts and Crafts, February 6-9, 2012" at NCERT, New Delhi.
- Participate in "Three-Day national workshop on Different Techniques of Paintings" , organized by Dept. of Fine Art, AMU, Aligarh In April 2008.
- Participate in two days Painting Workshop" Rang" March- 2010 & "Rang -2" Feb-2011 , organized by Coaching & Guidance cell Aftab Hall, AMU Aligarh.
- Group Exhibition – "Pathfinder" An Exhibition Mela, Lalitkala Academy, Regional Centre, Lucknow, In Octber 2015
- Group Exhibition – Astitva ' Who am I…?' Agroup exhibition on the association of International women's day, Kala srot Creating community Through Art Gallery, Lucknow in March 2015.
- Group Exhibition - Creative Venture, Muinuddin Art Gallery, A.M.U Aligarh, in February 2015.
- Group Exhibition- Lalit kala Akademy, Regional Centre, Lucknow, In January 2015.

- Group Exhibition-All India Art Exhibition, All India Fine Arts & Crafts Society, Rafi Marg, New Delhi, In Sep 2014.
- Group Exhibition- Old Girls of Jamia II, M F Hussain Art Gallery, New Delhi, In August 2014.
- Group Exhibition-Lalit kala academy New Delhi, May 2013.
- Group Exhibition-Kalam Festival event, Faculty of fine arts, JMI, New Delhi, March 2013.
- Group Exhibition- M F Hussain Art Gallery, New Delhi, In Nov 2011, May 2012& Dec 2012.
- Group Exhibition-MFA Annual Exhibition ,M F Hussain Art Gallery New Delhi, May 2012.
- Group Exhibition- GEC Aligarh Muslim University, In April 2012.
- Group Exhibition Dept. of Fine Arts ,AMU Aligarh, April 2008.

Participated in series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. PAWAN MISHRA

Asst. Professor

Paper Published

- One research paper has published in International Journal with the title of

"शिक्षा के विकास में गैर सरकारी संस्थाओं की भूमिका का समीक्षात्मक अध्ययन"

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented a paper on the theme "Professionalism for Sustainable Development Barriers and Pathways" organized by LLDMIS on 12th – 13th February, 2015

- Presented a paper in two days national seminar on the theme "Teacher Education in India : Present Status and Future Challenges" organized by Chhatrapati Sahuji Maharaj University on 8th – 9th March, 2014.

- Presented a paper in an international seminar on the theme "Economic Development with Devaluation on Non-Economic Values in India" organized by Swami Sukdevanand PG Degree College, MJP Rohilkhand University, Bareilly on 2nd – 3rd March, 2014.

- Presented a paper in an international seminar on the theme "Human Development in Developing Nations" organized by Swami Sukdevanand PG Degree College, MJP Rohilkhand University, Bareilly on 26th – 27th February, 2014.

- A paper presented in two days national seminar with title "Role of Information Technology to Make Teaching-Learning Process Easier" organized by Government Degree College, Pihani, on 20th -21st February, 2014..

- Presented a paper on the theme "Problems of Teacher Education in India" organized by Bhagwan Mahavir college of Education, on 19th February, 2014.

Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of

HOT POTATOES.

Mr. ROOPALI CHARAN

Asst. Professor

Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. TAFSEER ALAM

Asst. Professor

Paper Published

- Co-authored paper published in Lingya's Journal of Professional Studies, VOL-VI, No.-2, Jan-June-2013, on the topic "Urdu Language Text Book As a Source of National Integration: A Content Analysis of Class VI Text Book of NCERT".
- Co-authored paper published in Vaicharki ISSN 2229-8907, Vol-II, Issue I, March 2012, on the topic "Implication of CCE for Elementary Stage".

Seminar / Workshop / Conferences / FDPs attended

- Attended three day national seminar on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on 12th – 14th March, 2012.

- Attended one day national seminar on "Cloud Computing" organized by Comm-IT Career Academy on 22nd February, 2012.
- Participated in two days workshop on the topic "How to Conduct Research" organized by Institute of Vocational Studies on 9th & 10th February, 2012
- Participated in one day national seminar on the topic "Effective Pedagogies for Elementary Education" on 23rd January, 2012.

Participated in series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr.NIYAZ VARIS VARSI

Asst. Professor

Paper Published

- Co-authored paper published in Vaicharki ISSN 2229-8907, Vol-II, Issue I, March 2012, on the topic "Implication of CCE for Elementary Stage".

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Paper presented on two days international seminar on the theme "Relevance of Buddhism in Human Welfare, Peace & Happiness" organized by Dau Dayal Mahila (P.G.) College, Firozabad on 9th & 10th May, 2009.

Seminar / Workshop / Conferences / FDPs attended

- Participated one day national seminar on the theme "Revamping School

Education: Initiatives and Challenges" organized by Pradeep Memorial Comprehensive College of Education on 22nd March, 2012.

- Attended three day national seminar on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on 12th – 14th March, 2012.

- Participated in two days workshop on the topic "How to Conduct Research" organized by Institute of Vocational Studies on 9th & 10th February, 2012

- Attended three days seminar on the topic "Technical Vocabulary in Indian Languages" organized by Scientific and Technical Vocabulary Commission, New Delhi on 27th – 29th April, 2011.

- Attended one day national seminar on "Recent Trends of E-Learning Development" organized by COMM-IT Academy, New Delhi on 11th April, 2011

- Attended one day national seminar on the topic "Quality Education and ICT" organized by Kalka Institute for Research and Advanced Studies on 26th February, 2011.

- Participated in two days national seminar on the theme "Quality Concerns: Shifting Paradigms" organized by Rao Mohar Singh College of Education, Gurgaon on 22nd and 23rd January 2011.

- Attended one day national seminar on the theme "A Comprehensive Observation on Teacher's Education" organized by RV Higher Education & Technical Institute, Uttar Pradesh on 28th March, 2010

- Attended one day national seminar on "Examination Reforms-An Approach to Academic Excellence" organized by KIRAS, New Delhi on 20th February, 2010.

- Participated in one day national seminar on the topic "Empowering Teachers for Millennium Classroom" organized by Amity University, Noida on 16th April, 2009.

Participated in series of events organized by IQAC (IVS) for faculty development

programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. LETHA RAM MOHAN

Asst. Professor

Paper Published

- Paper published in AICTE & IAPT national seminar, Ludhiana on the theme "Establishing Classroom Communication".
- Article published on the topic "Establishing Classroom Rapport through Communication Skills" on University News, 50(06) February 06-12, 2012.
- Article published in University news on the topic 'Communication skill' in Feb (1st week) 2012
- One paper published in NCERT journal in September 2011
- One research paper under publication in Awadh International Journal of Information Technology & Education

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Paper presented on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on 12th – 14th March, 2012.
- Paper presented on "ICT in Education" at CIE (Delhi University).

Seminar / Workshop / Conferences / FDPs attended

- Attended seminar on cultural sustainability organizes by Amity Institute of Education.
- Attended two days workshop on "How to conduct research" on 9th & 10th Feb, 2012

Participated in series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. AMRITA DHODY

Asst. Professor

Paper Published

- Book Published on Curriculum and Evaluation.

Seminar / Workshop / Conferences / FDPs attended

- Participated in NAAC sponsored national seminar on Innovative Practices and Teaching Learning Process.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

SEEMA SHARMA

Asst. Professor

Seminar / Conference / Orientation / FDP Attended

- Attended one day national seminar on the topic "Excellence in Education: Special Significance for Teacher Education" organized by Amity Institute of Education on 18th January, 2012

- Attended one day national conference on title "Samarthyam" organized by LLDIMS on 1st March, 2012.

- Attended one day national seminar on "Effective Teaching-Learning Strategies-Approach & Challenges" organized by BLS Institute of Technology Management on 5th march, 2012.

- Attended three day national seminar on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on 12th – 14th March, 2012.

Participated in series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. CHANDER BOSE

Asst. Professor

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.

- Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014

Seminar / Workshop / Conferences / FDPs attended

Participated in series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

- Participated in national exhibition organized by All India Fine Arts Crafts Society

- Participation in group exhibition organized by Parikrama III at India Habitat Centre Visual Art Gallery.

3.2 RESEARCH AND PUBLICATION OUTPUT

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

There are various instructional and other materials developed during the last three years, which includes the use of smart board, language lab, e-learning portal, excursion and field

trips. These instructional aids helps in retaining the subject matter among the students which further motivates the faculty members to bring out more such aids in the teaching learning process which can be applied in further seminars, projects and assignments. Apart from this, students are given assignment on the preparation of teaching aids for their pedagogical subjects, every year, which brings out more ideas in the form of models, charts, transparencies as well as methodology in their respective subjects.

Knowledge is expanding rapidly and there are many technological resources from where students get updated knowledge. The task of any Institution is to provide skilful knowledge through using technological advanced teaching aids that equips students to cater to challenges and new possibilities to Education Sector.

For developing the required instructional material, an Institution has to provide some major facilities.

3.2.2 Give details of facilitates available with the institution for developing instructional materials?

The Facilities available with the Institution for developing the instructional material are detailed as below:

The Institution has given proper space to computer labs with n-computing technology, WiFi connectivity, in which 20 students can sit and operate at one time. The Institution has its own language lab, where students can enhance their communication skills with the help of the trained teachers.

Classrooms are equipped with latest technology in the form of smart class rooms equipped with smart board, laptops, etc.

Proper space have been given to the Educational Technology labs, which is equipped with OHP, television, DVD player, computers with WiFi connectivity which is efficiently and effectively used by students as well as teachers.

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

Yes, the institution has developed ICT/technology related instructional materials during the last five years which is as follows:

- PowerPoint presentations were developed by the Principal as well as presenting the report of our institute to the inspection and affiliation committee.

- Language Laboratory has also been developed in the year 2014 for the enhancement of communication skills of the students.

- Smart classroom is also there to make the teaching-learning process more interactive.

- Computer and Education Technology Lab are also used for the practical aspect of the curriculum where students prepare the digital files of their subject-matter under the guidance and supervision of the lab instructor.

- Psychological practical's were initiated in its resource centre where students are instructed and guided about the use and application of various psychological tests and its apparatus.

- Pedagogical subjects were taught by using mathematical, science resource centre to make the teaching-learning process more interactive as well as concept of PowerPoint presentation were used to explain the micro-teaching.

- E-learning Portal is maintained where regular uploading of assignments notes important questions is taken care of.

3.2.4 Give details on various training programme and or workshop on material development (both instructional and other materials).

The details on various training programmes and workshops on material development are as follows:

(i) Organized by the institution

Computer training is given to the students after class hours to train them in

preparing PowerPoint presentation and preparing various graphs in Excel.

(ii) Attended by the staff

A good number of workshops and FDP in the use of Education Technology and E-content Development

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

The list of the journals in which the faculty members have published papers in the last five years is as follows:

- JOURNAL OF EDUCATION CHRONICLE
- JIGYASA
- AIJITE
- IJEEY
- YUG SILPI
- THE ETERNITY
- ANUSILIAN
- RESEARCHPEDIA
- LINGAYAS JOURNAL
- MDU RESEARCH JOURNAL FOR ARTS
- INTERNATIONAL JOURNAL FOR RESEARCH & EDUCATION

It is enriching for the staff members to undertake minor/major research projects as it gives profound understanding on the dynamic issues of Education.

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

The details of the awards, honors and patents received by the faculty members in last five years is as follows:

One faculty have received 1st prize in the national seminar at SCERT for paper presentation

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

The detail of the Minor/Major research projects completed by staff members of the institution in last five years is as follows:

- Effect of Home Environment and Education Institute on Gender Sensitization among Children.

- Aspects of Leadership in School of South Delhi.

- Comparative Study of Teaching Skills of B.Ed. Pupil Teachers Pre and Post School Experience Programme.

3.3 CONSULTANCY

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

Yes consultancy services are being offered by the institution. MCD school teachers are given training on the use of ICT and innovative methods in teaching. Two of the faculty members are special educators with special diploma in special education. They work with schools in providing consultancy to children with special needs. Timely consultancy services are provided to the regular students on any of the educational and personal issues.

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

Yes the faculty members are competent to undertake various consultancies according to their area of specialization which are as follows: -

Dr. Niranjana Soperna, Principal – As an expert in the use of ICT to school teachers and development of leadership skills to Principal of various institutions.

Mrs. Rubeena Khan, Asst. Professor – an expert in providing guidance and counseling to students in school and college level.

Mrs. Eram Aziz, Asst. Professor – an expert in the use of innovative methods in science teaching for elementary school teachers.

Mrs. Parul Maheshwari, Asst. Professor & Mr. Vikas Choubey, Asst. Professor – qualified to work with students with special needs in schools.

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff members and the institution?

Very nominal fee charged for consultancy and two faculty members have registered themselves with RCI. During last three years total Rs. 10,000/- generated through consultancy

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

The revenue generated is utilized for the sponsorship of education of economically weaker sections of students and also helping them in purchase of books and other materials.

3.4 EXTENSION ACTIVITIES

3.4.1 How has the local community benefited from the institution ? Contribution of the institution through various extensions activities, outreach programmes, partnering with NGO's.

Every year our Institute conduct programmes for the welfare of the society in collaboration with the local bodies, NGOs conduct programmes for the welfare of the society such as:

a) Cancer awareness programmes.

b) Organ donation awareness campaign.

c) Cloth distribution at the slum area of Chirag Delhi.

d) Social service such as serving in the old age home by helping the old age people, distribution of food, clothes, and help in maintaining their health.

e) Sticking of the stickers of "DO NOT HONK" on the vehicles by our trained teachers.

f) Performing Nukkad Nataks on the topic "Swachh Bharat Abhiyan, Save the Girl Child, women Empowerment, at various social gatherings like schools.

g) Teaching aids such as charts models etc. prepared and use by the student teachers are distributed to the nearby schools to enhance these students learning.

h) Inter-college competitions in fine arts held at our institute.

i) Provision of guidance and counseling to the people at the time of admission to various courses such as B.Ed. and D.El.Ed.

3.4.2 How has the institution benefited from the community?

a. Parents- Teachers Association contributes to the development and welfare of the institution.

b. Our trainees are given opportunity to serve as teachers in the schools through placement service of our college.

c. The Government schools and corporation schools allow our students to undergo internship in their schools.

d. Our faculty members served in monitoring committees to supervise developmental programme in schools.

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

The future plans and major activities which the institution would like to take up for providing community orientation to students are as follows:

i. Gender Sensitization

ii. Awareness on Right to Education

iii. Importance of Health and Hygiene

iv. Promotion of Swacch Bharat Abhiyan Drive

v. To provide coaching of various competitive exams such as TET/CTER/DSSSB/SSC

vi. General awareness camps such as cancer, aids, dengue fever and swine flue.

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

Yes, our institute has completed project relating to community development. Various neighbourhood surveys and community survey on issues such as health, students enrolment in primary schools, etc., are undertaken by the students every year. Various health campaigns, organ donation awareness camps and cloth distribution camps are also organized by our students each year. Our students also contribute their services to various NGOs. Minor Research project on Aspects of Leadership in Schools of South Delhi completed. Which would proved to be immediate use of those already in leadership positions.

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

The college develops social and citizenship values and skills among its students through the following ways"

i. Organized seminars and workshops on different topics.

ii. Organized excursions and field trips to places such as parliament hourse, Pachmarhi in Madhya Pradesh, Jim Corbett and Nainital for various geographical as well cultural visits.

iii. Awareness sessions have been arranged where students are motivated to follow traffic rules, cleanliness of environment, social duties and responsibilities, prevention of diseases such as dengue, cancer aids, etc.

iv. Organizes annual sports day for the students.

v. Organized special lectures on the topic related to development of values.

vi. Seminar on "Humane value & professional ethics".

vii. Value Education is subject of teaching.

viii. Students attended world cultural festival on International event by Sri Sri Ravi Shankar Ji.

3.5 COLLABORATIONS

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

The national level organizations with which our institute has established linkages in the last five years are:

- NAAC (have received sponsorship for organizing seminar)
- IGNOU, IASE Sardarshahar
- NGOs

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

Our institute is under process to develop such kinds of collaboration.

- UNICEF
- Ed. Tech Review

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

- Curriculum Development
- Teaching   Yes
- Training   Yes

- Practice Teaching   Yes
- Research   Yes
- Consultancy
- Publication
- Student Placement   Yes

As the Institute's Principal is one of the members of NAAC Assessment committee, helps in maintaining quality of the Institute as well.

- The Principal and faculty members attended the workshops on revised syllabus of B.Ed. curriculum, which helps in promoting our views and opinion as well as understand that those of others.

- The faculty attended the various seminars, workshops, conferences organized at National and International level and implementation of the same is felt in existing curriculum.

- The linkage of our institute with various government and public schools for practice teaching helps in giving requisite expose to the pupil teachers.

- Present status of schools in terms of curriculum, method of teaching-learning process, can be analyzed through the teachers and students.

- The Institute has good rapport with the teaching practice schools as well as various NGOs, the placement cell helps in the placement of pupil teachers.

- The Institute conducts the research work on various topics to know and understand the present status for education.

- The Institute has a bi-annual journal which international one, where the papers, case studies, come from various institutes of different universities.

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

The institution has strong linkages with the school of the surrounding areas:

- Assistance is given to the schools in terms of pupil teachers who get replaced by the regular teachers during teaching practice.
- Assistance is given to the schools in the organizations of various cultural activities in the school by the pupil teachers.
- Teaching aids prepared and used by the pupils teachers during teaching practice are donated to their schools.
- The school utilizes the expertise of the faculty members in different ways.
- Further, linkages with these schools help in working of our placement cell effectively and efficiently.

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

Yes, the faculty actively engaged themselves in schools, teachers and other school personnel to make the practice teaching effective. The teacher educators engaged themselves in different schools in the following activities i.e.-lesson plan observation, teacher educator also observed students academic and co-curricular activities participation in school. School teacher also give comment on students lesson plan. Apart from this students' final practice of teaching is evaluated by external examiner appointed by GGSIPU and internal school supervisor.

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

The faculty collaborates with school and other colleges or university faculty in the following ways:

- Interacts with school personnel for teaching practice.
- Interacts with school personnel for placement services.
- Provide assistance as an evaluator in various competitions.

- Providing cooperation in research related data collection.
- Interaction with teachers of other colleges and universities academic and administrative matters in various events such as conferences, seminars, lectures, workshops, etc.
- Various extension lectures and workshops have been organized which are presented by the personnel from Jamia Millia Islamia, IGNOU, MDU and GGSIPU.
- Telephonic correspondence also takes place on various academic and administrative matters.
- Acts as resource person for various IGNOU programmes.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

3.6.1 What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years?

The major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years are as follows:

- Organized two days national level NAAC sponsored seminar on "Innovative Practices in Teaching Learning Process".
- Organized two days GGSIPU sponsored seminar on "Developing Technologically Competent Teachers".
- Two faculties participated in action research course work conducted by NCERT.
- Encouragement and permission given for Ph.D. course work.
- Motivating the faculty members to take up major/minor project work.
- Conferences and seminars are organized from time to time.
- High quality research paper are published in the peer reviewed International Bi-annual journal
- Annual magazine is published.

- Bi-annual newsletter is published from academic session 2014-15.
- Presenting papers on research works and on the themes of seminars and conferences at the national, state and regional level.
- Special casual leave & registration fee is given to the faculty for attending and presenting paper in seminars and conferences.

3.6.2 What are the significant innovations / practices in research, consultancy and extension activities of the institute?

The significant innovations / practices in research, consultancy and extension activities of the institute are:

- Provision of seminar, workshops and extension lectures
- Special classes are arranged for CTET, DSSSB etc.
- Faculties are motivated for studies and research work.
- Availability of free WiFi & INFLIBNET facilities for R&D activities.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Yes, the institution fulfills all the norms related to building essential for the infrastructure. Till yet the institution has invested an amount of more than Rs. 50,0000/- for development of infrastructure.

Following are the split-up of facilities offered by us:-

Total Land Area: - 2462sqm.

Total Covered area:-650.46sqm.

Total Open Area: - 1811.54sqm.

NAAC Self-appraisal Report, Cycle-II

Total Carpet Area:- 3,317.04sqm.

S.No/	Room Description	Length	Breadth	Carpet Area in Sq M	In Sq foot
Ground Floor					
1	Reception	7.73	6.6	51.018	549.157752
2	Director Office	8.53	7.53	64.2309	691.3814076
3	Director reception	3.05	6.55	19.9775	215.03781
4	Waiting room	4.1	3.2	13.12	141.22368
5	Toilet	1.6	2.65	4.24	45.63936
6	Lift	7.66	1.9	14.554	156.659256
7	Toilet	1.52	2.584	3.92768	42.27754752
8	Record room	4.23	2.584	10.93.32	117.6539645
9	Class room 1	8.5	6	51	548.964
10	Faculty room	11.52	10.312	118.79424	1278.701199
11	Class room 2	5.95	8.85	52.6575	566.80533
12	Registrar office	4.3	5.59	24.037	258.734268
13	Seminar Hall	21.36	9.54	203.7744	2193.427642
14	Stair 1	3.29	1.5	4.935	53.12034
15	Stair 2	3	1.35	4.05	43.5942
First Floor					
1	Stair case 2	3	1.35	4.05	43.5942
2	Ladies toilets	5.15	2.2	11.33	121.95612
3	Gents toilets	5.1	3.14	16.014	172.374696
4	Faculty room	3.05	4.96	15.128	162.837792
5	Reception room	3.3	4.63	15.279	164.463156
6	Principal room	3.06	4.86	14.8716	160.0779024
7	Meeting room	5.13	6.2	31.806	342.359784
8	Toilets	1.76	1.25	2.2	23.6808
9	Managing trustee room	3.7	5.75	21.275	229.0041
10	Reception room	2.55	2.45	6.2475	67.24809

11	Lift	7.66	1.9	14.554	156.659256
12	Language lab	8.6	3.15	27.09	291.59676
13	Class room 3	8.95	6.15	55.0425	592.47747
14	ET lab	4.4	5.72	25.168	270.908352
15	Stair case 1	3.29	1.5	4.935	53.12.34
16	Class room 4	6.4	9.7	62.08	668.22912
17	Science and Maths resource centre	6.62	9.65	63.883	687.636612
18	Arts and Crafts room	4.42	5.76	25.4592	274.0428288
19	SUPW room	8.95	4.76	42.602	458.567928
20	Computer lab	8.51	4.67	39.7417	427.7796588
21	Open court	8.9	9.54	84.906	913.928184
22	Varanda	28.3	2.09	59.147	636.658308
Second floor					
1	Stair case 2	3	1.35	4.05	43.5942
2	Ladies toilets	5.15	2.2	11.33	121.95612
3	Gents toilets	5.1	3.41	17.391	187.196724
4	Common room	9.75	4.5	43.875	472.2705
5	Faculty room	5.12	4.77	24.4224	262.8827136
6	Toilet	1.1	1.2	1.32	14.20848
7	Class room 5	6.49	9.37	60.8113	654.5728332
8	Class room 6	8.95	5.9	52.805	568.39302
9	Server room	4.32	6	25.92	279.00288
10	Stair case 1	3.29	1.5	4.935	53.12034
11	Computer lab	9.8	9.66	94.668	1019.006352
12	Class room 7	6	9.2	55.2	594.1728
13	Class room 8	6	8.78	52.68	567.04752
14	Open court	8.9	9.54	84.906	913.928184
15	Varanda	37.3	2.09	77.957	839.129148
16	Store	2.35	3.4	7.99	86.00436

17	Store	2.3	3.44	7.912	85.164768
18	Lift	7.66	1.9	14.554	156.659256
Third Floor					
1	Stair case 2	3	1.35	4.05	43.5942
2	Ladies toilets	5.15	2.2	11.33	121.95612
3	Gents toilets	5.1	3.41	17.391	187.196724
4	Library	14.85	5.06	75.141	808.817724
5	Library	8.95	6.2	55.49	597.29436
6	Library	8.85	5.9	52.215	562.04226
7	Common room	4.3	5.6	24.08	259.19712
8	Stair case 1	3.29	1.5	4.935	53.12034
9	Open space	8.9	9.54	84.906	913.928184
10	Lift	7.66	1.9	14.554	156.659256
11	Common Hall	9.4	9.76	91.744	987.532416
12	Admin office	6.18	17.2	106.296	1144.170144
13	Admin office	7.95	5.98	47.541	511.731324
14	Varanda	28.7	1.85	53.095	571.51458
Basement					
1	Stair case 2	3	1.35	4.05	43.5942
2	Lift	7.66	1.9	14.554	156.659256
3	Store room	26.54	8.4	222.936	2399.683104
4	Indore sports	19.32	9.6	185.472	1996.420608
5	Clinic	7.67	15.48	118.7316	1278.026942
6	Namaz room	5.87	5.7	33.459	360.152676
7	Accounts	12.13	7.16	86.8508	934.8620112
8	Stair case 1	3.29	1.5	4.935	53.12034
9	Common room	4.32	5.12	22.1184	238.0824576
10	Varanda	25.61	1.85	47.3785	509.982174

College Canteen on ground floor:-

Water and Toilets at each floor .

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

The institution has sufficient financial resources to make any change in infrastructure to meet the requirement of future needs.

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

Development of skillful human resource is the primary task of the institution. To meet these aims following facilities are made available by the institution:-

- SUPW lab
- Indoor Hall (Seating Capacity-200)
- Auditorium (Seating Capacity-200)
- ICT lab
- Common hall
- Play ground
- Sound System
- LCD's
- Power Backup
- WiFi enabled campus

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

Our institution share science resource center, Language Lab, Arts room, ICT Resource Center, Education Technology Resource Center, Psychology Resource Center, Auditorium and Multipurpose hall with D.El.Ed and ODL programme of IGNOU

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

The Following Facilities are provided at out College to ensure health and hygiene:-

a) Our institutions have separate students' girls' and boys' washrooms, and separate toilet for staff.

b) Our Institution provides separate girls common room.

c) RO based Drinking water facility is available at each floor and water cooler get clean periodically.

d) Entire Institution premise is cleaned multiple times daily by supporting staff by sweeping, mopping with phenyl etc.

e) Our Institution has a clinic for all kinds of emergency First aid.

f) Hygienic and nutritious food is available in canteen.

g) Campus with WiFi connectivity.

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

All the students in the college come from travelable distance up to 25km. So no hostel facility needed.

4.2 MAINTENANCE OF INFRASTRUCTURE

4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- **Building**
- **Laboratories**

- **Furniture**
- **Equipments**
- **Computers**
- **Transport/Vehicle**

	Year (2014-15)	Year (2013-14)
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	11%	12.45%
% spent on maintenance of equipment, teaching aids, contingency etc.	1%	0.61%
% spent on travel	2.84%	3.77%

As our institution is a self-financing institution, this point does not apply in our institution.

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

a) As per the prescribed syllabus of the GGSIPU & NCTE norms, the academic calendar is prepared for the optimum utilization of the infrastructure facilities.

b) Maximum usage of infrastructure in curricular, co-curricular and extracurricular activities is done each year.

C) Separate stock register are maintained for each lab, room and department and responsibilities are given to respective person incharge. Separate utility register are maintained in ET Resource room , ICT Resource room and Psychology resource room.

d) The institution building is insured against fire. Watchman is appointed for protection and safety round the clock.

e) Periodic review is done on the basis of new demand for the future growth of the institution. Infrastructure facilities are provided without hindrances to academic growth and performance.

e) Coaching classes for CTET and DSSSB are held on weekends.

f) Various ODL programmes and MOOCs are being conducted.

g) The institution is also the centre for conducting various entrance exams of the affiliating university and other universities.

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

Our institute has established an Eco-club and every year Harit-Prithvi is celebrated. The Institute receives fund from the Government for Eco-club activities.

a) Our institution is very sensitive about the environmental issues and students are made aware through various program organized in our college and weekly bulletin boards are put up on various environmental issues. For example Environment Day celebration, Biological Reserves, and Pollution themes are given to students.

b) Gardner is appointed to maintain the garden. Arrangements are made for watering the plants daily.

c) Our Institution premises is surrounded with greenery.

d) During teaching practice our students spread awareness campaigns of "Swach Bharat" by weekly dedicating three hours towards realizing the objectives of this Mission. Students also organized small acts, plays, skit for this awareness programme

4.3 LIBRARY AS A LEARNING RESOURCE

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

Yes, our institution has a qualified librarian advisor, one assistant librarian and sufficient technical staff to support the library services. Essential computer services, internet, and photo copies is available in our institution. Library is linked with software also.

Library committee

S. No.	Name	Designation
1	Dr Niranjana Soperna	Principal, IVS
2	Mr. R.A. Warsi	Advisor
3	Mr. Azad Ahamad	Chief Librarian
4	Ms. Parul Maheshwari	Senior Faculty
5	Aakriti	Student

4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

Our library consist of following resource

S. No	Items	No. of Copies
1	TOTAL NO OF BOOKS	6664
2	TOTAL NO OF TITLES	3196
3	TOTAL TEXT BOOKS	5896
4	TOTAL REFERENCE BOOK	768
5	NO. OF DICTIONARIES	7 language + 12 subject dictionary
6	NO OF ENCYCLOPEDIA	13 (in volume - 84)
7	NO OF EDUCATINAL SURVEYS	06
8	NO OF MAGAZINES	07
9	NO OF NEWS PAPER	07
10	JOURNALS TOTAL	19
11	ONLINE JOURNALS (SUBSCRIBED)	05
12	NCTE JOURNALS (SUBSCRIBED)	03

13	NCERT JOURNALS (SUBSCRIBED)	07
14	JOURNALS OTHER	09
15	NO OF CD / DVDs	33
16	VIDEO & AUDIO CDs	33 & 12
17	INTERNET FACILITY	Available
18	NO.OF COMPUTERS	07
19	SOFTWARE	Library management system
20	REPROGRAPHIC FACILITY AVAILABLE	Available
21	TOTAL CARPET AREA OF LIBRARY	182.846
22	SITTING CAPACITY	130

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

Library committee

S. No.	Name	Designation
1	Dr Niranjana Soperna	Principal, IVS
2	Mr. R.A. Warsi	Advisor
3	Mr. Azad Ahamad	Chief Librarian
4	Ms. Parul Maheshwari	Senior Faculty
5	Aakriti	Student Representatives

Its function

Looking into the library related matter.

Any specific staff related matter.

Students representation on library related matters

4.3.4 Is your library computerized? If yes, give details

Yes, library is fully computerized issue and return of the books is done through computerized bar coding system. Internet facility is also available.

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.

Yes, the library has computer and internet facility.

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

Yes the institution makes use of INFLIBNET College campus has Wi-fi facility. This facility is availed to staff and student for their academic requirement.

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.)

Library remains open on all working days.

Library working hours: -   Monday to Friday   9:00 AM to 5:00 PM

Saturday   9:00 AM to 4:30 PM

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

    a) Cover page are displayed on the library bulletin board.

b) Teachers in the department inform the students about the new arrivals.

c) Teacher and students place demand for the new book.

d) The librarian personally informs the principal of the college.

e) List of new arrivals display on notice board of department & portal.

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

Yes, Library has book bank facility for the students. The students can avail book bank facility. The Book Bank issues books to the needy student for a academic year/till examination, without any terms and conditions.

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

Special care and attention is given to such students by the teaching staff. Two of the faculty members are trained in Disabilities of visual impairedness and hearing impairedness. Provision of extra time for these students has been allocated. Special / Braille books are made available for these students.

4.4 ICT AS LEARNING RESOURCE

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

The institution has ICT laboratory. It has internet connectivity. There are 25 computers in the laboratory with LAN, WAN connection. There are provision of language lab with custom built master console-01, 10 Micro phones, students unit-10, head-phone- 12, classroom speaker-02.

There is an Educational Technology laboratory. There are also provision of OHP, smart

boards, LCD, radio, tape recorders, televisions, white boards, amplifier, cordless mic and hand mic, video cassettes, video camera and audio cassettes. The student teachers are given training to operate the above. The mentor-in-charge of the Educational Technology Lab trains 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

Yes, as per the syllabus of GGSIPU and SCERT, Delhi based on Prescription of NCTE compulsory papers to be opted by student. Apart from this paper Education Technology as an optional paper which student choose as per their needs. Students can also use ICT lab And ET lab freely to develop any resource with giving their enrolment details in Utility Register of the Resource room. Students are encouraged to develop multimedia lesson plan based on NTeQ model, the practical work of the students are recorded in digital form.

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

a) College faculties use Power point presentation, OHP, Screen Projector in their classrooms. One class room in Institute has Smart board also.

b) Students are also encouraged to use same technology at micro-teaching, simulation and during internship. Students use internet for surfing and developing various resource for their use.

c) Students of our institute also prepare ICT based lesson plan and deliver it during practice of teaching.

d) Students develop multimedia lesson plans during teaching practice.

e) Students maintain digital portfolios and Reflective journals.

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

a) In our college students prepare teaching aids, develop PowerPoint presentations and Multimedia lesson plans.

b) Students are encouraged to prepare lesson plan Using ICT and NTeQ Model prescribe by GGSIPU University and SCERT, Delhi.

4.5 OTHER FACILITIES

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

Students and staff members of institute use the infrastructure in optimum level. Apart from this College infrastructure is used by GGSIPU Entrance Examination and end-term exams

- Shared for IGNOU programmes, special training programmes are organized during vacation for in service teachers.

- Being used for IGNOU programmes

- For conducting end-term exams

- Special Training for use of ICT programmes is organized for in service teachers during vacations.

- CTET classes for students

- Nodal centre for filling online admission forms for D.El.Ed. & B.Ed. courses.

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?

In our College faculties and Students are always encouraged to use ICT at maximum level. In this regard our classroom are smart –Classroom with Smart-Board. Following Audio-video material is also available:-

- PA Player
- Epidiascope
- Audio Cassette Player
- Computer and internet facility
- Television
- Audio cassettes,
- OHPs and LCD Projector
- CDs, DVDs of different school subjects and educational films

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?

Our institution has following Resource Room:

- Psychology Resource Centre
- Language Resource Centre
- Science Resource Room & Mathematics Resource Centre
- Educational Technology Resource Centre
- ICT Resource Centre
- Sports Resource Centre
- Art & Work experience Resource Centre

In-Charge personnel are deputed In Each Resource Room. Every resource room has a utility register and that is maintained with the entries of students and Faculties.

Separate budget is allocated for maintenance of all the labs & equipments.

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

Our institution has well furnished auditorium. The facilities which are available in the auditorium are:

- Well seating arrangement
- Projector
- Sound system
- Lectures stands
- Proper electricity and light system
- Central AC
- Seating capacity 200

Our institution has well furnished Art and Craft/Work Experience lab. The facilities which are available in the lab are:

Material for painting, drawing

The institution has well furnished sports room. The facilities which are available in the field of sports in the institution are:

Volleyball,

Badminton

Carom and Chess Boards

Discus throws, shot-put, tug of war, etc.

We have a big multipurpose hall with the seating capacity of 300 students.

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

Yes, latest technology is affixed in the classroom. Class are Equipped with Smart Board and Projector.

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?

In our college Faculties are promoted to use innovative and modern technology to enhance the process of learning. Techno-friendly classroom had made easy to use teaching aid, discuss complex issues in the syllabus and activities based teaching. Faculties and students frequently make use of ICT and ET resource room, and make it a part of pedagogy. Faculties display different methods, models strategies and techniques of teaching that is adopted and displayed by students in their internship and experience. ICT being used by faculties for curriculum transaction.

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

The list of innovative practices related to the use of ICT by the faculties and students are:-

a) Every student is taught basics of computer/ ICT is compulsory subject for students.

b) Preparation and use of PPT and MS word documents

c) ICT aided micro-teaching and lesson plan

d) Collecting and compiling information from internet and develop the practice for long term.

e) Using projectors for classroom teaching, seminar, Extension lectures, faculty development programme and in workshop.

f) Computerization of library

g) Use of e-mail for correspondence with faculties, students, management, GGSIPU, and peer colleges

h) Use of CCTV for security and surveillance

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i) Free internet facility in the campus for students and staff.

j) Smart class room / students are being trained to use smart board.

k) E- Learning portal for teaching learning process.

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

Some of the best practices that enhance the academic of the students follows:-

a) Well maintained library and internet facility that can be used by students any time.

b) ICT and ET resource room are well connected with internet for usage of different users and need.

c) Suggestion/complaint box and timely response.

d) Different types of committee for handling different types of students problems.

e) Feedback from various sources and stakeholders for the upliftment of the various aspects of the institutions.

f) College publishes its Magazine, biannual news letter and biannual journal.

g) Organizing curricular, co-curricular and extracurricular activities.

h) Teacher's evaluation is made through self-appraisal and from students feedback.

i) Conducting seminar, Inter college Competition, Faculty development Programme Extension lectures and workshop

j) College provides well furnished classroom and well equipped resource room.

k) College invites Guest faculty and various people from society i.e. Doctors and other practitioners to share their knowledge and experience with us.

CRITERION V – STUDENTS SUPPORT AND PROGRESSION

5.1 STUDENTS PROGRESSION

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

There are two educational programs, which are run by IVS,

- B.Ed.
- D.El.Ed.

50% seats are reserved for Muslim minority students in both the courses and the college follows reservation policy as per the Govt. guidelines for 50% unreserved seats.

The details of the two programs are as follows:

Bachelor of Education (B.Ed.)

- It is a two year regular mode program. Students in the B.Ed. program at IVS are admitted by the GGSIP University. It is through Common Entrance Test (CET) conducted by University and followed by counseling.

- Institute Of Vocational Studies is a Muslim minority institution with 50 per cent of the seats reserved for the students belonging to Muslim minority community, other reservations as per University policies i.e.

- 7 per cent of the seats are reserved for SC category,

- 2 per cent of the seats are reserved for Defense Category,

- 1 per cent of seat is reserved for J & K migrants,

- 1 per cent of the seat is reserved for PWD

- Rests of the seats are for general category.

Diploma in Elementary Education (D.El.Ed.)

- D.El.Ed. is a two year regular program. Students in the D.El.Ed. Program at IVS are admitted by the SCERT through paper merit list.

- The IVS is a Muslim minority institution with 50 per cent of the seats (25 seats) reserved for the students belonging to Muslim minority community.
- 10 seats are reserved for Delhi Domicile category
- 2 seats are reserved for All India (students from different state).category
- 3 seats are reserved for OBC category.
- 3 seats are reserved for SC category.
- 1 seat is reserved for ST category.
- 1 seat is reserved for Ward of Ex-Service Defense Personnel (W-EX).
- 1 seat is reserved for ward of Delhi school teacher (W-DST).
- 1 seat is reserved for person with disabilities (Pw D).

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

Year	Course				Percentage		Percentage	
	B.Ed.		D.El.Ed.		B.Ed.		D.El.Ed.	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
2011-12	Nil	Nil	01	Nil	Nil	Nil	02%	Nil
2012-13	Nil	Nil	01	Nil	Nil	Nil	02%	Nil
2013-14	01	Nil	Nil	Nil	01%	Nil	Nil	Nil
2014-15	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
2015-16	02	Nil	Nil	Nil	02%	Nil	Nil	Nil

Reasons for drop outs were that two of the students got married and went out from Delhi. One of the student got a Government Job rest other students had personal family issues.

The institute has a mechanism to prevent drop-out rate where in the child is given counseling according to his/her problem by the concerned faculty members and head of the

institution. Parents are counseled to allow their wards to continue their study. In case of medical issues students are given medical leave and notes and study material are also made available to the students to help them continue their studies.

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

Percentage progression of the students for the further studies and for employment.

The IVS has developed a mechanism to keep track of the students going for higher studies or opting for teaching career. The available data showed that the Percentage progression of the students (B.Ed. and D.El.Ed.) to the further studies and for employment.

Percentage of Progression (B.Ed.)

Year	Year (2012-13) %	Year (2013-14) %	Year (2014-15) %
Higher Studies	14.58	11.34	10.10
Teaching	68.75	46.46	48.48

Percentage of Progression (D.El.Ed.)

Year	Year (2011-13) %	Year (2012-14) %	Year (2013-15) %
Higher Studies	79.54	78.26	24.48
Teaching	75	78.26	87.75

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?

1. Career guidance is provided to the students by the faculties of concerned department.

2. Campus interview is conducted

3. Use of multimedia

4. Special lectures are arranged

5. TET guidance is given

6. WiFi connectivity is made available in the campus

7. Training in Soft Skills and Life Skills

8. Language laboratory is used by students

9. Books are made available in the library to enable students to prepare for competitive examinations.

10. Newspaper clippings of job advertisements are displayed on the notice board.

11. Enquires from schools for teacher positions are announced to the students.

B.Ed.

Year	CTET	UGC NET
2014-15	39	03
2013-14	32	02

D.El.Ed.

Year	CTET
2013-15	26
2012-14	30

5.1.5 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.

- College has separate placement cell to help our students for getting jobs.

- Almost 60% of the placed students get jobs through placement cell.

- During the course, students also registered online on various sites such as teachersjob.com, etc. and prepared them for interviews.

- GGSIP University also organized an international level job fair for the students of affiliated colleges.
- College has linkages with several NGO's who are working for RTE. Every year our students benefited and get job in these.
- College organizes placement drive in campus also.
- College maintaining good relations with Teaching practice schools and most of the student absorbed during their internship programme.
- Also provide free coaching to students for preparation of DSSSB and other Govt. jobs.

Placement Activities (B.Ed.)

Years	Guest Teacher in Delhi Govt. School			Public School			Other Teachi-ng Jobs	Total Students Placed	Higher Educat-ion	CTET
	PGT	TGT	PRT	PGT	TGT	PRT				Cleared
2011-12	10	18	11	08	12	20	02	81	02	25
2012-13	12	15	02	02	31	01	02	65	20	36
2013-14	01	16	--	07	15	04	25	68	22	32
2014-15	08	12	12	03	14	11	05	65	20	39

Placement Activities (D.El.Ed.)

Years	Guest Teacher in Delhi Govt. School			Public School			Other Teaching Jobs	Total Students Placed	Higher Educat-ion	CTET
	PGT	TGT	PRT	PGT	TGT	PRT				Cleared
2010-12	-	-	19	-	-	10	01	30	19	29
2011-13	-	-	18	-	-	12	01	31	9	24
2012-14	-	-	17	-	-	10	01	28	11	30
2013-15	-	-	17	-	-	10	-	27	10	26

5.2 STUDENT SUPPORT

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

The institution has a mechanism for planning evaluation and revision of curricular, co-curricular and extra co-curricular programmes for effective implementation of the curriculum.

- Annual calendar is prepared by the department in which month wise important activities are reflected also unit- planning of different subjects and other correspondence work to be completed each month is planned in accordance with the university academic calendar for the ongoing session.

- The institution has own Rule Book for the students so that students could get all information about the institute.

- Internal tests, Viva, assignments, projects, internal examinations are held periodically for evaluating the scholastic achievement of the student.

- Co-curricular and extra-curricular activities are planned month wise and there is provision of conducting these activities by assigning extra time in the time-table.

- IVS encourages students to practice creating writing and contribute articles/research papers to various magazine and journals.

- Book review and report preparation are also done by the students.

- Report on various CCA activities are also prepared and submitted by the students to the concerned teacher in-charge.

- The institute encourages its students to contribute in the form of articles, poems for the college magazine, Awadh Radiance.

- They are also encouraged to write essay which at times form part of competition.

- For providing assistance to the students remedial classes are held for clarification

of doubts, important questions are discussed from each unit.

5.2.2 What are the different financial aid provided to students, the type and number of scholarships/ freeships given to the students (other than those provided by the social welfare departments of the state or central governments).

- The institute provides its students with modern infrastructure facilities and timely effective support needed to undertake and complete the program.
- From the start of the academic session, care is taken on general or personal basis of every student.
- The management and the administration ensured that no student is deprived of any facility due to financial deficiency.
- If any poor student approaches for help, it is arranged by the institute. Books and modules are provided to the needy students free of costs.
- Name of the scholarships which are provided/arranged by the Institute to help and encourage deserving students. List of these scholarships are given below:
  - National Scholarship
  - Merit Scholarship
  - Merit-Cum-Means Scholarship
  - Awadh Scholarship
  - Post-Matric Scholarship
  - EWS Scholarship
  - Yuva Nirman Scholarship
  - Fee relaxation for EWS students
  - Two poor students sponsored by Alumni

Besides, instituting scholarship, studentship and stipend is one of the aims and objectives of the Awadh Public Charitable Trust. The provision is made to help and encourage deserving students and to provide monetary aid to the needy students. The institute

therefore, grants and arranges scholarships to needy students.

5.2.3 What are the Institutional provision/schemes for student welfare (insurance, special diets, family counselling support, earn while you learn scheme etc.)

There are various facilities available for student welfare.

- The institution have remedial teaching program available for academically low achievers.
- Provision of Scholarship is there.
- Remedial teaching with additional notes is made available for low achievers.
- They are provided with teaching learning materials etc.
- Institute has a medical room equipped with first-aid facility.
- Doctor is available here on all working days.
- Such students are given extra time for clarifying the doubts faced by them.
- Various guidance and counseling services provided by the institute for the students' welfare.
- Personal care and one to one counseling is done for the slow learners.
- The student teachers are guided on maintenance of health of weak students and personal hygiene etc.
- Best practices in student welfare are given below:
- Various Scholarships (Govt. and minority institutional scholarship are also there)
- Fee Concession
- Awadh Shishya Award
- Student of the year award (cash and certificate).
- Group insurance policy for students.
- Regular sessions of PTM to discuss personal issues.

5.2.4 What are the types of special support services available to overseas students?

College has no seats for overseas students.

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

All the members of the staff through the tutorials system render guidance and counseling services to the students about personal, family and academic problems.

Guidance is also provided to students for competitive exams such as CTET / NET / DSSSB.

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

In practicum: Students are monitored during micro-teaching, simulated teaching, school experience programme, preparation of TLM, and in their extracurricular activities.

In theory: Periodic tests, unit wise assignments and two internal assessments are given to the students in an academic year.

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

The effectiveness of the faculty in teaching is increased by their participation in seminars, conferences, refresher courses and workshops.

- To make the teaching-learning effective, PowerPoint presentations are regularly used by teachers.
- Interactive board is used
- Learning in small groups is encouraged
- Peer feedback is utilized
- Faculty have unlimited internet facility for uploading their knowledge

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

Grievance Redressal Cell functions at the institution. Grievance Redressal boxes are fixed at and the students are free to put forth their grievances in writing. Everything is kept confidential and immediate action is taken to redress the stated grievance.

- There is a Grievance Committee (Cell) in the institute. The Grievance (redressal) Committee consists of two student representative (one from each section), one faculty member, Principal, and the Director (Academics).

- Complaints/Grievances/Suggestion box exists in the institute building for communicating complaints and grievances by anyone in writing. Even oral complaints or grievances are made and entertained.

- Grievances are passed to the chairman of the committee through the student representative to the faculty in-charge who in turn passes the grievance to the principal, and ultimately to the director (academics).

- If the complaint is serious in nature or having wider implications, then the committee invites and includes other staff members and members, including the aggrieved one.

- The suggestions/decision/conclusion made by the committee is passed on to the principal for further action or implementation.

- Major grievances expressed and redressed during the last two years are listed below-

  - The institute working on holidays.
  - Indifferent attitude of some teachers during practice teaching.
  - Sports grievances emanating from decision on judges.
  - Lesser time for file making.
  - Expenses regarding computerized files.

- Institute had also constituted sexual harassment cell for dealing with cases of

women sexual harassment.

We are fortunate enough to have received no complaints regarding discipline, ragging, eve teasing.

5.2.9 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?

Students go through micro-teaching practice for ten days pre-requisite for macro teaching thus fulfilled. Orientation is given by the subject teacher in preparing the lesson plan and teaching aids. The students attend two demonstration classes in each subject given by teacher-educators and experienced school teachers. In practicing schools the guide teacher will carry out necessary corrections. Teacher-educators also supervise the student-teachers during practice-teaching and give their suggestions to strengthen their teaching competency. Teacher-educators also supervise the student-teachers during practice-teaching and give their suggestions to strengthen their teaching competency. They are instructed to prepare suitable teaching aids and other resources for teaching.

On the basis of our minor projects on development of teaching skills pre and post internship period amongst the teacher trainees, it was observed that ICT literacy / skills are very much needed for pupil teachers for their teaching practice. Keeping in view this, the institute made a provision for compulsory computer skills/literacy for all students in the curriculum, so that each and every student could introduce to computer literacy and develop their skills. The institution has one ICT lab, one Educational Technology lab and a group of IT experts for developing computer skills in students.

ICT facilities are made available in the institution as per NCTE norms. Computer lab, hardware, Smart Classroom, software, internet connectivity, audio-visual, other media and

materials are provided in the institute for teacher educators and pupil teachers to enhance their teaching learning. The pupil teachers are given practical knowledge of computer operation in their laboratory. The pupil teachers in small groups are given practical training for usage of computer and preparation of PowerPoint presentations. The pupil teachers who already possess computer skills are involved to provide skills to other pupil teachers for promoting peer group learning. All the pupil teachers are guided to maintain their own email ID account on internet. Usage of educational technology is done in very effective manner.

For the follow-up support for students during teaching practice we trained them in the following innovative practices related to ICT that contribute to the quality enhancement are-

- Every pupil teacher is taught basics of computer.
- Preparation and use of slides.
- Computer aided micro & mega lesson planning.
- Preparation and use of Power Point presentations.
- Collection and compilation information from internet.
- Increasing use of LCD projectors for seminar, conference and for workshops.
- Computerization of Library.
- Use of e-mail for communication with the management and faculty members.
- Use of CCTV for security and surveillance.
- Maintenance of academic & administrative data base by the Principal.
- Free Internet facility in the campus.
- Use of Smart Classrooms.

5.2.10 What are the different value added courses introduced by the institution aimed at developing life skills; career training; community orientation; good citizenship; personality development etc.

The aim of the institute is to make employable, respectable and responsible citizens and to

mature their intellect and academic quest.

IVS develops social values and citizenship values and skills among its students through various means.

- Morning assemblies (Recitation of invocation song, thought for the day & flag hosting) is done.

- National festivals and National days are observed they are:
  - Teacher's day
  - National science day
  - Women's day
  - Republic Day
  - Independence Day
  - Gandhi Jayanti

- Training in life skills
- Yoga & Meditation
- Curricular and co-curricular activities organized by the college for the students for developing creativity and leadership skills.
- Guest lecturer and eminent personalities for various fields are invited in the college so that active engagement in learning and self-motivation may be provided.
- Seminar and conferences provided a lot of opportunities for self-learning as well as self-expression.
- Practice teaching provides opportunity for interaction with students of all strata.
- Surveys are conducted related to interaction with the community like role of education in social mobility, role of education in women empowerment.

5.2.11 How does the institution ensure safety and security of the students, faculty and the institutional assets?

Priority is given to maintain the adequate arrangements for the safety and security of the students, faculty and the institutional assets. For the safety and security of the institution, CCTV cameras and security guard services are provided round the clock. Whatsapp groups are formed especially for the safety of women. Prior intimation send to Police station during conduct of examinations, cultural celebrations etc.

5.3 STUDENTS ACTIVITIES

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

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

List of Office bearers of Alumni

i.	**President**	Uzma Zehra Fakhri
ii.	**Vice President**	Shailja Gupta
iii.	**Secretary**	Shreyasi
iv.	**Treasurer**	Swati Madan
v.	**Alumni Members**	Brijesh Kumar
		Rizwan
		Surbhi Gupta
		Ruby Khanam Lodhi

Saumya Taneja

Ruchika Arora

Astha Gaba

All the office bearers were elected in 2014

List Alumni Association activities of last two years

The institute has an Alumni Association. In order to maintain a life-long relationship with our students, IVS have established Alumni Association in 2005, which is motivated enough for participating to developmental activities. This has been done in order to maintain an active relationship with the teaching community and to get feedback about the educational program provided in the IVS and how better we can improve our educational process, practices and products.

The alumni have helped the institute in its growth and development. The various contributions made by the alumni in its growth and development process are given below-

- Old student's association meeting is held once in a year. On the occasion, the alumni share their experience in their career and field of expertise.
- They give ideas for improving the infrastructure in the college.
- Resolutions are passed as to what to do in the next academic year.
- Funds from old students association (OSA) are used for student welfare.
- The alumni help in establishing networking with all the students.
- The institute is updated about the placements of pass out students.
- The institute gets information about the job opportunities in schools.
- Feedback from alumni has helped in improving the existing curriculum, organizing new activities, etc.
- The institution has given many healthy suggestions on different occasions for the augmentation of the institute.
- Helps in publicity for admission and placement of students.

Details of top ten alumni occupying prominent positions

S.No.	Name	Designation
1	Sweety	Pursuing Ph.D from New Zealand
2	Saumya Taneja	TGT Spring Dales
3	Sneha	PRT Kendriya Vidyalaya
4	Brijesh	PGT Andhra Education Society
5	Neeraj Kumar Saroj	Custom Officer, Bombay
6	Pranav	Border Security Force
7	Priya Barua	Indian School
8	Naseem	Inaya NGO, Founder
9	Shailja Gupta	TGT English, South Delhi Public School
10	Shakir Ali	U.P., Police

Our alumni extended their co-operation to the growth and development of the institution by contribution fund for purchase of books, furniture, various educational CDs and softwares, sports items. They extend their support by helping the institute in conducting various lectures on important topics for the students.

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

The institute emphasizes the overall and holistic development of the teacher trainees. Details of various co-curricular activities are given below -

Sports and games
- Our students participated in the inter college sports meet organized by GGSIPU.
- Students have participated in sports events organized at local, state and national level and have bought pride to the institution.

- Students are also encouraged to participate in the annual sports festival organized by the Awadh Centre of Education. It is a three day sports event which has different indoor and outdoor games like badminton, Table Tennis, Chess, Carom, Kho-Kho, Kabaddi, Tug of War, Volley Ball, Shot Put, etc.

Cultural Activities

- Every year IVS organizes inter college cultural fest called SPANDAN where other colleges are invited to take part in various cultural events.
- Students are involved in cultural activities and various cultural and literacy events which are organized as part of the training program.
- Inter-House cultural events are also organized by the IVS which include Rangoli competition, Song competition (Folk song, group song, solo, etc.), Dance competition, Skit, Speech on distinguished personalities/leaders, Extempore, Poem Recitation, Quiz, Debate, etc.
- Students are also encouraged to participate in the various cultural events organized by the university every year by the name of "**Anugoonj**".

- Various cultural and literacy events attended by our teacher trainees are:
  - Debate
  - Poem Recitation
  - Extempore
  - Drawing and Painting
  - Collage Making
  - Rangoli
  - Dance
  - Skit

Other Co-Curricular Activities

- The institute has established an Eco-club which receives funding from Delhi Government.

- Our teacher trainees actively participate in the Harit Prithvi Celebration which aims at spreading awareness related to environmental issues.

- College also encourages student-teachers to prepare Eco-friendly products like Jute-Bags, Eco-friendly Pen-Stands, Soft-Toys, etc., under Socially Useful Productive Work.

- Students while in their school experience programme also undertake activities related to programme of universal dimension such as Swach Bharat Abhiyan, Beti Bachao Beti Padao.

In this way, IVS ensure physical and socio-professional development of the B.Ed. Teacher Trainees.

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.

- Students undertake board decoration by making wall magazine.

- Institution encourages its students to practice creative writing and contribute their articles/research papers to different journals etc. book review and report preparation are also done by the students.

- Report on educational tour are also prepared and submitted by the students to the concerned teacher in-charge.

- The institute encourages its students to contribute in the form of articles, poems for the college magazine, Awadh Radiance.

- Newsletter, reflective journal.

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

- The IVS has a representative body of the students which is elected at the start of the academic year.
- The student representative coordinates various activities and responsibilities entrusted by the faculties to them.
- They act as a link between students and the faculty members, and the institute.
- The representatives provide feedback about various actions taken by the faculties and the institute as well as how the decisions of the institute authorities are received by the students.
- Meeting of the representative body and the institute administration takes place regularly to work out different activities of the institute.
- Funding of the different activities undertaken by the students' representative body is made by the institution.
- Students are also the member of various committees of the institution and involved in decision making.

5.3.5 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?

At the end of every academic year the institution gets students' feedback and feedback from the educationists about the academic programmes and the extension activities. Their suggestions and recommendation are used for the growth and development of the institution.

- The institution has developed a mechanism for seeking and using data and feedback from the graduates and the employers for using it for institutional growth and development.

- To begin with, feedback from each student is gathered at the end of each academic year in written form.
- The feedback also collected by the teacher in-charges of practice teaching schools. Many of the students of the institute are absorbed by such schools.
- Heads and management of such schools interact with the teacher in-charge and furnish relevant information.
- The information so collected is duly analyzed by the institute and all relevant suggestions are taken into consideration while making preparation of the program and the development of the institution.
- The fact however remains that the institute has to function within the parameter set by the NCTE and the affiliating university.

5.4 BEST PRACTICES IN STUDENTS SUPPORT AND PROGRESSION

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

Innovations in students support and progression, the institute provides its students with modern infrastructural facilities and timely effective support needed to undertake and complete the program .Some of the best practices that our institute has adopted for the students are given below –

- The IVS has an effective mechanism in place for facilitating successful movement of students to the next higher stage of education or onward gainful employment.
- The institution arranges extra classes, guest lectures, group discussion, seminars, workshop and conferences from time to time with the purpose of empowering the students and keeping them abreast the latest knowledge and updates.
- The institute has introduced information technology on a comprehensive scale. The faculty members as well as students make effective use of it in the process of learning and performing.

- E-learning portal is functional on which important assignments, notes; previous year question papers are timely uploaded.

- The institute maintains a well-equipped library and run it on model lines. It has textbooks, other books, reference material, journals, encyclopedia, magazines, newspapers, research journals, INFLIBNET facility and interest facilities.

- Student teacher relationship is at its best in the institute.

- Students have representation in various committees and are involved in decision making.

- Grievance redressal cell for students.

- Provision of scholarships

- Availability of assistance for visually and hearing impaired

Along with the above mentioned facilities, the institution ensures quality learning and effective training. This includes:-

o **Counseling Services**

The institute also provides various counseling services to the students whenever they are in need of it.

o **Cooperative Learning**

Students are also encouraged to learn cooperatively in and outside the classroom. The institute seeks to promote multi-cultural values, inclusive learning and democratic way of thinking and living, in order to promote peace and respect for a dignified peaceful co-existence.

The institute takes extra pains to ensure physical development of its students. It keeps them active through various activities. It promotes healthy cooperative spirit of constructive nature among its students through the following activities:

o **In-House Tutorials**

Tutorials are provided to the students wherein they are asked to express their views on the current topics of the education field. Reflective learning is practiced to make them

lifelong learner.

o **Sports**

The institute encourages participation of the student-teachers in the various sports activities organized by the institute itself along with other institutes affiliated with GGSIP University, Delhi. The institute also encourages its student-teachers to actively participate in the sports events organized by the affiliating University i.e. GGSIP University.

o **Inter-House Competitions**

Student-teachers are also asked to participate in the Inter-House Competitions organized by the institute.

o **Guidance for Inter-College Competition**

Students are also provided guidance whenever students participate in the Inter-College Competitions.

o **Placement Services**

The college has a placement cell to help the students for getting jobs after completion of their studies.

o **Publication**

Articles of our Alumni are being published in annual magazine.

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

The management establishes the unity of purpose; provides direction and leads the organization by example. The leadership of the Institute of Vocational Studies (IVS) is effective enough to create conducive environment ensuring involvement of all the staff and students through a participatory process in achieving the mission and goals of the

institution.

Vision and Leadership

A *vision* statement provides a picture of the institution, inspiration, and the framework for strategic planning. In a way, the vision statement answers the question, "Where do we want to go?" It briefly describes the institute's fundamental purpose. It has a huge influence on decision making and the way resources are allocated.

A *mission* statement answers the question, "Why do we exist?" It articulates the purpose. It is the *imparting higher quality education*. The vision of the institution is to inculcate knowledge and power to the younger generation. Its mission is the all-round development of its students. The institute's vision and mission provide the student community with a unifying sense of purpose and direction.

Following are the institute's stated purpose, vision, mission and values

Vision

The Institute of Vocational Studies (Awadh Centre of Education), has a holistic vision that never discounts the past and, at the same time, embraces the future with unwavering confidence. The vision of the institution is in tune with the national objectives of higher education.

It visualizes meeting the changing needs of society by building on its traditions of innovation, problem solving, and interdisciplinary.

With the inception of the policy of privatization of various branches of education the leadership of the Institute of Vocational Studies (Awadh Centre of Education), visualized to meet the present, emerging and changing educational needs of the society in general, and minorities (Muslims) in particular. As a result, (Awadh Centre of Education) Institute of Vocational Studies came into existence at Awadh Bhawan, FC-31, Sheikh Sarai Institutional Area, Phase II, Press Enclave Road, New Delhi, 110 017.

Institute's vision is to grow quantitatively as well as qualitatively and bring out the

products those are distinct in overall personality. These are ambassadors of Institute of Vocational Studies who will carry its name to every part of the country. Inculcating quality in every aspect of curriculum will definitely earn name to the institute as one of the bests in its category.

Purpose

The purpose of Institute of Vocational Studies is to promote the educational interest of the students, with special preference to minority communities, by providing them quality education for their overall growth and development.

Mission

The institute is committed to high quality education.

The mission of the institute is to create and disseminate knowledge through research and creative inquiry, teaching, and learning, and to transfer our intellectual and artistic product to enhance society in meaningful and sustainable ways. Its mission is to impart quality education to all and to make them employable and respectable citizens

It seeks to serve students by teaching them problem solving, leadership and teamwork skills, and the value of a commitment quality, ethical behavior, and respect for others

It wants to achieve these ends by pursuing the advantages of a diverse and relatively small community, open to the exchange of ideas, where discovery, creativity, and personal and professional development can flourish.

Values

Imbibing values in the personality of IVS student teachers is core consideration of the Institute. Keeping value intact in this modern society is a tough task but IVS is trying to retain traditional values by providing that kind of cultural environment in the organization. The institute emphasizes education for peace.

Moral based lectures are arranged to improve the spirituality among students. Students learn a lot from teachers. Teachers present themselves as the source of inspiration, honesty, integrity, truthfulness, selflessness, services, ethics, etc.

*IVS e*ncourages research activities. It seeks to inculcate good human values among the students and encourages learning. It gives more importance to the practical than theory. The eminent educationists and intellectuals from various fields of education conduct workshops and develop holistic model of education that suits to Indian conditions. Our evaluation system is broad based.

IVS makes its students active and independent leaders. It makes education help adolescents acquire skills, and aptitudes. Students are exposed to field learning experience. The institute recruits sufficient qualified & motivated teachers, update their competency with modern training every year. It endeavors to build emotionally strong generation.

Various events based on values are encouraged in the institute. Students study a full chapter on value education in the foundation paper. Teachers dealing with the subject are highly value oriented and their way of imparting the value based knowledge is outstanding keeping the contest related to life. Some faculty member's research topics are on value education. They have studied enough literature and done research on this variable. Values are an integral part of day to day teaching. These are inbuilt in the curriculum and curriculum transaction process.

Counseling: Academic activities is planned systematically to reduce the pressure on students. Proper guidance and counseling is provided. A conscious effort is made to reach out to the students to enable them cope with various kind of pressures / stresses that they may be undergoing through. There is increasing tension, frustration among the youths.

Competencies

The institute is committed to develop competencies. These include following competencies.

Professional: Student teachers are trained in the art of creating knowledge and its management; in depth understanding of the strategies planning, processing; orientation towards reforms in classroom processes, drive for change and improvement; proactive in developing strategies to accomplish objectives.

Client Orientation: Ability is developed to identify clients' needs and propose appropriate solutions; ability to establish and maintain effective relationships within the state, national and international organizations and with other contacts.

Communication: The product of the institute should speak and write clearly and effectively; have ability to defend and explain difficult issues and concepts of education; may ask questions to clarify, and exhibit interest in having two-way communication; can tailor language, tone, style and format to match the audience; and demonstrate openness in sharing information and keeping people informed.

Technological Awareness: Knowledge of and commitment to strategic application of information technology in class room transaction and documentation processing to enable an e-flow environment is also imparted.

Accountability: The institute promotes the spirit of taking ownership of all responsibilities and honour commitments; delivering outputs for which one has responsibility within prescribed time, cost and quality standards; can operate in compliance with organization's regulations and rules; has the spirit to support subordinates, provide oversight and take responsibility for delegated assignments.

Leadership: The institute promotes leadership qualities and management skills amongst the faculty and pupil teachers; Strengthens and empowers in building and managing teams and creating an enabling environment; demonstrates ability to lead in a multicultural, environment; excellent interpersonal skills and strong negotiating skills.

Judgement/decision-making: Provides strategic direction; balanced judgment; ensures an effective work structure to maximize productivity and achieve goals; Commitment creating a gender sensitive working environment.

Professional skills: Sound knowledge and understanding of the concepts, Multi Tasking, Problem Identification Skills and Problem Solving Skills, Good Communication Skills, Empathy, Team management, Time Management, Public Relations, and public speaking skills, Good Negotiation Skills, Multi disciplinary Thinking, Good Presentation Skills,

High Energy level, Leadership Skills, Guiding Skills, Assertive, good planning and execution skills.

Stakeholders' Involvement

The IVS works to keep the stakeholders informed about the vision, mission and purpose of the trust through direct personal interaction, get together, formal and informal meetings and such other actions which bring the trustees and the stakeholders together and closer. The employers provide feedbacks, the alumni association meets from time to time, and the faculty is motivated and inspired. In this regard, the management organizes functions on certain national events as also on the birth anniversaries of great national leaders and utilizes the same for promoting the cause of the institute.

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

Yes, mission includes the institution's goals and objectives. It is one of the stated aims and objectives. It reads: "To promote education particularly among the minorities and weaker sections of the Indian society."

- The IVS, in a way, produces socially useful human resources. It is the primary aim of the institute and it functions for the same.
- relatively financially poor students are getting education at the institute and they are being supported materially as well as academically.
- Students of IVS are rendering community service as a part of curriculum by engaging themselves with some NGOs, Old Age Homes, Blind Institutes and Institutes of Special Children.
- Expectations of schools, their needs and aspiration are taken into consideration while preparing pupil teachers in the institute.
- Tradition and value orientation of the education institutions, as detailed above,

are promoted and given full respect. Its co-curricular and extracurricular activities have an in-built social message: service, respect for diversity, empathy, democratic value, secularism and so on.

☐ The institute aims at giving to society the broad minded teachers having deep roots in the soil of the land and yet having a global vision.

☐ In accordance with its aims, the institute aims at holistic development of its students and seeks to equip them with knowledge and potentialities to compete, meet the school-based societal requirements and serve the schools with determination and commitment. The role expectations of a teacher remain in focus of the institute.

☐ Further to this, the institute gets its alumni placed and it maintains relations even after that.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process.

The top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process are as follows:

- To provide conducive environment to the institute.
- Motivate the faculties for new projects to start up such as coaching for competitive exams.
- Financial and moral support is given for institute's and university's annual day celebration.
- Funds are made available for Faculty Development Programme.
- Faculties are being motivated for further studies, research projects to be taken, as well as for organizing various excursions and field trips.
- Equal distribution of work load as per the capabilities of the faculty members.

- To inculcate human values among the pupil teachers.
- To develop the professionally trained teachers who can serve the society in a better and organized way.
- Conducting frequent meetings with the faculty, Principal as well as Head of the Department.
- All these tasks are done keeping in mind the vision and mission of the institute.

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

The management and head of the institution defined the roles and responsibilities of the faculty members as per their academic qualification, aptitude as well as their experiences in co-curricular activities. Therefore, the allocated responsibilities are communicated to the faculty members in the formal meeting with the head of the institution as well as through notices, circulars. The functioning of the responsibilities is carried out with frequent formal and informal meetings and doubts are also cleared-off in the same.

6.1.5 How does the management; head of the institution ensure that valid information is available for the management to review the activities of the institution?

The management / head of the institution ensure that valid information is available for the management to review the activities of the institution are as follows:

- Frequent meetings of the management with the director.
- Frequent meetings of the director with the Principal.
- Meetings are conducted with faculty members and the Principal.
- Grievance Redressal Cell.
- Reports from different committees.
- Management also interacts with the students to check the execution of activities

of the institution.

- Institutional Portal for Staff.

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

The institution identifies and addresses the barriers in achieving the vision / mission and goals of the institution in the following ways:

- Regular meetings are conducted to check the status of the workings.
- Analysis of feedback from all stakeholders.
- Analysis Grievances.
- If any barrier is found, then think about the strategies to remove it.
- Then the strategies are being developed with mutual discussion among the faculties, Principal and management.
- Implementing the strategies in formal and informal ways.
- The concerned committee will look after the application of strategies keeping in mind the maintenance of quality.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficacy of the institutional process?

The management encourages and support involvement of the staff for improvement of the effectiveness and efficacy of the institutional process is as follows:

- Management provides the conducive environment to the staff.
- It provides democratic environment to the staff as well as pupil teachers.
- Issues are directly discussed with the management.
- Decisions are taken for the upliftment of the institute.
- Staff members are motivated for further studies.
- Special leaves are assigned for attending conferences, seminars and workshops.

- Various technological resources are available to strengthen the teaching-learning process.
- We are striving to find out something new for our betterment and upliftment.
- Management is always available on mail to discuss any issues or concerns.
- Institutional portal for staff members for discussion of information.

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

The 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 is as follows:

i. Encouragement and motivation is given to the faculty members as well as regular feedback is taken for ensuring effective transaction of curriculum by the faculty as well as students.

ii. The head of the institution conducts the meetings with the IQAC regarding admission, syllabus, examination, library facilities as well as miscellaneous work.

iii. Plan the annual calendar for the betterment of the functioning of the institution.

iv. All the resources are made efficiently usable by the members of the institutes.

v. Motivates the students for academic excellence by giving Awadh Shishya Award, student of the year award and many more.

vi. Special classes are being given for competitive exams such as CTET, TET, DSSSB, etc.

vii. Proper utilization of resources are being made as per the allocated budget and needs of the student.

Organization of different valuable co-curricular activities, their planning and smooth execution is also supervised by the Principal of Institution

6.2 ORGANIZATIONAL ARRANGEMENTS

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

Internal quality Assurance cell was established in the Institute in 2010 with the aim of imparting quality education under the able guidance of our managing trustee Mr. Naushad Khalid and our patron Mr. Khalid Hashmi. The cell has various committees which look after different aspects namely journal, faculty Development, Research and publications. IQAC functions through its various committees to realize the objectives of the institution.

Composition:

1.	Chairperson	:	Dr. Niranjana Soperna
			Principal
2.	Teacher Members	:	Mrs. Rubeena Khan
			Mrs. Parul Maheshwari
			Mrs. Eram Aziz
			Ms. Vimmy Aggarwal
			Mr. Vikas Choubey
			Mr. Sangeet Sharma
			Ms. Shivangi Nigam'
			Ms. Mahajabeen Fatma
			Mr. Pawan Kumar Mishra
			Mrs. Roopali Charan
3.	Nominees from local society	:	Prof. M.C Sharma
			School of Education IGNOU

Prof. Puran Chand

Former Director, NCERT

Ms. Ravjyot Kaur

Student President

Ms. Shreyasi

Alumnus

4.   Administrative Officer   :   Mr. Rizwan Ahmad

5.   Co-ordinator   :   Mrs. Rubeena Khan

Mrs. Eram Aziz

The IQAC functions through its various committees. The details are as under:

Various Committees

I. Programme Advisory and Implementation Committee   Members In-charge

1. Annual Calendar   Mrs. Rubeena Khan

Mrs. Eram Aziz

2. Time Table Committee   Ms.Vimmy Aggarwal

Mr. Pawan Kumar

Mishra

3. Admission Committee   Mrs. Rubeena Khan

Mrs. Eram Aziz

4. Curriculum Development Committee   Mrs. Rubeena Khan

Mrs. Eram Aziz

5. Exam Committee	Mrs. Eram Aziz
	Ms. Vimmy Aggarwal
6. Library	Mrs. Parul Maheshwari
	Mr. Pawan Kumar Mishra
7. Research and Development	Mr. Vikas Choubey
	Mr. Tafseer Alam
8. Faculty Development Committee	Ms. Rubeena Khan
	Ms. Eram Aziz
	Ms. Shivangi Nigam

II. Publication Unit   **Members In-charge**

Dr. Niranjana Soperna   (Chief Editor)

1. Journal

    Ms. Rubeena Khan   (Deputy Chief Editor)

    Ms. Eram Aziz   (Deputy Editor)

2. Magazine

    Ms. Vimmy Aggarwal   (Deputy Chief Editor)

    Ms. Mahajabeen Fatma   (Editor)

    Ms. Shailja Gupta   (Departmental Editor)

3. News letter

Ms. Shivangi Nigam	(Deputy Editor)
Ms. Parul Maheshwari	(Deputy Editor)
Ms. Mahajabeen Fatma	(Member)

4. Annual Report

Ms. Parul Maheshwari	(Coordinator)
Ms. Roopali Charan	(Member)

III. Administration & Infrastructure Committee **Members In-charge**

1. Campus Development & Maintenance Committee Mr. Vikas Choubey

Mr. Pawan Kumar Mishra

2. Discipline Committee Mr. Vikas Choubey

Mr. Sangeet Sharma

Mr. Pawan Kumar Mishra

3. Sexual Harassment Cell Dr. Niranjana Soperna

Mrs. Parul Maheshwari

Mrs. Eram Aziz

IV. Students Affairs Committee **Members In-charge**

1. Guidance & Counseling committee Dr. Niranjana Soperna

Mrs. Rubeena Khan

Mrs. Eram Aziz

2. Placement Cell	Mrs. Parul Maheshwari
	Mr. Pawan Kumar Mishra
3. Anti Ragging Committee	Mr. Vikas Choubey
	Mr. Sangeet Sharma
4. Students Welfare Committee	Mrs. Parul Maheshwari
	Mr. Sangeet Sharma
	Mr. Pawan Kumar Mishra
5. Alumni Association	Dr. Niranjana Soperna
	Mrs. Parul Maheshwari
6. Grievance Committee	Mrs. Rubeena Khan
	Mrs. Eram Aziz

V. Extra Curricular Committee	**Members In-charge**
1. Cultural Committee	Ms. Vimmy Aggarwal
	Mr. Vikas Choubey

	Mr. Sangeet Sharma
	Ms. Mahajabeen Fatma
	Mr. Pawan Kumar Mishra
2. Sports Committee	Mr. Vikas choubey
	Mr. Sangeet Sharma
	Mr. Pawan Kumar Mishra
4. Awadh Day Committee	Dr. Niranjana Soperna
	Mrs. Rubeena Khan

The meeting of the governing body along with head of the institution, principal and faculty members are held before the commencement of the next academic as well as the implementation of various policies made are checked at regular intervals.

The convener of such committees are responsible for the execution of the policies made during the academic session related to academic, finance, infrastructure, faculty, research, extension and examination during the year.

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

The organizational structure of the institution is as follows:

Organizational Hierarchy

GGSIPU	NCTE	NAAC	DHE
Affiliating Body	Recognizing Body	Accreditation Body	Regulatory Body

Management Committee

Accounts/ Finance Officer	Director Academics	Registrar

Principal

Faculties	Non Teaching Staff
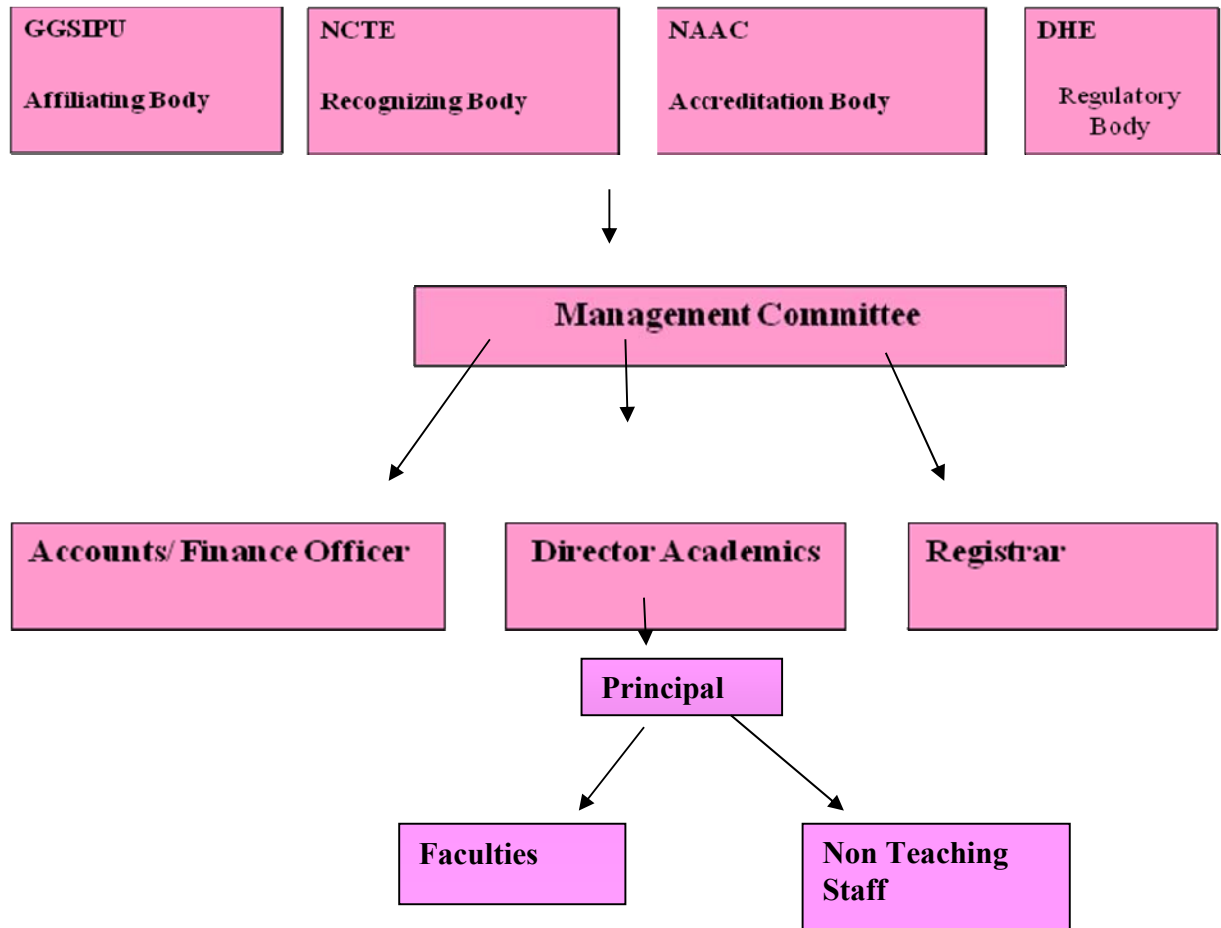
The details of the academic and administrative bodies of the institution are as follows:

Academic body of the institute comprising Principal, Vice-Principal, IQAC, Faculty members takes policy decisions for the maintenance of quality and betterment of the functioning of the institute.

The administrative body of the institute comprised of non teaching staff.

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

The administration has considerably a decentralized system in that every part of it

enjoys the powers assigned by the competent authority and functions as an autonomous unit within the delineated jurisdiction. There is, in a way, downward devolution of power, flowing from the trust management down to the committees and functionaries. Details have already been provided under 6.2.1.

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 institution collaborates with other departments of the institutions for conducting various curricular & co-curricular activities such as:

    i.   Inter College competition – Spandan

    ii. Organizing workshops, seminars

    iii. Annual Day Celebration

    iv. Sports Day meet

    v.   Faculty development programmes

The institute also collaborates with school personnel to improve and plan the quality of educational provisions such as:

    i.   Special meetings are arranged with those school personnel where our students conduct teaching practice.

    ii. Feedback from school is considered as an important task for the maintenance of quality among the upcoming teacher educators.

    iii. Latest issues are being discussed for fulfilling the diverse needs of the students.

    iv. School teachers are being consulted for handling individual differences of the students.

    v.   Teaching aid prepared and used by the pupil teachers are distributed to nearby schools.

    vi. (verbal interaction regarding the B.Ed. syllabus is also sought done with the school personnel to gather their valuable inputs)

    vii. Institution does collaborate with NCERT in getting certain CD's on micro

teaching and advices on subjects related to education.

viii. Institution collaborates with other institutions of Indraprastha University during inter-collage competitions.

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 institution uses the data obtained from feedback to bring in improvement in performance. Corrective actions are taken to reform the existing system & bring in improvement and efficiency.

The feedback is placed before the competent bodies and decision-making functionaries. On the basis of such feedback, the institute has enhanced budgetary provisions for meeting the requirements of sports, cultural activities, IT material, etc. in the past.

Yes, the institution uses the various data and information obtained from the feedback in decision-making and performance improvement. The feedback obtained from the students alumni as well as from parents / guardians of the students implemented. For this, budgetary provisions are made and utilized to cope up with the various curricular, co-curricular and miscellaneous activities. Some of them are:

i.   Provision of notes in English as well as in Hindi language.

ii. Various Excursion trips are organized during the session.

iii. Various student facilities related to sanitation and hygiene are taken care of.

iv. Guidance and counseling is provided to the students according to their need.

v.   Students' grievances are taken care of through the grievance redressal cell.

The institute has also enhanced budgetary requirements for sports, cultural activities, ICT material etc.

6.2.6 What are the institutions initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty?

Various duties pertaining to all the academic, curricular, co-curricular and extension activities are given to the staff members. This helps to gain rich experience in each and every activity.

The institutions' initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty are as follow:

Faculty co-operation is observed and maintained through the assignment of different responsibilities in the committee. The committee constituted faculty members who are supposed to complete the task in a group. Their working is supervised by the Principal as well as the Director.

For sharing of knowledge, innovations and empowerment of the faculty is done due to the conducive environment provided by the management of our institute.

- Provide Study leave for further studies
- Organizes workshops, seminars, extension lectures where we invite the academicians from GGSIPU, JNU, Jamia Millia Islamia, IGNOU, etc.
- Faculty members act as resource person for other institution.
- Motivate the faculty members to use facilities such as library, computer lab, educational technology lab, etc.
- Our management always strives to enhance the quality of education and implement something new to it.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

The institute maintains an effective Management Information System to collect, align and integrate data and information on academic and administrative aspects of the institution.

For this IQAC has been made where faculty in-charge are responsible for the effective completion of the various tasks such as:

i. Publications

ii. Research & Development

iii. Students' Welfare

iv. Extension Activities

v. Best Practices in various areas

The institute has good practice of meeting and deciding on issues the various teacher in-charges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice.

Particularly, the following activities fall under the purview of the issue in hand:

a.	Syllabus coverage	b.	Use of audio visual aids.
c.	Students attendance record	d.	internal assessment
e.	Organization of CCA	f.	Laboratory work
g.	Use of Educational Technology.		

The above aspects are handled by the Curriculum Development Committee headed by the head of the institution. Meeting is held at the end of every month. Data collected are then forwarded to Management Trustee through Director (Academics).

Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty

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

The allocations are made on the basis of past experience, duly felt (present and emerging) needs, proposals and suggestions received from different functionaries and committees (the teacher-in-charge in particular). The management is considerate enough to honour such

recommendations, proposals etc. The action plans are executed by the principal and the staff members. Necessary help and resources are sought from the Management.

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

Need justifies the support. Work is divided equally among faculties. Each faculty (teacher-in-charges) holds task specific responsibility. Various functionaries, teacher-in-charges, head of the institution and Director (Academics) examine the need and make proposals for supporting the implementation of the mission and goals. The emergencies are met the same way.

Mid-term evaluation is a common practice. Action plans are evaluated and necessary changes are made for accomplishment of objectives. Resources are accordingly allocated.

Financial

The management provides the staff as well as allocates the required funds. Any further need for human and financial resources to accomplish the mission and goals is managed by the institute. The institute after taking the management into confidence recruits the staff, if it is so needed. The financial burden is borne by the management. Required funds for implementing new/modified plans are also made available by the management.

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

Academic Plans are developed by examining the requirements of curriculum prescribed by University. Programme Advisory Committee approves the academic plan for the ensuing academic year.

The academic plan is initially given shape, although in parts, by various committees. Each committee makes its observations and recommendations in the area of its operation.

Different teacher-in-charges submit their own proposals along with justification. Practice-teaching schools' teachers are involved in the practice-teaching with reference to the subjects in which they have specialization. Input is sought from them. Their observations about the performance of pupil teachers during the preceding academic year are taken into consideration. The feedback is duly communicated through teaching-practice in-charge. In the light of feedback and experiences of the institution and curricular needs selection of the schools is made for the ongoing academic year. The detailed school based activity is planned in consultation with the concerned school staff.

Likewise, administration headed by the principal presents its analysis and observations along with the proposals for their incorporation into the plan. In this the principal is assisted by the in-charge of the office.

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

Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings.

The involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives.

Some of the responsibilities are assigned on personal basis to individual staff member. It may be mentioned again that almost every employee is involved in the process of planning because of which they get identified themselves with the task and the working itself.

Besides, the employees are continuously monitored and reminded as and when required. At the same time, concerned functionary remains under the obligation of submitting a written progress report. The objectives communicated and deployed to the pupil teachers in the orientation at the beginning of academic session. These are also displayed on notice board. Ideas and opinions by the employees in this regard are welcomes. These ideas are then

accepted in meetings as per the convenience.

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

Details of activities aimed at realizing the vision, translating the mission into reality and implementation plans are monitored on day to day basis by the concerned supervisory/superintending functionary. They report the developments to their immediate superiors. Then, meetings of director with the principal, teacher-in-charges of activities and, if need be, with the coordinators of various committees are conducted quarterly. Revision is done on regular basis seeing the delicacy and requirement of the situation.

Every year the institute along with the management conducts a self-retrospection and takes into account the feedback and suggestions from all stakeholders. Any change in scenario and emerging needs are given due consideration. The institute has an IQAC committee consisting Director, Principal and Faculty Members. The committee meets every month where the matter related to vision and mission is discussed and necessary changes required are considered and steps taken to improve it.

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

Management gives emphasis to the deployment of new technology. Facilities are provided to the staff and students for using Information Technology in the teaching learning process and official work alike. In this regard, the institute consults sister department (IT) almost regularly for seeking guidance and quality inputs. Plans are devised at the beginning of the academic session. Here again, input and suggestion from within the institute and expert advice provided by the sister department form the basis for devising the plan and strategy. The institution plan and deploy the new technology by conducting the meeting among the director, principal and faculty members to evaluate the existing technology required in teaching-learning process. After discussion, the new technologies are being implemented

in the workings of the institution such as:

    i.   Communication lab with console and 10 units.

    ii.   Computer lab with N-computing technology.

    iii.   Smart classrooms.

    iv.   Education technology lab with WiFi connectivity.

    v.   Well equipped library with INFLIBNET facility.

6.4 HUMAN RESOURCE MANAGEMENT

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

All faculty members fulfill the minimum eligibility criteria needed for the faculty. The institute identifies the gap between what they have already been exposed to and what are the wider curricular requirements. Thus, the institute identifies those who do not possess degrees in research programs or training in research methodology. Secondly, institute sees to it if the faculty members have had required exposure to each content unit of what is prescribed in the syllabus, curriculum as a whole. For example, have they been exposed well to 'Action Research', Continuous and Comprehensive Evaluation', etc. Thirdly, it is also ascertained if the faculty are also well conversant with the emerging trends, use of IT, etc. Finally, it also sees if the faculty is fully in tune with the vision-mission-values-objectives of the institute, and if yes, is it well-equipped to translate them into action.

6.4.2 What are the mechanism in place for performance assessment of faculty and staff? Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The IVS does have mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff.

The institute analyses and appropriately uses the assessment and evaluation and the annual

appraisal outcome of both teaching and non-teaching staff.

(i) The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder.

(ii) Students' feedback is a regular practice and they are free to communicate to the principal and the management.

(iii) Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session

(iv) Comprehensive evaluation by students and peers are also incorporated for assessment. The institute procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff.

(v) The faculty is required to submit self-appraisal report as well.

(vi) Then, the relevant committees, Teacher-in-charges, event managers and the principal present their overall assessment.

(vii) All the suggestions and feedback are analyzed and a report is prepared and placed before the Managing Trustee, who asks the executives to take follow up action

(viii) The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the institute. Concerned decision-making bodies and/or committees and functionaries issues directives for its implementation. Also, they workout the mode of operation and provide necessary resources. If need arises though the services of some expert are also requisitioned for seeking necessary guidance.

(ix) The practice of self appraisal by the teachers is followed religiously.

6.4.3 What are the welfare measures for the staff and faculty?

Staff is constantly motivated and given full freedom to teach and work in their zone of comfort. There is no interference from any quarter. They are provided with all kind of cooperation and facilities required from time to time.

The achievements and progress of any staff members in any field is appreciated at different functions of the institute. Their performance is acknowledged and appreciated. They are honored and reinforced in functions.

Faculty is promoted according to its qualification, performance and experience based on merit. Faculty is paid as per the norms laid down by the statutory authority so as to give them a sense of job satisfaction.

Whenever faculty faces any personal problem, Institute stands by them morally as well as financially. Their ideas are always welcomed and implemented.

The welfare measures for the staff and faculty members are as follows:

- Staff is given full freedom and motivated in teaching-learning process.
- Annual increments are given.
- Well furnished infrastructure.
- Provision of new technologies.
- Conducive environment.
- Cooperation, support and help is given as and when felt by the staff.
- Encouragement & cooperation for further studies.
- Provision of SCL and Registration fee for Professional development courses.
- Medi-claim, Insurance and loan facility available.

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.

Faculty members are encouraged to improve qualifications. Institute conducts faculty

development programmes and depute faculty to various workshops conducted at university or college level. Faculties are encouraged for paper presentation and publications too in this regard.

The institution conducts faculty development programmes like:

- Sponsored seminars on the topic:
  a. Innovative Practices in teaching learning process
  b. Developing Technologically Competent Teachers
  c. Professional ethics & value education
- Workshop on micro-teaching skills.
- Extension lectures on academics related topics.
- Provide responsibilities as a convener or member to handle the functioning of different committees under the guidance and supervision of Principal.
- Institute also provides the knowledge of computers and other technologies in order to incorporate them well in teaching-learning process.

6.4.5 What are the criteria for employing part-time / ad-hoc faculty? How are the part-time / ad-hoc faculty different from the regular faculty?

The Institute does not encourage employing part time or ad hoc faculty. But if any vacancy has to be filled up on an emergency basis, or else stop gap arrangement is unavoidable, then the ad hoc arrangement is made. The ad hoc provision is made for a limited duration that is required for making regular arrangement. Such provisions are made by the Managing Committee in consultation with the Principal of the College. If the number of students in a particular subject is very less like 4-5 students, then we make an arrangement of a part-time or ad hoc faculty.

Similarly some experts are also invited to teach as a part-time faculty. At present teaching of Urdu, is done by a visiting faculty.

Ad hoc appointments are made purely on temporary basis. The salary of such faculty

is borne by the management.

The part-time/ad hoc employees do not enjoy monetary facilities or privileges, which are available for the permanent faculty. The payment of these ad hoc faculties is done generally on hourly basis.

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

The Institute has a policy and standing provision for ensuring professional development of the faculty. The institute enables its faculty to attend seminar, symposia workshops organized by different organizations and associations like NCERT, JMI, GGS Indraprastha University, etc., Faculty members are also encouraged to go for higher research studies. They are encouraged to work on their Ph. D/M. Phil in their particular area of interest.

The college always encourages its faculty members to do professional augmentation. Any of faculty members getting UGC fellowship to do higher study is to be given leave as per the rules.

Other facilities provided include:-

- Library with INFLIBNET facility.
- Computer lab with WiFi connectivity.
- Special casual leave for paper presentation, evaluation of examinations in the university.
- Each faculty is equipped with computer facility.

6.4.7 What are the physical facilities provided to faculty? Well maintained and functional office instructional and other space to carry out their work effectively.

The IVS is well equipped with infrastructure facilities there is a well furnished staff room for all faculty members with an attached washroom. Faculty is provided with proper sitting arrangement. Proper space is also provided to keep their belongings. Rooms are well ventilated. Provisions for coolers, AC's, oven, etc are also made.

Other physical facilities provided to faculty by the institution are:

- Reception, Principal Office, Administrative Office.
- Staff room with almirah & computer facility.
- Science resource centre, psychology resource centre, mathematics resource centre.
- Library with INFLIBNET facility.
- Computer with Internet facility.
- Proper sanitation facility.
- Provision of R.O. water for staff as well as students.
- Classrooms with smart-board.
- Communication lab with console and its units.
- E.T. lab with computer connectivity and WiFi.
- Canteen and parking area.
- Photostat and fax facility.
- Computer lab with N-computing technology.
- Electricity backup.
- Provision to use PC, LCD projectors, OHP, TV and laptop.
- Games and sports facility like badminton, chess, carom board, volley ball, etc.

6.4.8 What are the major mechanism in place for faculty and other stake-holders to seek information and / or to make complaints?

Any stakeholder of the institute can make verbal or written complaint to the Principal and, if so deemed, to the higher functionaries. The complaint can also be dropped in the Suggestion/ Complaint Box.

Any stakeholder can seek information from the office of the principal by giving a written request.

The faculties concerned are free to contact their superiors for lodging complaints and/or for seeking information.

The major mechanisms used in place for faculty and other stakeholders to seek information are:

- Website
- Notice board
- College has grievance and redressal cell to redress the grievances of stakeholders.
- Meetings, noteworthy activities are published in the college magazine and newsletter.

The mechanisms used to make complaints are:

- E-mail
- Meeting
- Complaint / suggestion box which is periodically being checked
- During teaching practice
- Through feedback forms filled up by the students.

6.4.9 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 school and community engagement.

Work load of teaching as well as non teaching activities is equitably distributed among the staff.

The IVS follows the workload policy of the GGSIP University and the norms of NCTE:

The institute's workload policy is grounded in the principles of equity and judiciousness. It assigns workload by taking into considerations the capability, potentiality, tastes and predilections of individual faculty member with reference to functional needs of the institution. In this, democratic approach is practiced. Each member bears and shares the workload. Choices are given preference. Responsibilities are also changed so as each one may acquire grounding in all activities and indispensability avoided.

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 are as follows:

- The workload is divided among the faculty members under the supervision of the principal.

- Responsibilities are assigned as per the aptitude of the faculty members.

- For this, various committees and cells are defined among whom the workload is divided.

- The convener of the committees and cells is responsible for the tasks assigned under it. It is followed by the coordinators.

- The whole committee and cell work as a team.

- Responsibilities related to teaching, core, methodology, optimal subjects as well as practical subjects. Besides this, other responsibilities such as publication which includes journal, magazine, newsletter, annual report.

- Student's mentoring is done under:

  i. Guidance & counseling cell

  ii. Placement cell

  iii. Discipline

  iv. Best practices

- Engagement with schools is also done for teaching practice.
- Serving the community by distributing clothes, art & craft made products to the nearby slum locality.
- Acting as external examiners in different colleges duly assigned by the University for Practical Papers' Evaluation.
- Acting as internal examiner in college as duly assigned by the principal.
- Organizing excursions and field trips for the students.

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

Yes, the institutions have the mechanism to reward and motivate staff members.

Its details are:

  i. Best teacher award.

  ii. Annual increments in the salary.

  iii. Encouraging and motivating the faculty members to attend the seminars, workshops and conferences.

  iv. Conducive environment.

  v. Leadership role assigned to perform various duties and responsibilities.

  vi. Seminars, workshops, conferences are organized for the faculty members.

  vii. Principal presenting annual report.

  viii. Ideas and opinions of the faculty members for the development of the institution are appreciated.

ix. Excursions are organized for the faculty members.

x. Computer and internet facility is given to each faculty member.

Besides, any achievement or progress of the staff member of the institute is always appreciated at the functions of the institute.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

The college is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. However, the institution has received financial support for conducting nationals seminar's the details of which are as follows:

1. Sponsorship of Rs. 75,000/- received from NAAC for organizing national seminar on 20th & 21st December, 2012.

2. Sponsorship of Rs. 1,00,000/- received from GGSIPU for organizing national seminar on 28th & 29th November, 2014.

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

No finance has been mobilized through donations for the last three years.

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

Yes, the operational budget of the IVS is adequate enough to cover all the day-to-day expenses. If at all any deficit occurs, then the same is fulfilled by the management trust.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programmes?

The budgetary resources to fulfill the missions and offer quality programmes are the annual fees received from the students moreover funds through alumni are also generated.

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

Internal control is done by the management through its own resources. There is the practice of ensuring the audit of the accounts internally. The accounts are also regularly audited annually by the Chartered Accountants duly approved by the Governing Body.

The account is audited at the end of every financial year. There has been no major audit objection.

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

Yes, the institution has computerized its finance management system. Even the administrative office has computerized many of its daily working. They use Tally and other software for the regular maintenance of the accounts. The accounts are maintained on "Tally" Software.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

The most appreciable features of the best practices are as follows:

☐ The management is committed to the vision-mission and supported by the teaching and non-teaching staff towards the attainment of self-objective.

☐ The   stake holders nurture health and mutually promote relationship on the campus, and

☐ The faculty makes use of collective wisdom through democratic processes in an structure marked with decentralization/downward devolution of power

Significant practices are listed below:

☐ Well qualified teachers who make efforts to improve their qualifications and professional competence are appointed.

☐ Compulsory (Faculty Development) paper presentation and participation in at least two seminars in an academic year is assured.

☐ Adequate financial resources are allocated and made available.

☐ Decisions whether relating students or the staff that is all decisions are taken on democratic pattern.

☐ Sufficient and spacious building is available to meet the present needs and for future development.

☐ There is a proactive, supportive and committed alumni association.

☐ More than sufficient standard ICTR electronic infrastructure is available.

☐ Faculty and students have been using modern technology on an appreciable scale.

The administrative system is also using IT as under:

☐ Computerized salary and financial management system

☐ OPEC – online library system, and

☐ Computerized punching of attendance

The above mentioned practices along with the ones listed below have been facilitating and leading to academic and administrative excellence

☐ Planned Approach: The principal at the start of the every academic year briefs the management with the blue print of the academic year. Also the budgetary requirements are discussed and given shape at the start of the year.

- ☐ Quality Improvement: The feedback is analyzed and utilized for furthering quality aspect of functioning and institutional output, and
- ☐ Making Tech-savvy: The management of the college regularly arranges computer training courses for the staff members.
- ☐ The stakeholder nurture health and mutually promoting relationship and environment on the campus.
- ☐ The faculty uses collective wisdom.

CRITERION VII: INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

The Institute takes many initiatives for faculty development. In order to ensure quality, a cell has been constituted named as IQAC (Internal Quality Assurance Cell).

Internal Quality Assurance Cell was established in the Institute in 2010 with the aim of imparting quality education and to prepare professional & humane teachers for society. The cell has various committees which look after its different aspects which are as follows. (detail of IQAC to be added)

Composition:

1. Chairperson/ Coordinator : Dr. Niranjana Soperna
    Principal

2. Teacher Members : Mrs. Rubeena Khan
    Mrs. Parul Maheshwari
    Mrs. Eram Aziz
    Ms. Vimmy Aggarwal
    Mr. Vikas Choubey
    Mr. Sangeet Sharma

Ms. Shivangi Nigam'

Ms. Mahajabeen Fatma

Mr. Pawan Kumar Mishra

Mrs. Roopali Charan

3. Nominees from local society : Prof. M.C Sharma

School of Education, IGNOU

Prof. Puran Chand

Former Director, NCERT

Ms. Ravjyot Kaur

Student President

Ms. Shreyasi

Alumnus

4. Administrative Officer : Mr. Rizwan Ahmad

5. Co-ordinator : Mrs. Rubeena Khan

Mrs. Eram Aziz

The IQAC functions through its various committees. The details are as under:

Various Committees

I. Programme Advisory and Implementation Committee	**Members In-charge**
1. Annual Calendar	Mrs. Rubeena Khan
	Mrs. Eram Aziz
Time Table Committee	Ms. Vimmy Aggarwal
	Mr. Pawan Kumar Mishra
2. Admission Committee	Mrs. Rubeena Khan
	Mrs. Eram Aziz

3. Curriculum Development Committee	Mrs. Rubeena Khan
	Mrs. Eram Aziz
4. Exam Committee	Mrs. Eram Aziz
	Ms. Vimmy Aggarwal
5. Library	Mrs. Parul Maheshwari
	Mr. Pawan Kumar Mishra
6. Research and Development	Mr. Vikas Choubey
	Mr. Tafseer Alam
7. Faculty Development Committee	Ms. Rubeena Khan
	Ms. Eram Aziz
	Ms. Shivangi Nigam

II. Publication Unit   **Members In-charge**

Dr. Niranjana Soperna   (Chief Editor)

1.   Journal

    Ms. Rubeena Khan   (Deputy Chief Editor)

    Ms. Eram Aziz   (Deputy Editor)

2.   Magazine

    Ms. Vimmy Aggarwal   (Deputy Chief Editor)

    Ms. Mahajabeen Fatma   (Editor)

    Ms. Shailja Gupta   (Departmental Editor)

3.   News letter

    Ms. Shivangi Nigam   (Deputy Editor)

    Ms. Parul Maheshwari   (Deputy Editor)

    Ms. Mahajabeen Fatma   (Member)

4. Annual Report

Ms. Parul Maheshwari	(Coordinator)
Ms. Roopali Charan	(Member)

III. Administration & Infrastructure Committee	**Members In-charge**
1. Campus Development & Maintenance Committee	Mr. Vikas Choubey
	Mr. Pawan Kumar Mishra
2. Discipline Committee	Mr. Vikas Choubey
	Mr. Sangeet Sharma
	Mr. Pawan Kumar Mishra
3. Sexual Harassment Cell	Dr. Niranjana Soperna
	Mrs. Parul Maheshwari
	Mrs. Eram Aziz

IV. Students Affairs Committee	**Members In-charge**
1. Guidance & Counseling committee	Dr. Niranjana Soperna
	Mrs. Rubeena Khan
	Mrs. Eram Aziz
2. Placement Cell	Mrs. Parul Maheshwari
	Mr. Pawan Kumar Mishra
3. Anti Ragging Committee	Mr. Vikas Choubey
	Mr. Sangeet Sharma
4. Students Welfare Committee	Mrs. Parul Maheshwari
	Mr. Sangeet Sharma
	Mr. Pawan Kumar Mishra

5. Alumni Association	Dr. Niranjana Soperna
	Mrs. Parul Maheshwari
6. Grievance Committee	Mrs. Rubeena Khan
	Mrs. Eram Aziz

V. Extra Curricular Committee	**Members In-charge**
1. Cultural Committee	Ms. Vimmy Aggarwal
	Mr. Vikas Choubey
	Mr. Sangeet Sharma
	Ms. Mahajabeen Fatma
	Mr. Pawan Kumar Mishra
2. Sports Committee	Mr. Vikas choubey
	Mr. Sangeet Sharma
	Mr. Pawan Kumar Mishra
4. Awadh Day Committee	Dr. Niranjana Soperna
	Mrs. Rubeena Khan

The meeting of the governing body along with head of the institution, principal and faculty members are held before the commencement of the next academic as well as the implementation of various policies made are checked at regular intervals.

The convener of such committees are responsible for the execution of the policies made during the academic session related to academic, finance, infrastructure, faculty, research, extension and examination during the year.

Few of the activities for FDP held under IQAC are as under:

➢ A seven day faculty development programme on the topic "PROFESSIONAL DEVELOPMENT OF TEACHERS: VISION & NEED WITH REFERENCE TO THE NEW CURRICULUM" was organized from 20th-27th August, 2015

- ➢ A five day faculty development programme on the topic "RESEARCH IN EDUCATION" was organized from 14th to 18th December, 2015.

- ➢ **A series of extension lectures was organized on different themes such as:-**
  - Art in Education by Mr.Pramod Kumar Sharma from NCERT, Delhi.
  - Use of ICT in Open Distance Learning System by Dr. P. Tripathi from IGNOU, Delhi.
  - Action Research by Mr. Vijay Kumar Arya from APEEJAY STYA University, Haryana.
- ➢ One day workshop organized in association with society - Art of Living on the theme "Peace and Harmony".
- ➢ Recently a National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" was organized, where faculties as well as students from various Universities and institutes participated.
- ➢ A National Seminar on "Values & Professional Ethics" was also organized, where Dr. R.S. Tyagi (NUEPA), Dr. P.Tripathi (IGNOU) were the chief resource persons.
- ➢ An extension lecture has been organized on the topic "Instructional Leadership", Dr. R.S. Tyagi (NUEPA) was the chief resource person.
- ➢ Workshop was organized on "Recent Trends in Educational Technology" on 21st November, 2013, Professor M.C. Sharma (IGNOU) was the chief resource person.
- ➢ An extension lecture was conducted on "Action Research" on 19th November, 2013, Professor Ilyas Hussain (Jamia Millia Islamia) was the chief resource person.
- ➢ An extension lecture was conducted on "Micro Teaching" on 27th September, 2013, Professor L.C. Singh (KIIT) was the chief resource person.

> ➢ Workshop organized on "Continuous and Comprehensive Evaluation" on 18th & 19th February, 2013, Ms. Vijayalakshi Singh, Principal, G.D. Salwan School, Rajinder Nagar was the chief resource person.

Faculty members are encouraged to participate and present their papers in seminars.

Laying emphasis on research and development, faculty members are motivated to publish research papers.

Following activities are proposed

For Faculty

> ➢ A panel discussion on Inclusion of third gender in educational institution.
> ➢ International Conference on preparing quality educators for 21st century Global Education System.
> ➢ 5 days FDP on Capacity Building of Teachers by integration of ICT.

For Students

> ➢ Educational trip to Agra and Jaipur.
> ➢ Extension lecture on communication skills.

It is heartening to know that the efforts by one and all have borne fruits and quality which is reflected in all the aspects.

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

The mechanism used by the institution to evaluate the achievement of goals and objectives are as follows:

- Feedback forms are filled-up by the students to access the performance of the faculty members and institution.
- Feedback taken from teaching practice school personnel.
- Regular meeting are conducted where self evaluation is done of goals and

objectives. Hence, ground problems are quoted and remedial solutions are discussed.

- Conduct seminars and conferences in the institute.
- Faculty members participated in various seminars, workshops and conferences as mentioned in criterion 3.
- By creating conducive environment in the institution.
- The Role of Board of Management, Progress Report and Periodic Meetings with all the personnel to check the present status and to work upon the needful are done.

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

The institute is sensitive to the quality of education as well as to changing educational, social and market demands.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The institute makes all out efforts to

- ☐ Ensures adherence to academic calendar with the help of schedule for all activities
- ☐ Supervises content delivery by faculty, through Principal and Director Academics.
- ☐ Ensures high performance of students in internal examination.
- ☐ Monitors attendance of students and also keeps the students informed on quarterly basis.

The institution ensures the quality of its academic programmes by adhering to the academic calendar which is prepared as under:

- Our principal and management holds meeting with staff members regularly to check the functioning of the academics, other than academic aspects of the institution.
- Frequent use of ICT in all the aspects of teaching-learning.
- Communication skills of the students are enriched with the help of communication / language lab.
- By providing enriched library with INFLIBNET facility.
- By conducting internal theory and practical exams, tutorials students' academic performance is evaluated and updated.
- Appraisal of faculty is done by the management.

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

The principal of the institute monitors the working of the administrative staff rather meticulously. The office-in-charge maintains daily and direct check on the working of the non-teaching staff. It is ensured through the sufficient staff and the financial consultant. The consultant ensures maintenance of relevant records in proper order. The following practices are in-built into the system to ensure the quality of its administrative and financial management processes. In addition to this, the principal/management gets

- ☐ Feedback from the faculty, and employees
- ☐ Transparency in the matters related to finance and administration
- ☐ University Auditing- quarterly report is submitted to the university
- ☐ internal audit system
- ☐ Annual auditing through Chartered Accountant
- ☐ Feed back from students
- ☐ Grievance Cell/Complaint/Suggestion Box

If any complaint regarding the non-teaching staff comes up, then it is discussed in the committee and the suggestion is passed on to the Principal for implementation.

Over and above the specified college functionaries, the management superintends the whole working and all functionaries.

☐ University Auditing

☐ Quarterly report – submission to University

☐ Internal audit system

☐ Annual auditing through Chartered Accountant

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

The college sustains some of the good practices in the day-to-day working and throughout the academic year. Some of such good practices followed are given below:

☐ Frequent mutual interaction facilitates identification   of good practices

☐ The institute has established good rapport with other constituents of the institution and faculties are constantly interacting with the staff of other departments and exchanging ideas. This interaction is done even for some academic programmes found beneficial for all faculty members and students.

☐ Discussions are held formally during workshop / seminar sessions.

☐ Faculty development programme are organized once in a quarter wherein paper presentation is done on common topics; lectures are organized and outside resource persons invited. Such activities are attended by various constituents of the institution.

☐ A thoughtful quote is written everyday on the college notice board by students under the guidance of a teacher; good quotes hoardings are placed in the college building for initiating wisdom among the students of all the departments; and tree plantation and campus cleaning. Camps are arranged at regular intervals to instill

into each student respect for nature and protection of the environment among all the students of different units.

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?

Our College sensitizes teacher to various issues of inclusion and focus on national policies and school curriculum. Our 2 Teacher educators had completed Post Graduate Professional Diploma in Special Education in (Visually Impaired, Hearing Impaired). Our college had organized special lecturers on special education. Other methods by which we sensitize are:-

- By bulletin board making on special issues.
- Information related to inclusion on internet and burning issues are shared with Pupil Teacher.
- Our students had interacted with people with special needs while working with NGO. (As a Part of societal community interaction**).**
- Discussion on issues of inclusion as in current curriculum of B.Ed Programme.

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?

Provision is made for student to learn about inclusion and exceptionalities

The institute relies upon following factors/activities by which the inclusion, exceptionalities as well as gender differences and their impact on learning are taken care of by promoting and determining the success of inclusive classrooms:

- College works for promoting Family-school partnerships
- Teachers use well-constructed plans that identify specific accommodations, modifications, and goals for each student
- It provides opportunities for ongoing training and staff development

- It develops understanding through psychology of students, educational needs of groups, varied community resources as aids, interpersonal relations, adaptability, freeing of prejudices, humanist rules, integrated values, discipline and code of conduct through experts' advices
- Students are sensitized on the issues relating to gender-based disparities and prevailing misconceptions and their overall impact on growth of humans and society.
- Counseling is provided.
- Provision for counseling and discussion during tutorial period.

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

The institute strives to promote value-based education, social justice, social responsibilities and good citizenship amongst its student community.

The following are some of the activities that are undertaken for creating learning environment that may foster positive social interaction, active engagement in learning and self-motivation in the student teachers:

- B.Ed curriculum pays good attention to social interaction, active engagement in learning and self motivation.
- Internship period provided opportunity for interaction with school community. In such classes student teacher come in contact with students of all social strata.
- The IVS utilizes the Anugoonj (a cultural festival of GGSIP University) which is a platform for creative expression and healthy competitive spirit.
- Seminars and workshops provide ample opportunities for self learning as well as self-expression.

- Assignment/problem based learning Computer Assisted Learning foster motivation.

- Participation in inter-college /inter house competitions inculcate healthy competitive sportsman spirit amongst students of different social strata.

Apart from such activities the institute conducts Environment Awareness Campaign, Organ Donation awareness campaign, Blood Donation Camps, etc.

- Pots, flower vase, jute bags, paintings made by students are distributed to schools, and the community.

- Every activity is compulsory for every student.

- Students from the minority community are given tuition in weak areas

- Our Faculty members take the initiatives given in the curriculum as in the classroom discussion, and Special Lectures.

- College Organizes Educational tours for students.

- Practice of teaching in the Government school provides them the true real experience of actual classroom situation, the students have to face in school.

- In social interaction (community work), students interact with society and see the different social aspects in reality.

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

The institute has devised ways and practices for ensuring that the student teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities. The approach is based on teaching, preaching and practice.

Student teachers are engaged in talks, debates and lectures on value education, equity, equality and social justice.

- They are engaged in thematic co-curricular activities that promote social values

- Participation in cultural activities, like Saraswati Vandana, and equal opportunities for students in social activities provides exposure to them to the real society they have to face in future

- Students of diverse background are engaged in project work of multiple description

- Student teachers are trained in the dynamic of accepting challenges emanating from diversities in views and socio-economic status. Participation in cultural activities, debates and discussions provides the opportunity.

- Student teachers are required to participate in the trans-community festivals and participate in talks and discussions on prominent personalities hailing from different socio-economic-cultural backgrounds.

- During the course of simulated teaching and practice teaching they are required to practice competencies for creating cordial atmosphere between the peer groups. Since they have to deal with a composite populace of colleagues and students, they acquire grounding in the ways of working with children from diverse backgrounds and exceptionalities.

- Students are enabled to come down to the level of children in classroom interaction.

- Attempt is made to inculcate missionary attitude and zeal. They are prepared to adopt judicious approach. They are prepared to be free from all differences emanate from caste, class, creed and religion.

- Above all, students are made to understand that variety is rooted in and demonstrated by the nature of creation. This is an asset. Beauty lies in variety. Respect and protect it.

Collectively, all the above mentioned competencies and skills are promoted amongst the pupil teachers at different stages and through different activities.

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

College gives admission to students with disability as per norms of GGSIPU. Following steps are taken for the students with disability:-

- Many audio cassettes for the visually disabled student have been procured in the library.
- Special sitting arrangement may be made
- Provision of free health check up/physiotherapy exists
- Individual attention to each student is given. Extra time is given to the students in need.
- Set of special books are given to students.
- During Practice teaching school is given to them near to their residence.
- As per the university rule, writer facility is provided to the student for internal and external examination.

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 IVS has constituted a Women Cell which is active. The cell is headed by a senior Female member of the faculty, and contains one more female faculty and two female students.

Any girl student of our college can place her complaint to the WC. Complaint received even by the Principal is to be referred to the Cell for investigation.

The cell is authorized to arrange lectures on the women-related problems. It works in educating women about their rights and privileges. It has arranged gender-related sensitizing discourses for the staff/ and students.

Women student from the overwhelming majority of students. They enjoy a respectable position in the institute and provide lead. No complaints are ever received by the office on gender related issues.

- The institute has provided Girls Common Room

- Namaz Room for Ladies is also provided

- Tutorial sessions are arranged as per schedule

7.3 STAKEHOLDER RELATIONSHIPS

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

The institute maintains Internal Assessment Record of student. It maintains overall performance record and this may be accessed by the stakeholders.

Any stakeholder can obtain information on academic and administrative performance from the administrative office by giving a written request. The college results of the university final examinations are put on the   notice board and every student is informed individually. The Management Trust and its trustees are duly informed of the results of the college.

Also the institution ensures the access to the information of an organizational performance (Academic and Administrative) also through the following ways:

- The result and other achievements are uploaded on the institute's website from time to time.

- Important information is displayed on the notice board.

- Institute displays its progress report, achievements, rewards received in college magazine, newsletter, and annual report.

- In faculty and other staff meetings also, achievements are discussed and appreciated while improvements are made where required.

- Proper record of the clippings is maintained in the institution.

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

The management and staff members of the institute evaluate performance of the preceding year(s) of all the characters involved and the developments. The institution takes lesson from its past performance.

While preparing the next year academic plans the preceding year's suggestions, feedback analysis and results are taken into consideration.

It is done in the following ways:

- Faculties are briefed about corrective steps to be taken.
- Faculties are briefed about the reinforcements to be provided
- Successful acts and effects of the students are appreciated and rewarded.
- Incentives are given to faculties for successful endeavors.
- Trophies and merit certificates are given to meritorious students for the success of their qualitative efforts in curricular and co-curricular activities.
- Feedback from students.
- Meetings with alumni association.
- Suggestions from various stakeholders like personnel of practice teaching school, parents, and alumni are invited.
- Suggestions from educationist and experts from various universities and its affiliated colleges are also invited through e-mail, meetings and suggestion box.
- Self-evaluation is also done in the staff meetings.

After this, necessary changes and adjustments are made in the coming academic plan.

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

The IVS is well-placed to promote an ambience of creativity, innovation and improving quality. For this purpose, feedback is procured from the following channels and on annual basis.

- Counseling appraisal of faculty by principal
- Formative evaluation of students by faculty
- Grading of files, assignments at the end of academic session
- Record of participation / performance of students in Inter Institutional activities
- Internal Assessment records of the students.
- Feedback from principal of schools where students teacher do their practice teaching programme.
- Confidential report of faculties by the Principal and management.
- Quarterly report.
- Feedback from alumni
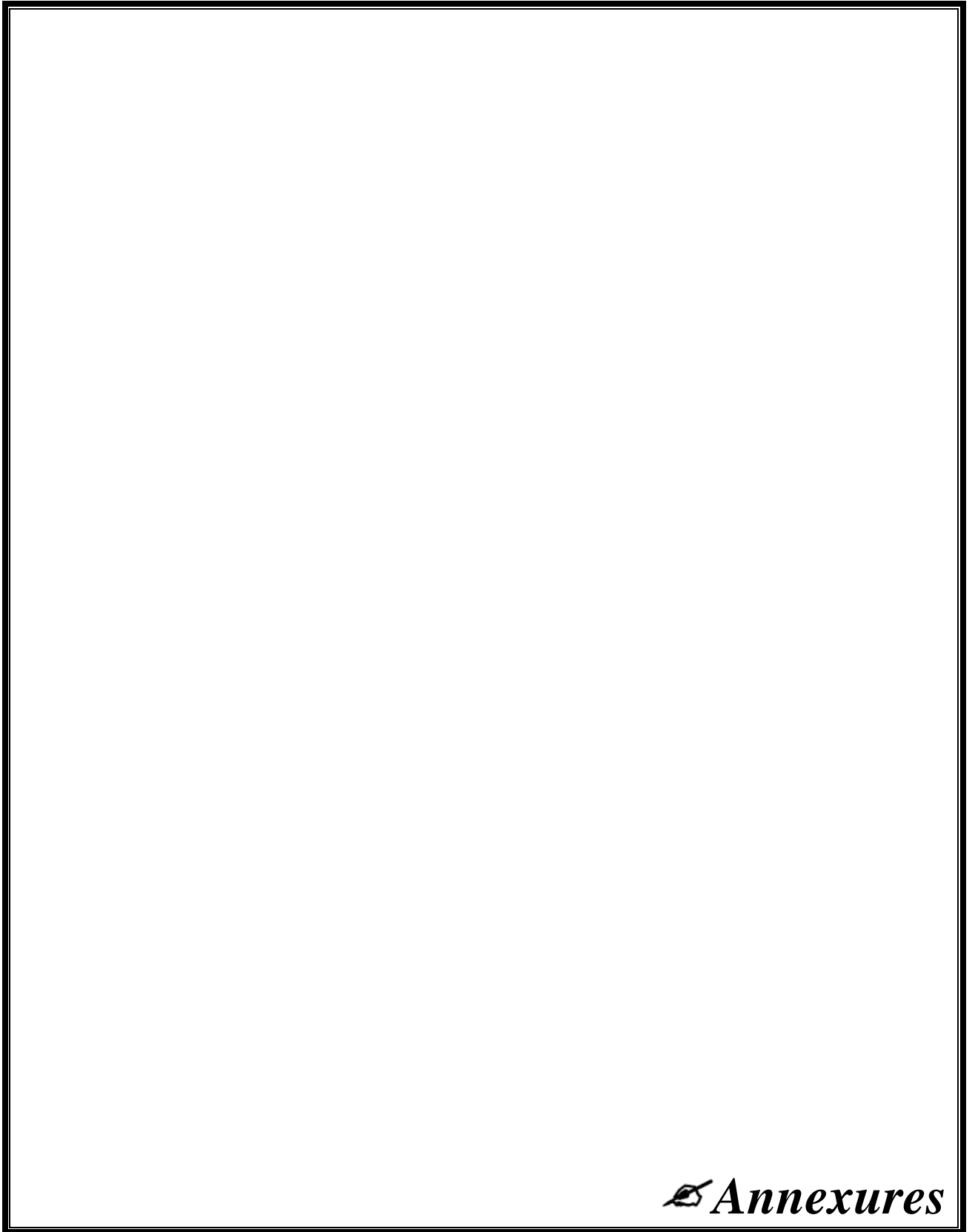- Complaints/suggestions as filed and dropped in the Suggestion/ Complaint Box

The feedback is analyzed and feedback-report is prepared. The concerned committees prepare resolutions based on the suggestions/ complaints received, and the same is passed on to the Principal-Director (Academics), Managing Trustee for appraisal and further action. The process has led to some improvement in the classroom environment-teaching, infrastructure, and in some cases, attitude of the faculty.

7.4 OTHER FEATURES OF SIGNIFICANCE

- Value added courses on skill and personality development are in place.
- Efforts to enhance community skills add value to students' behavioural learning
- System of institutional quality assessment is in place.

- The institution caters to the needs of disadvantaged groups of students by providing them reservation and other facilities as per the government norms.
- Sexual harassment committee addresses gender related issues.
- The institute monitors the growth of minority and disadvantaged students.
- It has excellent rapport with alumni and parents.
- Students have good relations with faculty. Environment is learner-friendly.

Mapping of Academic Activities

INSTITUTE OF VOCATIONAL STUDIES (AWADH CENTRE OF EDUCATION)

Weeks	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	32	33
Admission and Orientation	X																															
Theory		X	X	X	X	X	X	X				X	X	X	X					X	X	X	X	X			X	X	X			
Tutorials		X	X	X	X	X	X	X				X	X	X	X					X	X	X	X	X			X	X	X			
Sessional Work / Tests & Assignments									X																					X		
Practical Work			X	X	X	X	X	X				X	X	X	X					X	X	X	X	X			X					
PSE – II & II										X	X														X	X						
CCA & Sports																																
Exam Preparations																X															X	
Term End Exams																	X															X
Workshops / Seminars																																
Winter Break																		X	X													

✍ *Annexures*

✍Annual Reports

Annual Report: 2011-12

ANNUAL REPORT 2012

Presented on the occasion of Awadh Day Celebrations 2012 by Dr. D. Malhotra (Director)

In the presence of Hon'ble Chief Guest: - Janab Naushad Khalid Managing Trustee, Awadh Public Charitable Trust and Janab Khalid Hashmi Director, Awadh Centre of Education, Principals, Head of departments Faculty and staff members, distinguished guests, and students.

• The Three departments of Awadh Centre of Education are affiliated with Guru Gobind Singh Indraprastha University continue to perform at their best under able leadership and guidance of our hon'ble Managing Trustee.

• It is matter of pleasure and pride that NAAC [National Assessment and Accreditation Council] an autonomous body of Government of India for facilitating excellence in higher education has accorded Accreditation with Grade A to the department of Education. Peer Team of NAAC has visited Department of Education in month of February 2011.

• Elementary Teacher's Training programme under SCERT, Delhi which was started in year 2010 has entered in to second year and the first batch ETE diploma student passed in June/July 2012.

Trust has so far worked with a vision and objectives to empower the educationally backward in general and minorities in particular, making them self-reliant to participate in the process of nation building and development.

With the intentions of providing financial assistances and scholarships, a Student Guidance Cell, established by the Trust, has counseled the students with various schemes and extended all possible help to our students for availing financial assistances and scholarships as a result of which many needy students were benefited with schemes run by GNCT Delhi.

Trust run Physiotherapy Clinic continues to be popular among the public at large for providing low cost Physiotherapy services to the needy.

The clinic also provides an excellent opportunity to our BPT students a dedicated place of clinical learning.

It is matter of pride for us all that our students have been consistently performing in academics, sports as well as in co-curricular activities since its inception. It is heartening to note that a large number of graduates qualified from Awadh institutions have been gain fully employed and some BPT graduates have gone abroad (US, Canada and UK) for higher studies and employments.

• Our heartiest congratulations to Letha Ram Mohan who has been awarded the honour of Ph D in Education by Jamia Milia Islamia.

• Department of Computers during the Academic year 2011-2012 organized following Academic activities:
1) National Seminar on 'Cloud Computing'.
2) Aptitude Test / Competition / Quiz.
3) Launched E learning portal and facilitated students' learning through 24x7 education process.
4) With a view to upgrade faculty members knowledge and caliber, 2 faculty members joined the Ph D programme and 4 others have joined M-tech programmes.
5) Faculty members were also encouraged to publish their research papers and articles in national-international journals.

• Department of Education during the Academic year 2011-2012 organized a workshop on the subject "How to conduct research", which was well attended.

• In addition at present two other faculty members are pursuing the Ph d programme in education. Faculty of Department presented, published their research papers in various Journals and attended Workshops and seminars held in other institutions.

Academic performances highlights:

• BCA program out of 196 students who appeared in their Term End examinations held in May 2011: 53 students secured first divisions
15 students got distinctions
Over all success rate was 71%
1. Mushira Khan secured 1st position in first year in her batch with score of 81.71%
2. Latika Arora (1st shift) secured 1st position in Second year in her batch with score of 86.79%
3. Sidharth Nautiyal (2nd shift) secured 1st position in Second year in his batch with score of 76.29%
4. Kashish Gupta secured 1st position in all semesters aggregate in her batch with score of 79.21%
60% of the qualified students have been successfully placed in IT industry and 25% of the students are studying in postgraduate programmes.

• B.Ed program out of 100 students who appeared in final examinations held in May 2011: We are pleased to

announce that all our B Ed students have passed with first divisions And 87% have secured distinction.

Success rate being 100%

2010-11 batch students Sabia Khan with 86.8% topped in her batch and secured 10th position in University.

81 students of this batch were gainfully employed in various reputed public and

Government schools and 14 students are pursuing their higher studies.

Educational trip to NCERT was organized by department as part of their curriculum for the Students.

B Ed students have been enrolled in placement portal launched by the IPU and Sabia Khan last year topper will be awarded by the University on 20th March this year.

Students of B Ed programme have been engaged in various extension programmes like teaching in Blind School, Anganwadi and distribution of clothes and books to poor.

- BPT program out of 95 students, who appeared in annual examination held in May 2011:

52 students have passed in first division,

8 students have scored distinction.

Over all success rate in first attempt was 71%

1. Bharti secured 1st position in 1st year in her batch with score of 64.60%

2. Niharika Bachani secured 1st position in 2nd year in her batch with score of 74.82% and came second in the university.

3 Geetika Grover secured 1st position in 3rd year in her batch with score of 79.33% and came third in the university

4. Sana Bano secured 1st position in 4th year in her batch with score of 78.25%

Anita Goel batch 2006 BPT programme has topped all over university securing highest CPI and has been awarded Gold Medal by the GGSIPU at it Annual Convocation in 2011 (Congratulations)

About one third of the passed out students have been enrolled as post graduates in various universities in India and abroad and the rest have been gainfully employed in hospitals, clinics, and research organizations like Genpact India and Nu-med India, etc.

Students from the BPT batch 2008 participated in a cycling event from Kulu to Khar Dungla pass, organized by the Youth Hostel Association of India during August-September 2011 Our IV year BPT Students.

were deputed as on field therapists and were responsible for the prevention and immediate management of physical problems that event participants may be encountered.

Students who participated in the event are:

Geetika Grover,	Zoya Imran,
Sonal Khera,	Shivi Rajvanshi,
Navneel Sharma &	Chetna Chaudhary

- Co-curricular & Sports: The students of all programmes actively participated in various co-curricular and sporting activities held at our campus, in other institutions as well as at GGSIP University. Harit Prithvi Club of Awadh Campus organized its Annual Environmental Awareness Programme in the month of February 2012 with a view to generate the awareness about environment and saving the mother earth from man made disasters. The students participated wholeheartedly in various competitive events organized on the occasion.

Annual Sports were organized in the month of February 2013. Students as well faculty and staff of ACE participated whole heartedly in the annual sporting event.

To bring about wholesome growth of the students, have been our one of the goals and we are striving to achieve this through our continuous effort by providing best possible academic and extracurricular facilities and maintaining quality in education.

Sir, I am sure with your continuous support the institutions will progress in achieving its aforesaid Objectives.

- Release of magazine:

May I request, Hon'ble Chief Guest Janab Naushad Khalid to kindly release Annual Institutional Magazine Awadh Radiance- 2013.

- Launching International Journal of Information Technology and Education Inaugural issues:May I request, Hon'ble Chief Guest Janab Naushad Khalid to kindly release International Journal of Information Technology and Education 2013 Journal is being published biannually.

- Launching of the Book written by Dr Niranjana Soperna, Principal for department of Education

"Personality Factors of Creative Girls"

May I request , Hon'ble Chief Guest Janab Naushad Khalid to kindly launch the Book

- Prize distribution:

May I request , Hon'ble Chief Guest Janab Naushad Khalid to give away the prizes.

Awardees list - Annexure A

Awadh Shishya 2012:

This is awarded to the student of the final term of the program, who has been consistently very good scholastic performer, well disciplined, good in co-curricular and sporting activities.

This year award goes to:

BCA Mukesh

B Ed Mehvish Kainat

ETE Divakar Yadav

BPT Geetika Grover

Special Award for BPT Student Amita Goel for her achieving the excellence and being awarded Gold Medal by the University in its Convocation 2011.

Thank You

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INSTITUTE OF VOCATIONAL STUDIES

PROGRAMME B.Ed and E.T.E

IVS is a unit of Awadh Public Charitable Trust started in the year 2002 with the prime objective to provide a platform for quality education and for the upliftment of minority community.

The aim of the institute is to make employable and respectable and responsible citizens and mature intellectual and academic quest of the students.

Scholastic

➢ **Result** Out of 99 in B.Ed students who appeared in the final examinations held in May 2011 all secured first division and 43 got distinctions. Pass percentage is 100%.

Similary in E.T.E 49 appeared & all got first division. Pass percentage was 100%.

➢ **Placement and Achievements** In B.Ed 81% of students are employed in various public and Govt. Schools and the rest are pursuing higher education in reputed university. GGSIPU, Jamia, DU and IGNOU.

From the current batch, many students have been placed in reputed schools like Bhatnagar Intl. Mayur Public School.

In E.T.E out of 32 students who appeared in CTET 15 qualified.

Divakar Yadav got placed in MCD, North Zone as a primary teacher and 70% of students are placed as guest teachers.

Best Practices for Student Support

➢ **Grievance Cell** At IVS, every student is given individual attention and a separate cell has been made for redressal of grievances. The cell is actively involved in providing academic as well as personal counseling, according to the felt needs.

➢ **Placement cell** The placement cell is actively engaged in dissemination of information regarding vacancies in various schools. The vacancies are displayed on the notice board and updated every week. Also, regular co-ordination with the principals of schools is also held for this purpose.

➢ **Innovative Practices** The institute tries to bridge the gap between theory and practice and provide quality education by following many innovative practices.

• **Workshops and Extension lectures** In this academic year, a very useful and informative workshop was organized on the theme "Continuous and Comprehensive Evaluation "for the benefit of prospective teachers. The resource person for this workshop was a very experienced principal from Salwan Public School, Mrs. Vijaylakshmi Singh. It gave hands on experience for the students. Professor L.C. Singh gave an interesting lecture on Micro Teaching before the onset of teaching practice.

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- **Practical training**The institute gets guidance from an array of reputed educationists from NUPEA, JAMIA, NCERT, SCERT, DIET and also from the heads of the various schools. Practical training for students is provided in some of the most reputed schools in Delhi like, D.P.S, NGFS, Dev Samaj Model School, Andhra Education Society, Kendriya Vidhyalaya etc.
  - ➤ **Recreational Activities**
  - **Educational Trip** to NCERT was organized for all the students of IVS 7th march 2013.
  - **Picnic** Also students were taken to World Of Wonders on 1st march,where they had much fun and frolic.
  - **Nukad Natak**Our students will be performing Nukad Natak in Various Govt. School on the theme value education in the coming week.
  - ➤ **Infrastructure Facilities**
  - **Labs**The various labs in the Department mainly computer, ET, science, psychology and SUPW are well equipped and constantly upgraded from time to time.
  - **Library** The institute also boasts of a computerized library with sufficient and latest no of books, and a separate wing for ETE. Also facilities like INFLIB Net and DELNET are provided.

Non-Scholastic
  - ➤ **Sports**'Sound mind is sound body'. The institute lays equal emphasis on sports and other extra curricular activities, which contribute to all round development of students.Awadh Annual Sports day was organized for the students and staff of Awadh centre of Education in which students and staff participated in full swing and enthusiasm.
  - ➤ **Cultural** Students participated in various events in the Annual Fest of IP University. Anugoonj.
    - ○ Naresh Kumar got a special award for his performance.
    - ○ Sanam Sachdeva got a 2nd prize in collage making.
    - ○ Mohd. Abid got a consolation prize for running for 21kms in marathon organized by GGSIPU.
    - ○ In Folk dance our students got IIIrd postion.
    - ○ Students of ETE performed a street play on the theme educating the girl child organized by Sarva Shiksha Abhiyan.
    - ○ Students of ETE did commendable and won accolades at Talkatora stadium. Students got IIIrd position in Skit & IInd poster in poster making.
    - ○ Yoga classes are also held as a part of the CCA on a regular basis.

  - ➤ **Community Work** Students are encouraged to work for the community as a part of 'Community service' for 20 hours. Our students are extending their services to NGO'S like Deepalaya, Blind school, Kutumb, Butterfly and various others NGO and gaining the appreciation of the community.
  - ➤ **Eco Club** Environment conservation is a major agenda in our curriculum. Harit prithvi is celebrated with great enthusiasm.

It is hearting to know that the efforts by one and all are have been fruits and the quality is reflected in all the aspects.

All this would not have been possible but for the dedicated work of faculty members.

Faculty Achievement

DR. Niranjana Soperna
- Chief editor of Journal(AIJITE)
- Approved assessor for NAAC.
- Extended lecture on value education at KITT.
- Research paper published in Awadh International Journal of Informative Teaching and Education.
- Member of inspection Team of NCTE.
- Presented paper at NAAC sponsored seminar at IVS.
- Extended lecture on inclusive education.
- Approved Dissertation Guide for M.A Educator (IGNOU)
- Approved Ph.D in I.A.S.E. Sardarshahar Rajasthan
- Moderator for IGNOU.

Dr. L.R. Mohan
- Published book on curriculum & Instruction.
- Invited for guest lecturer at Jamia Jan 2013.
- Published paper at International Journal of Development Studies. Oct 2012.
- Research paper Co-authored with Ms. Amrita and published in Lingayas Journal of Education
- Approved Dissertation Guide for M.A Education (IGNOU)
- Presented paper at NAAC sponsored seminar at IVS.

Ms Rubeena Khan
- Pursuing Ph.D from Jamia Milia Islamia University.
- Research paper published in MD University.
- Observer of NET examination
- Attended a workshop on Psycho Practical's organized by GGSIPU 20th August 2012.
- Paper presentation on values at MDU.
- Approved Dissertation Guide for a M.A Education (IGNOU)
- Presented two paper at NAAC sponsored seminar at IVS.
- Paper presented at IASE University.

Mr. Niyaz Varis Varasi
- Qualified NET conducted in June 2012.
- Enrolled for Ph.D in I.A.S.E. Sardarshahar Rajasthan
- Participated in NAAC sponsored seminar and presented paper.
- Paper presented at IASE University

Ms. Parul Maheshwari
- Enrolled for Ph.D and completed course work M.G.C.G.V.V. Madhya Pradesh.
- Presented paper at NAAC sponsored seminar.
- Paper presented at IASE University.

Mrs. Amrita Dhoddy
- Co authored a book on curriculum & Instruction
- Research paper published in Lingayas sound of educator.
- External Examiner for B.Ed practical Examination Nov 12.

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- Presented paper at NAAC sponsored seminar organized by IVS.
- Paper Presented at IASE University

Mrs. Shivani Bajaj
- Presented paper at Naac sponsored seminar at IVS.
- Department Editor of college magazine.
- Paper presented at IASE University

Seema Sharma
- Enrolled for Ph.D in I.A.S.E. Sardarshahar Rajasthan
- Presented paper on 'NAAC' sponsored National Seminar at IVS.
- Paper presented at IASE University.

Eram Aziz
- Presented paper on 'IWB' in Education in 'NAAC' sponsored National Seminar at IVS.
- Paper presented at IASE University

Tafseer Alam
- Admission in Ph.D (Education) at Hindi Prachar Sabha Samit , Madras
- Presented paper on M-learning in 'NAAC' sponsored National seminar at IVS.
- Paper Presented at IASE University.

IQAC

The Institute takes many initiatives for faculty development, in order to ensure quality, a cell has been constituted IQAC- internal quality Assurance cell.

Internal quality Assurance cell was established in the Institute in 2010 with the aim of importing quality education. The cell has various committees which look after different aspects like namely journal, faculty development, research and publications. Under the able guidance of the convener Mr. Khalid Hashmi .

Journal Awadh International Journal of Technology and Education is biannual journal which provides food for though researchers' scholars and educationists and stimulates the reader to incorporate more information and more ideas in their daily practice.

Faculty Development Programme: In order to promote faculty in their professional growth seminars and workshop are held at regular internals. Recently a National Seminar was organized on theme innovative practice to Enhance teaching learning process which was sponsored by NAAC. The seminar saw a participation of 150 Research scholars and faculty. From Delhi and neighboring state.

Faculty members are encouraged to participate and present their papers in seminar.

Laying emphasis on research and development faculty members are motivated to publish research papers.

Following activities are proposed

For Faculty
- 2 Days Workshop on the use of ICT.
- 4 Days Workshop on Research design by professor S.Sansalwal as part of FDP.

For Students
- Intech model- Extension lecture.
- Use of software in teaching subjects.
- Extended lecture on communication skills.
- Extension lecture on gender sensitization for ETE students.
- 1Day workshop on Theatre Education.

It is heartening to know that the efforts by one and all have borne fruits and the quality is reflected in all the aspects.

Awadh Bhawan

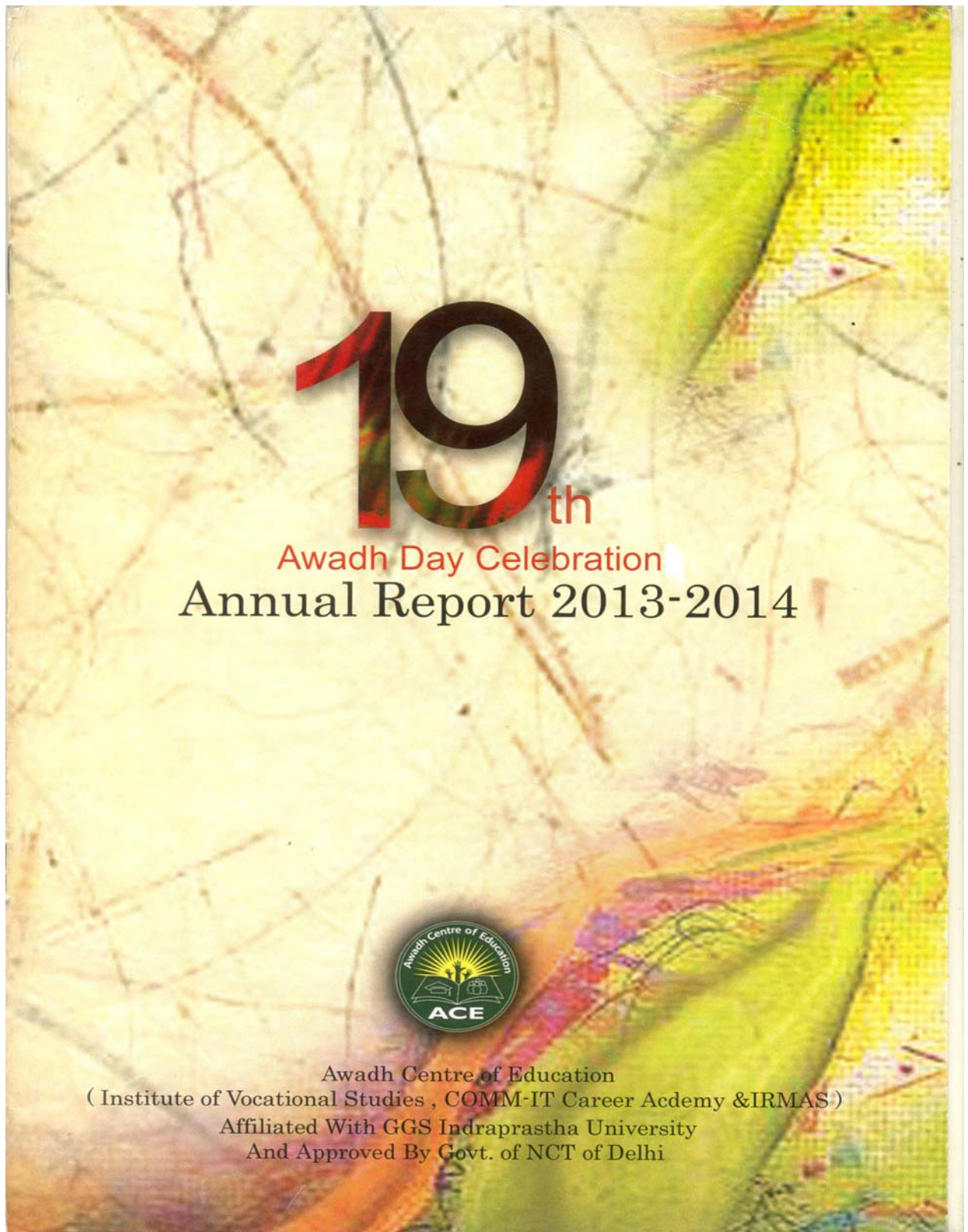FC-31, Sheikh Sarai, Phase -II
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Ever since the inception of Awadh Centre of Education it has been our quest to constantly enhance the quality of education especially in the field of teacher education and computer application.
The three Institutes namely **INSTITUTE OF VOCATIONAL STUDIES, INSTITUTE OF REHABILITATION MEDICINE & ALLIED SCIENCES and COMM- IT CAREER ACADEMY** staring their best to maintain the tempo in order to disseminate quality education to all classes of society with special case for the economically weaker section and minority community.

INSTITUTE OF VOCTIONAL STUDIES

PROGRAMMES:
- **E.T.E (Affiliated to SCERT with intake of 50 students)**
- **B.Ed (Affiliated to GGSIPU with intake of 100 students)**

IVS is a unit of Awadh Public Charitable Trust started in the year 2002 with the prime objective to provide a platform for quality education and for the upliftment of minority community.
The aim of the institute is to make employable, respectable and responsible citizens and to mature their intellect and academic quest.

Scholastic

- **Result**
  In E.T.E, 44 students appeared & all got first division. 20 students secured between 70-75%. 100% result of ETE (IInd Year) for session 2011-2013.
  Result of ETE (Ist Year) for the session 2012-2014 was also 100%. One student named as Ruby Khanam Lodhi secured **4th position in SCERT**.

  In **B.Ed.,** 96 students appeared in the final examination held in May 2013, all secured first division and 85.41% got distinction. Pass percentage is 100%.

  - **Placement and Achievements**
  In ETE, out of 44 students appeared in CTET, 30 qualified the exam.
  80% placed as primary teacher in different MCD, Delhi Govt., and other Private Schools.

  In B.Ed, out of 96 students 72 of them are employed in various Public and Govt. Schools and the rest are   pursuing higher education in reputed universities such as GGSIPU, Jamia, DU and IGNOU.
  Out of 96 students appeared in CTET, 75 students have qualified the exam..

Best Practices for Student Support

- **Grievance Cell:** At IVS, every student is given individual attention and a separate cell has been made for redressal of grievances. The cell is actively involved in providing academic as well as personal counseling, according to the felt needs.

  - **Placement cell:** The placement cell is actively engaged in dissemination of information regarding vacancies in various schools. The vacancies are displayed on the notice board and updated every week. Also, regular co-ordination with the principal of schools is also held for this purpose.

  - **Innovative Practices:** The institute tries to bridge the gap between theory and practice and provide quality education by following many innovative practices.

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Workshops and Extension lectures: In this academic year, very useful and informative workshops & extension lectures were organized for the students;

➢ Professor L.C. Singh gave an interesting lecture on Micro Teaching before the onset of teaching practice.
  ➢ An extension lecture by Prof. Ilyas Husain on the topic "Action Research" was conducted.
  ➢ Professor M.C Sharma gave his valuable insight on the topic "Recent Trends in Educational Technology" to our students.
  ➢ Extension lecture on "Right to Education" by Dr. Nahar Singh was also organized.
  ➢ A 2 days workshop on "Theatre in Education" was organized for ETE students.
  ➢ Students & Faculties of ETE participated in "Rashtriya Shiksha Yatra" with the objective of improving the quality as visioned in RTE for elementary level students organized by Akhil Bhartiya Prathmik Shikshak Sangh.

• **Practical training:** The institute gets the guidance from an array of reputed educationists from NUEPA, JAMIA, NCERT, SCERT, DIET and also from the head of the various schools. Practical training for students is provided in some of the most reputed schools in Delhi like, D.P.S, S.D.P.S, Malviya Public School, NGFS, Dev Samaj Model School, Andhra Education Society, Kendriya Vidhyalaya etc.

Students are encouraged to face interviews in 'Job Fair' organized by GGSIPU where the various reputed private schools came and it is the matter of pride that few of our students got selected in different schools for the coming academic session.

• **Recreational Activities**
➢ Educational Trip to NCERT was organized for all the students of IVS on 4th March 2014.
  ➢ A trip to Modern Art Gallery was organized for the ETE students in month of October 2013.

• **Infrastructure Facilities**
➢ **Labs:** The various labs in the Department namely education technology lab with N-Computing technology, computer lab, science lab, psychology lab, and S.U.P.W. lab are well equipped and constantly upgraded from time to time.
  ➢ **Library:** The institute also boasts of a computerized library with sufficient and latest number of books and a separate wing for ETE. Also facilities like INFLIB Net and DELNET are provided.

Non-Scholastic: We need a curriculum in which creativity, innovativeness and development of human being as a whole is needed in addition to learning in cognitive domain. Thus, development of co-scholastic aspects of the personality is also needed to be considered by each institution. Keeping this in view, IVS is organizing various Co-Curricular Activities for holistic development of their students.

• **Sports:** As we know, "Sound mind resides in sound body". The institute lays equal emphasis on sports and other extra curricular activities, which contributes to all round development of students. Awadh Annual Sports day was organized for the students of Awadh Centre of Education in which students participated in full swing and enthusiasm.

• **Cultural**
➢ We have provision for CCA in our time table & students are allotted different houses where inter house competition are held every week based on different themes like women empowerment, girl education, female foeticide etc.
  ➢ For providing wings to our cultural thoughts, IVS organized SPANDAN, our annual inter college cultural program. Students in large number participated from different colleges with great enthusiasm.
  ➢ Students are provided hands on practical training by involving them in S.U.P.W. and Art & Work Experience classes.
  ➢ Yoga classes are also held as a part of the CCA on a regular basis.

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> Students participated in various events in the Annual Fest of GGSIP University, "Anugoonj".
> Students participated in 'Dazzle', the inter college competition at Siri Fort, Rohini in various events like T-shirt Painting, Rangoli, Duet singing and Solo Singing competition.
> Two students participated in debate competition organized by Surajmal Memorial Society.

- **Community Work:** Students are encouraged to work for the community as a part of 'Community Service' for 20 hours. Our students are extending their services to NGO'S like Deepalaya, Blind school, Kutumb, Butterfly and various others NGO and gaining the appreciation of the community.

    Students of IVS (ETE & B.Ed) extended their services and associated with the NGO "The Earth Saviour Foundation" and were awarded appreciation certificate for the same.

- **Eco Club:** Environment conservation is a major agenda in our curriculum. Harit Prithvi is celebrated with great enthusiasm.

    All this would not have been possible without the dedicated work of faculty members.

FACULTY ACHIEVEMENT

Dr. NIRANJANA SOPERNA

> Member of Curriculum Development Review Committee of IGNOU.
> Member of B.Ed. Admission Committee of IGNOU.
> Presented a paper in an International Conference held at Khalsa College of Education, Amritsar in Nov.2013.
> Extended lecture on Inclusive Education at Jamia Millia Islamia in Nov 2013.
> Attended 5 days workshop on "Human Rights & Professional Ethics" organized by GGSIPU in 2013.
> Attended 2 days workshop on Development of lesson plan through NTeQ model on 26-27 April 2013.
> Research paper published at Awadh International Journal of Information technology and Education in March 2013.
> Member of NCTE, Inspection Team.
> Approved Ph.D Guide at IASE Sardarshar- Rajasthan.
> Approved NAAC Assessor.
> Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,
- **Instructional Leadership**
    - **Action Research**
    - **Recent Trends in Educational Technology**
    - **Right to Education**
    - **Theatre in Education**
    - **Micro Teaching**
    - **Research in Education**
    - **Techno - Pedagogic Competency**

Ms. RUBEENA KHAN

> Paper published in IJPE Volume-4, NO.1, January-2014 on "Parenting Styles Amongst Adolescents: A Comparative Study of Nuclear & Joint Families".
> Presented a paper in an International Seminar at IIMT in Jan. 2014.
> Research Paper accepted in International Conference held at Khalsa College of Education, Amritsar in Nov. 2013
> Invited as a judge for Mathematical Event "Cipher" held at Delhi Public School, Mathura Road, on 29th Oct 2013.
> Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,
- **Instructional Leadership**
    - **Action Research**

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- **Recent Trends in Educational Technology**
- **Right to Education**
- **Theatre in Education**
- **Micro Teaching**
- Research in Education
- **Techno - Pedagogic Competency**

Ms. PARUL MAHESHWARI

➤ Research Paper presented in National Conference being organized by the Regional Institute, Ajmer in Dec.2013.
➤ Attended 5 days workshop on "Human Rights & Professional Ethics" organized by GGSIPU in 2013.
➤ Research paper published in Jigyasa refered research journal in April, 2013.
➤ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,

- **Instructional Leadership**
- **Action Research**
- **Recent Trends in Educational Technology**
- **Right to Education**
- **Theatre in Education**
- **Micro Teaching**
- **Research in Education**
- **Techno - Pedagogic Competency**

Ms. ERAM AZIZ

➤ Qualified UGC NET June 2013.
➤ One research paper published in JIGYASA, BHU.
➤ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,

- **Instructional Leadership**
- **Action Research**
- **Recent Trends in Educational Technology**
- **Right to Education**
- **Theatre in Education**
- **Micro Teaching**
- **Research in Education**
- **Techno - Pedagogic Competency**

Ms. SEEMA SHARMA

➤ Registered in Ph.D
➤ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,

- **Instructional Leadership**
- **Action Research**
- **Recent Trends in Educational Technology**
- **Right to Education**
- **Theatre in Education**
- **Micro Teaching**
- **Research in Education**
- **Techno - Pedagogic Competency**

Mr. CHANDER BOSE

➢ Participated in national exhibition organized by All India Fine Arts Crafts Society
➢ Participation in group exhibition organized by Parikrama III at India Habitat Centre Visual Art Gallery.
➢ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,
  - **Instructional Leadership**
  - **Action Research**
  - **Recent Trends in Educational Technology**
  - **Right to Education**
  - **Theatre in Education**
  - **Micro Teaching**
  - **Research in Education**
  - **Techno - Pedagogic Competency**

Mr. TAFSEER ALAM

➢ Ph.D Thesis submitted.
➢ Completed advanced diploma in Urdu Mass Media from JNU.
➢ Two research papers published in Lingaya's and AIJITE respectively.
➢ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,
  - **Instructional Leadership**
  - **Action Research**
  - **Recent Trends in Educational Technology**
  - **Right to Education**
  - **Theatre in Education**
  - **Micro Teaching**
  - **Research in Education**
  - **Techno - Pedagogic Competency**

Ms. VIMMY AGGARWAL

➢ Presented a paper in an International seminar at IIMT in Jan. 2014
➢ Presented a paper in an International Conference held at Khalsa College of Education, Amritsar in Nov.2013.
➢ **Research paper published in an International Journal of Educational Chronicle in June, 2013.**
➢ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,
  - **Instructional Leadership**
  - **Action Research**
  - **Recent Trends in Educational Technology**
  - **Right to Education**
  - **Theatre in Education**
  - **Micro Teaching**
  - **Research in Education**
  - **Techno - Pedagogic Competency**

Ms. SHAILJA GUPTA

➢ Presented a paper in an International seminar on "Role of Social Media in influencing the Psychological behaviour of children" at IIMT in Jan.2014.
➢ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,

19th

- **Instructional Leadership**
- **Action Research**
- **Recent Trends in Educational Technology**
- **Right to Education**
- **Theatre in Education**
- **Micro Teaching**
- Research in Education
- **Techno - Pedagogic Competency**

Mr. VIKAS CHOUBEY

➢   Presented papers in National Seminar with International Paper Publication.
    ➢ Pursuing Post Graduate Diploma in Education & Technology from IGNOU.
    ➢ Participated in the series of events organized by IQAC (IVS) for faculty development programme, namely,
- **Instructional Leadership**
- **Action Research**
- **Recent Trends in Educational Technology**
- **Right to Education**
- **Theatre in Education**
- **Micro Teaching**
- Research in Education
- **Techno - Pedagogic Competency**

IQAC

The Institute takes many initiatives for faculty development. In order to ensure quality, a cell has been constituted named as IQAC (Internal Quality Assurance Cell).
Internal Quality Assurance Cell was established in the Institute in 2010 with the aim of imparting quality education. The cell has various committees which look after its different aspects which are as follows.

Internal Quality Assurance Cell (IQAC)

Mr. Khalid Hashmi (Director)	Chief Coordinator
Dr. Niranjana Soperna (Principal, IVS)	Coordinator

This Committee is divided into five sub committees:
1. Publications
    Dr. Niranjana soperna   (Chief Editor)
a. Journal

Ms. Rubeena Khan	(Deputy Editor)	Member
Ms. Eram Aziz	(Deputy Editor)	Member

b. Magazine

Ms. Vimmy Aggarwal	(Deputy Chief Editor)	Member
Mr. Chander Bose	(Editor)	Member
Ms. Eram Aziz	(Departmental Editor)	Member
Ms. Shailja Gupta	(Departmental Editor)	Member

c. Annual Report
      Ms. Parul Maheshwari   Coordinator
      Mr. Tafseer Alam   Member
      Mr. Chander Bose   Member

2. Research and Development Committee
      Ms. Parul Maheshwari   (Convener)   Member
      Ms. Seema Sharma   (Coordinator)   Member

3. Faculty Development Committee
      Ms. Rubeena Khan   (Convener)   Member
      Ms. Eram Aziz   (Coordinator)   Member

4. Students Welfare Committee
      Ms. Seema Sharma   (Convener)   Member
      Ms. Vimmy Aggarwal   (Coordinator)   Member

5. Extension Activity
      Mr. Tafseer Alam   (Convener)   Member
      Mr. Vikas Choubey   (Coordinator)   Member

6. Best Practices Committee
      Ms. Parul Maheshwari   (Convener)   Member
      Ms. Shailja Gupta   (Coordinator)   Member
      Ms. Vimmy Aggarwal   (Coordinator)   Member
      Ms. Seema Sharma   (Coordinator)   Member
      Mr. Tafseer Alam   (Coordinator)   Member
      Mr. Chander Bose   (Coordinator)   Member
      Mr. Vikas Choubey   (Coordinator)   Member

Another fact that is worth mentioning is that IQAC comes up with biannual journal , named, 'Awadh International Journal of Technology and education', under the able guidance of the convener, Mr. Khalid Hashmi. The journal acquaints the reader with informative research papers and articles, which in their turn provide food for thought for researchers, scholars, and educationists.

Faculty Development Programme: In order to promote faculty in their professional growth, seminars and workshops are held at regular intervals.

      ➤ Recently a faculty development programme was organized on the theme "Instructional Leadership". Dr. R.S. Tyagi (Associate Professor NUEPA) presided over this programme as a resource person, where faculties from various institutes of GGSIPU and SCERT, Delhi, participated in this programme.
      ➤ Also, FDP cell conducted an extension lecture, delivered by by Prof. Ilyas Husain of Jamia Millia Islamia, on the topic "Research in Education".
      ➤ Dr. Niranjana soperna shared her valuable thoughts on the topic "Techno-Pedagogic Competency".
      ➤ Prof. M.C. Sharma of IGNOU presided over the topic "Recent Trends in Educational Technology".

Faculty members are encouraged to participate and present their papers in seminars.
Laying emphasis on research and development, faculty members are motivated to publish research papers.

19th

Following activities are proposed For Faculty
- National seminar on "Developing Technologically Competent Teachers".
- Two days workshop on "NTeQ Model"
- A series of Lecture on:
  - Professional Ethics.
  - Value Education.
  - Development of resource material.
  - Development of life skills & soft skills.

For Students
- Educational trip to Pachmarhi & Jabalpur (MP).
- Extension lecture on communication skills.
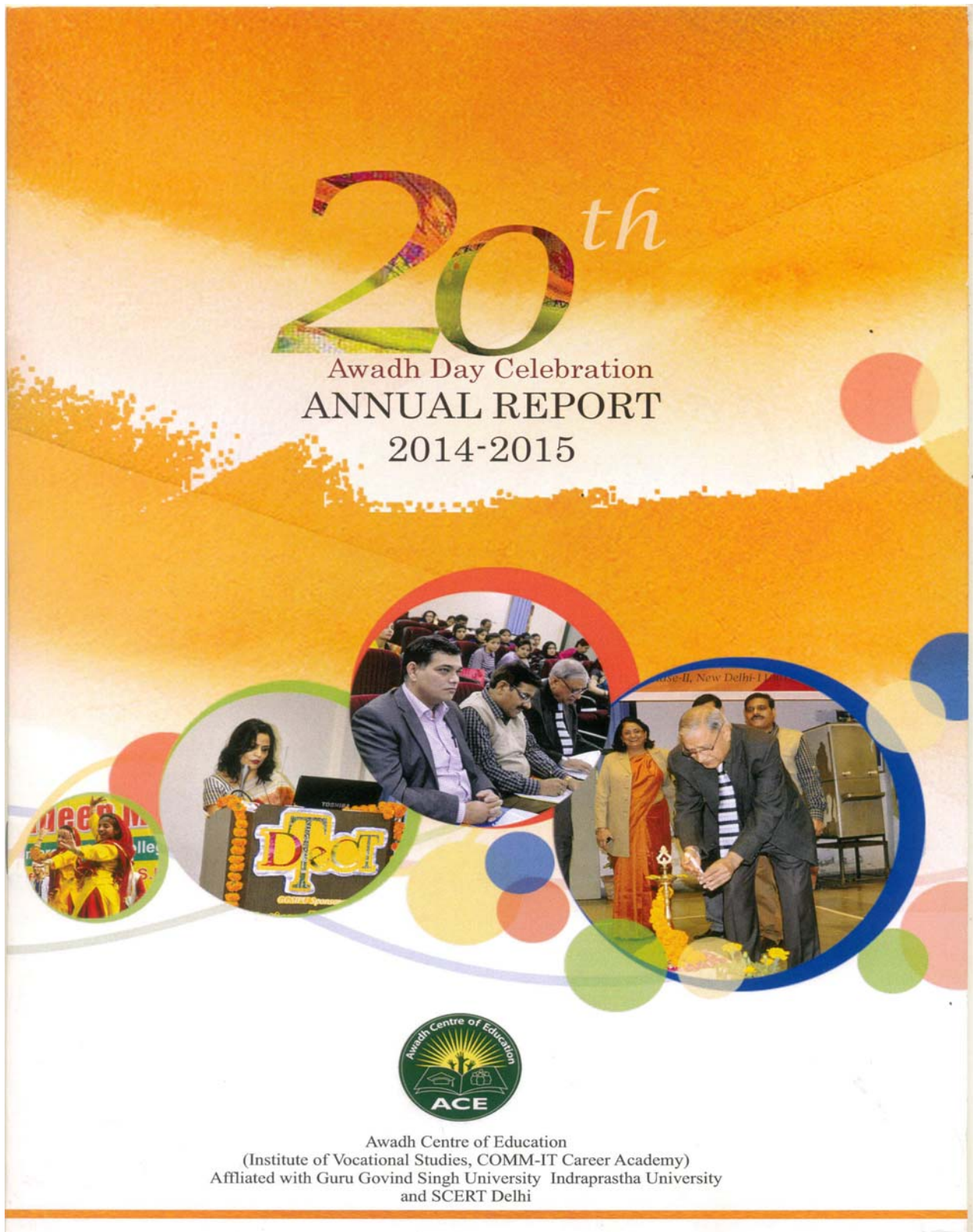- Extension lecture on continuous and comprehensive evaluation.

It is heartening to know that the efforts by one and all have borne fruits and quality which is reflected in all the aspects.
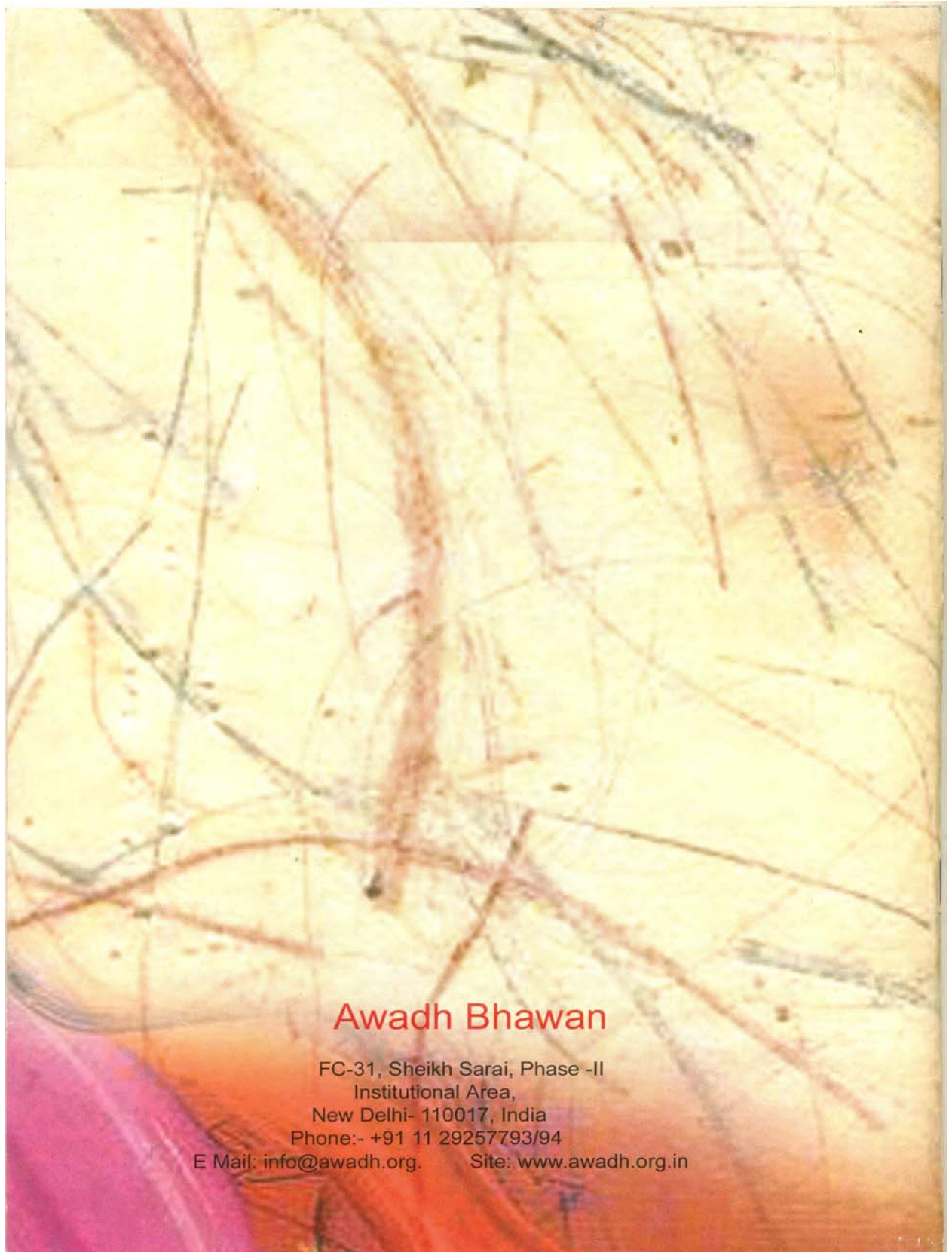
Awadh Bhawan

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Annual Report: 2014-15

ANNUAL REPORT
2014-2015

IVS TOPPERS

B.ED 2013-2014

S.NO	NAME	ENROLMENT NO	PERCENT AGE	POSITION
1	HAFSA AQIL	02713902113	83.81	Ist
2	MOHD. HAROON	00613902113	83.37	IInd
3	MONICA GANGULY	06713902113	81.43	IIIrd

ETE 2nd YEAR
BATCH 2012-14

S.NO	NAME OF STUDENT	POSITION	PERCENTAGE
1	RUBY KHANAM LODHI	I	82.23
2	HEENA ANSARI	II	78.61
3	MANISHA AJMANI	III	78.5

ETE 1st YEAR
BATCH 2013-15

S.NO	NAME OF STUDENT	POSITION	PERCENTAGE
1	ATIKA	I	81.23
2	PRITIKA VERMANI	II	78.76
3	AIMAN KHURSHEED	III	78.61

ANNUAL REPORT 2014-2015

"The teacher is the custodian and architect of the nation's future" - keeping this objective forward, Awadh Centre of Education was established to enhance the quality of education especially in the field of teacher education and computer application.

The two institutes namely INSTITUTE OF VOCATIONAL STUDIES AND COMM-IT CAREER ACADEMY are putting their full flourished efforts to disseminate quality education to all the sections of the society with main focus towards the economically weaker section and minority community.

INSTITUTE OF VOCATIONAL STUDIES (IVS)
PROGRAMMES:
* **D.El.Ed. (Affiliated to SCERT with intake of 50 students)**
* **B.Ed. (Affiliated to GGSIPU with intake of 100 students)**

IVS is a unit of Awadh Public Charitable Trust was started in 2002 with a prime objective to excel in the educational field with special focus on the minority community of the society.

The main aim of the organization is to make respectable, employable and responsible citizens who will contribute towards the holistic development of the society along with inculcating a value system among students, promoting the use of technology and a quest for excellence. The sincere and consistent efforts of all the faculty members are reflected in the ever new scaling heights and growth of the institution.

OUR PRIDE
* **Result**

In D.El.Ed. (IInd Year), 47 students appeared for the final examination in 2014 & all of them secured first division. Among them 22 students secured between 70-75%. So, D.El.Ed. (IInd Year) has got 100% result for the session 2012-2014.

In D.El.Ed. (Ist Year), 49 students appeared for the final examination & all of them secured first division. Pass percentage is 100%.

In B.Ed., 99 students were enrolled and appeared for the final examination held in May 2014, all secured first division and 58.59% of students got distinction. Pass percentage is 100%.

* **Placement and Achievements**

D.El.Ed.

Guest Teacher in Delhi Govt. Schools	Public School	Permanent Teacher in KVS	Higher Studies		CTET Cleared
Primary Teacher	Primary Teacher	Primary Teacher	M.A	B.A	
18	13	02	02	10	25
Total	32				

B.Ed.

Guest Teacher in Delhi Govt. Schools			Public School			Higher Studies		CTET
PGT	TGT	PRT	PGT	TGT	PRT	M.Ed.	Others	CLEARED
09	22	---	05	06	04	04	07	15
Total - 31			15			11		15
Grand Total -			72					

20th

Best Practices for Student Support

*   **Grievance Cell:** The objective of the Grievance Cell is to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute. Institute of Vocational Studies has a Grievance Redressal Cell to redress the grievance of its stakeholders. The Grievance cell is also empowered to look into matters of harassment. The cell redresses the grievances by sorting out the problems promptly and judiciously. The cell actively provides educational as well as personal guidance according to the necessity felt.

*   **Placement cell:** The Placement Cell functioning in the College is entrusted with the   ·
responsibility of :

*   Guiding students for placement in credible organization.

*   Conducting seminars, group discussions, and mock interviews as a part of career guidance and personality development.

*   Acting as an information center for students in job opportunities and competitive examinations like CTET and the like.

*   **Innovative Practices:** The eagerness to continually improve the educational experience of our students has been our motto. We are also aware of the fact as to how the teaching practices help shape the student learning experience and advance motivation and achievement. To bridge the gap between theory and practice and share more of teachers' expertise and experience and in ways that go beyond the mere exchange of information. Many innovative activities are practiced during curriculum transaction by faculty members such as effective integration of ICT, cooperative learning, adopting innovative models of teaching like NTeQ etc.

*   **Workshops and Extension lectures:** In this academic year, very useful and informative workshops & extension lectures were organized for the students on the following themes:-

*   Inclusive Education

*   A two days workshop on **"Theatre in Education"**

*   Workshop on **"Continuous and Comprehensive Education"**

*   A Cancer Awareness programme was organized by Indian Cancer Society, New Delhi for the students of IVS.

*   **Outreach & Extention Programmes:** The Institute of Vocational Studies, through its various activities, strives to help homeless- abandoned senior citizens, mentally disabled people and poor school going children. Following were the few initiatives undertaken by IVS:

*   The students of IVS actively participated in the initiative taken up by the Earth Saviour Foundation, an internationally recognized NGO.

*   A **Health Awareness Campaign** was undertaken by the students to promote health awareness amongst primary school children.

*   **Swachh Bharat Abhiyan** On the occasion of Swachh Bharat Abhiyan on October 02, 2014, IVS took forward the idea of clean India promoted by Government of India and spread awareness about cleanliness. This objective was fulfilled by "Nukkad Natak" at various places, i.e. school and metro stations. This program was launched under the supervision of college in which students divided themselves in groups and performed different activities.

*   **Cloth Distribution**: - Students donated clothes and camps were organized at various slum areas to distribute the clothes among the underprivileged.

* **Practical training:** The institute receives guidance from an array of reputed educationists of NUEPA, JAMIA, NCERT, SCERT, DIET and also from the head of the various schools and institutes. Practical training in various pedagogical skills is provided to students in various reputed schools like, D.P.S, S.D.P.S, NGFS, Kendriya Vidyalaya, MCDs and other Government and Public Schools.

* Recreational Activities
* Visit to the Parliament of India As per the curriculum of teacher education, to create sensitization among students for   society. A parliament visit was organized on December 09, 2014 by the college. The aim of the visit was to see the Lok Sabha proceeding and functioning of Government. This had helped students to learn about the working of the Parliament. Students also witnessed the Bill Pass debate and acceptance of different ideas. It also helped students to link with democratic process and adopt it in their lives.

* **A trip to Modern Art Gallery was organized for D.El.Ed. students in the month of October, 2014.**

* Infrastructure Facilities
* **Resource Centers: Resource Centers are the key features of the institute. The various resource centers in the department are:**
* **Education Technology Resource Centre with N-Computing technology**
* **Computer Resource Centre**
* **Language Resource Centre**
* **Science Resource Centre**
* **Mathematics Resource Centre**
* **Psychology Resource Centre and**
* **S.U.P.W. Resource Centre**
* **Library:** The institute is well nourished with a computerized library consisting of sufficient and latest collection of books, Journals, Encyclopedias', Magazine, News paper etc. with a separate section for D.El.Ed. and B.Ed. Facilities such as INFLIBNET and DELNET are also provided.

Non-Scholastic:
We require a curriculum that not only excels students approach towards cognitive domain but also focuses on creativity, innovativeness and development of human personality as a whole. Keeping this view in mind, a host of co-curricular activities have been organized during the year, to promote the competitive spirit and to bring out the talent of the students. IVS organizes various co-curricular activities from time to time and students are encouraged to participate for their all round development.

* **Sports:** The institute lays equal emphasis on sports and other extra curricular activities, which leads students to the path of all-round development of their personality. Awadh Annual Sports Day was organized on 13th and 14th Feb 2015 where an overwhelming number of students participated in various sports events. It develops a kind of enthusiasm and self-confidence in the students.

* **Cultural:** As we have given proper space and time to our co-curricular activities and students are grouped in different houses, so students are well informed and instructed about the various cultural activities and they are being grouped in four different houses where inter-house

*   **competitions** are held weekly on various themes like Cigarette Smoking is Injurious to Health, Women Empowerment, Swach Bharat Abhiyan, etc.
*   For improvisation of cultural thoughts, our institute organized **HARIT-SPANDAN 2015,** Annual inter-college cultural programme. Students with great enthusiasm of different colleges showed their talent through Painting, Junkyard, Poster Making, Quiz, Just a Minute, Audiovisual Presentation, Skit, Rangoli, etc.
*   In order to burst out academic stress, students are given practical training in S.U.P.W. in the form of clay modeling, candle making, painting, best out of waste, etc. which students enjoyed the most and the hidden talents comes out of their mind in the articles prepared by them.
*   Ultimate aim of humanity is the attainment of self-realization which could be possible with the help of Yoga. Considering the overall development of personality, students are given theoretical as well as practical training in Yoga which helps them in solving their health problems also.
*   Students have showed their talent in the annual festival of GGSIPU, i.e. **ANUGOONJ.**
*   Students participated in Dance, Street Play, Poetry Recitation, Creative Writing, One Act Play, Quiz, Debate, Just a Minute, Mr. and Ms. Anugoonj, Choreography, Nach Baliye, Collage Making, On the Spot Painting and reached the University level in couple of events.

*   **Community Work:** Students enthusiastically participated for the community work as a part of 'Community Service' for 20 hours. They extended their services to NGO's like Deepalaya, Blind School, Kutumb, Butterfly and various other NGO's.
*   **Eco Club:** Environment conservation is of major concern in our curriculum. For this, we celebrate Harit-Spandan with great enthusiasm. Various events were organized under the theme **"Swach Paryavaran"**

All this would not have been possible without the dedicated work of faculty members

FACULTY ACHIEVEMENT

Dr. NIRANJANA SOPERNA

*   Paper presented in the National Seminar organized by SCERT, Delhi in March, 2015 on the topic "Effectiveness of Constructivist Approach on the Achievement in Psychology Subject of B.Ed students".
*   Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
*   Five students of IASE, Sardarshar Rajasthan are pursuing Ph.D.
*   Member of Curriculum Development Review Committee of IGNOU.
*   Research paper published in JIGYASA, ISSN 0974-7648, Vol.VII, No.2, June, 2014 on the topic "Effect of Demographic Variables on the Academic Achievement of Economics Subject of 11th Class Students".
*   Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
*   Research paper published in AIJITE, ISSN: 2277-8985, Vol.III, Issue01, March, 2014 on the topic "Effect of Home Environment and Educational Institution on Gender Sensitization among Children".

* Member of B.Ed. Admission Committee of IGNOU.
* Member of NCTE, Inspection Team.
* Approved Ph.D Guide at IASE Sardarshar- Rajasthan.
* Approved Ph.D Guide at Mewar University, Chittorgarh, Rajasthan.
* Approved NAAC Assessor.
* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. RUBEENA KHAN

* Research paper presented in KIRAS on the topic "Virtual Reality in Education" on 14th March, 2015.
* Research paper presented in an International Conference on Education on NTeQ model .... At JMI on 24th & 25th February, 2015.
* Research paper published in First Impression with ISBN No.978-93-84869-29-8,2015 on the topic "NTeQ Model" At JMI on 24th & 25th February, 2015.
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. PARUL MAHESHWARI

* Post Graduate Professional Diploma in Special Education (Pursuing) from M.P. BHOJ, BHOPAL.
* Published a research paper on the topic "A Study of Adaptation of Innovative Pedagogy in Secondary Schools of North East India" A Multidisciplinary Refereed International Research Journal VAICHARIKI with ISSN No. 2249-8947 (Vol. No. IV, issue IV), Dec 2014.
* Attended 5 days faculty development programme on the topic "Incorporating Global Perspectives into Administration, Teaching & Research" Organized by Kamal Institute of Higher Education and Advanced Technology on 8-12 Dec, 2014.
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Pursuing certificate course on "Action Research in Education" from NCERT, Delhi

20th

* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. ERAM AZIZ

* Paper accepted for publication in Vaichariki by Banaras Hindu University with ISSN No. 2249-8947 on the topic "A Study of Perception Attitude and Awareness of Elementary School Science Teachers in the Use of Innovative Methods of Science Teaching".
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. CHANDER BOSE

* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
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* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. TAFSEER ALAM

* Ph.D (Edu.) awarded on the topic A Study of the NCERT Urdu Text Book …… from, D.B.H.P. Sabha, Madras in January, 2015.
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Participated in the series of events organized by IQAC (IVS)-

* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. VIMMY AGGARWAL

* Paper presented in the National Seminar organized by SCERT, Delhi in March, 2015 on the topic "Effectiveness of Constructivist Approach on the Achievement in Psychology Subject of B.Ed students".
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Research paper published in JIGYASA, ISSN 0974-7648, Vol.VII, No.2, June, 2014 on the topic "Effect of Demographic Variables on the Academic Achievement of Economics Subject of 11th Class Students".
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* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. SHAILJA GUPTA

* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Paper published in AIJITE with ISSN: 2277-8985, Vol.III, Issue02, September, 2014 on the topic "Participation of Students in CCA in KVs".
* Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. VIKAS CHOUBEY
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Post Graduate Professional Diploma in Special Education (Pursuing) from M.P. Bhuj, Indore.
* Post Graduate Diploma in Education Technology completed from IGNOU in 2013-2014.
* Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. SANGEET SHARMA
* Paper Published in ZENITH an International Journal with ISSN No. 2231-5780 on the topic "A Study of Impact of Micro-Teaching and Multimedia on B.Ed. Students" in December, 2014.
* Paper Published in GALAXI an International Journal with ISSN No 2347-6915 on the topic "Significance of Micro-Teaching and Multimedia for B.Ed. Students" in December, 2014.
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Paper Published in IJBAR an International Journal with ISSN No 2278-7143 on the topic "Language Teaching Learning Strategies Theory and Practice" May, 2014.
☐ Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.
* Ph.D. (Edu.) thesis submitted at Singhania University, Rajasthan on the topic "Effect of Micro-Teaching and Multimedia on B.Ed. Students".
* M.A. (Psychology) Pursuing from IGNOU.
* Participated in the series of events organized by IQAC (IVS)-
* GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".
* National Seminar on the theme "Values and Professional Ethics".
* Two days workshop on the theme "Inclusion of Special Children in Mainstream".
* Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".
* Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. SHIVANGI NIGAM
* Paper presented in the National Seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" in November, 2014.
* Authored Book entitled "ICT Mediated Education" (R.Lall, 2014), ISBN No. 978-93-83995-25-7.
* Presented Paper entitled " A comparative study of Domestic Violence among Urban and Rural Women in Relation to their level of education and Coping Strategies." In the 5th International Conference on :Education, Politics and Social Change", collaboratively organized at the University of Delhi by CESI, Gargi College, Institute of Home Economics and Regional Resource Centre for Elementary Education on November 16, 2014.
* Participated in the "One week Workshop on Data Analytics", organized by University School of Management Studies, GGSIP University, New Delhi from July 21 to 26, 2014.

*   Presented a paper in a National Seminar organized by IVS on "Values and Professional Ethics" in May, 2014.

*   Presented paper entitled "Inclusive Education: Role of teacher and teacher training institution" in National Seminar organised by IQAC Cell of C.R. College of Education, Rohtak on April 12, 2014.

*   Published paper titled "Interactive Board Technology- a tool in the hands of a teacher to make learning joyful" in Electronic International Interdisciplinary Research Journal (EIIRJ), a reviewed International journal. March-April 2014, Volume- III, Issues- II, ISSN: 2277-8721. IMPACT FACTOR (IIFS) 0.987.

*   Presented paper entitled "Interactive Board Technology- A tool in the hands of a teacher to make learning joyful" in National Seminar on Joyful Learning: Prospects and Challenges, organized by Maharaja Surajmal Institute, New Delhi on March 29, 2014.

*   Pursuing MA Psychology from IGNOU.

*   Participated in the series of events organized by IQAC (IVS)-

*   GGSIPU sponsored two days national seminar on the theme "Developing Technologically Competent Teachers".

*   National Seminar on the theme "Values and Professional Ethics".

*   Two days workshop on the theme "Inclusion of Special Children in Mainstream".

*   Two days workshop on the theme "NTeQ Model Integrating Technology for Inquiry Model".

*   Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

IQAC

The Institute takes many initiatives for faculty development. In order to ensure quality, a cell has been constituted named as IQAC (Internal Quality Assurance Cell).

Internal Quality Assurance Cell was established in the Institute in 2010 with the aim of imparting quality education. The cell has various committees which look after its different aspects which are as follows.

Internal Quality Assurance Cell (IQAC)

Mr. Khalid Hashmi	Chief Coordinator
Director	
Dr. Niranjana Soperna	Coordinator
Principal (IVS)	

This Committee is divided into six sub committees:

1. Publications

Dr. Niranjana Soperna	(Chief Editor)

a. Journal

Ms. Rubeena Khan	(Deputy Editor)
Ms. Eram Aziz	(Deputy Editor)
Mr. Anukool Bajpai	(Deputy Editor)

b. Magazine

Ms. Vimmy Aggarwal	(Deputy Chief Editor)
Mr. Chander Bose	(Editor)
Ms. Shailja Gupta	(Departmental Editor)

c. News letter

Ms. Shivangi Nigam	(Deputy Editor)
Mr. Chander Bose	(Deputy Editor)
Ms. Parul Maheshwari	(Member)

d. Annual Report

Ms. Parul Maheshwari	(Coordinator)
Mr. Tafseer Alam	(Member)
Mr. Chander Bose	

2. Research and Development Committee

Mr. Vikas Choubey	(Convener)
Mr. Tafseer Alam	(Coordinator)

3. Faculty Development Committee

Ms. Rubeena Khan	(Convener)
Ms. Eram Aziz	(Coordinator)
Ms. Shivangi Nigam	(Member)

4. Students Welfare Committee

Mr. Tafseer Alam	(Convener)
Ms. Vimmy Aggarwal	(Coordinator)

5. Extension Activity

Mr. Tafseer Alam	(Convener)
Mr. Vikas Choubey	(Coordinator)
Mr. Sangeet Sharma	(Member)

*   **IQAC** comes up with biannual journal, named, 'Awadh International Journal of Technology and Education', under the able guidance of the convener, Mr. Khalid Hashmi. The journal acquaints the reader with informative research papers and articles, which in their turn provide food for thought for researchers, scholars, and educationists.

*   Another fact that is worth mentioning is that IQAC comes up with biannual Newsletter, named, 'AYCON' under the able guidance of the convener, Mr. Khalid Hashmi. The Newsletter acquaints the reader with the various curricular and co-curricular activities of the institute.

Faculty Development Programme:
     In order to promote faculty in their professional growth, seminars and workshops are held at regular intervals.

*   The Institute of Vocational Studies, Sheikh Sarai, organized a Two-Day GGSIP University Sponsored Seminar on one of the most dynamic contemporary issues, 'DEVELOPING TECHNOLOGICALLY COMPETENT TEACHERS' to enable the teacher educators to perfectly blend, the traditional as well as contemporary ways and means of teaching, for the comprehensive development of the students' personality.

     The seminar provided an enriched exposure to the participants in the company of learned delegates from different fields of academia. A total strength of about 250 participants attended the seminar with great zeal and motivation. This Two-Day Seminar was thus, successful in touching upon some of the key issues associated with the technology integration in the contemporary educational environment, and helping the participants imbibe few skills out of the myriad of available technological opportunities.

     A National Seminar on "Values & Professional Ethics" was also organized, where Dr. R.S. Tyagi (NUEPA), Dr. P.Tripathi (IGNOU) were the chief resource persons.

Faculty members are encouraged to participate and present their papers in seminars.
Laying emphasis on research and development, faculty members are motivated to publish research papers.

ANNUAL REPORT
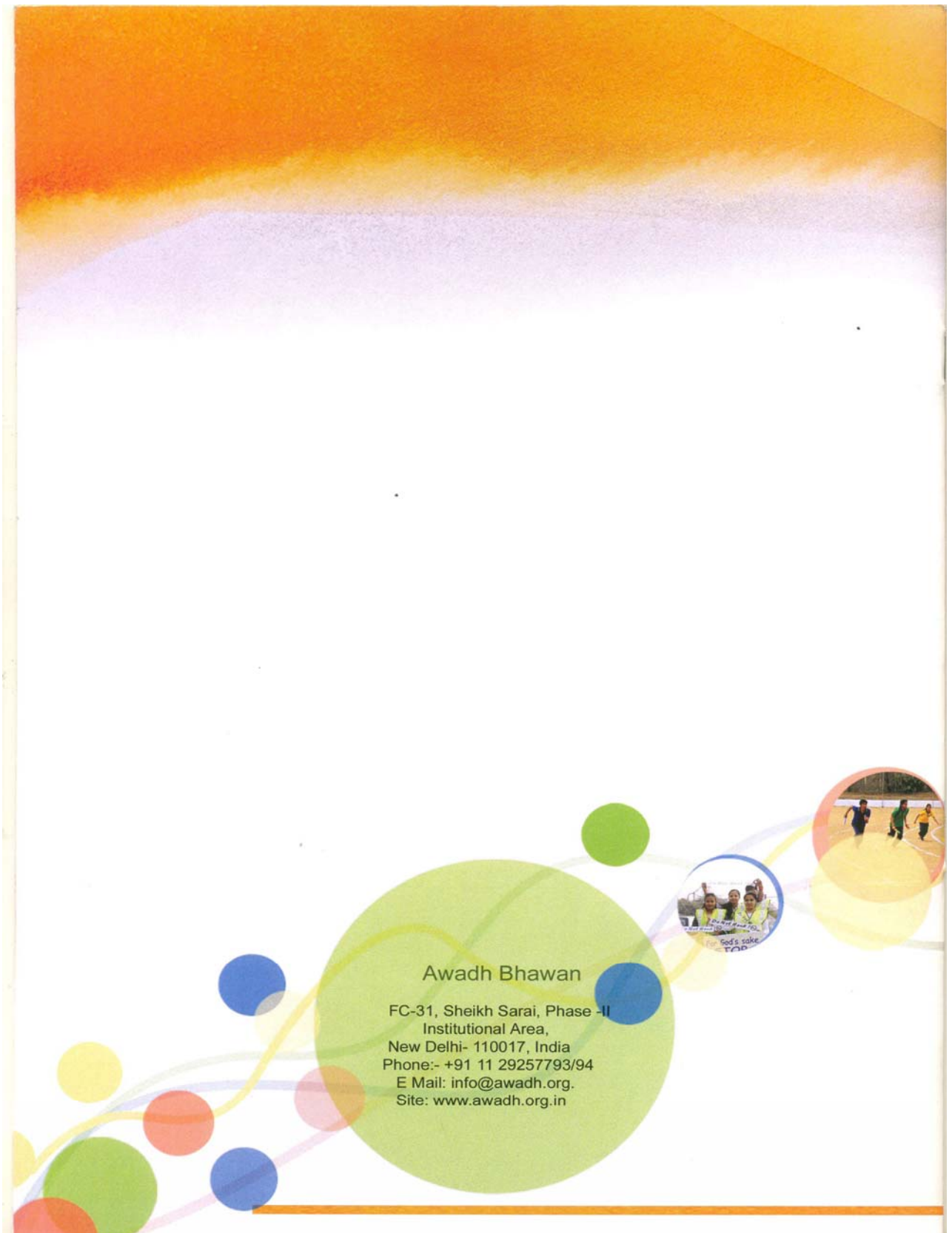**2014-2015**

Following activities are proposed
For Faculty
* A panel discussion on Inclusion of third gender in educational institution.
* International Conference on preparing quality educators for 21st century Global Education System.
* 5 days FDP on Capacity Building of Teachers by integration of ICT.

For Students
* Educational trip to Agra and Jaipur.
* Extension lecture on communication skills.

It is heartening to know that the efforts by one and all have borne fruits and quality which is reflected in all the aspects.

Awadh Bhawan

FC-31, Sheikh Sarai, Phase -II
Institutional Area,
New Delhi- 110017, India
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Site: www.awadh.org.in

ANNUAL REPORT: 2015-2016

"Educationist should build the capacities of the spirit of enquiry creativity entrepreneurial and moral leadership among student and become their role model"- keeping this objective forward, Awadh Centre of Education was established to enhance the quality of education especially in the field of teacher education.

The institute **INSTITUTE OF VOCATIONAL STUDIES** is putting it full flourished efforts to disseminate quality education to all the sections of the society with main focus towards the economically weaker section and minority community.

INSTITUTE OF VOCATIONAL STUDIES (IVS)

PROGRAMMES:

- **D.El.Ed. (Affiliated to SCERT with intake of 50 students)**
- **B.Ed. (Affiliated to GGSIPU with intake of 100 students)**

IVS is a unit of Awadh Public Charitable Trust was started in 2002 with a prime objective to excel in the educational field with special focus on the minority community of the society.

OUR PRIDE

Result

In D.El.Ed. 49 students appeared for the final examination 2015 & all of them secured first division. Among them 21 students secured above 70%. So, D.El.Ed. 2nd year has got 100% result for the session 2013-15.

LIST OF TOPPERS
D.El.Ed. 2nd YEAR BATCH 2013-15

S.NO	NAME OF STUDENT	ENROLMENT NO	PERCENTAGE	POSITION
1	ATIKA	SCERT-50593	76.07	I
2	PRITIKA VERMANI	SCERT-52333	75.84	II

3	AISHA ZAHID	SCERT-60542	75.23	III
4	AIMAN KHURSHEED	SCERT-50105	74.53	IV
5	SRISHTI GARG	SCERT-63264	74	V

In D.El.Ed. 1st year 49 students appeared for the final examination and 47students secured 1st division. Pass percentage 96%.

D.El.Ed. 1st YEAR BATCH 2014-16

S.NO	NAME OF STUDENT	ENROLMENT NO	PERCENTA-GE	POSITION
1	BHAWNA GIRI	SCERT-10539	71.13	I
2	MARIYA PARVEEN	SCERT-14967	69.82	II
3	WARDA SHAHROZ	SCERT-29138	69.30	III
4	DIVYA SINGHAL	SCERT-14696	68	IV
5	SUFIA SAIFI	SCERT-23085	67.73	V

In B.Ed. 99 students appeared for the final examination held in May, 2015 all secured 1st division and 70% of students got distinction, pass percentage is 100%

B.Ed. 2014-15

S.NO	NAME	ENROLMENT NO	PERCENTAGE	POSITION
1	KANIKA	02913902114	84.2	Ist
2	RADHA YADAV	02013902114	83.53	IInd
3	ALKA SINGH	04113902114	82.86	IIIrd

PLACEMENT

D.El.Ed. Programme

Guest Teacher in Delhi Govt. Schools	Public School	Permanent Teacher in KVS	Higher Studies		CTET Cleared
Primary Teacher	Primary Teacher	Primary Teacher	M.A	B.A	
26	15	02	02	10	25
Total - 43					

B.Ed. Programme

Guest Teacher in Delhi Govt. Schools			Public School			Higher Studies		CTET
PGT	TGT	PRT	PGT	TGT	PRT	M.Ed.	Others	Cleared
05	10	---	08	25	2		10	18
Total - 15			33			10		18
Grand Total - 76								

BEST PRACTICES FOR STUDENT SUPPORT

Placement Cell: The placement cell provides opportunities for students and guiding students for placement in reputed schools and NGOs.

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The Institute helps student to get jobs by organizing various campus placement drives from time to time. Very recently the institute had organized a placement drive in association with the NGO Ahvaan. The NGO is involved in providing basic primary education and remedial to the under privileged. The NGO was looking for teachers who could cater to the needs and provide remedial to primary school children.

The NGO had a proper interaction session and interview with the trainees. 10 students had been offered teaching positions in this prestigious NGO Ahvaan.

Workshops and Extension Lectures:

➢ A seven day faculty development programme on the topic "PROFESSIONAL DEVELOPMENT OF TEACHERS: VISION & NEED WITH REFERENCE TO THE NEW CURRICULUM" was organized from 20th-27th August, 2015

➢ A five day faculty development programme on the topic "RESEARCH IN EDUCATION" was organized from 14th to 18th December, 2015.

➢ A series of extension lectures was organized on different themes such as:-

● Art in Education by Mr.Pramod Kumar Sharma from NCERT, Delhi.

● Use of ICT in Open Distance Learning System by Dr. P. Tripathi from IGNOU, Delhi.

● Action Research by Mr. Vijay Kumar Arya from APEEJAY STYA University, Haryana.

➢ One day workshop organized in association with society - Art of Living on the theme "Peace and Harmony".

Outreach and Extension Programmes:

In order to extend a helping hand, students of IVS lend their services to an NGO.They donated warm clothes and food to underprivileged people. We believe that it is our duty to the society to help such people in need. In doing so, we thus, spread our message to the

society and the upcoming generation and help build their values and ethics; so that, they provide selfless service to the nation. Students of IVS also visited old age homes and taught adults.

➢ Students participated in health awareness program. They gave information about how to keep good health. They also explained people about importance of nutritious food, yoga, meditations and regular physical exercises in keeping good health.

➢ Students visited nearby NGO and collected data about their family and educational background.

➢ Students visited an NGO and distributed stationary items.

Educational Visits:

➢ Visit to the National Science Centre on 30th Oct 2015 to create scientific attitude among students.

➢ Visit to NCERT on 9th March, 2016.

Recreational Activities:

➢ A one day tour was organized to Pratapgarh Farms, Haryana on November 06, 2015 by the institute.

➢ Visit to Worlds of Wonder, Noida on 22nd January, 2016.

➢ Visit to International Crafts Mela, Surajkund on February 04, 2016.

Practical Training:

Preliminary School Experience –I

PSE – I was organized in the month of October 2015 in which all the B.Ed. and D.El.Ed. Students participated under the schools of Directorate of Education and MCD respectively, New Delhi. During their Internships students observed the roles of teachers,

responsibilities of administrative staff, teaching learning process, infrastructural facilities and decision making at school level.

Preliminary School Experience –II

PSE –II was organized in the month of February 2016 during this programme B.Ed. students observed school classrooms, Conducted Co-curricular Activities, participated in Continuous and Comprehensive Evaluation process of the school and Student also obtain information about various kind of ongoing counselling practices in the school.

During the same period D.El.Ed. First year completed rest of the practice of teaching and undergone critical observation, done by the faculty members. D.El.Ed. second year completed Community Based Rehabilitation.

Infrastructure Facilities

- **Resource Centers:** Resource Centers are the key features of the institute. The various resource centers in the department are:
  - ➢ Education Technology Resource Centre with N-Computing technology
  - ➢ Information and Communication Technology Resource Centre
  - ➢ Language Resource Centre
  - ➢ Science Resource Centre
  - ➢ Mathematics Resource Centre
  - ➢ Psychology Resource Centre and
  - ➢ S.U.P.W. Resource Centre

Institute added special ramp for children with special need.

Institute has increased the auditorium capacity.

Library: The institute has well nourished with a computerized library consisting of sufficient and latest collection of books, Journals, Encyclopedias', Magazine, News paper etc. with seating capacity of 130 students. INFLIBNET and DELNET facilities are also provided for teachers and students.

- Medical facility available for students and teachers.

Non-Scholastic:

We require a curriculum that not only excels students approach towards cognitive domain but also focuses on creativity, innovativeness and development of human personality as a whole. Keeping this view in mind, a host of co-curricular activities have been organized during the year, to promote the competitive spirit and to bring out the talent of the students. IVS organizes various co-curricular activities from time to time and students are encouraged to participate for their all round development.

- **Sports**: The institute lays equal emphasis on sports and other extra curricular activities, which leads students to the path of all-round development of their personality. Awadh Annual Sports Day was organized on 12th and 13th February, 2016 where an overwhelming number of students participated in various sports events. It develops a kind of enthusiasm and self-confidence in the students.

- **Anugoonj** is the annual festival of GGSIP university which is celebrated once in every academic year. The 17th Anugoong was celebrated in 2016. Our college Institute of Vocational Studies participates in Anugoong every year and this time also our college participated in the annual festival with great zeal and enthusiasm. A total of 40 students from our college participated in 20 events. Participants gave their best, but as it was a competition someone had to lose and someone had to win. Our student Jeffy John came through with flying colors. She was awarded the Second position in the English Writing competition. She made us feel proud as it was the first time in the history of IVS that a student won the English creative writing.

Cultural: As we have given proper space and time to our co-curricular activities and students are grouped in different houses, so students are well informed and instructed about the various cultural activities and they are being grouped in four different houses where inter-house competitions are held weekly on various themes like Cigarette Smoking is Injurious to Health, Women Empowerment, Swach Bharat Abhiyan, etc.

> ➢ For improvisation of cultural thoughts, our institute organized HARIT-SPANDAN –2016, Annual inter-college cultural programme. Students with great enthusiasm of different colleges showed their talent through Painting, Junkyard, Poster Making, Quiz, Just a Minute, Audiovisual Presentation, Skit, Rangoli, etc.
>
> ➢ In order to burst out academic stress, students are given practical training in S.U.P.W. in the form of clay modeling, candle making, painting, best out of waste, etc. which students enjoyed the most and the hidden talents comes out of their mind in the articles prepared by them.
>
> ➢ Ultimate aim of humanity is the attainment of self-realization which could be possible with the help of Yoga. Considering the overall development of personality, students are given theoretical as well as practical training in Yoga which helps them in solving their health problems also.
>
> ➢ Students participated in Dance, Street Play, Poetry Recitation, and Creative Writing.

Eco-Club: Environment conservation is of major concern in our curriculum. For this, we celebrate Harit-Spandan with great enthusiasm. Various events were organized under the theme "SwachParyavaran"

All this would not have been possible without the dedicated work of faculty members.

FACULTY ACHIEVEMENT

Dr. NIRANJANA SOPERNA

Paper Published

- Paper published in Proceedings of State Council of Educational Research and Training with ISBN No.: 978-93-85943-28-7 March, 2016, titled, "Role of NGO Nai Disha in Primary Education with Reference to Special Training Provided for Out of School Children (OoSC)- A Case Study."

- A Research paper published on the topic "Integration of ICT in Teaching for Promoting Inclusion: Exploring the Awareness of Teachers" with ISSN No. – 2393-9931 in an International Conference organized by Rani Durgavati University, Jabalpur on 21st to 23rd November, 2015.

- Paper published in National Seminar with titled 'Relevance of Skillful teaching-learning of Students in context of Indian Classrooms' organized by KIIT College of Education, held on 13th March'2015.

- One research paper published in *Shareing of Innovative Practices in Education* (ISBN No (978-81-930249-1-1) on the topic " Effectiveness of Constructivist Approach on the achievement in Psychology Subject of B.Ed. Students" published by SCERT (GOVT. Of DELHI) Delhi in March 2015.

- One Research paper published in *Awadh International Journal of Information Technology and Education (AIJITE)* ISSN: 2277-8985,vol IV issue I on the topic "A Comparative Study of NET qualified and NET appeared candidates in Relation to the Demographic Variable", in March 2015

Ms. RUBEENA KHAN

- **Ph.D. Theses Submitted in the month of March, 2016.**

Paper Published

- Paper published on the topic "Comparison of nutrient content between Mid-day Meal and Lunch Box & their contribution towards the Daily nutrient intake of

11-14 years old female students on Govt. and private school" in international journal of Scientific Research and Development ISSN-2321061, Vol IV, issue I, March, 2016.

- Paper published on the topic "Role of social media in shaping the psychological behaviour of children" in AIJITE March, 2016.

- Research paper published in First Impression with ISBN No. 978-93-84869-29-8,2015 on the topic "NTeQ Model" at JMI on 24th & 25th February, 2015

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper on Innovative Technologies in Teacher Education at KIIT in February, 2016.

- Research paper presented in an International Conference on Education on comparison of traditional method of teaching with NTeQ Model of teaching" at JMI, on 24th and 25th February, 2015.

- Research paper presented in KIRAS on the topic "Virtual Reality in Education" on 14th March, 2015.

- Paper presented in national seminar organized by Kamal Institute, on the topic "Professional Development of Teachers" on February, 2015.

- Paper presented in national seminar organized by IDEAL Institute on the topic "Role of social media in shaping the psychological behaviour of children" on January, 2015.

Seminar / Workshop / Conferences / FDPs attended

- Attended a two day workshop on "Quantitative methodology in Social Science Research" organized by JMI on 2nd & 3rd April, 2016

- Attended an International Conference on Education held in JMI 24th and 25th February, 2015.

- One day orientation programme attended on "Psycho Practical & Action Research of GGSIPU" organized by LLDIMS on 28th August, 2012.

- One day faculty development programme attended on "Communication Skills" organized by Kamal Institute of Higher Education & Advance Technology, New Delhi on 30th March, 2012.

- Three days National seminar attended on "Implementation of Right to Education Act 2009: Challenges and Remedied" on 12th – 14th March, 2012 organized by SCERT, New Delhi.

- One day national seminar on "Cloud Computing" organized by Comm-IT, Career Academy, on 22nd February, 2012.

- Two days workshop attended on "How to Conduct Research" organized by Institute of Vocational Studies on 9th & 10th February, 2012.

- One day national seminar attended on the theme "Recent Trends of E-Learning Development" on 11th April, 2011, organized by Comm-IT, Career Academy, New Delhi.

- Two days seminar attended on "Researches in Education" organized by Jamia Millia Islamia, New Delhi on 25th to 26th May, 2010.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. PARUL MAHESHWARI

- **Completed online certificate course on Action Research in Education from NCERT, Delhi.**

- **Completed Post Graduate Diploma in Special Education(H.I.) from M.P. Bhoj Open University, Bhopal.**

Paper Published

- A Research paper published on the topic "Integration of ICT in Teaching for Promoting Inclusion: Exploring the Awareness of Teachers" with ISSN No. – 2393-9931 in an International Conference organized by Rani Durgavati University, Jabalpur on 21st to 23rd November, 2015.

- Published a research paper on the topic "A Study of Adaptation of Innovative Pedagogy in Secondary Schools of North East India" A Multidisciplinary Referred International Research Journal VAICHARIKI with ISSN No.2249-8947 (Vol. No. IV, issue IV), Dec 2014.

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented a paper in two days seminar on the theme "Professional Ethics and Human Values in Teachers" organized by Kamal Institute of Higher Education and Advance Technology, New Delhi on 30-31 March, 2015.

Seminar / Workshop / Conferences / FDPs attended

- Participated in four days workshop on the theme "CCFIS Cyber Security" organized by COMM-IT Career Academy on 18-21 January, 2016

- Two days workshop attended on the theme "Ethics in Teaching" organized by National Law University, Dwarka on 16th – 17th October, 2015.

- Attended five days faculty development programme on the topic "Incorporation Global Perspectives into Administration, Teaching and Research" organized by Kamal Institute of Higher Education and Advanced Technology on 8th to 12th December, 2014.

- Attended One day National Seminar on "Values and Professional Ethics" organized by Institute of Vocational Studies, New Delhi on 5th may 2014.

- Participated in the series of events organized by IQAC (IVS) for faculty development program.
- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. ERAM AZIZ

Paper Published

- Paper published in Proceedings of State Council of Educational Research and Training with ISBN No.: 978-93-85943-28-7 March, 2016, titled, "Role of NGO Nai Disha in Primary Education with Reference to Special Training Provided for Out of School Children (OoSC)- A Case Study."
- Paper published in Refereed Research Journal Research paedia, ISSN No. 2347-9000, Volume 3 ,No.1 Jan 2016, titled, "A Comparative Study of Cultural Effect on Introversion and Extroversion Trait of Muslim and Non Muslim Adolescence Girls."

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper in National Seminar on "Excellence in Education-Special Significance to Teacher Education" organized by Amity Institute of Education, Saket.
- Presented paper in NAAC sponsored National seminar on "Quality Assurance in Teacher Education" at Hrishikesh.
- Presented paper in NAAC sponsored National Seminar on "Innovative Practices to Enhance Teaching Learning Process"at Institute of Vocational Studies, Shiekh Sarai.

- Presented paper on ICT and Education at IASE, sardarshahr,Rajasthan.

- Presented paper on "Quality in Higher Education: Identifying,Developing and Sustaining Best Practices" ,at Amity Institute of Education,Saket ,New Delhi.

Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. VIMMY AGGARWAL

- **Completed online certificate course on Action Research in Education from NCERT, Delhi.**

Paper Published

- Paper published in Refereed ISBN No. of SCERT in February 2015,titled," Effectiveness of Constructive Approach on the Achievement In Psychology Subject of B.Ed. Students".

- Paper published in Refereed Journal Awadh International Journal Of Information Technology And Education ,ISSN 2277-8985, Volume3, Issue 1,March 2014,titled,"Effect of Home Environment And Educational Institutions On Gender Sensitization Among Children ".

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper in National Seminar on "Role of Virtual Reality In Education" organized by Kalka Institute For Research And Advanced Studies, Alaknanda, held at 14th March,2015.

Seminar / Workshop / Conferences / FDPs attended

- Attended two days workshop on "How to Conduct Research" on 9th & 10th Feb, 2012.at IVS.

- Attended various lectures and workshops organized by Awadh Centre of Education.

- Participated in GGSIPU Sponsored National Seminar on the topic 'Developing Technologically Competent Teachers' organized by Institute of Vocational studies.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

MS. SHAILJA GUPTA

Paper Published

- Paper published on the topic "Role of social media in shaping the psychological behaviour of children" in AIJITE March, 2016.

- Paper published in AIJITE with ISSN: 2277-8985, Vol.III, Issue02, September, 2014 on the topic "Participation of Students in CCA in KVs".

Paper Presented

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.

- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

Seminar / Conference / Orientation / FDP Attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. VIKAS CHOUBEY

- **Completed Post Graduate Diploma in Special Education (V.I.) from M.P. Bhoj Open University, Bhopal.**

Paper Published

- ARTICLE -"Issues in quality teacher education in India" in ANUSILANA , VOL XXXVIII,2011,ISSN 0973 – 8762
- "Understanding and Prevention Burnout among Social Science Teachers in Schools" in The Eternity Vol III, Issue

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.
- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. SANGEET SHARMA

Paper Published

- 'Perception of Students and Teachers of Secondary Stage on Relevance and Significance of Value Education and their Implementation' published in "Electronic International Interdisciplinary Research Journal" (EIIRJ), ISSN 2277-8721, Mar- April 2015.
- 'A Study of Rabindranath Tagore's Philosophy of Education' published in International Refereed Research Journal –Education "Pramana" (ISSN : 2249-2976) Year-3, Issue-12 (Apr.-Jun. 2014)
- A Study of Impact of Micro-Teaching and Multimedia on B.Ed. Students' in ZENITH International Journal of Multidisciplinary Research, ISSN 2231-5780, Vol.4 (12), December (2014)

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper titled as 'Perception of B.Ed. Teacher Trainees and Teacher Education-Relevance and Significance of Value Education and their Implementation' in D.G.H.E Sponsored National Seminar on "Emerging Role of Teacher Education: Global and National Perspective" at Rao Lal Singh College of Education, Sidhrawali, Gurgaon, Haryana ,held on 14th March,2015.
- Presented paper titled as 'Relevance of Skilful teaching-learning of Students in context of Indian Classrooms' in National Seminar on "Teacher Education-Today and Tomorrow" at KIIT College of Education , held on 13th March'2015.
- Presented paper titled as 'Perception of B.Ed. Teacher Trainees and Teacher Education-Relevance and Significance of Value Education and their

Implementation' in GGSIPU Sponsored National Seminar on "Developing Technologically Competent Teachers" at Institute of Vocational Studies(Affiliated to GGSIPU), held on 28th and 29th November'2014.

Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. SHIVANGI NIGAM

Paper Published

BOOKS

- ICT Mediated Education (R.Lall, 2014), ISBN No. 978-93-83995-25-7 Volume-I.

- ICT Mediated Education (R.Lall, 2014), ISBN No. 978-93-83995-25-7, Volume-II.

PAPERS

- Published paper titled "Application of Classical Conditioning theory in checking the problem of indiscipline among grade vi students - A case study" in Eduquest-An International refereed journal in Education. Volume 2, Issue II, July-December issue 2013, ISSN: 2277-3614.

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper entitled "Interactive Board Technology- A tool in the hands of a teacher to make learning joyful" in National Seminar on Joyful Learning:

Prospects and Challenges, organized by Maharaja Surajmal Institute, New Delhi on March 29, 2014.

- Presented paper entitled "Inclusive Education: Role of teacher and teacher training institution" in National Seminar organised by IQAC Cell of C.R. College of Education, Rohtak on April 12, 2014.

Seminar / Workshop / Conferences / FDPs attended.

Participated in the series of events organized by IQAC (IVS) for faculty development program.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Ms. MAHAJABEEN FATMA

Seminar / Workshop / Conferences / FDPs attended

- Group Exhibition – "Pathfinder" An Exhibition Mela, Lalitkala Academy, Regional Centre, Lucknow, In Octber 2015
- Group Exhibition – Astitva ' Who am I…?' Agroup exhibition on the association of International women's day, Kala srot Creating community Through Art Gallery, Lucknow in March 2015.
- Group Exhibition - Creative Venture, Muinuddin Art Gallery, A.M.U Aligarh, in February 2015.
- Group Exhibition- LalitkalaAkademy, Regional Centre, Lucknow, In January 2015.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. PAWAN MISHRA

Paper Published

- One research paper has published in International Journal with the title of "शिक्षा के विकास में गैर सरकारी संस्थाओं की भूमिका का समीक्षात्मक अध्ययन"

Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented a paper on the theme "Professionalism for Sustainable Development Barriers and Pathways" organized by LLDMIS on 12th – 13th February, 2015

- Presented a paper in two days national seminar on the theme "Teacher Education in India : Present Status and Future Challenges" organized by Chhatrapati Sahuji Maharaj University on 8th – 9th March, 2014.

Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mrs. ROOPALI CHARAN

Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Mr. TAFSEER ALAM

Paper Published

- Co-authored paper published in Lingya's Journal of Professional Studies, VOL-VI, No.-2, Jan-June-2013, on the topic "Urdu Language Text Book As a Source of National Integration: A Content Analysis of Class VI Text Book of NCERT".

- Co-authored paper published in Vaicharki ISSN 2229-8907, Vol-II, Issue I, March 2012, on the topic "Implication of CCE for Elementary Stage".

Seminar / Workshop / Conferences / FDPs attended

- Attended three day national seminar on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on 12th – 14th March, 2012.

- Attended one day national seminar on "Cloud Computing" organized by Comm-IT Career Academy on 22nd February, 2012.

- Participated in two days workshop on the topic "How to Conduct Research" organized by Institute of Vocational Studies on 9th & 10th February, 2012

- Participated in one day national seminar on the topic "Effective Pedagogies for Elementary Education" on 23rd January, 2012.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

IQAC

The Institute takes many initiatives for faculty development. In order to ensure quality, a cell has been constituted named as IQAC (Internal Quality Assurance Cell).

Internal Quality Assurance Cell was established in the Institute in 2010 with the aim of imparting quality education. The cell has various committees which look after its different aspects which are as follows.

PROGRAMME ADVISORY AND IMPLEMENTATION COMMITTEE

Internal Quality Assurance Cell (IQAC)

Mr. Khalid Hashmi   Chief Coordinator

Director

Dr. Niranjana Soperna   Coordinator

Principal (IVS)

This Committee is divided into six sub committees:

1. Publications

Dr. Niranjana Soperna   (Chief Editor)

a. Journal

Ms. Rubeena Khan	(Deputy Chief Editor)
Ms. Eram Aziz	(Member Editorial Board)
Ms.Shailja Gupta	(Member Editorial Board)

b. Magazine

Ms. Vimmy Aggarwal	(Deputy Chief Editor)
Ms. Mahajabeen Fatma	(Editor)
Ms. Shailja Gupta	(Departmental Editor)

c. News letter

Ms. Shivangi Nigam	(Deputy Editor)
Mr. Vikas Choubey	(Deputy Editor)
Ms. Parul Maheshwari	(Member)

d. Annual Report

Ms. Parul Maheshwari	(Coordinator)
Mr. Sangeet Sharma	(Member)
Mr. Vikas Choubey	(Member)

2. Research and Development Committee

Mr. Vikas Choubey	(Convener)
Mr. Sangeet Sharma	(Coordinator)

3. Faculty Development Committee

Ms. Rubeena Khan	(Convener)
Ms. Eram Aziz	(Coordinator)
Ms. Shivangi Nigam	(Member)

4. Students Welfare Committee

Mr. Sangeet Sharma   (Convener)

Ms. Vimmy Aggarwal   (Coordinator)

5. Extension Activity

Mr. Pawan Kumar Mishra   (Convener)

Mr. Vikas Choubey   (Coordinator)

Mr. Sangeet Sharma   (Member)

6. Best Practices Committee

Ms. Parul Maheshwari   (Convener)

Ms. Vimmy Aggarwal   (Coordinator)

Mr. Vikas Choubey   (Coordinator)

Ms. Shailja Gupta   (Coordinator)

Mr. Mahajabeen Fatma   (Coordinator)

Mr. Pawan Kumar Mishra   (Coordinator)

Mr. Sangeet Sharma   (Coordinator)

- IQAC comes up with biannual journal named, 'Awadh International Journal of Technology and Education', under the able guidance of the convener, Mr. Khalid Hashmi. The journal acquaints the reader with informative research papers and articles, which in their turn provide food for thought for researchers, scholars, and educationists.

- Another fact that is worth mentioning is that IQAC comes up with biannual Newsletter, named, 'AYCON' under the able guidance of the convener, Mr. Khalid Hashmi. The Newsletter acquaints the reader with the various curricular and co-curricular activities of the institute.

Faculty Development Programme: In order to promote faculty in their professional growth, seminars and workshops are held at regular intervals.

- ➢ A seven day faculty development programme on the topic "PROFESSIONAL DEVELOPMENT OF TEACHERS: VISION & NEED WITH REFERENCE TO THE NEW CURRICULUM" was organized from 20th-27th August, 2015
- ➢ A five day faculty development programme on the topic "RESEARCH IN EDUCATION" was organized from 14th to 18th December, 2015.
- ➢ A series of extension lectures was organized on different themes such as:-
  - Art in Education by Mr.Pramod Kumar Sharma from NCERT, Delhi.
  - Use of ICT in Open Distance Learning System by Dr. P. Tripathi from IGNOU, Delhi.
  - Action Research by Mr. Vijay Kumar Arya from APEEJAY STYA University, Haryana.
- ➢ One day workshop organized in association with society - Art of Living on the theme "Peace and Harmony".

Faculty members are encouraged to participate and present their papers in seminars. Laying emphasis on research and development, faculty members are motivated to publish research papers.

Following activities are proposed

For Faculty

- ➢ A panel discussion on privatization of education.
- ➢ A panel discussion on NCTE regulation 2014

For Students

- ➢ 5 Days Educational trip to Pachmarhi and Jabalpur (M.P.)
- ➢ Educational Film

✍ *Faculty Profile*

DR. NIRANAJANA SOPERNA
<u>**Principal Education Dept**</u>.
INSTITUTE OF VOCATIONAL STUDIES
(Awadh Centre of Education)
FC-31, Sheikh Sarai, Phase II,
New Delhi-110 017.
E-mail: niranjana.soperna@gmail.com
        educationivs@gmail.com
 	
Contacts: +91 98101 65275
        +91 92124 65275
	Address:
	51, First Floor,
	M2K White House,
	Sector 57, Gurgaon.

Chief Editor of Awadh International Journal of Information Technology and Education (ISSN:2277-8985)/**P**h.D guide /**P**rincipal/ **P**rofessor/ **NAAC** Assessor /**NCTE** Expert / **IGNOU** Program In charge Coordinator/ **M**ember in the panel and admission committee of IGNOU Delhi/ **M**ember in the panel of GGSIP Delhi/ **M**ember in the panel of SCERT Delhi/ **M**ember in the panel MDU Rohtak over **16 Y**ears of Experience with various Universities.

Profile

ICT enabled Learning is emerging as a heavily learner-centric, emphasizing pervasive and personalised learning technology. Affective learning outcome is a nutshell; involve Interest, Attitude, Motivation and Values etc. Our aim is to prepare professional and humane teachers, who can used in the all round development of a child by using bio physical signals and psychological principles. My Doctorial Research was on the "*Study of Personality Factors of High and Low Creative Adolescent Girls*" and also published

research papers on various topics in the National and International Journals, and to help next Generation to implement results in Education Industry.

Under my leadership our annual magazine, a biannual E-News letter and a referred International Journal by the name of "Awadh International Journal of Information Technology & Education" (http://www.awadh.org.in/journal) has been started. The aim of the Publication is to discover the answers of the queries through the application of scientific procedure through research and to find the hidden truth which has not been discovered as yet. Selective and Original research papers have been published to give the roadmap to the researcher about the latest technology and the activities happening in the Education system.

My infatuation is to contribute articles online and in various Journals in regular basis. Complement & criticism makes my article more effective and bold. I believe that collaborative learning is the best learning approach of knowledge sharing.

As a Principal I've created a Technology Platform to amuse learning pedagogy anytime anywhere (24X7) by implementing E-learning Portal for Students and Staff (http://e.awadh.org.in/forms/home.aspx).This Learning Management System unanimously for mentoring. It is keep updating as per requirement. And also established Placement Cell, Women Cell and Guidance & Counseling cell to help the Student Fraternity. In addition to this:

- Education Department awarded **"A"** grade by the NAAC and DHE.
- Elementary Teacher Education Program (SCERT) started.
- Four different IGNOU Programs started and running successfully.
- Two Programs (B.Ed. additional & M.Ed.) are under process.
- Two Villages adopted for Extension Activity and Community Work.
- Organized NAAC sponsored national level conference on innovative practices to enhance teaching learning process.

- Organized GGSIP University sponsored national level conference on Developing technologically competent teachers.
- Organized a two days national level workshop on How to conduct research in education.
- National level seminar on Instructional Leadership
- Organized national level seminar on Human values and professional ethics.
- Established separate publication unit and started journal,magazine and news letter.
- Completed 2 minor research projects on Implementation of RTE and CCE.

Prior to that, I was Associate Professor in Gold Field College of Education, Faridabad, affiliated to MD University .I was esteemed as head of Research Division and I had guided many dissertations. I had deep exposure on ICT Enabled Learning during that period.

Prior to that, I was Reader and Principal in Shyam College of Education, Faridabad. During this time, I had reviewed the curriculum of practical subjects and forwarded to affiliating University and also worked as freelancer / consultant for a college of CCS University. Budgeting, planning, curriculum designing, coordination & conduction and implementation were my main focused work.

Prior to that, I was Reader and Principal in Aravali Institute of Advanced Studies in Education, Faridabad. During this time, I had started M.Ed programme and also added additional intake of 100 students in existing B.Ed. programme.

From July 2004 to December 2006, I had worked as senior lecturer in Manav Rachana College of Education, Faridabad. During that period I had developed learning material of Educational Technology for students and also attended refresher course of UGC organized by Jamia Millia Islamia, Delhi and contributed article on quality enhancement in education and role of NAAC, in National level Journal published by Jamia Millia Islamia.

Prior to that, I had worked with many Institutions which are affiliated to various Universities such as Ishan Institute of Management and Technology, Greater Noida (CCS University),Kalka Institute of Advanced Studies in Education ,Delhi(GGSIP University) and MJRP college of Education(University of Rajasthan)as program in charge and faculty member.

Work Experiences	
Institute of Vocational Studies [Awadh Public Charitable Trust] **New Delhi**	**Principal & Head (E-Learning)** Institute of Vocational Studies Affiliated to Guru Gobind Singh Indraprastha University & Approved by Govt. of NCT of Delhi From January 2009 till dates
Gold Field College of Education [Faridabad]	**Associated Professor & Head** Gold field college of Education, (P.G.) Affiliated to M.D. University, Rohtak From August 2008 to January 2009
Shyam College of Education [Faridabad]	**Associated Professor & Principal** Shyam College of Education Affiliated to M.D. University, Rohtak From Nov 2007 to July 2008
Aravali Institute of Advance Studies in Education [Faridabad]	**Associated Professor & Principal** Aravali College of Advance Studies in Education(P.G.) Affiliated to M.D. University, Rohtak From January 2007-Nov 2007
Manav Rachana College of Education [Faridabad]	**Lecturer with senior grade** & Head Manav Rachana College of Education (P.G.) Affiliated to M.D. University, Rohtak

	From July 2004- Dec.2006
I.I.M.T. [Greater Noida**]**	**Sr.Lecturer & Head** Dept. of Education Ishan Institute of Management and Technology Affiliated to C.C.S. University, Meerut From Dec.2003-June2004
K.I.R.A.S. Kalka Group of Institutions, [New Delhi]	**Sr.Lecturer** Dept. of Education **,**Kalka Institute of Research and Advanced Studies Affiliated to Guru Gobind Singh Indraprastha University & Approved by Govt. of NCT of Delhi From Oct.2003-Nov.2003
M.J.R.P. College of Education [Jaipur, Raj.]	**Lecturer & Head** Mahatma Jyoti Roa Phoole College of Education Affiliated to University of Rajasthan ,Jaipur From Dec. 1997-Aug.2003
Modern Higher Sec. School [Alwar, Raj.]	**PGT, Science** Modern Higher Sec. School, Alwar Affiliated to CBSE ,Delhi From July 1996-Nov.1997
**Achievements**
Editor in Chief	• Established a separate publication unit under IQAC and started journal, magazine and news letter. • Awadh International Journal of Information Technology and Education (AIJITE) (www.awadh.org.in/journal)

	(Refereed International Journal)ISSN: 2277-8985 • Awadh Radiance, annual college magazine • Awadh Youth Connect, biannual e-news letter (www.awadh.org.in/journal)
Sr. Consultant	• NCTE Recognition • University Affiliation Process
Research Guide	• More than 20 students completed M.Ed dissertation • More than 20 IGNOU M.A.(Education) students completed dissertation • 05 students completed M.Phil. in education • 5 Students of IASE Deemed University pursuing Ph.D. • One student of Mewar University pursuing Ph.D • One student of Mahaveer trirthankar university pursuing Ph.D
Honorary Examiner	• Guru Gobind Singh Indraprastha University, New Delhi • M.D. University, Rohatak ,Haryana • Indra Gandhi National Open University ,New Delhi • Examiner of SCERT, Govt. of India, New Delhi, India
Training Programs Organised	• Conducted 7 days workshop on various innovative practices for in-service teachers of MCD schools @ Delhi. • Conducted 7 days workshop on various innovative practices for in-service teachers of MCD schools @ Delhi

	- Conducted 5 days workshop on various innovative practices for in-service teachers of various private schools @ Delhi and Faridabad. - Organised 3 days training programme on Achievement Test Record and Evaluation system for students, alumni and school teachers.
Seminars &Workshops Organised	- State level Workshop on Development of "E-Learning material" IVS, New Delhi - National level NAAC Sponsored Seminar on "Innovative practices in Higher Education to enhance Teaching-Learning Process", IVS, New Delhi - National level Seminar on Research Methodology , IVS, New Delhi - National level Workshop on "How to write Research paper" IVS, New Delhi - State level Workshop on "Development of Micro Teaching Skills" IVS, New Delhi - GGSIP University sponsored national level conference on Developing technologically competent teachers. - National level seminar on Human values and professional ethics. - National level seminar on Instructional Leadership
Invited Talks	- Effectiveness of peer tutoring in teaching learning process - Inclusive Education , New Delhi , India

	• Recent trends of E-Learning Development, New Delhi, India • Curriculum Design, Development, Delivery & Assessment, Meenakshi College of Education, Faridabad, MDUniversity, Rohatak. • Use of ICT to Enhance Teaching -Learning and Evaluation process, Bharatiam College of Education, Faridabad. • ICT Enabled Learning, Dr Shadilal College of Education, CCS University, Meerut.
Faculty Development Program Attended	• Attended 5 days workshop on "Human Rights& Professional Ethics" organised by GGSIP University in 2013. • Attended 21 days refresher course conducted by UGC at Academic Staff college, Jamia Milia Isalamia,Delhi in 2005.
Study Material Developed	• Study material of IGNOU B.Ed. programme as per the new NCTE curriculum framework • Study Material of Computer General Awareness Course for ETE students • Learning Materials of Education Technology • Learning Materials of Achievement Test • Learning Material of NTeQ model and Hot potatoes

Other Contribution	• Expert member of IGNOU B.Ed. curriculum revision committee • Expert member of SCERT D.El.Ed. curriculum revision committee • Member of GGSIPU B.Ed. curriculum revision committee • Participated in drafting of NEP 2015
Publications	• Paper published in Proceedings of State Council of Educational Research and Training with ISBN No.: 978-93-85943-28-7 March, 2016, titled, "Role of NGO Nai Disha in Primary Education with Reference to Special Training Provided for Out of School Children (OoSC)- A Case Study." • A Research paper published on the topic "Integration of ICT in Teaching for Promoting Inclusion: Exploring the Awareness of Teachers" with ISSN No. – 2393-9931 in an International Conference organized by Rani Durgavati University, Jabalpur on 21st to 23rd November, 2015. • Paper published in National Seminar with titled 'Relevance of Skillful teaching-learning of Students in context of Indian Classrooms' organized by KIIT College of Education, held on 13th March'2015.

- One research paper published in *Shareing of Innovative Practices in Education* (ISBN No (978-81-930249-1-1) on the topic " Effectiveness of Constructivist Approach on the achievement in Psychology Subject of B.Ed. Students" published by SCERT (GOVT. Of DELHI) Delhi in March 2015.

- One Research paper published in *Awadh International Journal of Information Technology and Education (AIJITE)* ISSN: 2277-8985,vol IV issue I on the topic "A Comparative Study of NET qualified and NET appeared candidates in Relation to the Demographic Variable", in March 2015

- One Research paper published in *JIGYASA (A refereed research journal of BHU, Varanasi)* ISSN 0974-7648,vol VII,No.2, on the topic, "Effect of Demographic Variables on the academic achievement of Economic subject of 11 class students" in June 2014.

- One Research paper published in Awadh International Journal of Information Technology and Education (AIJITE) ISSN: 2277-8985,vol III issue I on the topic "Effect of Home Environment and Educational Institution on Gender Sensitization among children", in March 2014

- One Research paper published in Awadh International Journal of Information Technology and Education (AIJITE) ISSN: 2277-8985, in September 2012.

- One paper on "Peace and Harmony" published by RLS, Sidhrawali (MDU, Rohatak) in February 2012.

- One paper on "Existing curriculum and RTE" published by SCERT (GOVT. Of DELHI) Delhi in March 2012.

- One Research paper published in Lingaya's Journal of Higher Education ISSN 0975-539x, in January 2012.

- One Research paper published in JIGYASA (A refereed research journal of BHU, Varanasi) ISSN 0974-7648, in September 2011.

- One research paper published in Synthesis (an International Journal of BLSITM), ISSN No.-0973-2357, issue-July 2011.

- One article on "Role of NAAC" published in Teacher Education journal, Oct. 2005 of I.A.T.E.

- Completed and published 2 minor research projects on Implementation of RTE and CCE.

- One book '**Personality Factors of Creative Girls'** is published, Alfa Publication Delhi.

- One book on teaching of commerce published by Shiksha prakashan, Jaipur (Rajasthan) in 2008.

Professional Membership and Activities	• Indian Association of Teacher Educators(IATE) • International Association of Teacher Educators • National Assessment and Accreditation council(NAAC)
Committee Member	• Assessment committee, NAAC, Bangalore • Inspection Committee, NRC-NCTE, Jaipur • B.Ed Curriculum Revision committee,IGNOU • B.Ed.Curriculum Revision committee,GGSIPU(Delhi) • D.El.Ed.Curriculum Revision committee,SCERT(Delhi) • Moderation Committee, IGNOU, New Delhi • Syllabus Review Committee, GGSIP University, Delhi • Governing Body, Awadh Public Charitable Trust, Delhi
Areas of Experience	• Learning Management System (LMS) • Content Management System (CMS) • Curriculum and Instructional Designing (CD) • Organizing Conferences, Seminars, Workshops and Faculty Development Programmes. • Online Mentoring through Google Sheet. • Question paper setting for entrance examination • Question paper setting for term end examinations
Professional Passion	• Promotion of ICT and innovative practices in teaching, learning and administration. • Plan, execute, and finalize projects/assignments according to strict deadlines and within budget • Development and deliver progress reports, proposals, requirements documentation, and presentations

	• Define projects objectives and oversee quality control throughout its life cycle • Management of all kinds of crises

Academic & Professional Qualifications

Doctorial Research	**PhD (Edu.)** "An Investigative Study of Personality Factors of High and Low Creative Adolescent Girls" (University of Rajasthan)
Post Graduation	• **M.Ed** (First Class) • **M.A.**(History) (First Class) • **M.A.**(Economics) (Second Class)
Certificate	**Academic Counselor for Education Technology School Leadership and Management Program**
Post Graduate Diploma	**PGDCA** (First Class) PGDHE (Pursuing)
Graduation	**B.Sc**. (With Biology)

Personal Information

Date of Birth	3rd July 1972
Blood Group	A+ Positive
Passport No.	G4926853, Valid till September,23, 2017

Project Overview

I have worked in more than **5 Projects** (Large, Medium, short scale). Some of the project descriptions are given below:

Project # 1	:	Awadh E-Learning System **(LMS)**
Period	:	**Feb 2010 to Jan 2013 (Tentative)**
Location	:	**New Delhi, India**
Responsibility	:	Assistant Team Head
Team Size	:	3 - Programmers, 1- web designer, 2- Tester, 18 - Content Writer
Brief *Description*	:	The requirement is to develop Learning Management System for B.Ed,ETE and BCA students

Project # 2	:	Sarva Siksha Abhiyan,Govt. of Delhi
Period	:	**June 2011 to December 2012**
Location	:	**South Zone,Delhi**
Responsibility	:	Organizer and resource person for awareness programme
Team Size	:	2 Zonal coordinators,5-6 Students and entire staff of school
Brief *Description*	:	The requirement was to aware the parents and residents of any particular area for RTE and especially for Girl Education

Project # 3	:	Digitalization of library
Period	:	**January 2009 to May 2012**
Location	:	**South Delhi**
Responsibility	:	Content writer and moderator
Team Size	:	2 subject experts ,1 librarian,1-Programmer, 1-Tester, 04-Data Entry Operators
Brief *Description*	:	The requirement was to digitalize library for online access and stock verification and circulation of new additions.

Project # 4	:	Training programme for Counselors
Period	:	**June 1998 to December 2002**
Location	:	**Jaipur, Rajasthan**
Responsibility	:	In charge and assistant for course designing
Team Size	:	1 counselor,4 resource persons,5 assistants
Brief *Description*	:	Project approved by NCERT, Delhi. Main aim was to trained private school teachers in guidance and career counseling and help them to establish counseling cell in their organization.

I believe that there is no alternative of hard work.

Dated: September 28, 2012

Place: New Delhi, India

Dr. Niranjana Soperna

FACULTY PROFILE

I. General Information

Name:	Rubeena Khan
Address: (Residential)	A-110, Jamia Enclave, Jamia Nagar, New Delhi
Designation:	Assistant Professor
Date of Birth:	27 August, 1974

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	1990	CBSE	69%
2.	12th	1992	CBSE	65%
3.	B.Sc. (B group)	1995	Delhi University	55.55%
4.	M.Sc Biosciences	1998	Jamia Millia Islamia	66.51%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed.	1996	IASE ,Jamia Millia Islamia	59.78 %

2.	M.Ed.	2007	Jamia Millia Islamia	71.33%
3.	NET	2008	UGC	Cleared
4.	M.Phil	2009	Jamia Millia Islamia	71.33%
5.	Ph.D.	2016	Jamia Millia Islamia	Thesis Submitted

IV. Seminar / Workshop / Conferences / FDPs attended

- Attended two days workshop on "Quantitative Methodology in Social Science Research' held in JMI on 2nd and 3rd April, 2016

- Attended four days GGSIPU sponsored workshop on "Need of Cyber Security & Cyber Forensics in Today's Scenario" held on 18th January to 21st January, 2016.

- Attended an International Conference on Education held in JMI 24th and 25th February, 2015.

- One day orientation programme attended on "Psycho Practical & Action Research of GGSIPU" organized by LLDIMS on 28th August, 2012.

- One day faculty development programme attended on "Communication Skills" organized by Kamal Institute of Higher Education & Advance Technology, New Delhi on 30th March, 2012.

- Three days National seminar attended on "Implementation of Right to Education Act 2009: Challenges and Remedied" on 12th – 14th March, 2012 organized by SCERT, New Delhi.

- One day national seminar on "Cloud Computing" organized by Comm-IT, Career Academy, on 22nd February, 2012.

- Two days workshop attended on "How to Conduct Research" organized by Institute of Vocational Studies on 9th & 10th February, 2012.

- One day national seminar attended on the theme "Recent Trends of E-Learning Development" on 11th April, 2011, organized by Comm-IT, Career Academy, New Delhi.

- Two days seminar attended on "Researches in Education" organized by Jamia Millia Islamia, New Delhi on 25th to 26th May, 2010.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper on Innovative Technologies in Teacher Education at KIIT in February, 2016.
- Research paper presented in an International Conference on Education on comparison of traditional method of teaching with NTeQ Model of teaching" at JMI, on 24th and 25th February, 2015.
- Research paper presented in KIRAS on the topic "Virtual Reality in Education" on 14th March, 2015.
- Paper presented in national seminar organized by Kamal Institute, on the topic "Professional Development of Teachers" on February, 2015.
- Paper presented in national seminar organized by IDEAL Institute on the topic "Role of social media in shaping the psychological behaviour of children" on January, 2015
- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.
- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

- Presented a paper entitled "Administrative Effectiveness of Women Principles and the Problem Faced by them" in international conference on education held in JMI in Feb, 2014.
- A paper presented in the national seminar on the theme "Embedded Systems" organized by Comm-IT, Career Academy, New Delhi. on 6th March,2013.
- A paper presented in two days NAAC Sponsored national seminar on the topic "Innovative Practices to Enhance Teaching Learning Process" organized by Institute of Vocational Studies from 20th – 21st December, 2012.
- Attended three day national seminar on the theme "Implementation of Right to Education Act 2009: Remedies and Challenges" organized by SCERT Delhi on 12th – 14th March, 2012.
- A paper presented in two days national seminar entitled with "Participation of Women in the Administration of Higher Education and their Administrative Effectiveness: A Comparative Study of Women and Co-Educational College Principal " organized by Jamia Millia Islamia, New Delhi on 25th to 26th May, 2010.

VI. Paper Published

- Paper published on the topic "Comparison of nutrient content between Mid-day Meal and Lunch Box & their contribution towards the Daily nutrient intake of 11-14 years old female students on Govt. and private school" in international journal of Scientific Research and Development ISSN-2321061, Vol IV, issue I, March, 2016.
- Paper published on the topic "Role of social media in shaping the psychological behaviour of children" in AIJITE March, 2016.
- Research paper published in First Impression with ISBN No. 978-93-84869-29-8,2015 on the topic "NTeQ Model" at JMI on 24th & 25th February, 2015

- Paper published on "Administrative Effectiveness of Women Principles and the Problem Faced by them" in book with ISBN No. JMI in Feb, 2014.

- Co-authored paper published in IJPE Volume-4, NO.1, and January-2014 with ISSN No.- 2231-1432 on "Parenting Styles Amongst Adolescents: A Comparative Study of Nuclear & Joint Families".

- Co-authored Research paper published on use of 'Use of Internet Facility by the Students of Professional Courses' in AIJITE with ISSN No.- 2277-8985, VOL-II, Issue -1, March-2013.

- Co-authored paper published in Lingya's Journal of Professional Studies, VOL-VI, No.-2, January-June-2013, on the topic "Urdu Language Text Book As a Source of National Integration: A Content Analysis of Class VI Text Book of NCERT".

- A paper published in MDU Research Journal (Arts) VOL- 11. No.-1, April, 2012 on the topic "A Study of Anxiety Among Senior Secondary School Students in Relation to Gender, Academic Streams and Types of School".

- Paper published on the topic "Participation of Women in the Administration of Higher Education and their Administrative Effectiveness: A Comparative Study of Women and Co-Educational College Principal" in AIJITE March, 2012.

VII. Roles and Responsibilities in the Department

i.   Papers Taught

Teaching of Life Science, Integrated Science & Chemistry

Assessment of Learning, Childhood and Growing up

ii.   Other Responsibilities

- Admission In-charge, Journal Editor, Curriculum Development
- FDP Incharge
- Dy. Editor in chief Awadh Journal (AIJITE)
- Research Guide for IGNOU MA (Education)

- Research guide for Arjun Singh Centre for distance learning JMI, MA (Education), PGDG&C and 20 students completed dissertation.

- Examiner GGSIPU, Arjun Singh Centre JMI.

- Paper Setter for IGNOU and Arjun Singh Centre JMI.

- Previously member of Governing body of the institution

- Member of Anti Ragging & Sexual harassment cell

- Previously CCA incharge of college

- Resource person for Academic staff college JMI, IGNOU, Private schools etc.

- Invited talks on issues pertaining to education in schools.

- Member of Governing body of the college for two years.

- Guidance and counseling of students on various academic and personal issues.

- Convener and organizing secretary of seminars and workshops organized in college.

- Editor in chief for college magazine for year 2011, 2012& 2013.

- Resource person of IGNOU workshop

- Academic counselor for PGDHE programme of IGNOU

- Academic counselor for MA (Education) programme of IGNOU

- Academic counselor for D.El.Ed. programme of IGNOU

- Academic counselor for B.Ed. programme of IGNOU

- Academic counselor for MA (Education) programme of Arjun Singh Centre, JMI.

- Academic counselor for B.Ed. programme of Arjun Singh Centre, JMI.

- Academic counselor for PGDG&C programme of Arjun Singh Centre, JMI.

- Academic coordinator of IQAC for the institute.

- Previously Teaching practice incharge of SEP programme of the institute

- Advisor to staff selection commission, N.Delhi for various posts.

I. General Information

Name:	Parul Maheshwari
Address: (Residential)	B-198, II F, Khanpur-Deoli Road, Jawahar Park, New Delhi-110062, LL:011-29913969
Designation:	Assistant Professor
Date of Birth:	20 December, 1980

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	1996	M. P. Board Bhopal	55%
2.	12th	1998	M. P. Board Bhopal	61%
3.	B.Sc. (Mathematics)	2001	Dr. Harisingh Gour Vishwavidyalaya, Sagar	50%
4.	M.Sc. (Mathematics)	2003	Rani Durgawati Vishwavidhyalaya, Jabalpur	50%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed.	2004	Dr. Harisingh Gour University, Sagar	74%

			(M.P.)	
2.	M.Ed.	2008	Rani Durgawati Vishwavidhyalaya, Jabalpur	69%
3	PGPD-SEDE(HI)	2015	Madhya Pradesh Bhoj (Open) University, Bhopal	71%
4.	Ph.D (Education)	Pursuing	Mahatma Gandhi Chitrakoot Gramodaya Vishvavidyalaya, Chitrakoot (M.P)	

IV. Seminar / Workshop / Conferences / FDPs attended

- Participated in four days workshop on the theme "CCFIS Cyber Security" organized by COMM-IT Career Academy on 18-21 January, 2016

- Two days workshop attended on the theme "Ethics in Teaching" organized by National Law University, Dwarka on 16th – 17th October, 2015.

- Attended five days faculty development programme on the topic "Incorporation Global Perspectives into Administration, Teaching and Research" organized by Kamal Institute of Higher Education and Advanced Technology on 8th to 12th December, 2014.

- Attended One day National Seminar on "Values and Professional Ethics" organized by Institute of Vocational Studies, New Delhi on 5th may 2014.

- Attended three days National Conference on the theme "Developing Mathematics teachers for quality learning for all" organized by Regional Institute of Education, Ajmer on 20-22 December, 2013.

- Seven days workshop attended on the topic HUMAN VALUES & PROFESSIONAL ETHICS organized by GGSIP University, New Delhi from 25th July 2013 to 31st July 2013.

- One day faculty development program attended on the theme STRESS MANAGEMENT – ROLE OF TEACHER held on 9th May, 2013 organized by Delhi teacher training New Delhi.

- Attended Two days orientation program for academic counselors organized by regional centre Delhi -1 on 20th to 23rd Apr, 2013.

- Attended Two days National seminar on the topic INNOVATIVE PRACTICES TO ENHANCE TEACHING LEARNING PROCESS on 20th to 21st Dec, 2012 organized by Institute of Vocational Studies, New Delhi And presented a paper on the theme instructional strategies based on constructivism.

- Attended Three days National Seminar on Implementation of Right to Education Act 2009: Challenges and Remedies on 12-14 March, 2012 held at India Habitat Centre, Lodhi Road, New Delhi.

- Attended One day conference on the topic Role of Higher Education in Nation Building organized by RSS, New Delhi

- Attended one day national conference on title "Samarthyam" organized by LLDIMS on 1st March, 2012.

- Attended One day National Seminar on Cloud Computing held on 22nd February, 2012. Organized by COMM-IT CAREER ACADEMY, New Delhi.

- Two days workshop attended on the topic HOW TO CONDUCT RESEARCH organized by Institute of Vocational Studies, New Delhi on 9th to 10 Feb,

- Attended One day National Seminar on Recent Trends of E- Learning Development held on 11th April, 2011 organized by COMM-IT CAREER ACADEMY, New Delhi.

- Attended One day seminar on the topic Examination Reforms- an Approach to Academic Excellence held on 20th February, 2010 organized by KALKA INSTITUTE FOR RESEARCH & ADVANCED STUDIES, NEW DELHI.

- Attended Seven days workshop on YOGA organized by RANI DURGAWATI VISHWHAVIDHYALAYA, JABALPUR on 25th Sep, 2007 to 01st Oct, 2007.

- Participated Three days Drug Free programme organized by RANI DURGAWATI VISHWHAVIDHYALAYA, JABALPUR on 27th Nov, 2007 to 30th Nov, 2007.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented a paper in two days seminar on the theme " Professional Ethics and Human Values in Teachers" organized by Kamal Institute of Higher Education and Advance Technology, New Delhi on 30-31 March,2015.

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.

- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

- Presented a paper in three days National Conference on the theme of "study of attitude and beliefs of pre-service teachers towards mathematics teachers" organized by Regional Institute of Education, Ajmer on 20-22 December, 2013.

- Presented a paper in the National seminar on 6th March, 2013 conducted on the topic EMBEDDED SYSTEM organized by COMM-IT CAREER ACADEMY, New Delhi.
- Presented a paper in one day National Seminar on the topic Inclusive Education & RTE on 1st March, 2012 organized by Lingaya's Lalita Devi Institute of Management & Science, New Delhi.

VI. Paper Published

- A Research paper published on the topic "Integration of ICT in Teaching for Promoting Inclusion: Exploring the Awareness of Teachers" with ISSN No. – 2393-9931 in an International Conference organized by Rani Durgavati University, Jabalpur on 21st to 23rd November, 2015.
- Published a research paper on the topic "A Study of Adaptation of Innovative Pedagogy in Secondary Schools of North East India" A Multidisciplinary Referred International Research Journal VAICHARIKI with ISSN No.2249-8947 (Vol. No. IV, issue IV), Dec 2014.
- A paper published in JIGYASA BHU, ISSN -0974-7648 on the title 'A comparative study of the use of ICT with reference to Mathematics in Government and Private schools of New Delhi on March -2013 Issue.

VII. Roles and Responsibilities in the Department

i. Papers Taught

Teaching of Mathematics, Childhood and Growing up and Learning & Teaching

ii. Other Responsibilities

- Placement In-charge, Annual Report, Library, E-learning Portal, Newsletter.

NAAC Self-appraisal Report, Cycle-II

I. General Information

Name:	Eram Aziz
Address: (Residential)	J-3/31, Flat B-2, Khirki Extension, Malviya Nagar, New Delhi 110017
Designation:	Assistant Professor
Date of Birth:	25 September, 1980

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	Matriculation	1996	Naval Public School, New Delhi	75.6%
2.	Sr.secondary	1998	Naval Public School,Chanakyapuri	68%
3.	B.Sc	2001	Gargi college,New Delhi	62.2%
4.	M.Sc	2003	Jamia Millia Islamia	76.2%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed	2004	Jamia Millia Islamia	70.2%
2.	M.Ed	2005	Jamia Millia Islamia	67.4%
3.	NET	June, 2013	UGC	

IV. Seminar / Workshop / Conferences / FDPs attended

- Attended two days workshop on "How to Conduct Research" on 9th & 10th Feb, 2012.at IVS.

- Attended Two day National Seminar on "RTE"conducted by SCERT.

- Attended various lectures and workshops organized by Awadh Centre of Education.

- Participated in GGSIPU Sponsored National Seminar on the topic 'Developing Technologically Competent Teachers' organized by Institute of Vocational studies.

- Participated in 5 days workshop on the theme "Incorporating Global Perspectives into Administration, Teaching and Research" organized by Kamal Institute of Higher Education & Advanced Technology.

- Attended 3 days conference on "Education in Delhi: Marginalization, Diversity and Schools" organized by School of Education Studies, Ambedkar University, Delhi.

- Participated in the series of events organized by IQAC (IVS)-

- National Seminar on the theme "Values and Professional Ethics".

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper in National Seminar on "Excellence in Education-Special Significance to Teacher Education" organized by Amity Institute of Education, Saket.
- Presented paper in NAAC sponsored National seminar on "Quality Assurance in Teacher Education" at Hrishikesh.
- Presented paper in NAAC sponsored National Seminar on "Innovative Practices to Enhance Teaching Learning Process"at Institute of Vocational Studies, Shiekh Sarai.
- Presented paper on ICT and Education at IASE, sardarshahr,Rajasthan.
- Presented paper on "Quality in Higher Education: Identifying,Developing and Sustaining Best Practices" ,at Amity Institute of Education,Saket ,New Delhi.

VI. Paper Published

- Paper published in Proceedings of State Council of Educational Research and Training with ISBN No.: 978-93-85943-28-7 March, 2016, titled, "Role of NGO Nai Disha in Primary Education with Reference to Special Training Provided for Out of School Children (OoSC)- A Case Study."
- Paper published in Refereed Research Journal Researchpaedia, ISSN No. 2347-9000, Volume 3 ,No.1 Jan 2016, titled, "A Comparative Study of Cultural Effect on Introversion and Extroversion Trait of Muslim and Non Muslim Adolescence Girls."
- Paper published in Refereed Research Journal JIGYASA,ISSN 0974-7648,

VolumeVI,March2013,titled,"A Comparative Study of Introversion and Extroversion of Adolescence Girls of Science and Social Science Stream".

- Paper published on "Peace and Harmony "in souvenir at Sidrawli.

VII. Roles and Responsibilities in the Department

i. Papers Taught

Science Education, Child Development, Process of Children's learning, Teaching of Health and Physical Education, School Organization and Management

ii. Other Responsibilities

- Member of Governing body of the Institution.
- In charge of departmental activities such as admissions, examinations and planning the layout of the institution for quality improvement.
- Imparting lectures on the relevant subjects.
- Acted as a convener of the national seminar organized by the institute.
- An academic counselor for PGDHE programme of IGNOU.
- An academic counselor for IGNOU B.Ed. programme.
- An academic counselor for IGNOU D.El.Ed. programme.
- Acted as a resource person in the IGNOU workshop conducted by Awadh Centre of Education.
- Acted as coordinator of IQAC for the institute.
- Coordinator of Teaching Practice of the SEP programme of the institute.
- Conducting and organizing co curricular activities in the institute.
- Editor of the institute biannual journal.
- Editor of the institute magazine.

I. General Information

Name:	Vimmy Aggarwal
Address: (Residential)	H.No. 8455, Arya Nagar Paharganj New Delhi - 110055
Designation:	Assistant Professor
Date of Birth:	27 October, 1986

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	2002	St. Anthony's Girls Sr. Secondary School	58.6%
2.	12th	2004	St. Anthony's Girls Sr. Secondary School	59.8%
3.	B.Com	2008	RBS, Agra	55%
4.	M.Com.	2013	Himachal Pradesh University	65.65%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed.	2010	Aryan College Of Education and Maharshi Dayanand	67%

			University	
2.	M.Ed.	2011	Vaish College of Education and Maharshi Dayanand University	67.25%
3.	NET	Dec, 2011	UGC	
4.	M.Phil	2015	Mewar University	

IV. Seminar / Workshop / Conferences / FDPs attended

- Attended two days workshop on "How to Conduct Research" on 9th & 10th Feb, 2012.at IVS.

- Attended various lectures and workshops organized by Awadh Centre of Education.

- Participated in GGSIPU Sponsored National Seminar on the topic 'Developing Technologically Competent Teachers' organized by Institute of Vocational studies.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper in National Seminar on "Role of Virtual Reality In Education" organized by Kalka Institute For Research And Advanced Studies, Alaknanda, held at 14th March,2015.

- Presented paper in State Level Seminar on the topic" Effectiveness of Constructive Approach on the Achievement In Psychology Subject of B.Ed. Students" at SCERT held on 12th March,2014.

- Presented paper in NAAC sponsored National Seminar on "Innovative Practices to Enhance Teaching Learning Process"at Institute of Vocational Studies, Shiekh Sarai held on 28th & 29th November,2014.

- Attended a FDP On Transforming Teacher Education: Crafting Directions for Change, at Amity Institute Of Education, New Delhi held on 10th & 11th December,2012.

- Presented a Paper in an International Seminar titled "Effect of Home Environment And Educational Institutions on Gender Sensitization Among Children", held ai IIMT, Karkarduma, New Delhi on 22nd January,2014.

- Prsented a Paper in an 47th International Conference on Role of Statutory Bodis in Quality Assurance of Teacher EDUCATION: A Global Perspective, held at Khalsa Collge of Education,Amritsar. Punjab on 22-24th November,2013.

- Presented paper in National Seminar on "Sex Decline Ratio: A Crisis" organized by Vaish College Of Educaion, Rohtak, Haryana on 23rd &24th March,2013.

- Presented paper in National Seminar on "Faculty Enrichment In Societal Development" organized bySRITE, Dwarka, held on 23-24th January,2013.

VI. Paper Published

- Paper published in Refereed Research Journal JIGYASA,ISSN 0974-7648, VolumeVII,June2014,titled,"Effect of Demographic Variables On The Academic Achievement Of EconomicsSubject Of 11th Class Students".

- Paper published in Refereed ISBN No. of SCERT in February 2015,titled," Effectiveness of Constructive Approach on the Achievement In Psychology Subject of B.Ed. Students".

- Paper published in Refereed Journal Awadh International Journal Of Information Technology And Education ,ISSN 2277-8985, Volume3, Issue 1,March 2014,titled,"Effect of Home Environment And Educational Institutions On Gender Sensitization Among Children ".
- Paper published in an international jounal of education, Journal of Educational Chronicle ,ISSN 2229-6220, Volume4,No.1, ,June 2013,titled,"Achievement In Mathematics Of Students In Relation To The Demographic Variables".

VII. Roles and Responsibilities in the Department

i.   Papers Taught

Teaching of Business Studies, Accountancy, Philosophical and Sociological Foundations of Education,

ii.   Other Responsibilities

- Examination, Classroom requirements, Time-table, Magazine

I. General Information

Name:	Shailja Gupta
Address: (Residential)	43-B, Shivam Enclave, Delhi-32
Designation:	Assistant Professor
Date of Birth:	25th November, 1988

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	2004	Vivekanand School	80.20%
2.	12th	2006	Vivekanand School	78.80%
3.	B.A.	2009	I.P College D.U.	63.50%
4.	M.A	2012	IGNOU	54.40%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed	2010	I.P University	81.00%
2.	M.Ed	2013	Jamia Millia Islamia	68.11%
3.	NET	2013	UGC	

IV. Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.

- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

VI. Paper Published

- Paper published on the topic "Role of social media in shaping the psychological behaviour of children" in AIJITE March, 2016.
- Paper published in AIJITE with ISSN: 2277-8985, Vol.III, Issue02, September, 2014 on the topic "Participation of Students in CCA in KVs".

VII. Roles and Responsibilities in the Department

i. Papers Taught

Teaching of English

ii. Other Responsibilities

- Magazine
- Journal
- Language Lab

I. General Information

Name:	Vikas Choubey
Address: (Residential)	MC-5, Camero , Subroto Park, New Delhi 110010
Designation:	Assistant Professor
Date of Birth:	05 September, 1984

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	1999	CBSE	57%
2.	12th	2001	CBSE	53.25%
3.	B.A.	2004	Delhi University	45%
4.	M.A.(History)	2011	The Global Open University Nagaland	64.8%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed.	2005	MVCOE, University of Delhi	64.2%
2.	M.Ed.	2008	CIE, University of Delhi	60.66%
3.	NET (Education)	December 2010, June 2011	UGC	

IV. Seminar / Workshop / Conferences / FDPs attended

- Participated in the series of events organized by IQAC (IVS) for faculty development programme.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Paper presented in the national seminar sponsored by GGSIPU on "Developing Technologically Competent Teachers" on November, 2014.

- Presented a paper in a National Seminar organized by Institute of Vocational Studies on "Values and Professional Ethics" in May, 2014.

- Paper presented on ''Right to Education'' organised by blsitm ggsipu,delhi. in haryana :21 january 2010

- Annual conference 2010 cesi on Globalisation , Educational Change And Reforms :Comparative Perspectives November 15-17,2010,jnu Delhi as a participant in dep-ssa, Ignou- Scert, faculty development programmes for teacher educators of Diets Oct-Nov 2010

- Seminar organized by Scert on "Implication of RTE on Teacher Education": Jan 4, 2011 at Delhi

- Seminar organized by Scert on "Quality Indicators of School Teaching" April 2011; at defense colony Delhi

- Paper presented on "Excellence in Education :Special Significance for Teacher Education" 18th Jan 2012

- Participated in national seminar on faculty enrichment in Societal Development 23-24 January 2013

- Paper presented on Right to Free And Compulsory Education: Ground Reality

And Challenges on Right to Education From The Perspective Of Social Science 2013

VI. Paper Published

- ARTICLE -"Issues in quality teacher education in India" in ANUSILANA , VOL XXXVIII,2011,ISSN 0973 – 8762
- "Understanding and Prevention Burnout among Social Science Teachers in Schools" in The Eternity Vol III, Issue

VII. Roles and Responsibilities in the Department

i. Papers Taught

Philosophical Perspective of Education, Planning and Management , Curriculum and Instruction, Teaching of Social Science

ii. Other Responsibilities

- ASST. COORDINATOR OF IN-SERVICE PROGRAMME ON CCE-SOCIAL SCIENCE FOR TGT(SOCIAL SSTUDIES) DELHI, SCERT-SSA, 26-31 MAY 2010
- COORDINATOR OF IN-SERVICE PROGRAMME FOR LIBRARIAN 29/11/2010-03/12/2010 , SCERT DELHI,DELHI
- ASST.COORDINATOR OF IN-SERVICE PROGRAMME FOR CCE SOCIALSCIENCE FOR TGT(SOCIAL STUDIES)28/4/2011-06/2011, SCERT DELHI,DELHI
- "UNIVERSITY REPERSENTATIVE" OF GURUGOBIND SINGH INDRAPRAST UNIVERSITY FOR CONDUCTING ANNUAL EXAMINATION AND ENTRANCE TEST FOR VARIOUS COURSE "CET".
- ORGANISE A NATIONAL SEMINAR ON "CHILD RIGHT AND EDUCATION IN TEACHNICAL ERA"BY KIRAS 3rd march 2012

- CO-CONVINER OF NATIONAL SEMINAR ON THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION: GROUND REALITY AND CHALLENGES 21 & 22ND FEBRUARY 2013

I. General Information

Name:	Sangeet Sharma
Address: (Residential)	F-35, Katwaria Sarai, New Delhi -110016
Designation:	Assistant Professor
Date of Birth:	4 April,1986

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	2000	Haryana Board	59%
2.	12th	2002	Kurukshetra University	67%
3.	B.A.	2005	L.B.S.R.S. Vidyapeetha	71%
4.	M.A (Sanskrit)	2008	SLBSRSV, New Delhi	70%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed.	2007	SLBSRSV, New Delhi	65%

2.	M.Ed.	2009	Kurukshetra Universiy	**64%**
3.	NET	Decemb er, 2011	UGC	
4.	Ph.D.	Thesis Submitt ed on July, 2015	Singhania University	

IV. Seminar / Workshop / Conferences / FDPs attended

- Participated in the series of events organized by IQAC (IVS) for faculty development programme.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented paper titled as 'Perception of B.Ed. Teacher Trainees and Teacher Education-Relevance and Significance of Value Education and their Implementation' in D.G.H.E Sponsored National Seminar on "Emerging Role of Teacher Education: Global and National Perspective" at Rao Lal Singh College of Education, Sidhrawali, Gurgaon, Haryana ,held on 14th March,2015.
- Presented paper titled as 'Relevance of Skilful teaching-learning of Students in

context of Indian Classrooms' in National Seminar on "Teacher Education-Today and Tomorrow" at KIIT College of Education , held on 13th March'2015.

- Presented paper titled as 'Perception of B.Ed. Teacher Trainees and Teacher Education-Relevance and Significance of Value Education and their Implementation' in GGSIPU Sponsored National Seminar on "Developing Technologically Competent Teachers" at Institute of Vocational Studies(Affiliated to GGSIPU), held on 28th and 29th November'2014.

- Presented paper titled as 'Role of Education in Women Empowerment' in National Seminar on "Gender Equality and Women Empowerment: Issues and Challenges" in Budha College of Education(Affiliated to Kurukshetra University), held on 29th and 30th March'2013.

- Participated in National Workshop on "Awareness of Intellectual Property Rights" organized by MSME Development Institute in association with Lingaya's Lalita Devi Institute of Management and Sciences, held on 14th August'2013.

- Participated in National Seminar on "RTE: A Boon or Bane" in by Lingaya's Lalita Devi Institute of Management and Sciences, held on 21st March'2013.

- Participated in Workshop on "Bar coding Technology" organized by Lingaya's Lalita Devi Institute of Management and Sciences, held on 24th January'2013.

- Participated in Faculty Development Programme on "Institution Motivation Programme" conducted by MSME at by Lingaya's Lalita Devi Institute of Management and Sciences, held on 11th January'2013.

VI. Paper Published

- 'Perception of Students and Teachers of Secondary Stage on Relevance and Significance of Value Education and their Implementation' published in "Electronic International Interdisciplinary Research Journal" (EIIRJ), ISSN 2277-8721, Mar- April 2015.

NAAC Self-appraisal Report, Cycle-II

- 'A Study of Rabindranath Tagore's Philosophy of Education' published in International Refereed Research Journal –Education "Pramana" (ISSN : 2249-2976) Year-3, Issue-12 (Apr.-Jun. 2014)

- A Study of Impact of Micro-Teaching and Multimedia on B.Ed. Students' in ZENITH International Journal of Multidisciplinary Research, ISSN 2231-5780, Vol.4 (12), December (2014)

- Significance of Micro-teaching and Multimedia for B.Ed. Students', in GALAXY International Interdisciplinary Research Journal, ISSN 2347-6915, Vol.2 (12), December (2014)

- Perception of Teacher Educators on the impact of Micro-teaching and Multimedia on B.Ed. Students in "Navodit" Annual Refereed Research Journal (ISSN: 2347-4300), Vol.2, December 2014

- 'Value Oriented Education' published in International Journal "Yugshilpi" 2013

- 'Role of Education in Women Empowerment' published in International Journal of Basic and Advanced Research, ISSN: 2278-7143, 2(5) 2013

- 'Learner Centered Teaching to promote effective learning in Students' in International Journal of English and Education, ISSN: 2278-4012, Volume:2, Issue:4, October 2013

VII. Roles and Responsibilities in the Department

i. Papers Taught

Education Philosophy, Educational Psychology, Guidance and Counseling, Teaching of Hindi

iii. Other Responsibilities

- CCA In-charge

I. General Information

Name:	Shivangi Nigam
Address: (Residential)	Sector 10, Dwarka, New Delhi
Designation:	Assistant Professor
Date of Birth:	19 September, 1985

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	2001	Naval Public School, New Delhi	
2.	12th	2003	Naval Public School, New Delhi	80%
3.	B.A. (Hons.)	2006	Kamala Nehru College	61.57%
4.	M.A. Geography	2009	Jamia Millia Islamia, New Delhi	70%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed.	2007	Amity Institute of Education, GGSIPU	75.61%

2.	M.Ed.	2010	Millenium College of Education, Barakatullah University, Bhopal	78.4%
3.	NET (Education)	June 2012	UGC	
4.	Ph.D	Pursuing	Teerthanker Mahaveer University	

IV. Seminar / Workshop / Conferences / FDPs attended.

- Participated in International Seminar titled "Psychological Development of students in and outside classroom" organized by Ideal Institute of Management and Technology and School of Law, New Delhi on January 22, 2014.

- Participated in the "One week Workshop on Data Analytics", organized by University School of Management Studies, GGSIP University, New Delhi from July 21 to 26, 2014.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".

- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented Paper entitled "Integrated Impact of Media, Technology and Economic Advancement on the Contemporary Education System" in the

National Seminar organized by Trinity Institute of Professional Studies on March 23, 2013.

- Presented paper entitled "Recognizing the challenges to higher education and identifying the best practices to sustain its quality" in the national Seminar organized by Amity Institute of Education, New Delhi on May 17, 2013.

- Presented paper entitled "Interactive Board Technology- A tool in the hands of a teacher to make learning joyful" in National Seminar on Joyful Learning: Prospects and Challenges, organized by Maharaja Surajmal Institute, New Delhi on March 29, 2014.

- Presented paper entitled "Inclusive Education: Role of teacher and teacher training institution" in National Seminar organised by IQAC Cell of C.R. College of Education, Rohtak on April 12, 2014.

VI. Paper Published

BOOKS

- ICT Mediated Education (R.Lall, 2014), ISBN No. 978-93-83995-25-7 Volume-I.
- ICT Mediated Education (R.Lall, 2014), ISBN No. 978-93-83995-25-7, Volume-II.

PAPERS

- Published paper titled "Application of Classical Conditioning theory in checking the problem of indiscipline among grade vi students - A case study" in Eduquest-An International refereed journal in Education. Volume 2, Issue II, July-December issue 2013, ISSN: 2277-3614.

- Published paper titled "A study of teachers' attitude towards parental interference in the classroom environment at the secondary school level" in The Indian Journal of Social Development- An international refereed journal in education, Volume 13, Number 1, June 2013, ISSN: 0972-3692.

- Published paper titled "Integrated impact of media, technology and economic advancement on the contemporary education system" in Trinity: Journal of Management, IT & Media, Volume 4, 2013, ISSN 2320-6470.

- Published paper titled "Application of Concept Mapping in Higher Education: A comparison" in International Journal of Development Studies and Research, A refereed International Journal, March 2013, Volume 2, ISSN: 2278-8654.

- Published paper titled "A study of Effectiveness of Classroom Management of Secondary School Teachers in Relation to their Personality Type and Experience" in Journal of Education and Pedagogy published by National Educationist Council, December 2013, Volume 5, Number 2, ISSN: 0975-0797.

- Published paper titled "Interactive Board Technology- a tool in the hands of a teacher to make learning joyful" in Electronic International Interdisciplinary Research Journal (EIIRJ), a reviewed International journal. March-April 2014, Volume- III, Issues- II, ISSN: 2277-8721. IMPACT FACTOR (IIFS) 0.987.

VII. Roles and Responsibilities in the Department

i. Papers Taught

Teaching of Social Science, Language Teaching, Language across the Curriculum

ii. Other Responsibilities

- Newsletter

I. General Information

Name:	Mahajabeen Fatma
Address: (Residential)	C-78A, Rajat Vihar, Sector-62, Noida, 201301
Designation:	Assistant Professor
Date of Birth:	28 December, 1988

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	2003	UP Board	52%
2.	12th	2005	UP Board	62%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	BFA	2011	AMU	72%
2.	MFA	2013	JMI	67%
3.	NET	2015	UGC NET	

IV. Seminar / Workshop / Conferences / FDPs attended

- Participated in 4-day workshop of "International Week of Arts Education" (May, 2013) at KiranNadarMuseum of Art in collaboration with NCERT &Sahitya Kala Parishad, New Delhi.

- Participated in 4-day workshop "Resource Centre Events on Arts and Crafts, February 6-9, 2012" at NCERT, New Delhi.

- Participate in "Three-Day national workshop on Different Techniques of Paintings" , organised by Dept. of FineArt, AMU, Aligarh In April 2008.

- Participate in two days Painting Workshop" Rang" March- 2010 & "Rang -2" Feb-2011 , organized by Coaching & Guidance cell Aftab Hall,AMU Aligarh.

- Group Exhibition – "Pathfinder" An Exhibition Mela, Lalitkala Academy, Regional Centre, Lucknow, In Octber 2015

- Group Exhibition – Astitva ' Who am I…?' Agroup exhibition on the

association of International women's day, Kala srot Creating community Through Art Gallery, Lucknow in March 2015.

- Group Exhibition - Creative Venture, Muinuddin Art Gallery, A.M.U Aligarh, in February 2015.
- Group Exhibition- LalitkalaAkademy, Regional Centre, Lucknow, In January 2015.
- Group Exhisbition-All India Art Exhibition, All India Fine Arts & Crafts Society, Rafi Marg, New Delhi, In Sep 2014.
- Group Exhibition- Old Girls of Jamia II, M F Hussain Art Gallery, New Delhi, In August 2014.
- Group Exhibition-Lalit kala academy New Delhi, May 2013.
- Group Exhibition-Kalam Festival event ,Faculty of fine arts,JMI,New Delhi, March 2013.
- Group Exhibition- M F Hussain Art Gallery, New Delhi, In Nov 2011, May 2012& Dec 2012.
- Group Exhibition-MFA Annual Exhibition,M F Hussain Art GalleryNew Delhi, May 2012.
- Group Exhibition- GEC Aligarh Muslim University, In April 2012.
- Group ExhibitionDept. of Fine Arts,AMU Aligarh,April 2008.

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".

- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

VII. Roles and Responsibilities in the Department

i. Papers Taught

Art Education, Work Experience

ii. Other Responsibilities

- Magazine, Newsletter, Banner and Certificate Designing

I. General Information

Name:	Pawan Kumar Mishra
Address: (Residential)	NIPFP-18/2, Satsang Vihar Marg, Special Institutional Area, (Near JNU) New Delhi- 110067
Designation:	Assistant Professor
Date of Birth:	01 February, 1991

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	2006	Govt. Boys Senior Secondary School, R.K.puram	60%
2.	12th	2008	Sarvodaya Vidyalaya, Moti Bagh.	69%
3.	Bachelor in	2011	Dyal Singh College,	52%

	Arts		Lodhi Road.	
4.	Master in Arts (Hindi)	2015	Institute of Advanced Studies in Education	60%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B.Ed.	2013	Lingaya's Lalita Devi Institute of Management & sciences	69%
2.	M.Ed.	2014	Lingaya's University	69%

IV. Seminar / Workshop / Conferences / FDPs attended

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

V. Paper Presented in Seminar / Workshop / Conferences / FDPs

- Presented a paper on the theme "Professionalism for Sustainable Development Barriers and Pathways" organized by LLDMIS on 12th – 13th February, 2015

- Presented a paper in two days national seminar on the theme "Teacher Education in India : Present Status and Future Challenges" organized by Chhatrapati Sahuji Maharaj University on 8th – 9th March, 2014.

- Presented a paper in an international seminar on the theme "Economic Development with Devaluation on Non-Economic Values in India" organized by Swami Sukdevanand PG Degree College, MJP Rohilkhand University, Bareilly on 2nd – 3rd March, 2014.

- Presented a paper in an international seminar on the theme "Human Development in Developing Nations" organized by Swami Sukdevanand PG Degree College, MJP Rohilkhand University, Bareilly on 26th – 27th February, 2014.

- A paper presented in two days national seminar with title "Role of Information Technology to Make Teaching-Learning Process Easier" organized by Government Degree College, Pihani, on 20th -21st February, 2014..

- Presented a paper on the theme "Problems of Teacher Education in India" organized by Bhagwan Mahavir college of Education, on 19th February, 2014.

VI. Paper Published

- One research paper has published in International Journal with the title of "शिक्षा के विकास में गैर सरकारी संस्थाओं की भूमिका का समीक्षात्मक अध्ययन"

VII. Roles and Responsibilities in the Department

i. **Papers Taught**

Education and Society, Educational Technology, Teaching of EVS, School Leadership and Management, Philosophical and Socio Perspective of Education

ii. **Other Responsibilities**

- CCA Incharge, Discipline Incharge, Placement

I. General Information

NAAC Self-appraisal Report, Cycle-II

Name:	Roopali Charan
Address: (Residential)	248,1B, Railway Offficer's Colony, P K Road (Panchkuian Road), New Delhi -110001
Designation:	Assistant Professor
Date of Birth:	30 March, 1979

II. Academic Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	10th	1995	CBSE	59%
2.	12th	1997	CBSE	64%
3.	B. Com	2000	Lucknow University	58%
4.	M. Com	2002	Lucknow University	64%

III. Professional Qualification

S.No.	Examination Passed	Year of Pass	Institution	Marks obtained in individual subjects (and average)
1.	B. Ed	2010	Lucknow University	66%
2.	M. Ed	2015	Guru Gobind Singh Indraprastha University, New Delhi	72%
3.	NET	Dec 2014	UGC	

IV. Seminar / Workshop / Conferences / FDPs attended

NAAC Self-appraisal Report, Cycle-II

Participated in the series of events organized by IQAC (IVS) for faculty development programme.

- Two days workshop on the theme "Inclusion of Special Children in Mainstream".
- Two days workshop on the theme "NTeQ Model – Integrating Technology for Inquiry Model".
- Two days workshop on the theme Development of question bank with the help of HOT POTATOES.

VII. Roles and Responsibilities in the Department

i.   Papers Taught

Assessment of Learning
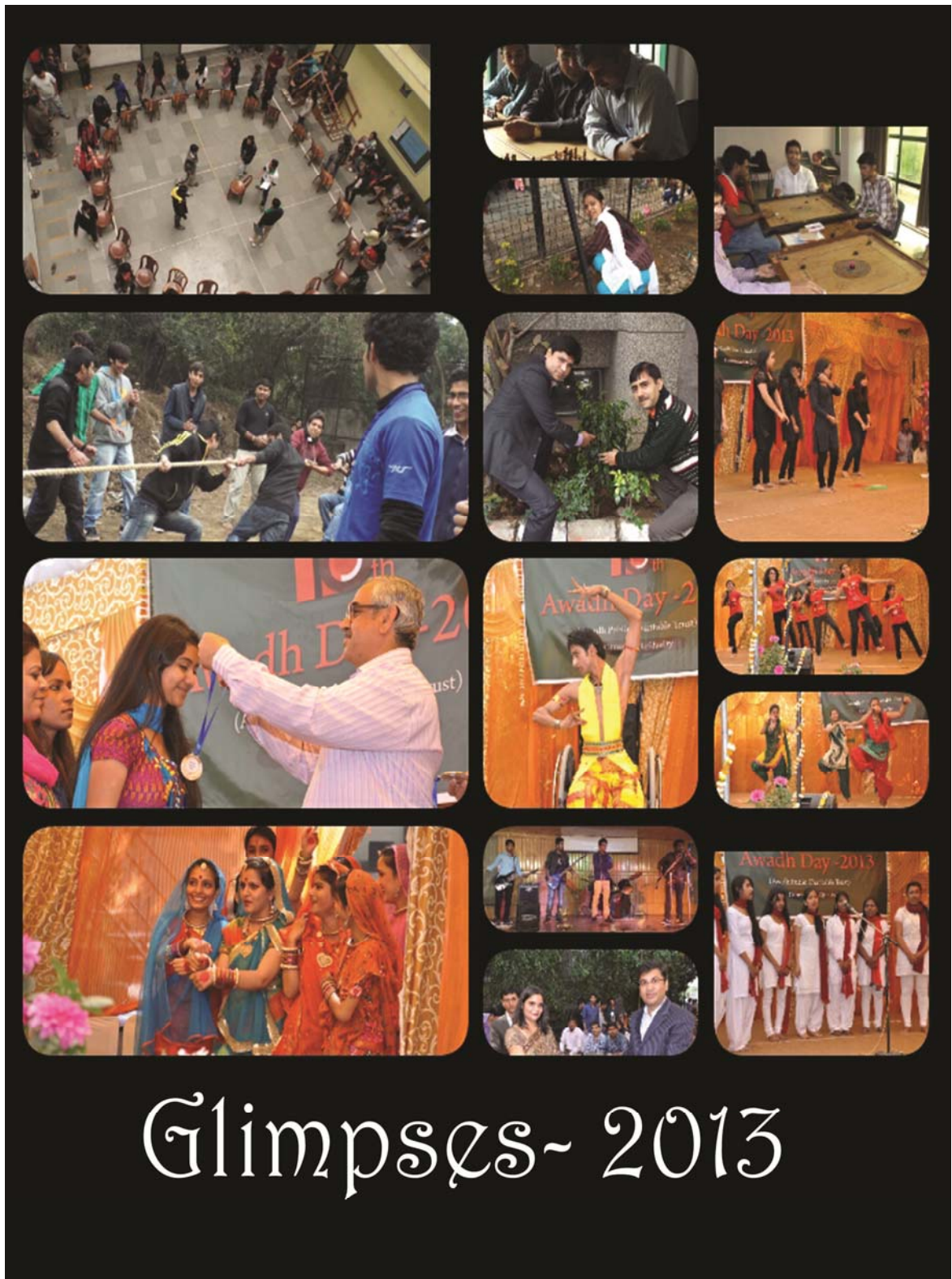
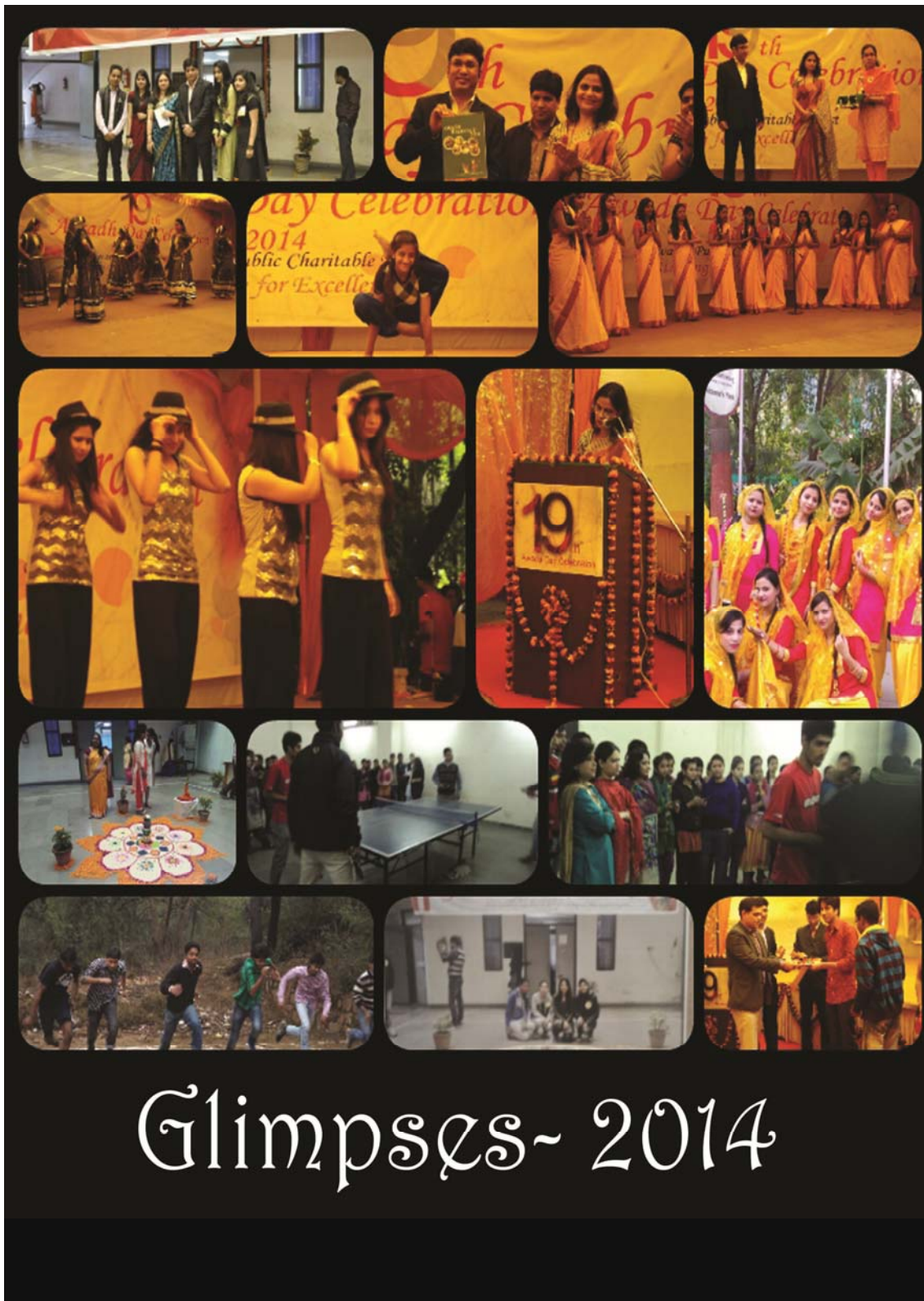**ii.   Other Responsibilities**

- Annual Report

GLIMPSES

Glimpses- 2012

Glimpses- 2012

Glimpses- 2012

Glimpses- 2013

Glimpses- 2013

Glimpses- 2014

Glimpses- 2014

Glimpses- 2015