



ALIGARH COLLEGE OF EDUCATION, ALIGARH-202122 INDIA

**(Registered under Section 2(f) and 12(B) Act, 1956, Recognized by NCTE
and Affiliated to Dr. B. R. Ambedkar University, Agra)**



SELF APPRAISAL REPORT

Submitted to

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL (NAAC)**

BANGALORE - 560072, INDIA

2013

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APPENDICES*

1. Rules, Regulations and Policies on academic and administrative governance issued by Regulatory Bodies.
2. Affiliation Letter dated 31st August 2010 from Dr. B.R.Ambedkar University, Agra.
3. N.C.T.E. recognition letter dated 8th January 2006.
4. UGC letter dated 29th October, 2012 bringing our college under 2(f) & 12(B) of UGC Act, 1956.
5. Letter / approval dated 13th December 2012 of the college as Minority Institution.
6. Institutional academic calendar (2011 – 2012).
7. Time table (2011 – 2012).
8. B.Ed. syllabus.
9. Master plan of the Institution.
10. Sample /Proforma student feedback on curriculum and faculty.
11. Audited income expenditure statement (2011-12).
12. University Exams result (2011 – 2012).
13. Sample / Proforma of feedback on practice teaching by teacher educators, by peers and staff of practice teaching schools.
14. Copy of practice teaching lesson plan.
15. Copy of micro teaching lesson plan.
16. Faculty list.
17. Self appraisal report of teacher educators.
18. Registration under the Parent Institution.

* Appendices are not uploaded.

PART I: INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution: **Aligarh College of Education,
Anoopshahar Road, Chherat,
Aligarh-202122**
2. Website URL **www.aligarhcollege.in**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Mohd Sadiq Ali Khan (Head / Principal)	9412539066	0571-2702758	sadiq@aligarhcollege.in
Dr. Iram Azhar Self - appraisal Co-ordinator	9634521486		iram.azhar21@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Mohd Sadiq Ali Khan (Head / Principal)	9412539066	9412539066
Dr. Iram Azhar Self - appraisal Co-ordinator	9634521486	9634521486

4. Location of the Institution:

Urban Semi-urban Rural Tribal

5. Campus area in acres:

1.927

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:
Month & Year

MM	YYYY
12	2005

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

Dr. B. R. Ambedkar University, Agra

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

2f

MM	YYYY
Oct.	2012

Month & Year

12B

MM	YYYY
Oct.	2012

10. Type of Institution

- a. By funding **Self-financed**
- b. By Gender **Co-education**
- c. By Nature **Affiliated College**

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 year	English/ Hindi

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify) UG	B.Ed.	FNRC/NCTE/F-3/UP-1226/2005/13631 dated:08/01/2006	Permanent	100

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?

01

b) Fee charged per programme

51,250

3. Are there programmes with semester system

No

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

Yes	✓	No	
-----	---	----	--

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

02

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

D.Ed.

02

B.Ed.

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

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

Yes	✓	No	
-----	---	----	--

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

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

Yes	✓	No	
-----	---	----	--

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

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

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

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

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

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes		No	✓
-----	--	----	---

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

After receipt of approval

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

Yes		No	✓
-----	--	----	---

Number	N/A
--------	------------

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

Yes		No	✓
-----	--	----	---

Number	N/A
--------	------------

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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

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

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

a) Date of start of the academic year	1 st June 2011
b) Date of last admission	31 st June 2011
c) Date of closing of the academic year	31 st May 2012
d) Total teaching days	180+40
e) Total working days	220

3. Total number of students admitted : 2011-12

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	39	61	100	28	25	53	11	36	47
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
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If yes, how many?

N/A

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

18,823.3

b) Unit cost including salary component

42,372.64

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	74%	50%	61%	45%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	56.82%	22.72%	20.45%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days

1	0
----------	----------
- b) Minimum number of pre-practice teaching lessons given by each student

2	0
----------	----------

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

0	5
----------	----------
- b) Total number of practice teaching days

4	0
----------	----------
- c) Minimum number of practice teaching lessons given by each student

4	0
----------	----------

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

No. of Lessons In simulation	No. 5	No. of Lessons Pre-practice teaching	No. 20
------------------------------	--------------	--------------------------------------	---------------

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed. Theory Practical	– 25%	100% 75%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	5
----------	----------

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	✓	
Any other (specify and indicate)	Power Point Presentation	

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

Yes	✓	No	
-----	---	----	--

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

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

Yes	✓	No	
-----	---	----	--

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

Compulsory Optional

* It is taught as a separate unit of paper Educational Technology

Criterion III: Research, Consultancy and Extension

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

Number	06	75	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

Nil

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

✓
✓
✓
✓
✓

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

Yes N/A No

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

a. Ph.D. N/A

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	04
National journals – referred papers Non referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
Academic articles in reputed magazines/news papers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Books	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Any other (specify and indicate) Chapter in Book	<input checked="" type="checkbox"/>	<input type="checkbox"/>	01

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

Yes No

Number

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

	Faculty	Students
National seminars	<input type="text" value="21"/>	<input type="text" value="42"/>
International seminars	<input type="text" value="08"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

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

- | | |
|---|-------------------------------------|
| Self-instructional materials | <input checked="" type="checkbox"/> |
| Print materials | <input checked="" type="checkbox"/> |
| Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.) | <input checked="" type="checkbox"/> |
| Digitalized (Computer aided instructional materials) | <input checked="" type="checkbox"/> |
| Question bank | <input checked="" type="checkbox"/> |
| Any other (specify and indicate) | <input checked="" type="checkbox"/> |

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

16. Does the institution provide consultancy services?

Yes No

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

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

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

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

1721.02

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

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

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

47

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

20,000

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

30,000/-

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

Nil

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

19,00,000/-

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

Yes No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	02	02	02	02
Non-teaching	2	2	2	1

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	Nil	Nil	Nil	Nil
Non-teaching	Nil	Nil	Nil	Nil

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

	Open		Reserved	
	M	F	M	F
Assistant Professor	03	04	Nil	Nil
Principal	01	Nil	Nil	Nil

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

	Open		Reserved	
	M	F	M	F
Assistant Professor	Nil	Nil	Nil	Nil

c. Number of teachers from Same state

08

Other states

00

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	N/A
B.Ed.	14:1
M.Ed. (Full Time)	N/A
M.Ed. (Part Time)	N/A

13. a. Non-teaching staff

		Open		Reserved	
	Permanent	M	F	M	F
		02	00		
	Temporary	M	F	M	F
b. Technical Assistants	Permanent	M	F	M	F
		03	02		
	Temporary	M	F	M	F

14. Ratio of Teaching – non-teaching staff

8:7

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) (2011-12)

23.16%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	07
On holidays	Nil
During examinations	Nil

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books

3087

- Textbooks

2957

- Reference books

130

b. Magazines

07

e. Journals subscribed

25

- Indian journals

25

- Foreign journals

Nil

f. Peer reviewed journals

Nil

g. Back volumes of journals

Nil

h. E-information resources

- Online journals/e-journals

Nil

- CDs/ DVDs

Nil

- Databases

Nil

- Video Cassettes

Nil

- Audio Cassettes

Nil

20. Mention the

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

2700

Seating capacity of the Reading room

100

21. Status of automation of Library

Partially automated

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

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

Circulation

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

Clipping

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

Bibliographic compilation

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

Reference

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

Information display and notification

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

Book Bank

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

Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

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

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	05
by faculty	15
Maximum number of books permitted for issue	
for students	03
for faculty	06
Average number of users who visited/consulted per month	120
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	2:1

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

2.54%

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

	I (2008-09)		II (2010-11)		III (2011-12)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	125	17,225	100	14,500	125	16,000
Other books	30	3,500	50	2,500	50	3,000
Ref. books						
Journals/ Periodicals	02	1,750	03	3,200	18	12,000
Any others specify and indicate (Mag., Newspaper)	03 03	840 2,700	02 05	660 4,500	02 07	960 4884

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2008-09	2010-11	2011-12
D.Ed.			
B.Ed.	Nil	Nil	Nil
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

15

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

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

	UG			PG			M. Phil		
	I 2008-09	II 2010-11	III 2011-12	I	II	III	I	II	III
Pass percentage	97	100	100						
Number of first classes	69	82	90						
Number of distinctions	07	03	06						
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	III
NET	Nil	Nil	Nil
SLET/SET	Nil	Nil	Nil
Any other (specify and indicate) TET	20	15	02

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

Financial Aid	I 2008-09	II 2010-11	III 2011-12
Merit Scholarship	Nil	Nil	Nil
Merit-cum-means scholarship	Nil	Nil	Nil
Fee concession	Nil	Nil	Nil
Loan facilities	Nil	Nil	Nil
UP Government Scholarship for SC	Nil	21	28

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	16
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	
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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.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate					✓	
Inter-university					✓	
National					✓	
Any other (specify and indicate)	✓		01	✓	✓	01

(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	Nil	Nil
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

2011

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

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

	Year 1 (%) 2008-09	Year 2 (%) 2010-11	Year 3 (%) 2011-12
Higher studies	12	17	16
Employment (Total)			
Teaching	36	31	47
Non teaching	10	19	11

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 2008-09	2 2010-11	3 2011-12
06	08	12

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

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	05
Staff council	40
IQAC/or any other similar body/committee	08
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) Discipline Committee	Depends on the arising needs Minimum. 08

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

2008-09 2010-11 2011-12

03	02	04
-----------	-----------	-----------

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

Nil

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

National	Nil		
International	Nil		

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

Nil	02	Nil
-----	----	-----

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

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

Nil	02	Nil
-----	----	-----

e. Research development programmes attended by the faculty

Nil	Nil	Nil
-----	-----	-----

f. Invited/endowment lectures at the institution

Nil	01	Nil
-----	----	-----

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

06 hours

8. Provide the income received under various heads of the account by the institution for previous academic session **2011-12**

Grant-in-aid	
Fees	58,28,919
Donation	
Self-funded courses	
Any other (specify and indicate)	1,13,019

(interest of saving + bus fees + Miscellaneous income)

9. Expenditure statement (for last two years)

	Year 1 2010-11	Year2 2011-12
Total sanctioned Budget	52,00,000	55,00,000
% spent on the salary of faculty	17.53%	38.6%
% spent on the salary of non-teaching employees	4%	6%
% spent on books and journals	2.06	2.09
% spent on developmental activities (expansion of building)	Nil	Nil
% spent on telephone, electricity and water	2.90	1.44
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	32.44	31.14
% spent on maintenance of equipment, teaching aids, contingency etc.	7.913	8.373
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2	2.2
% spent on travel	6	6.6
Any other (specify and indicate)(Furniture/computer)	25	6
Total expenditure incurred	47,96,461	50,64,679

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.
3,00,000	<input type="text"/>
4,73,500	<input type="text"/>
4,60,000	<input type="text"/>

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	17	17	11	11
b	ST	-	-	-	-
c	OBC	05	05	08	08
d	Physically challenged	-	-	-	-
e	General Category	31	31	28	28
f	Rural	28	28	23	23
g	Urban	25	25	24	17
h	Any other (specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST				
c	OBC				
d	Women				
e	Physically challenged				
f	General Category	7+1	100%	0.7	100%
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I 2010-11	Batch II 2011-12	Batch I 2010-11	Batch II 2011-12
SC	21	33	21	33
ST	-	-	-	-
OBC	16	21	16	21
Physically challenged	01	03	01	03
General Category	63	46	63	46
Rural	46	49	46	49
Urban	54	51	54	51
Any other (specify)	-	-	-	-

PART II: THE EVALUATIVE REPORT

1. Executive Summary

Aligarh College of Education is one of the educational undertakings of Crescent Charitable Trust established in 1988. The college came into being in 2005 under recognition of NCTE.

Aligarh College of Education is situated at Chherat, a village away from the disturbance and buzz of Aligarh City. However, it is easily accessible to the main road. The college has a refreshing campus sprinkled with green shady trees, flowering plants and beautiful lawns. The college atmosphere is pleasant, healthy and stimulating in every sense. Thus, the college presents a peaceful, cheerful and conducive teaching – learning environment.

Since its establishment, the college is imparting quality education and training to teacher trainees. Besides, the college is also committed to development of their whole personality. Quality education is provided by the Institution's committed, highly qualified and progressive faculty. Most of the faculty members have doctorate.

The college operates under the control of national bodies – UGC and NCTE. Additionally, Dr. B. R. Ambedkar University, Agra, Crescent Charitable Trust and ACE Managing Committee exercises control over the college for ensuring its effectiveness and quality.

The college has good relations with practice teaching schools. Every year practice teaching is done as per schedule with the help of the schools. The schools make college students feel comfortable in their institution and provide every type of assistance needed by the students. The Heads of the schools also give feedback regarding the performance of teacher trainees.

The college faculty also makes efforts for social and community welfare. The faculty interacts with communities to create awareness regarding social changes, environment and health. Interaction with community helps in maintaining good relations between college and community.

2. CRITERION – WISE ANALYSIS

Criterion I: Curricular Aspects

1.1. Curricular Design and Development

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

The objectives of the institution are as follows:

- To ensure intellectual development of the students
- To provide quality education
- To prepare professional teachers, who will prove an asset to the institutions they would serve in future
- To encourage and support student teachers to pursue research
- To ensure equity in education
- To ensure community welfare
- To contribute to national development
- To provide value education
- To produce globally competent teachers
- The major considerations addressed by them are as follows:
- Drilling of young minds, their involvement in literary activities

- Teacher educators training and preparation of quality curriculum (relevant and updated)
- Development of professional spirit in students
- Educational research
- Accessibility of education to disadvantaged sections of society, especially minority.
- Removing / minimizing educational disparity in relation to gender, region, economic and minority status
- Environmental and social awareness
- Development of leadership quality
- Value based education and value orientation programs
- Global trends and demands

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 finalizing the decisions in satisfactory academic bodies.

Aligarh College of Education is affiliated to Dr. B. R. Ambedkar University, Agra. Hence the entire curriculum is developed by the university. The curriculum is implemented as per norms of the University. Curriculum includes compulsory courses, optional courses, practice lessons, practicum and co-curricular activities.

The college assigns its faculty members survey studies on the needs of the society in order to find out whether the curriculum meets the needs.

The college also obtains feedback from teacher trainees to know if curriculum is meeting their needs. For enhancing their personality, English language teaching and personality development programmes are organized. In addition, foreign language teaching and leadership training programme would be added in co-curricular activities.

The college also takes suggestions from field experts on curriculum.

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

The new global trends are reflected in the B.Ed. curriculum in following units:

	Paper / Course	Unit	Content
I	Philosophical and Sociological Foundation of Education	4.4	Education as a tool of economic development
		5.4	Meaning and need of value education
		5.2	Ways of inculcating values among students
		5.3	Role of home, school and society in the development of values.
V	Educational Technology	1.2	i. Teaching technology ii. Instructional technology iii. Behavior Technology iv. Instructional Design Technology
		2.2	Micro-teaching
		2.3	Computer Assisted learning
		3.1	Knowledge of software
		3.2	Knowledge of hardware
		3.3	use of mass media in classroom

Besides in paper VI – Teaching of school subjects, students are taught to teach their subjects using the new trends introduced in subjects at global level.

The college also provides value based education, considering the value crises in society at global level.

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

The college organizes events related to environmental awareness that includes guest lectures, workshops, plantation day etc. National values are inculcated by celebrating national festivals. Besides, value orientation programmes are organized in which guest lectures on value education are delivered.

The curriculum has educational technology as compulsory paper that provides thorough knowledge of ICT to teacher trainers. The institution has computer labs for imparting knowledge of use of computer in teaching. Students are also trained to prepare slides for PowerPoint Presentation.

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

Yes, the college makes use of ICT for effective curricular planning. The day to day curricular and co-curricular activities, preparation of lesson plans by faculty, practice teaching lessons by teacher trainees, lab activities, extracurricular activities and administrative activities all are planned and executed with the use of ICT. ICT facilities include the following:

- Computer
- Internet
- CDs
- VCDs
- Overhead Projector
- Other Audio – Visual Aids

1.2 ACADEMIC FLEXIBILITY

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

To make teaching a reflective practice the college works on micro-teaching and macro-teaching practice. Audio-visual Aids like VCDs are shown to teacher trainees before starting the micro-teaching. Micro-teaching skills are first defined by teacher educators and then demonstrated. Based on these skills, the students plan and teach. The teaching is observed by teacher educators and peer group and they give feedback. Based on the feedback, B.Ed. students re-plan, re-teach and receive feedback. This process continues until excellent teaching is reflected in teacher trainees' teaching.

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

The teacher trainees get formal learning through theory papers, practice teaching and practicum. Informal learning is provided through cultural activities, social services like visits to vicinity areas for promoting social awareness community services like promotion of health awareness, environmental awareness, visit to orphanage etc. Besides these activities, teacher trainees are given exposure to state and national level seminars and workshops.

3. What value added courses have been introduced by the institution during the last three years which would, for example; develop communication skills (verbal and written), ICT skills, life skills, community orientation, social responsibility etc.

The college has introduced Communicative English and Personality Development Programme for developing communication skills and life skills in B.Ed. students. Besides, leadership programme is also oriented to develop life skills as well as social responsibility.

ICT skills are developed through orientation programme in which students are oriented with software, hardware and mass media.

4. How does the institution ensure the inclusion the following aspects in the curriculum?

i. Interdisciplinary / Multidisciplinary

ii. Multi-skill development

iii. Inclusive education

iv. Practice teaching

v. School experience / internship

vi. Work experience / SUPW

vii. Any other (specify and give details) Also list out the programmes / courses where the above aspects have been incorporated.

i. Interdisciplinary / Multidisciplinary

The B.Ed. curriculum has interdisciplinary courses that include following:

Course I: Philosophical and sociological foundation of education

It draws content from two disciplines viz. philosophy of education and sociology of education.

Course II: Educational Psychology and Measurement

It includes contents drawn from two disciplines viz. Psychology of Education and Educational Statistics.

Course IV: School Administration and Health Education.

It includes content drawn from Educational Management and Health Education.

Course V: Educational Technology: In this course the use of various technologies in education is integrated with use of ICT in carrying out these technologies. Besides, the teacher trainees are required to pursue the teaching subjects which are interrelated and

interdisciplinary in nature. All above mentioned papers are inter and multidisciplinary in approach.

ii) Multi-skill development

The college emphasizes the development of teaching skills that is the main object of B.Ed. program. Besides, the college facilitates, the development of communication skills, logical thinking, comprehension and innovation.

iii) Inclusive Education

The college follows strictly the reservation policy for SC, ST, OBC and minority students regarding admission. Scholarships are provided to these students to encourage them to get enrolled in college. Physically handicapped students are also given special consideration and structure of the building is made in compliance to their needs.

iv) Practice teaching

The practice teaching is done through 20 micro and 40 macro lessons to be delivered by the teacher trainees. The micro lessons are preparatory and are to be prepared and delivered for 8 different skills prior to the commencement of macro practice. These skills are:

- | | | |
|-------------------------------|-------------------|-------------------------|
| a) Introduction | b) questioning | c) explanation |
| d) Illustration with examples | e) reinforcement | f) stimulus – variation |
| g) Blackboard writing | h) lesson closure | |

40 Macro lessons (20 for each teaching subject) are delivered by each pupil teacher in actual classroom situations under the supervision of teacher educator / college teacher assigned for the purpose. The teachers supervise all lessons, provide them feedback, look into the appropriate use of the teaching aids, raise level of understanding of the teacher trainees and help them to improve their confidence and presentation.

v) School Experience / Internship

Apart from practice teaching experience in the school, the teacher trainees function as a regular teacher in school i.e. they take part in morning assembly, prepare time table, organize certain activities in school, check the homework given to students, maintain attendance register, participate in staff meetings, prepare official documents like notices, examination papers, letters to parents, maintain school records, etc. Every student observes 3 lessons delivered by any teacher as per the school time-table and prepares a report on the same. A notebook is prepared by each student reflecting every experience / interaction. The entire exercise is done under the supervision of the Principal / Headmaster of the school. The internship is to be completed during actual teaching practice.

vi) Work Experience / SUPW

The teacher trainees are engaged in socially useful productive works by training them in making of edible items like jams, soft drinks, daily use items, like, candles, washing powder, soaps etc.

1.2. Feedback on curriculum

1. How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stake holders with reference to the curriculum?

The college receives feedback from teacher trainees, academic peers and alumni. The college conducts a meeting on last Friday of every month, where students are required to fill the questionnaire on curriculum.

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.

B.Ed. curriculum is framed by Dr. B.R.Ambedkar University, Agra. The college receives feedback regarding the necessary improvement and changes to be inculcated in curriculum, a report is made on needed changes and improvement based on feedback and conveyed to Dr. B.R. Ambedkar University authorities.

3. What are the contributions of the institution to curriculum development? (Member of BOS / Boarding timely suggestions, feedback etc.)

The college management maintains regular contact with BOS of the college and implement the suggestions made by it.

1.4. Curriculum Update

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

Since the college is affiliated to Dr. B.R.Ambedkar University which provides us curriculum. Therefore, the college only send reports for necessary implement / changes in curriculum on the basis of feedback.

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 is revised on the basis of feedback obtained from practicing schools, faculty and experts. The modified curriculum is conveyed to Dr.B.R.Ambedkar University, Agra for consideration.

1.5. Best practices in curricular aspects

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

- The curriculum is evaluated to know if it is fulfilling the objectives of the programme.
- The global trends and national issues are also considered and efforts are made to reflect them in curriculum to make more competitive.
- The college also considers the needs of society and the Nation regarding the content and implementation of curriculum.

2. What innovations / best practices in ‘curricular aspects’ have been planned / implemented by the institution?

- The college conducts community surveys to know whether it meets the needs of the society.
- The college explores innovative and best practice used in developed countries in teacher education.
- The curriculum is to be made student centered by adding such co-curricular activities that ensure large participation of students.
- Extracurricular activities like English speaking skills and personality development, leadership skills are added to curriculum to match international standard.
- The college is also starting foreign language courses as a part of extra-curricular activity.

CRITERION II: TEACHING, LEARNING AND EVALUATION

2.1. Admission Process and student profile

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

The college is affiliated to Dr. B.R.Ambedkar University, Agra. It follows university guidelines for admission process. The admission is made on the basis of merit only secured in written joint entrance examination conducted by U.P. Government. 50% admissions are made from general quota and 50% from minority quota. The candidates opt our college and bring documents from the university that conducts joint entrance test. The selected candidates deposit their fee to the university later on the fee is reimbursed to our college.

Admission Policy:

The college follows general policy of reservation of U.P. Government.

The intake capacity for B.Ed. program is 100. Minimum qualification for admission to B.Ed. program is as follows:

Program	Minimum Qualification	Marks (in %)		
B.Ed.	Graduation	OPEN	SC/ST	NT/OBC
		50%	45%	45%

2. How are the programs advertized? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

B.Ed. programme is centralized and governed by State Government of U.P. The advertisement for B.Ed. admission is published every year in newspaper by the State University to which U.P. Government assigns the task of holding entrance examination.

The advertisement generally contains following information:

- Course and its duration
- Admission process
- Cost of admission form and processing fees.
- Date of receiving and submitting form
- Reservation norms
- Eligibility criteria
- Medium of instruction
- Contact number and website address

Prospectus

The college provides prospectus to the applicants along with admission form. It contains following information:

- Information about the college
- College rules and regulations
- Admission procedure
- Examination details
- Infrastructure facilities
- Syllabus and courses of program
- Details of teaching and co-curricular activities

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

All the students who are eligible for admission (as per government norms) are admitted irrespective of caste, religion or gender. The documents of each student are verified by the college officials before admitting them to the college.

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

The college admits students from diverse economic, cultural, religious, linguistic backgrounds and physically challenged students. To retain all these diverse groups, the college adopts following strategies:

For economically backward groups, the college arranges various scholarships and freeships as per norms of the UP government.

For cultural and religious diversified group, the college adopts secular approach in all the practices done in the college. All religious festivals are celebrated and cultural activities are organized in the institution to inculcate the feeling that we are one.

The college is co-educational and the strength of female teacher trainees is more than male ones. The faculty members remain sensitive to the problems of female teacher trainees.

The faculty pays special attention to blind and physically handicapped students.

5. Is there a provision for assessing students knowledge / needs and skills before the commencement of teaching programs? If yes give details on the same.

The faculty also conducts oral interviews to assess students knowledge, skills and their interest regarding optional subjects. Moreover, faculty members evaluate their intelligence, general knowledge and communicative skills.

2.2. Catering to Diverse Needs

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

The college has excellent infrastructure for facilitating learning. It provides following facilities:

- Remedial measures for poor students
- Involving good students in teaching
- Group discussion
- Spacious classrooms with good ventilation, lighting and physical facilities
- Spacious, well equipped, computerized library that has more than 3,000 books, 25 journals and magazines. The library has internet facility also. Newspapers (Local & National dailies) are subscribed.
- Well equipped laboratories – computer lab having 36 computers, psychological lab having all important tests and inventories, language lab, science lab and social science lab.
- Special conference hall for conferences, seminars, workshops and symposiums, cultural programmes and prize distributions.

Besides, development of teacher trainees is facilitated through the development of English speaking skills and physical fitness through sports.

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

The college has students with diverse learning needs like gifted and academically weak students, socially and economically backward students, rural and tribal students and physically challenged students. The faculty regulates their teaching keeping in mind the needs of both gifted and academically weak students. Visually impaired and physically handicapped students are given special care and assistance by peer group and faculty.

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 B.Ed. curriculum consists of papers like “Philosophical and Sociological Foundations of Education; Indian Education and its Problems” and “Educational Psychology and Development”. In these papers, concepts of society, social changes and socialization of a child are discussed. The paper Educational Psychology & Development provides knowledge of education for exceptional children.

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

Since the college is recognized by NCTE and UGC, mostly highly qualified candidates apply for the post of lecturers. The experts of the selection committee select the lecturers by testing their knowledge and their sensitivity cater to the needs of diverse background.

The newly appointed faculty is guided by the experienced faculty members. The college encourages faculty members to pursue research and participate in workshops and seminars. Guest lectures by field experts are also arranged to update the faculty members. Besides, the college takes feedback from teacher trainees regarding teachers performance.

The faculty members are provided details of each B.Ed. student thus equipping them with the knowledge of diverse needs of these students.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in class room situations?

The development of knowledge and skills related to diversity and inclusion in teacher trainees is done both through theory courses and practicals. Besides, the college organizes visits to rural areas to make the urban students familiar with the problems of their rural peer

group. Likewise visits to special schools and holy places are organized to make each group familiar with their diverse counter parts.

2.3. Teaching – Learning Process

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.)

In the college 50% of theory papers are taught by teachers and 50% by the student teachers. Internship plays an important role in active learning which is carried out during practice teaching. Besides, students are assigned case studies of mentally retarded and physically challenged children.

Students make powerpoint presentation on various topics in small groups. Each groups are formed. Group generally comprises of 5 students. Thus, 20 groups are formed. A student from each group gives subject wise presentation for 15 minutes on every Saturday.

Workshops, seminars, debates and quiz competitions are arranged in which students actively participate.

Student seminars are organized where all students give presentation orally or through powerpoint.

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

The college facilitates student centered learning by ensuring greater participation of pupil teachers in teaching learning process in the following manner:-

- a) By involving students in teaching of theory papers,
- b) By assigning them projects and teaching models preparation
- c) By active participation leadership training program

- d) By involving them in events organization and management
- e) Through internship
- f) By arranging classes for Communicative English
- g) By arranging educational tour.

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

The faculty uses various instructional approaches required for effective delivery of curriculum content. These techniques include lecture method, project method, experimental method, and learning by doing. Teleconferencing method adopted by the college has facilitated teaching-learning process. Model lessons, CDs and VCDs are shown before practice teaching that also ensure effective learning. Moreover students are shown videos of internationally recognized innovator / educationists through TED, which are available on Youtube. The Director of the college gave a talk on ‘Gaming and Cognitive Abilities’.

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

The BOS of the college considers additional inputs in models of teachings. Workshops are organized to give training of model making. Later on students are assigned at least two lessons through model teaching in each session.

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

Yes, the student teachers use micro-teaching technique defined and demonstrated to them by teacher educators for developing teaching skills. The skills practiced are listed below:

- Introduction / Orientation
- Explanation
- Illustration with examples
- Questioning
- Stimulus variation
- Reinforcement
- Blackboard writing
- Lesson closure
- Integrated lesson Plan

2 lessons are taught by each student per skill except integrated lesson plan. One lesson is delivered for integrated lesson plan.

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

40 Macro lessons (20 for each teaching subject) are delivered in 40 days. Thus, a student teaches one lesson per day. The lessons are delivered under the supervision of a teacher educator / Professor. The Professors supervise 20 lessons in their subject and eventually they provide feedback and evaluation. The teacher educators look into the content of lesson plan, the appropriateness of teaching aids and models used, raise the level of understanding of the trainees and help them to improve their confidence and presentation.

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

During internship, the students function and behave like a regular teacher in school such as taking part in morning assembly, preparing time-table, organizing certain activities in a school, checking the home task given to the students, maintaining attendance register, participating in staff meetings, preparing important documents e.g. notices, examination

papers, letters to parents, maintenance of school records etc. Besides, every student observes three lessons delivered by any teacher as per school time table.

The knowledge of all these activities is given to students through Unit II and III of theory paper Educational Technology. The faculty also demonstrate these activities before internship. After internship is over, the students submit their diaries and report to the teacher incharge. The teachers evaluate and examine them and award marks on these reports and diaries.

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

Yes, teaching practice is done with the cooperation of school staff and mentor teachers. The subject teacher / mentor teacher guides the students regarding the practice teaching lessons of their subject. The mentor teacher gives specific knowledge subject-wise to achieve specific objectives. They also guide how to use models, charts etc. Teachers also give feedback to the students informally so that the students may make up their short comings.

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

Future teachers are firstly made familiar to the needs of diverse learning students of a school such as poor language, reasoning, comprehension, memory etc. and then they are trained how to handle diverse learning needs.

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

Student teachers are trained in application of technology in classrooms. They are trained in teaching with the use of power point presentation, transparency, overhead projector.

2.4. Teacher Quality

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

Yes, May kindly see point 8 of 2.3 above

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

There are 100 teacher trainees in B.Ed. program. The college has identified 5 schools for practice teaching. In each school 20 teacher trainees conduct macro practice teaching. Thus, the ratio is:

student teachers : practice teaching schools

20 : 1

This ratio is decided keeping in view equal distribution of teacher trainees to each school. This assists in conducting practice teaching efficiently and the supervision load on teacher educators also remains equal.

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

There is a proforma for feedback. The feedback proforma is attached after every lesson plan, that is to be filled up by teacher educators/college teachers. In addition, there are five feedback forms to be filled by peer group.

The feedback starts from the very first day of macro-teaching, the supervisor asks students to read feedback proforma carefully. The teacher educator then discusses the ways for improving the teaching. Generally these feedback deals with content of the lesson, confidence, level delivering language, body language, use of teaching aids, involving pupil, making class interesting and motivating the students to ask questions and inviting their responses.

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

The college conducts practice teaching in collaboration with schools. It thus, complies with the policy directions of the schools selected for practice teaching. The student teachers are updated with policies regarding curriculum, and evaluation. Besides, they are made aware about school objectives and student population of the respective schools in which the student teaches have to conduct practice teaching. This knowledge helps them to meet the educational needs of the schools and students.

5. How do the students and faculty keep pace with the recent development in the school subjects and teaching methodologies?

Every year before starting practice teaching students are oriented with the recent developments in the school curriculum, teaching methodologies through workshops and orientation programme and guest lectures of Professors of Aligarh Muslim University, Aligarh. Thus, the students and faculty keep pace with recent developments in the school subjects and teaching methodologies.

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

a) The institution held a PowerPoint Presentation on 12th Five Year Plan of UGC in which salient features, policies, goals and programs etc were discussed.

b) All faculty members have been to submit their individual research projects to be submitted to UGC as the college has been recognized under 2(f) and 12(B) under UGC Act.

c) the college encourages them to pursue research and enhance their academic qualification.

d) The college organizes teacher training programs, seminar, workshops and guest lectures and ensure active participation of teaching staff in these programs.

e) The college also encourages and provide incentives to teaching staff to participate in seminars and workshops at State, National and International level and sanctions special casual leaves.

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

Teachers are appraised for every good performance and incentives are given to motivate them. Every year the college honours a teacher, with the Best Teacher Award.

2.5. Evaluation Process and Reforms

1. How are the barriers to student learning indentified, communicated and addressed? (Conducer environment, infrastructure, access to technology, teacher quality etc.)

The college provides highly qualified teachers, academically conducive environment, good library, computer lab with internet facility and friendly atmosphere to overcome barriers in learning process. In order to ensure the above, on every Saturday a meeting is held with the Director of College. The meeting is conducted in two halves. In first half the faculty members discuss their problems with Director regarding student learning. In the other half, the students discuss their problems with the Director regarding the campus environment, access to technology etc.

2. Provide details of various assessment / evaluation processes (internal assessment, mid-term assessment, term and evaluators, external evaluation) used for assessing student learning?

Details of various assessment / evaluation processes used for assessing student learning are given below:

5 Class tests are conducted from each theory paper.

Assignments: Student teachers are given two assignments per unit of all theory papers.

Power Point Presentations: Five power point presentations for each theory paper are made by student teachers.

Psychological Tests: Five psychological tests are conducted from whole syllabus.

Micro and Macro Teaching is evaluated by subject teachers as mentioned above.

University Examination: Annual examination is conducted by Dr. B.R.Ambedkar University, Agra, the affiliating university.

Viva Voce Examination: Viva Voce is conducted at the nodal centre by expert teachers conducted by the University.

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

The teacher educators show copies of class tests and discuss their mistakes committed by student-teachers and direct them to improve their performance. They also discuss their problems with the respective teachers as far as their understanding of the subject is concerned.

Similarly, to make improvement in practice teaching, continuous feedback is given in both micro and macro-teaching.

Transparent system is adopted in the college. All marks are displayed on the notice boards. Students are allowed to make petition, if they are not satisfied with their grades / marks.

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

ICT is used for preparing following documents regarding assessment and evaluation:

- Notification
- Instructions for tests
- Question Bank
- Question Papers
- Evaluation Reports
- Progress Reports
- Power Point Presentations

2.6. Best practices in teaching – learning and evaluation process.

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

Some innovations in teaching / learning made by the college are given below:

a) Communicative English and Personality Development Program: The object of this program is to develop English speaking skills and to enhance total personality of the student teachers. Under this program, a class of one hour duration is conducted. In first half hour, the teacher focuses on development of English speaking skills and in the second half personality development is focused.

b) Leadership Training Program:

The main objective of this program is to produce academicians having leadership quality.

c) 50% of teaching by student teachers

Under this practice 50% of each theory paper is taught by student-teachers and 50% by teacher educators. Anything left out by students is taken care of by the respective teachers.

d) Playing and showing videos of best scholars of the world for innovation and teaching methodologies which are available on TED.

e) Involving students in research activities.

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

- Teaching skills of B.Ed. students are developed through various methods of teaching that include lecture method, experimental method, demonstration method.
- During micro-teaching, skills are developed to train students to deliver instructions in best possible way.
- Students are trained to deliver instructions by using latest technology.
- Orientation programmes are organized to equip students with latest methods of teaching.

CRITERION III: TEACHING, LEARNING AND EVALUATION

3.1. Promotion of Research

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

The college provides resources required for research. Teaching load is reduced so that the teacher can give more time to his / her research. Since the college is eligible to receive UGC grant for research projects, the Director of the college has asked the faculty members to submit individual research projects to be submitted to UGC for grant.

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

The major thrust areas are:

- a) Quality Education
- b) ICT Integration in Teacher Training Programme
- c) New items in Curriculum

3. Does the institution encourages action research? If yes, give details on some of the major outcomes and the impact.

The college encourages action research by ensuring participation of both faculty members and student teachers. Action research is done in community. Some B.Ed. students participated in workshop / seminar at state and national level.

Outcome

Faculty members and student-teachers have developed a good understanding of the needs of the community. Various problems of the community have been resolved such as some rural students who were not attending school have started to join school on our counseling. In this way villagers are happy with our college.

Student teachers have understood the manner of conducting action research.

Impacts

- a) Nurturing of research attitude in students and teachers causes the growth of teachers and students in their professions.
- b) Improvement in teaching / learning practices
- c) Inculcation of creativity among students teachers.

4. Give details of the conference / seminars / workshop attended and organized by the faculty members in last five years

- Workshop on ‘Bloom’s Taxonomy of educational objectives was organized on 1st October 2009.
- Workshop on ‘Understanding of Power Point Presentation’ was organized on 1st October, 2011.
- Workshop on 12th Five Year Plan of UGC.
- National workshop on ‘Higher Education Among Women in India: Vision and Policy Perspectives’ on 22nd – 24th February 2013.
- Workshop on ‘Right to Information Act, 2005 on 2nd April 2013.
- Workshop on ‘Right of Children to Free and Compulsory Education Act, 2009’ on 15th April, 2013.
- National Workshop on ‘Educational Philosophy of Sir Syed Ahmad Khan’ on 24th November, 2013.

3.2. Research and Publication Output

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

The instructional and other materials developed including teaching aids for enhancing the quality are:

- a) For enhancing teaching in college ICT aids are used.
- b) For enhancing teaching in schools the teacher trainees use power point presentations, posters, models-working and non working, experimental apparatus, maps, graphs, charts etc. It makes their teaching effective and interesting.
- c) Use of www.khanacademy.com is made popular among students.

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

Following facilities are available with the institution for developing instructional materials:

- a) Usage of Wikipedia and khanacademy.com were introduced.
- b) ICT lab, Science Lab, Social Science Lab and Computer Lab are available as instructional material.
- c) Orientation program and workshop on development of instructional material.

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

Only e-content is made available to students

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

- a. Organized by the institution – No
- b. Attended by the staff – Some teachers and the Director attended a ICT Program organized by AMU and IIT Kanpur at AMU.
- c. Computer training to all teaching and non-teaching staff was given by the College.

Last year the college organized a workshop on development of teaching aids for one week. All faculty members gave training to the teacher trainees on how to integrate ICT in their respective subjects. Training in integration of ICT in teaching included:

- Use of MS Office.

- Preparation of slides
- PPT presentation
- Transparency
- Teaching Models

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

List of Journals in which papers of the teachers are published.

1. Journal of Educational Technology and Research: An International Journal of Education and Humanities. ISSN:2278-232X.
2. Journal of Humanities and Islam. ISSN : 2231-7252.
3. International Journal of Education and Allied Sciences. ISSN: 0975-8380
4. International Journal of Developmental Studies and Research. ISSN: 978-93-82221-51-4.
5. Indian Journal of Social Sciences and Humanities, ISSN: 2277-7458.
6. Journal of Distance Education and Management Research, ISSN: 2278-9251.
7. Journal of Social Science and Linguistics, ISSN: 2249-2984.
8. Book of Environmental Education. ISSN: 978-81-313-0891-2.
9. Shodh Akshara : A bi-annual Journal of Humanities and Social Sciences. ISSN: 2249-9113.
10. Pinnacle Des Academia: An Interdisciplinary Biannual Journal. ISSN:2231-282.
11. Manthan: Research Journal of Indian Social, Political, Scientific and Philosophical System. ISSN: 0976-3698.

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

Nil

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

Nil

3.3. Consultancy

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

N/A

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

N/A

3. How much revenue has been generated through consultancy in last five years? How is the revenue generated, shared among the concerned staff member and the institution.

N/A

4. How does the institution use the revenue generated through consultancy?

N/A

3.4. Extension Activities

1. How has the local community benefitted from the institution? (Contribution of the institution through various extension activities, outreach programs, partnering with NGO's and GO's).

The local community has been benefitted from the institution through: various outreach programmes: These programs conducted by Crescent Charitable Trust and some students and teachers participated.

- Visits to Charitable institutions, special schools, orphanages etc. The faculty members and student teachers meet the children of these institutions, identify their problems, and communicated to trust, the trust sponsored poor students.
- Encouragement to weaker sections of the society for ensuring like inclusive education and women empowerment.
- Awareness programmes like health awareness, social awareness, and environmental awareness.
- Cleanliness of village under work experience.

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

The benefits to institution by the community include the following:

- The college remains thankful for moral support and encouragement for running the college in semi urban setup.
- The college collaborates with neighbouring schools for practice teaching.
- The college is indebted to the Department of Education in particular and other Departments in general community of Aligarh Muslim University for its unconditional academic support, without which the college could not maintain academic quality in teaching and training.
- The political leaders of every party including sitting M.P., MLA and MLC are always ready to visit our college on our invitation.

3. What are the future plans and major activities the institution would like to take up for promoting community orientation to students.

i) Being a minority college, the college management is planning to study educational status of minorities of District Aligarh which consists of seven tehsils. The BOS of the college has decided to assign the work of data collection to our students, under the supervision of a faculty. On the completion of survey, a seminar would be organized to discuss the results and future program to address the problems of minorities.

ii) 'Status of Women Education in Aligarh' is second major activity in which our students ought to be oriented.

iii) the third major activity would be to improve GER of Aligarh. For this, our students and teacher would investigate present level of GER at Aligarh and explore the strategy for improvement.

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

The college did not complete any projects. However, organized some programs regarding:

- Promotion of Girls' education
- Go – Green – Plantation of trees program in the vicinity of the college.
- Health Awareness : i) Medical camp, ii) Eye checkup, iii) blood group analysis

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

The college inculcates social and citizenship values and skills among students through following programs:

- Co-curricular activities
- Celebration of National festivals

- Celebration of important days like i) Teachers Day, ii) National Education Day, iii) Children Day, iv) Human Rights Day, v) Minority Rights Day, vi) Women's Day, vii) World Health Day, viii) World Environment Day etc.
- Social Activities : Sponsorship for orphans, free treatment to T.B. patients through CCT.
- Community Development Programs
- Value Orientation Programs

3.5. Collaborations

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

- a) The Chairman of National Commission of Minority Education Institution granted minority status to the college.
- b) The Ex-Vice-Chancellor of the University of Science and Technology, has served as the member of college management committee.
- c) The Vice-Chancellor of Vivekanand University of Meerut chaired the Inaugural session of 'Higher Education Among Women in India in February 2013.
- d) A hostel project is under consideration by Maulana Azad Educational Foundation, New Delhi.
- e) The Director of the college is the member of Institute of Objective Studies, New Delhi.

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

- a) IDB Jeddah, Saudi Arabia sanctioned grant for building construction of college.
- b) The Director was invited to deliver lectures in the conferences of Council of Parliament of World Religions held in Chicago, USA.
- c) AMU Alumni Association's president, Prof. Raziuddin visited the College.

d) Prof. Cristopher Queen of Harvard University and Dr. Rahul Deepankar, Chairperson of NRI Association of USA visited the College.

3. How did the linkages of any contribute to the following?

- Curriculum Development
 - Teaching
 - Training
 - Practice Teaching
 - Research
 - Consultancy
 - Extension
 - Publication
 - Student Placement
-
- **Curriculum Development:** The College obtains feedback on the curricular aspects from the Heads of practice teaching schools
 - **Teaching :** Educationists and teachers from the universities and other colleges are invited to deliver guest lectures. They also participate enthusiastically in workshops and seminars organized by the College.
 - **Training :** Some resource persons have given their consent to assist the College in conducting Leadership and Training Programme that would be started by the College.
 - **Practice Teaching:** The Institution conducts practice teaching in neighbouring schools and colleges
 - **Research :** The B.Ed. students with the teachers conduct action research in the community with their cooperation.
 - **Publication :** The students of other Colleges also contribute articles and papers to the College Magazine.

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

The Institution conducts practice teaching in neighbouring schools and colleges. Moreover, B.Ed. students conducts case studies on students of these schools and colleges.

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

The faculty is actively engaged in schools and with teachers and other school personnel. The faculty interacts with the head of the schools and teachers regarding the time slots, course content, deliverance and evaluation of practice lessons. The Principal conducts a meeting with the faculty and the concerned subject teacher. Then classes are allotted to students teachers according to the time table.

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

- a) Since establishment, the college is in collaboration with the schools for practice teaching.
- b) The college invites the professors to give lectures in their field of expertise to enlighten the students and teachers.
- c) Vice-Chancellors, Deans and Emeritus professors are also invited to the college academic events as Chief Guests or as key note addressers.
- d) most importantly, the Department of Education, AMU, Aligarh has always been cooperating with our college, Prof. P.S. Chauhan, a Senior Professor, Ex-Chairman /Dean Department of Education, AMU, Aligarh always provides us guidance whenever needed for example resource person, as a member selection committees, evaluation and examinations.

3.6. Best Practices in Research, Consultancy and Extension.

1. What are the major measures adopted by the institution to enhance the Quality of research, Consultancy and Extension activities during the last five years?

The college makes the faculty aware about the need and utility of research in education. It has set thrust areas so that quality research can be carried out. Every faculty member is encouraged to publish research papers in referred journals. The institution also tries to improve their interest in research.

The extension activities are based on the need of the college and the community. Such activities are done with team efforts of all faculty members. The college has appointed an incharge for development of extension activities.

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

Good practices in Research, consultancy and extension activities of the institution may include:

- Fullest academic freedom and autonomy to teachers.
- International exposure of new trends in Education.
- In May, 2013, Director attended An International Conference on Educational Issues in 21st Century.
- Organization of seminars, conferences and workshops on Contemporary issues in Education.
- Encouraging teachers and students to participate in other seminars and workshops at national and international level.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1. Physical Facilities

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.

The college has following physical facilities as per NCTE norms:

- Spacious classrooms
- Principal's room
- Administrative office
- Teaching and non-teaching staff room
- Spacious and well equipped library reading hall.
- Spacious and well equipped labs: psychology lab, social science lab, language lab, computer lab and educational technology lab etc.
- Auditorium : Multipurpose hall for seminars, cultural activities etc.
- Playground for outdoor games
- Common room for boys and girls.
- Separate washrooms for teaching and non-teaching staff with Indian and western seats.
- Rest rooms for boys and girls separately.
- First Aid and Health room
- Parking space
- Visitors room
- Security Room
- Canteen

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

Since its establishment, the institution has remarkable academic growth. The college plans to augment the infrastructure to keep pace with the academic growth through its own funds. Since, last five years there was remarkable development in infrastructure. More classrooms, smart classroom and the labs, have been established and expanded.

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

Auditorium: The College has spacious auditorium in which all the cultural activities, seminars and workshops are organized. The auditorium may accommodate more than 200 persons.

Playground: The college has a huge playground in which sports and games activities are carried out i.e. Cricket, Badminton, Volley Ball etc. are played.

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

The college shares auditorium, canteen and play ground with Aligarh College of Engineering and Management that is the sister Institution of the college.

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, washroom facilities for men and women canteen, health center etc.)

The college has following facilities to ensure the health and hygiene of the staff and students:

Health and hygiene cell to provide information about gaining and preserving health.

Separate wash rooms for students (boys and girls)

Drinking water facilities with water purifiers

First aid facilities and fire equipments are available.

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.

There is no hostel facility on the campus. However, a private building has taken on rent 10 Kilometer away from the college in which only 16 students may stay.

4.2. Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any

The budget allocation and utilization in the last five years is given below

Physical Facilities	2008-09		2010-11		2011-12		2012-13		2013-14
	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Allocated
Building	900000	875000	1800000	1900000	1713050	1687065	1100000	982604	1000000
Laboratories	-	-	550000	-	-	523440	-	-	-
Furniture	70000	54846	450000	400000	317806	421712	120000	102150	150000
Equipments	-	-	400000	550000	460532	411494	100000	-	150000
Computers	-	-	500000	50000	4800	520594	500000	431864	500000
Transport / Vehicle	200000	135000	150000	-	-	-	400000	365649	300000

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

The college’s infrastructure is shared by 120 members, 100 B.Ed. students, 8 faculty members and 12 non-teaching staff members. The college has 2 big classrooms. In these class-rooms, besides lectures, group discussions and group activities, guidance, lectures and other activities are done.

Auditorium is used for organizing cultural programs, seminars, workshops, celebration of important days like annual day, teachers day etc.

The college has well equipped laboratories. The equipments, psychological tests, and audio-visual aids are kept in laboratories that facilitate teaching learning both by teachers and students.

Computer lab is well equipped with 36 computers with internet facility.

2. How does the institution consider the environmental issues associated with the infrastructure?

The college provides conducive environment for teaching and learning. Proper hygiene is maintained in the college. Every year the college conducts environmental awareness program in which environmental issues are also discussed. Plantation program is also organized by the college.

4.3. Library as a Learning Resource.

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

Yes, the college has a qualified librarian. Her qualification is M.A. English and M.Lib.Sc.

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.

S.No.	Particulars	Total Number
1.	No. of Books	3078
2.	No. of Titles	1087
3.	Journals	25
4.	Reference Books	70
5.	Magazines	07
6.	Newspapers	05
7.	Internet facility	02 computers with broadband connection
8.	Audio Visual	
9.	CD etc.	
10.	Internet	

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance etc. and to make acquisition decisions.

If yes, give details including the composition and functioning of library committee.

The library committee lays great emphasis on the relevance of books to be kept in library. Time to time, suggestions are taken from staff and students for required material. The director, teachers and head of the college recommends for the books. The new arrivals are displayed on display rack. For ensuring access to staff and students, there is title wise catalogue system. The library staff helps the teachers and the staff to get required books.

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

Yes, the library is computerized. All the books are fed in computer. Books issuance and return entry is also made on computer. Internet facility is also available.

5. Does the institution library have computer, internet and reprographic facilities? If yes, give details on the access to the staff and students and frequency of use.

There are 2 computers in the library, one for the librarian and one for teachers and students. Internet and xerox facilities are available in the library.

6. Does the institution make use of inflibnet/Delnet/IUC facilities? If yes give details

Under ICT program of Government of India, we got the lease limit of 10 mbps in the college for net working with colleges and universities in India. Moreover, the college is eligible to use inflibnet and IUC facility.

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

The library remains open on all working days and during whole working hours of the college i.e. 8:00 am to 3:00 pm.

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

The staff and students are notified about new arrivals in library through notices online, the new arrivals are also displayed on the display rack in the library.

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

Yes, Book bank provides books to the students for one academic year. The books are purchased on the recommendation of concerned teachers. The teachers assign reading material in advance so that students may study topics before the lectures. Moreover, students make their PPT from these books.

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

There is no such person in the college. Nevertheless, the college would provide all possible facilities to such individual.

4.4. ICT as learning Resource

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.

Various ICT facilities available in the institution that include the following

- Computer Lab: Computers with internet connectivity.
- Educational Technology Lab: Overhead projector, slide projector, LCD projector, Educational CDs, DVD, Computer assisted instructions, Radio, Tape Recorder, CD Player.
- Hardware: Projectors, Printer, Scanner, Tape Recorders
- Software: Educational CDs, Film strips, slides, transparencies and videos games.

All these items are optimally utilized and easily accessible to users.

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

In curriculum, theory regarding computers skills include knowledge of software, MS Office, MS Excel. Students learn computer skills i.e. using computer and exploring internet.

3. How and to what extent does the institution incorporate and intake use of the new technologies / ICT in curriculum transactional process?

Teacher educators and teacher trainees use internet for preparing lesson plans. In college teachers deliver lectures through PPT, LCDs and educational CDs. Students use PPT and model lesson plans to teach lessons in schools. Use of ICT is highly emphasized in the college. Students are familiar with khanacademy.com and make use of video and Amazon.com

4. What are the major areas and initiatives for which student teachers use / adopt technology practice teaching?

The student teachers prepare technology based lesson plans and teaching aids to be used in micro as well as macro teaching.

4.5. Other facilities

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.

Yes, Optimal use of the instructional infrastructure is made by the students and teacher. Moreover, our computer teachers make arrangements for free teaching of fundamentals of computers to the students of high schools located in the vicinity of the college.

Moreover, our computer lab remains open till late hours for free access to student of nearby schools/college for online result of Secondary and Senior Secondary Examination.

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

The various audio-visual facilities/materials available with the institution include OHP, LCD projector, computer assisted instruction, educational CDs, tape recorder. The audio and visual facilities are used for demonstrating lessons in classrooms for micro-teaching and macro-teaching practice. Tape recorder is used to give the student teachers feedback on their micro-teaching.

Students are made aware about role of audio-visual materials in facilitating learning including practice teaching and thus encouraged to use them.

2. What are the various general and methods laboratories available enhance the facilities and ensure maintenance of the equipment and other facilities?

The various laboratories available with the institution include following:

- Psychology Lab
- Educational Technology Lab
- Science Lab
- Social Science Lab
- Language Lab
- Computer Lab

The lab incharges are responsible for the availability and maintenance of the equipments in labs. Whenever there is a requirement for any equipment, the lab incharges inform the Principal. The Principal forward the requirement to the Purchase Officer who arranges the required material in labs.

4. Give details on the facilities take multipurpose hall, workshop, music and sports, transport etc. available with the institution.

Auditorium: The college has a spacious auditorium. It is used for multipurpose. All the cultural events, literary competitions, seminars, conferences and workshops and many other programs are held in the Auditorium.

Sports: The college has sports room and a spacious playground for carrying out sports. All sports equipments are available in sports room such as Cricket, Volley Ball, Table Tennis, Chess, Carom etc.

Transport: there are two buses and one staff van.

4.6. Best practices in Infrastructure and Learning Resources.

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

Those instructions / methods of teaching are practiced that provide knowledge as well as develop teaching skills in teacher trainees.

Faculty delivers instruction in two languages – English and Hindi depending upon students requirement.

The basic model of class instruction is to achieve high level of comprehension.

For this objective maximum use of ICT in delivering instructions is ensured.

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

- a) Researching and developing the use of new technologies
- b) Monitoring the use of ICT to support learning.
- c) Helping future teachers to improve their ICT knowledge and skill.
- d) Encouraging teachers to deliver lessons through PPT.

the College has planned to start an ICT Club.

3. What innovations/best practices in ‘Infrastructure and Learning Resources’ are in Vague or adopted / adopted by the institution?

- a) Class rooms are designed with new idea. They are neither square nor rectangular, neither polygons nor triangle. They are sided shape all sides are not equal.
- b) Entrance of class rooms is made in view of white chair users.
- c) Introduces learning application to future teachers.
- d) Future teachers are taught the uses of wiki teacher, khanacademy, TED, youtube etc.
- e) the college is coming for logically and creative, digitallyteachers who can make full use of ICT resources including, multimedia, animation, gaming for enhancement of learning.
- f) Interactive board

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. Student Progression

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

The college conducts an assessment test for students called Students' Assessment Test after their admission in B.Ed. program. The test consists of teaching aptitude, intelligence, general knowledge and ICT knowledge. The faculty also conducts interview. These practices enable our professors to know strength and weakness of students. In addition every year the college organizes orientation program in the beginning of the session. In this program students are introduced about the college, the rules and regulations, facilities available in the college, the syllabus and year plan that includes curricular and extracurricular activities. An introduction program is also arranged where students introduce themselves.

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

The college provides a peaceful, cheerful and conducive teaching-learning environment. The college environment is pleasant, healthy and stimulating in every sense. Our organization owns a sizable piece land meant for sports, park and gardens which and that gives sense of satisfaction and motivation to students and visitors. The college has well-furnished spacious classrooms, with proper ventilation and lighting, library and laboratories.

For intellectual development of teacher trainees, an active schedules of seminars, workshops are the source of satisfaction and motivation.

Infrastructure facilities or class room learning and process, positive culture of values and human respect and all other academic and non-academic activities ensure that the college in the place where motivation, development, improvement are properly being enhanced.

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

The college has not experienced any case of drop-outs, some students love to stay in the college.

4. What additional services are provided to students for enabling them to complete for the jobs and progress to higher education? How many teacher trainees appeared / qualified in SET/NET/Central/State services through competitive examination in the last two years?

The following additional services are provided to students to enable them to compete for job and higher education:

- Educational visits
- Advance use of ICT
- English speaking course
- Foreign languages course
- Lectures on interview skills
- Alumni meet
- Employment News (Newspaper)
- NET/SET/Central State Service Test Preparation
- Regular motivation by teacher educators to pursue higher education.

Information regarding NET/SET/Central Services is made available.

5. What percentage of students on an average go for further studies / choose teaching as a career?

Give details for the last three years?

Years	Percentage of students who went for further studies	Percentage of students who joined job
2012-13	16%	58%
2011-12	17%	50%
2010-11	12%	46%

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

Yes, the college provides access to library and internet services and other audio/video resources to pass out students for preparation of competitive exams and job search. They are Life Members of our Library.

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

The college has a Placement Cell. The students submit their CV to Incharge Placement Cell. The college informs them about the job opportunities available. The placement cell also guides them in selection of job according to their eligibility. The cell also prepares them for job interview and job fair.

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

Placement cell faces the difficulties in pursuing women candidates to join distant jobs. Parent / Spouse allow them to join teaching job in their towns. The cell encourages and guides such type of pass out students to open their own school in their locality.

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

Yes, the college does have understanding arrangement with practice teaching schools for placement of the student teachers, if vacancy arises. The passed out B.Ed. students are employed in these schools.

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

The resources include subscription to newspapers, internet facility, xerox, print out cost, computer and a separate office including one assistant.

5.2. Student support

1. How are the curricular (teaching-learning processes) Co-curricular and extra-curricular programs planned (developing, academic calendar, communication access the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curricular activities.

At the end of academic year, the year plan is evaluated for its feasibility: Feedback is taken from faculty members on how far it was successful in achieving institutional objectives? What were the loopholes? Suggestions are welcomed for improvement. On the basis of feedback and suggestions, the year plan is revised in the meeting of BOS.

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

As a matter of college policy, teacher educators would provide special assistance to physically challenged teacher trainees during practice teaching. They would be given extra time during examination. They are also encouraged to participate in co-curricular activities.

3. Does the institution have monitoring arrangements? If yes, how its organized?

Yes, the performance of the college is recorded in its annual report which has to be presented publically in annual function of the college. After seeking improvement from audiences, the report is to be sent to Board of Trustees. The Board make observations , if any. The Board of Trustees has the power to monitor the progress of the college and may appoint a committee to reevaluate intern report as the annual report.

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

(a) The college management believes that all faculty members are honest and hardworking and it further understands that they would not harm any student on any pretence. Their decisions are autonomous and well respected.

(b) The college believes that after all we are human being and man makes mistakes. The college allows student to make petition against any teacher on any issue related with classroom or college. The grievance committee looks into petitions/applications

This ensures support and enhances the effectiveness of faculty in teaching and monitoring of students.

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

The website of the college is www.aligarhcollege.in. The information posted on the site includes the following:

- Mission and vision

- Goals and objectives
- Courses offered
- Admission procedure
- Examination
- Infrastructure
- Student services
- Administration
- News and events report
- Research activities
- Photo gallery
- Enquiry form
- Contact details

The website is updated every six months.

6. Does the institution has a remedial program for academically low achievers? If yes, give details.

Yes, the college organizes extra remedial classes in which the teachers discuss, elaborate and explain the topics and practicums considering their level of comprehension and understanding. Moreover, they guide them for examination. Students share their problems and Faculty does its best for improving their performance in exams.

5. What specific teaching strategies are adopted for teaching?

The faculty identifies the advance learners and slow learners and different strategies are adopted for these groups.

- a) Advanced learners and b) slow learners

The teaching strategies adopted for teaching advanced learners are:

- Advance reading

- Advanced questions
- Powerpoint presentations

For slow learners following teaching strategies are adopted:

- Repetition of course content
- Cooperative learning
- Remedial classes
- Group study
- Guidance and counseling
- Regular motivation

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

The various guidance and counseling services are provided to the students regarding following:

- i. Reading material
- ii. Textbook
- iii. How to read book
- iv. How to write paper
- v. Research methodology
- vi. Job prospects
- vii. Higher education
- viii. Personality development
- ix. Leadership activities
- x. Social and psychological problem
- xi. Scholarship etc.

9. What is the grievance redressal mechanism adopted by the institution for students?

What are the major grievances redressed in last two years?

The college has a Grievance Redressal Committee. Though, no major grievances were addressed in last two years, some minor grievances like slow speed of internet, less food items in canteen, long wait at bus stop, position of ceiling fans in classroom were registered and resolved.

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

The progress of the candidates at different stages of programs is monitored and they are advised through following means:

Internal assessment through unit test, assignments, power point presentation.

Micro and macro practice teaching to monitor teaching competency

Co-curricular and extracurricular activities to monitor personality.

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

Before beginning practice teaching in school micro teaching is conducted in the college for twenty days. Micro teaching includes following:

- Development of Different Skills required for effective teaching
- Training for preparation of model lessons
- Showing CDs

During practice teaching in schools the teacher educators give regular feed back to the students.

5.3. Student Activities

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

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

Yes the college has alumni association

i) The current office bearers are as under:-

- a) Mrs. Gayatri Devi
- b) Mr. Satish Kumar
- c) Mr. Tarun Gupta

ii) Last election was held in 2013

iii) Alumni Association activities of last two years

Alumni Association activities include following:

Arrangement of programme where Alumni share their experiences about the B.Ed. programme and college.

Receiving feedback from Alumni regarding improvement in B.Ed. programme.

v) Contribution of alumni to the growth and development of the institution.

Alumni have given lectures and shared their experience about the programme with college students

Alumni have given feedback regarding academic and non-academic activities of B.Ed. programme.

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

Teacher trainees are encouraged to participate in extracurricular activities for their allround development. The teacher educators motivate them to bring out their hidden talents. Various competitions and events are organized to give them opportunity to reveal their talents. The teacher educators guide them to polish their talent. Certificates and awards are given to the winners by Chief Guests and Head of the institution. Pictures of winners are displayed on notice boards and published in College Magazine and uploaded on website.

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

The college publishes a college magazine every year. The teacher trainees are encouraged to contribute to the magazine. The magazine contains articles, poetry, general knowledge questions, puzzles, workshops and seminars reports.

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

Yes, the college has a student council.

Constitution

The student council consists of 7 members and it has a President and Vice-President. The Council works for Publication

- Literary activities (debate, quiz, essay writing etc.)
- Extracurricular activities
- Day celebrations

- Sports
- Educational visits

The student council is accountable to the Principal. The President coordinates with the faculty members and the Principal of the Institution in organizing and ensuring participation in activities.

Major Activities

Major activities include following:

- Action Research
- Guest Lectures
- Medical Camp
- Scout & Guide Camp
- National Youth Week

Funding

The College provides funds for all activities.

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

The student representation is most in student council. The details of its activities have been given in 5.3.4. Besides, students are given opportunities in academic and administrative bodies:

Academic Bodies : Leader of community surveys internship group leader.

Administrative Bodies : All departments of student council, Alumni, Anti Ragging Cell.

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

The college collects feedback and data informally from ex-students in order to improve the programme regarding the curricular, co-curricular and extracurricular activities. The feedback is then discussed in the meeting of Board of Studies.

The college would like to take feedback from employers for improving its graduates.

5.4. Give details of institutional best practices in student support and progression.

- Students are assigned to teach 50% of theory papers to boost their teaching skills
- Student seminars are arranged for their intellectual development.
- The college has student welfare committee and various other committees that take care of the needs of students.
- The college has grievance and redressal committee where students can lodge their complaints.
- The college has placement cell that help them in starting their career.
- All facilities are made easily accessible to facilitate teaching and learning.

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1. Institutional Vision and Leadership

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

Purpose

The purpose of ACE is to provide quality education to all aspiring students through enriched academic and professional courses in order to produce efficient, competent and committed teachers and teacher educators:

- To produce globally competent teachers
- To empower and enrich its students
- To produce a knowledge society
- To produce good academic leaders
- To undertake quality research
- To achieve pursuit of excellence in area of teacher education

Values

Some values are commissioned and some omissions .

Following values are commissioned:

- Honesty
- Equality
- Truth
- Fairness
- Transparency
- Unity of humanity
- Hardwork
- Punctuality
- Cleanliness

- Love
- Commitment and devotion towards profession

Following values are omitted:

- Corruption
- Partiality falsehood
- Dualism
- Division of humanity
- Laziness
- Plagiarism
- Enmity

The omission and commission of these values are made known to stakeholders through college website, prospectus, and orientation program in the beginning of the year.

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

Yes, the mission includes the college's goals and objectives in terms of addressing following:

- The need of society in terms of diversity- economic, cultural, regional, gender, lingual etc.
- The need of students to ensure their all round development and identification of individual differences.
- The need of the school sectors to provide outstanding and globally competent teachers.
- Value orientation to produce ethical, integrated, humane and devoted teachers.

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

The top management of the college is Board of Trustees, Crescent Charitable Trust, Aligarh. The Board regulates and supervises the functioning in the college. It plays leadership role in ensuring effective and efficient transaction of teaching and learning.

The Board of Trustees has 9 members. These members act as a link between governing bodies and the college. The Board prepares year plan and academic calendar of the institution. It is also responsible for provision and maintenance of infrastructure. The Board constitutes various committees and assign them work. The BOS meetings are held every month for regulating the college's functioning.

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

Responsibilities regarding teaching and learning are defined and communicated by the management at the time of appointment of faculty. Responsibilities regarding co-curricular activities are defined by the Principal and communicated through circulars, notices, and instructions by the Principal of college.

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

The management takes regular feedback from faculty and students regarding their performances during the academic year, feedback is taken from teachers, students and alumni regarding the academic and non-academic activities of B.Ed. programme.

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

If the institution faces any barrier, it holds the meeting of BOS. If the problem does not fall within the domain of BOS, then it is referred to Board of Trustees.

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

- The management encourages the staff to participate in institutional processes by making them realize that it will help them in their professional growth.
- Management appreciates the work done by them.
- Management provides all the resources, enough time and funds required for completing research.

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 role of Head of Institution is as follows:

Governance and Management of Curriculum: The principal provides curriculum to the faculty members in the beginning of session in the meeting of BOS where allocation of teaching work is done. Whenever modification is made in curriculum by the affiliating university, the BOS considers its implication in term of who will teach the new topic and what kind of preparation is needed

Administration: The BOS under the leadership of the Principal assigns duties regarding academic and non-academic programme among teaching and non-teaching staff. He appoints the members of various committees and cells.

Allocation and utilization of Resources: The principal makes the resources (physical, financial, technical) available to teaching and non-teaching staff and students. He keeps check that the resources are utilized in best manner.

6.2. Organizational Arrangements

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

Different committees constituted by the college are as under:-

ACE Managing Committee: It formulates rules and policies, approves budget, approves vacancies and appointments, approves courses. It holds atleast one meeting in a session.

Purchase Committee: It invites quotations, take decisions regarding purchase of perishable and non-perishable items/goods required by the college.

Library Committee: It develops and monitor library affairs.

Cultural Activities Committee: It plans and executes the programme with the cooperation of students and teachers. It holds meeting once in a semester.

Grievance and Redressal Committee: It considers and take decisions on the petitions/applications against anyone among students, teachers and non-teaching staff. It holds meeting monthly.

Disciplinary Committee: It considers cases of indiscipline by students and staff in light of the rules and regulations of the college. It holds meeting whenever the need arises.

ACE Alumni Association: It works to maintain good relations of the college with its ex-students and seek their cooperation for betterment of the college. It holds meeting twice a year.

Extension and Research Committee : It discusses research projects submitted by faculty members.

Guidance and Counseling Cell: It resolve students problems.

Scholarship Committee: It find out sources and scholarships, publish their deadlines, collect scholarship forms and help students in submitting scholarship forms.

Student Welfare Committee: It works for physical, psychological, emotional, rational well being of students and staff.

Games Committee: It organizes sport events make teams and develop their talent. It also make schedule for games.

Women's Cell: It works for educational upliftment of women. It promotes women's activities and also look for cases of insecurity.

ACE Student Council: It works for academic and non- academic activities of the college.

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

S.No.	Committees	Incharge and Members	Number of meetings held in the year 2011-12	Decision taken in the meeting
1.	Library Committee	Mrs. Mehrukh Fatima Dr. Mohd Sadiq Ali Khan Dr. Dharmendra Sharma	03	Purchase of Journals Purchase of Employment News Required text books to be added to library Feedback from students on Library resources.
2.	Purchase Committee	Ms. Abida Ghaffar Mr. Ahmad Shameel Mr. Najam	05	Purchase of Computer Purchase of Projector Purchase of Laptop Purchase of Books Purchase of Teaching Aids
3.	Disciplinary Committee	Dr. Dharmendra Sharma Dr. Chhavi Varshney	03	All students have to attend assembly All students have to come in proper uniform No student shall take undesirable edible item like pan masala, gutkha No student shall destroy college property No student shall practice ragging
4.	Events Organizing Committee	Mrs. Sufia Anjum Dr. Dharmendra Sharma Ms. Farhat Jabeen	04	Independence Day Celebration Sports Day to be organized on 29 th August, 2011

				Teachers day celebration Gandhi Jayanti Celebration Children's Day Celebration World Aid Day Celebration National Youth Day Celebration
5.	Grievance and Redressal Committee	Dr. Chhavi Varshney Ms. Afshan Kareem Mr. Moin Ul Haque	03	Formation of students grievance committee Increasing number of newspaper in library Arrangement of more fans in the classroom
6.	Practice Teaching and Internship	Dr. Mohd Sadiq Ali Khan Dr. Dharmendra Sharma Mrs. Sufia Anjum	03	Conduction of Micro-teaching practice Faculty members shall meet principals of practicing schools Faculty members shall give detailed information on Macro-teaching to be held afterwards Assignment of duties to Mentors Internship programme to be done with practice-teaching
7.	Research and Extension	Ms. Farhat Anjum Mrs. Sufia Anjum	02	Organization of guest lecture on micro-teaching skills Organization of 11 student seminars
8.	Alumni Committee	Dr. Chhavi Varshney	02	Organization of Alumni Meet Organization of cultural programme in alumni meet To honor alumni having good academic record
9.	Games committee	Mr. Naqvi Dr. Chhavi Varshney	03	Organization of cricket tournament Required material for cricket and volley ball to be arranged Organization of football match Organization of Bad Minton
10.	Community Service	Dr. Dharmendra Sharma Ms. Afshan Kareem Ms. Farhat Jabeen	03	Visit to Mother Teresa Orphan House Visit to Mangalaytan Tirthadham Organization of Medical Camp, Eye Check up and vaccination
11.	Scholarship Committee	Dr. Mohd Sadiq Ali Khan Ms. Abida Ghaffar Mr. Aqeel Ahmad	02	Students have to be informed about scholarship forms All forms have to be sent to Aligarh Welfare Office.

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

The administration of the college is decentralized due to which academic and non-academic work is regularly distributed and carried out effectively. Academic work is distributed to respective Incharge of the committees. The Incharge of the committee designs the work and direct members to carry it out. The members keep a record of all the activities and submit it

to the Incharge, who hand over it to the Principal. Administrative work is also distributed in committees. Besides, there is an Office Incharge, who reports about office work to the Principal. The details of various committees and activities managed by them are given in 1st point of 6.2 above.

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

The college collaborates with other departments and organizes guest lectures on quality of education in the college. Orientation programmes are organized for introduction of new methods of teaching where the experts from other department give lectures.

The college collaborates with school personnel to arrange practice teaching and internship programme and take feedback from them on students' performance.

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

Yes, the college uses the various data and information obtained from feedback. It is used for decision making and performance improvement regarding following:

Improvement in teacher educators' performance

Improvement in teacher trainees' performance

Improvement in curriculum

Improvement in practice teaching skills

Decision regarding implementation of curriculum

Decision regarding changes in year plan

Decision regarding functioning of various committees

Decision regarding improvement in infrastructure facilities.

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

- Inculcating harmonious relationship and giving due respect and dignity to each employee of the college.
- Organizing seminars, workshops and guest lectures for sharing knowledge and considering innovations.
- Providing support to faculty members to participate in refresher courses.
- Encouraging faculty to pursue research projects.
- Encouraging the non-Ph.D. faculty to pursue Ph.D.
- Encouraging faculty to publish article in reputed journals.

6.3. Strategy Development and Deployment

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

Yes, the institution has an MIS.

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

The managing committee allocates resources for accomplishment and sustaining the changes resulting from the action plans.

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

The human resources are made available by employing qualified and sufficient staff appointed through local selection committee arranged by the affiliating university. Financial resources are made available through fee collection and donation.

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

The year plan is developed by ACE BOS in the beginning of the session. The practice teaching incharge conducts meeting with Head/Principal of practice teaching. The incharge then communicates the dates to the principal who affirm those dates in year plan.

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

The objectives are communicated by principal in orientation programmes conducted in the beginning of the session and through the notices displayed in the notice board of college. Objectives are also updated on college website.

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

The vision, mission and implementation plans are monitored and evaluated every year by IQAC through meetings with faculty and community. Revisions are made either in the meeting of board or BOS of the college.

7. How does the institution plan and deploy the new technology?

The college management and faculty members remain update with new technologies that facilitate teaching and learning and plans the requirement accordingly. BOS of the college considers viability of new technology and take decision accordingly. The finance committee makes arrangement for funds according to budget and Purchase Committee finally purchases items.

6.4. Human Resource Management

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

There is a remarkable growth of knowledge in every discipline including education. The knowledge of the faculty members should be upgraded regularly in changing scenario of education. We may identify the need of development if knowledge of faculty is not matching with rapid changes in the field. The career progression is possible through training programme in workshop on new paradigm of education.

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

Yes, the performance of faculty is assessed through self appraisal report of teachers and feedback by students. Moreover, performance of teachers is evaluated by the result as well as comparative merit in academic circles.

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

- Proper appreciation by the Principal and the Director.
- Provision of funds for participating in conferences, seminars and workshops.
- Best Teachers' Award for outstanding performance.
- Leave to teachers to engage in research projects.

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.

A workshop on "Bloom's Taxonomy of Educational Objectives" was organized on 1st October 2009 in Aligarh College of Education.

A workshop on “Understanding of Power Point Presentation” was organized on 1st October 2010 in Aligarh College of Education.

A Guest Lecture on “A Classical Theory of Education as in Plato’s Republic” by Dr. Gopal Chandra Khan was organized on 2nd April 2013.

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

The college recruits the faculty and staff as per norms, rules and regulations of NCTE, UGC and Dr. B.R.Ambedkar University, Agra. The faculty consists of all strata of the society.

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

There is no part time faculty in our college. However, such appointment would be made according to the university rules.

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

The college is highly concerned about the professional development of faculty. However, the college has major financial resources. Instead of sponsoring our teachers to other seminars / conferences, the college prefers to ask its faculty to organize seminars / conferences in our college. So they organize seminars, workshops and guest lecturers in the college.

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

The physical facilities provided to faculty include the following:

- Well furnished staffroom
- Well equipped laboratories for instructional material
- Resourceful Library
- Computer Lab with internet facility
- Office space with stationary

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

For information they may approach the Principal, who normally issues notices and circulars.

Other stakeholders are informed through college website.

To lodge complaints, the faculty has to contact the Grievance Redressal Committee. Other stakeholders lodge their complaints through Principal.

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

The college follows workload policies of Dr.B.R.Ambedkar University of Agra, UGC and NCTE. The workload varies in view of other administrative duties.

Working with Schools:

The teacher collaborate with schools for practice-teaching, and take feedback regarding B.Ed. programme.

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

The Best Teacher Award is given to outstanding performance of a teacher.

The achievements of teachers are displayed on notice board and a certificate is issued.

CRITERION VII: INNOVATIVE PRACTICES

7.1. Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) was established on 19th January 2013.

The composition of IQAC is as follows

Chairperson	Prof. Mohammad Muqim
Member (Faculty)	Dr. Mohd. Sadiq Ali Khan Dr. Chhavi Varshney Dr. Dharmendra Sharma Dr. Rubina Shahnaz Dr. Iram Azhar Mr. Himanshu Ms. Farhat Jabeen
Coordinator	Dr. Iram Azhar

Activities undertaken include following:

The academic year plan, curricular and co-curricular activities, work load distribution, constitution of committees all are monitored by IQAC.

The IQAC keeps check that student centered learning is practiced in college.

The IQAC regulates the internal examinations practice teaching and research activities.

The IQAC ensures that proper feedback regarding the quality of academic and administrative work is taken from faculty, students, parents, alumni and other stakeholders.

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

To evaluate achievement of its goals and objectives, the institution adopts following mechanism:-

- i) Internal evaluation of B.Ed. students in form of unit tests, assignments, powerpoint presentations, internship and practice teaching.
- ii) University pattern exam before final examination

iii) Feedback from B.Ed. students regarding teaching quality.

3. How does the institution ensure the quality of its academic programmes?

The IQAC monitors quality of academic programmes. The teachers have to maintain record of all the lessons taught by them, the activities in labs and micro-teaching and macro-teaching practice are submitted to IQAC. IQAC regularly checks these documents and give suggestions for improvement.

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

For ensuring the quality of its administration and financial management process, the institution adopts following measures:

- Decentralization of administration
- Constitution of various committees
- Regulation of committees performance by IQAC
- Suggestions for improvement in administration by faculty members and non-teaching staff.
- Management information system
- Computerized Finance Management system.

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

Whenever any new practice is introduced by any faculty member in the programme, it is reported to the Principal in advance. The principal displays these practices on the notice board. Besides, he holds meeting with all faculty members to share practices in details with them. All such practices are submitted to IQAC which assess its feasibility.

7.2. Inclusive Practices

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

The issue of inclusive education is given great emphasis in 12th FYP. To sensitize teachers to this issue, college adopts following measures:

- Teachers are made aware about the current issues of inclusion. Muslim Minority and Women are left behind the national ratio of enrollment.
- Teachers are made aware about the disparities prevailing in India, as far as higher education is concerned.

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

The theory papers in curriculum addresses to such issues. Some of the units in educational psychology are related to them. The faculty has been sensitized so that they may discuss such issues in classes. Moreover, the college organizes orientation programmes, workshops, and seminars on such issues. The college organized workshop on “National Workshop on Higher Education Among Women in India: Vision and Policy Perspectives” on 22-24 February 2013. Another seminar on “Exceptional Children and the way they should be handled” was organized on 18.11.2011.

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

The college provides conducive learning environment through qualified teachers, good infrastructure and other opportunities for social interaction. A lot of cultural activities are conducted that foster students’ positive social interaction with peers and teachers. During practice teaching and internship the students maintain relationship with other members of

society. The seminars and workshops are conducted that encourage active engagement of students in learning. Students are given award for their achievements in academic as well as co-curricular activities for self-motivation.

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

B.Ed. programme comprises of students from diverse background. In orientation programme the students are asked to have a brief description of their background. A seminar on education of exceptional children, educational visit to special schools and theory related to such issues provide additional knowledge. As the practice teaching schools also consist of children from diverse backgrounds, the interaction of the B.Ed. students with these children during macro practice teaching provides them knowledge of how to work with children from diverse backgrounds and exceptionalities.

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

All the faculty members and non-teaching staff take special care of physically challenged and differently-abled students. Visually challenged students are given special provision like provision of writer, extra time to complete paper during examination.. Arrangement for practice teaching of these students is made in schools near campus or their residence.

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 women cell members take care of every minute problem faced by girl students, physically handicapped and exceptional children. Workshops and guest lectures on Women Empowerment guidance and counselling to physically handicapped and seminars on exceptional children are arranged. The faculty members adjust their lesson plan according to the need of exceptional children.

7. 3 Stakeholder Relationships

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

The institution ensures stakeholders by following means:

- The teaching and non-teaching staff are given due recognition to their organizational performance in faculty meetings.
- Faculty achievements are displayed on notice board of the Institution.
- The college magazine contains a separate section on organizational performance.

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 college shares the information on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement through meeting and display on notice boards and through circulars. The college analyses the data for finding the plans and activities that were successful in achieving objectives of the college and have satisfied the students and stakeholders and the loopholes responsible for failures and dissatisfaction of its students and stakeholders.

Data of success and failures of various processes convince us to look into the reasons of failures, so that we may take corrective measures.

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

The feedback mechanisms include following:

- Regular meetings of BOS, management committee a boards meeting.
- Oral feedback from faculty, students and employees and heads of practicing schools.
- Written feedback on performance / appraisal reports from teachers, students and alumni

Mapping of Academic Activities of the Institution 2011-12

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Orientation																																				
Theory																																				
Tutorials/ Seminars																																				
Sessional Work – Tests & Assignments																																				
Practical Work																																				
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																				
Practice Teaching/ Internship																																				
Co-curricular Activities																																				
Working with community/ project work																																				
End-Term Examination																																				

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

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 institution
with seal:**

Place: ALIGARH

Date: 17.12.2013