



**Al-Barkaat Institute of Education (B.Ed.)**  
**(Affiliated to Dr. B. R. Ambedkar University, Agra)**  
**Anoopshahar Road, Jamalpur, Aligarh**



**Self Appraisal Report**  
**Submitted to**  
**National Assessment and Accreditation**  
**Council (NAAC)**  
**Bangalore 560072, India**  
**2014**

# INDEX

S.No.	Particulars	Page No.
<b>Part -I</b>	<b>Institutional Data</b>	
A.	Profile of the Institution	1-4
B.	Criterion-wise Inputs	
	Criterion I: Curricular Aspects	5-7
	Criterion II: Teaching-Learning and Evaluation	7-11
	Criterion III: Research, Consultancy and Extension	11-14
	Criterion IV: Infrastructure and Learning Resources	15-19
	Criterion V: Student Support and Progression	20-24
	Criterion VI: Governance and Leadership	24-29
	Criterion VII: Innovative Practices	29-30
<b>Part-II</b>	<b>The Evaluative Report</b>	
1.	Executive Summary	31-34
2.	Criterion-wise Analysis	
	Criterion I: Curricular Aspects	35-58
	Criterion II: Teaching-Learning and Evaluation	59-102
	Criterion III: Research, Consultancy and Extension	103-138
	Criterion IV: Infrastructure and Learning Resources	139-166
	Criterion V: Student Support and Progression	167-192
	Criterion VI: Governance and Leadership	193-218

	Criterion VII: Innovative Practices	219-231
3.	Mapping of Academic Activities of the Institution	232
4.	Declaration by the Head of the Institution	233
<b>Part-III</b>	<b>Enclosures</b>	
1.	A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)	234-235
2.	A copy of the latest recognition order issued by NCTE	236-239
3.	Dr. B.R.Ambedkar University Recognition Letter	240-241
4.	Approval Letter of Minority Institution	242
5.	Approval letter by U.P. Government	243
6.	Institutional academic calendar	244-246
7.	A copy of the syllabus.	247-252
8.	Time -Table.	253
9.	Master plan of the institution	254
10	University results for previous academic year	255
11.	Audited income-expenditure statement for the previous financial year	256-261
12.	Sample of student feedback on faculty,	262
13.	Sample of student feedback on curriculum	263
14.	Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching Schools	264-265

## **Section B**

### **The Self-appraisal Report**

This section is presented in two parts. Part I – of the self-appraisal report seeks quantifiable institutional data organized in two parts viz., Part – A and Part-B. Part- A consists of the Profile of the institution and Part – B requisites Criterion-wise input. Part – II of the self-appraisal report comprises of three parts. Part 1 is an Executive summary giving the brief note on the SWOT analysis of the institution, Part 2 is a Criterion-wise analysis which comprises of a questionnaire which when put together gives the evaluative report and Part 3 is the Mapping of the Academic Activities of the institution. To facilitate institutional preparations, guiding questions have been developed and they are given in this section. The questions given are not exhaustive but only indicative of the type of information that may be useful to systematically organize the SAR. Since the questions are generic in nature, the institutions may adapt them suitably and incorporate aspects reflecting their strengths, significant developments, future plans and distinct characteristics in a meaningful way. If the institution wishes to provide any information in addition to the questions under each Key Aspect, they are free to include it as “any other information” under each Key Aspect.

## **Section B**

### **Format for Self-appraisal Report**

#### **Part I: Institutional Data (Preferably to be uploaded on the Institutional Website and submitted in a softcopy and hardcopy)**

When the institution has a website it should display the following and other relevant details of information, as in a typical brochure or student handbook: its mission / vision statement, and the goals and objectives of the institution programme offered, eligibility criteria for admission, admission policy and process, academic calendar , examination and other assessment schedules and procedures; infrastructural facilities available for teaching/ learning, sports, residence, research and recreation, scholarships given by the state and the institution, and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years has to be submitted to the NAAC in Part I: and B of the SAR.

## A. Profile of the Institution

1. Name and address of the institution:- Al-Barkaat Institute of Education  
Anoopshahar Road, Aligarh
2. Website URL: [www.abie.ac.in](http://www.abie.ac.in)
3. For communication:

### Office

Name	Telephone Number with STD Code	Fax No.	E-mail Address
Dr. Saba Hasan Principal*	0571-6500607	0571-2720967	abie.b.ed.@gmail.com
-----			
Dr. Samina Self-appraisal Co-ordinator	0571-6500607	0571-2720967	saminafazli@gmail.com

\*Dr. Saba Hasan has left and presently Dr. Samina is working as officiating Principal

### Residence

Name	Telephone Number with STD Code	Mobile Number
------	--------------------------------	---------------

Dr. Saba Hasan Principal*	×	+91 9719205320
-----	×	
Dr. Samina Self-appraisal Co-ordinator		+91 9719205320

\*Dr. Saba Hasan has left and presently Dr. Samina is working as officiating Principal

4. Location of the Institution:

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

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes       No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
Aug.	2008

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

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

Month & Year

MM	YYYY
----	------

 2f

File under Process

Month & Year

12B

MM	YYYY
----	------

File under Process

## 10. Type of Institution

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. Affiliated College

v. Constituent College

vi. Dept. of Education of Composite College

vii. CTE

viii. Any other (specify and indicate)

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

yes  No

If yes, has the institution applied for autonomy?

yes  No

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

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

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

Level	Programme	Order No. & Date	Valid up-to	Sanctioned Intake
Pre-primary				

Primary / Elementary				
Secondary / Sr. secondary	B.Ed.	8331& 14/11/2006	Permanent	100
Post Graduate				
Other ( specify)				

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

Yes

No

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system?

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

Yes		No	✓
-----	--	----	---

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

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

D.Ed.	<input type="text"/>
B.Ed.	<input type="text" value="02"/>
M.Ed. (Full Time)	<input type="text"/>
M.Ed. (Part Time)	<input type="text"/>
Any other (specify and indicate)	<input type="text"/>

6. Are there Programmes offered in modular form

yes	<input type="text"/>	No	<input checked="" type="checkbox"/>
	Number	<input type="text"/>	

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

yes	<input checked="" type="checkbox"/>	No	<input type="text"/>
	Number	<input type="text" value="01"/>	

8. Are there Programmes with faculty exchange / visiting faculty

yes	<input checked="" type="checkbox"/>	No	<input type="text"/>
	Number	<input type="text"/>	

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

❖ Heads of practice teaching schools	Yes	<input checked="" type="checkbox"/>	No	<input type="text"/>
❖ Academic peers	Yes	<input checked="" type="checkbox"/>	No	<input type="text"/>
❖ Alumni	Yes	<input checked="" type="checkbox"/>	No	<input type="text"/>
❖ Students	Yes	<input checked="" type="checkbox"/>	No	<input type="text"/>
❖ Employers	Yes	<input checked="" type="checkbox"/>	No	<input type="text"/>

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

After Completing 3years
-------------------------

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

Yes  No

Number

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

Yes  No

Number

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

Yes  No

Number

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

Yes  No

### Criterion II: Teaching-Learning and Evaluation

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

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

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

2. Furnish the following information (for the previous academic year): 2012-13

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

02 <sup>nd</sup> July. 2012
09 <sup>th</sup> Nov. 2012
25 <sup>th</sup> Apr. 2013
174+40
214

3. Total number of students admitted-2012-13

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	31	69	100	19	32	51	12	37	49
M.Ed. (Full Time)									
M.Ed.(Part Time)									

4. Are there any overseas student?

Yes  No

If yes, how many?

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

a) Unit cost excluding salary component

22906.00

b) Unit cost including salary component

50852.00

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

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

Programmes	Open (General)		Reserved (SC & OBC)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	17226	169546	31351	124288

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(workshops / seminar)
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

10

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

05 in each teaching subject

11. Practice Teaching at School

a) Number of schools identified for practice teaching

04

b) Total number of practice teaching days

30

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

30+ 10 day simulation

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations? No. of Lessons in simulation 05

each subject

No. of Lessons Pre-practice teaching 10

13. Is the scheme of evaluation made known to students at the beginning of the academic session? Yes  No

14. Does the institution provide for continuous evaluation? Yes  No

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

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

16. Examinations

a) Number of sessional tests held for each paper 02

b) Number of assignments for each paper 01

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) PPT	✓	

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

Yes  No

Number

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

Yes  No

❖ It is not offered as a Compulsory subject as it has not been prescribed by affiliating University, but practical Knowledge is given to the student which is compulsory for every student.

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

Compulsory  Optional

### Criterion III: Research, Consultancy and Extension

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

Number

2. Does the Institution have ongoing research projects?

Yes  No

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

❖ Projects Rahat for down trodden section of society.

Funding agency	Amount (Rs)	Duration (Years)	Collaboration, if any
ABES	Total Funding life time	-	-

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  $\checkmark$  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

$\checkmark$
$\checkmark$
$\checkmark$
$\checkmark$

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

Yes  No

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

b. M.Phil.

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

Yes  No

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

Yes  No   
 Number

International journals	-	-	01
National journals – referred papers	$\checkmark$		06
Non referred papers			
Academic articles in reputed	$\checkmark$		03
Magazines / news papers			
Books	-	-	-
Any other (specify and indicate)	$\checkmark$		07

Chapter in Book			
-----------------	--	--	--

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

Yes  No

❖ NFP Fellowship

Number

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

	faculty	Students
National seminars	<input type="text" value="41"/>	<input type="text" value="3"/>
International seminars	<input type="text" value="06"/>	<input type="text" value="-"/>
Workshop attended	<input type="text" value="16"/>	<input type="text" value="3"/>
Conducted workshops	<input type="text" value="10"/>	<input type="text" value="-"/>
Orientation Programme	<input type="text" value="02"/>	<input type="text" value="-"/>

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

(Mark  $\checkmark$  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 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

❖ Faculty members are made In charge for that in each academic session

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

❖ Rover Ranger Programme in D. S. Degree College, Aligarh

❖ Drama & Skit Evening at Exhibition Ground organized by Aligarh District Administration.

16. Does the institution provide consultancy services?

Yes  No

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

❖ Consultancy provided by the teachers with special educational Qualification in that field.

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

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

### Criterion IV: Infrastructure and Learning Resources

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

3724

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

a. Methods lab	Yes	✓	No	
b. Psychology lab	Yes	✓	No	
c. Science lab (s)	Yes	✓	No	
d. Education Technology	Yes	✓	No	
e. Computer lab	Yes	✓	No	
f. Workshop for preparing teaching aids	Yes	✓	No	

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

25

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

48000

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

10562

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

10542

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

NIL

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

Yes  No

9. Total number of posts sanctioned

	Open	
	M	F
Teaching	2	6
Non-teaching	10	2

10. Total number of posts vacant

	Open	
	M	F
Teaching	-	-
Non-teaching	-	-

11.a. Number of regular and permanent teacher

(Gender-wise)	Open	
	M	F
Lecturers	02	05
Readers		
Professors		

b. Number of temporary / ad-hoc / part-time teachers

(Gender-wise)	Open	
	M	F
Lecturers		
Readers		
Professors		

c. Number of teachers from

Same state	7+1
Other states	×

12. Teacher student ratio (program-wise)

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

13.a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	4			
Temporary	5	1	2	

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1			
Temporary				

14. Ratio of Teaching non-teaching staff

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

16. Is there an advisory committee for the library Yes  No

17. Working hours of the Library

On working days	08
On holiday	NIL
During examinations	08

18. Does the library have an Open access facility Yes  No

19. Total collection of the following in the library

a) Books	4032
-Textbooks	3276
-Reference books	181
b) Magazines	08
c) Journals subscribed	18
-Indian journals	15
-Foreign journals	03
d) Peer reviewed journals	02
e) Back volumes of journals	17
f) E-information resources	
-Online journals / e-journals	03
-CDs / DVDs	26
-Databases	DELNET, ERIC
-Video Cassettes	NIL

-Audio Cassettes

NIL

**20. Mention the**

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

1100 sq. ft.

Seating capacity of the Reading room

60

**21. Status of automation of Library**

Yet to intimate

Partially automated

Fully automated

✓

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

Circulation

✓

Clipping

✓

Bibliographic compilation

×

Reference

✓

Information display and notification

✓

Book Bank

×

Photocopying

✓

Computer and Printer

✓

Internet

✓

Online access facility

✓

Inter-library borrowing

✓

Power back up

✓

User orientation / information literacy

✓

Any other (please specify and indicate)

✓

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

Yes

✓

No

**24. Furnish information on the following**

Average number of books issued / returned per day

32

Maximum number of days books are permitted to be retained


by students	07
by faculty	15
Maximum number of days books are permitted for issue	
for students	03
for faculty	10
Average number of users who visited / consulted per month	57
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	1:15

25. What is the percentage of library budget in relation to total budget of the Institution 1.05%

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

	I		II		II	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	70	2200	101	14797	30	4650
Reference Books	23	1750	02	510	12	2115
Other books	07	288	06	1998	45	6658
Educational CDs	-	-	-	-	26	1350
Journals/Periodicals	13	3940	14	4310	11	4270
Any others New	05	2985	05	3068	04	2148
Papers & Magazines	05	3562	06	4430	05	3550

### Criterion V: Student Support and Progression

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

	2010-11	2011-12	2012-13
Programmes	Year1	Year 2	Year 3
D.Ed.			
B.Ed.	NO	1%	1%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes  No

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

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	II	III	I	II	III	I	II	III
	2010-11	2011-12	2012-13						
Pass percentage %	94.9	97	98						
Number of first classes	69	90	93						
Number of distinctions	×	06	06						

Exemplary performance (Gold Medal and university)	×	×	×						
--	---	---	---	--	--	--	--	--	--

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

	I	II	III
NET	00	02	03
CTET / UPTET	41	09	04
Any other (specify and indicate)	01	08	01

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

	2010-11	2011-12	2012-13
Financial Aid	I	II	III
Merit Scholarship	×	×	×
Merit-cum-means scholarship	×	×	×
Fee concession	×	×	×
Loan facilities	×	×	×
Any other specify and indicate (post metric)	62	69	64

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 (in session- 2012-13)

Men   
 Women

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

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

12. Availability of rest room for Women

Yes  No

13. Availability of rest rooms for Men

Yes  No

14. Is there transport facility available?

Yes  No

( Only for Teaching Practice)

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 participate / organized.

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

❖ Organized Minority Day Celebration at District level in session 2013-14 in the Al-Barkaat Campus

- ❖ Student of Participated and presented cultural Event organized by districts Authorizes at Exhibition Ground form session 2012-13

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 (Number)	Outcome (medal achievers)
State	No	
Regional	No	
National	No	
International	No	

18. Does the institution have an active Alumni Association? Yes  No   
 If yes, give the year of establishment

19. Does the institution have a Student Association / Council? Yes  No

20. Does the institution regularly publish a college magazine? Yes  No

21. Does the institution publish its updated prospectus annually? Yes  No

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

	1 Year % 2010-11	2 Year % 2011-12	3 Year% 2012-13
Higher studies	2%	13.1%	9%
Employment (Total)	37.1%	28%	42%
Teaching	19.1%	19.1%	35%
Non-teaching	11.1%	2%	8%

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.      2010-11      2011-12      2012-13

6	17	24
---	----	----

24. Does the institution provide the following guidance and counseling 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	02
Staff council	
IQAC / or any other similar body / committee	04
Internal Administrative Bodies contributing to quality improvement	
Of the institutional processes. (mention only for three most important bodies)	
i) Academic Committee	12
ii) Examination Committee	04
iii) Grievance Redressal Committee	03

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Medical Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)				
Provision for Academic leaves	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

	2010-11	2011-12	2012-13
Mr. Sahadab Husain (OS)	<input type="checkbox"/>	<input type="checkbox" value="01"/>	<input type="checkbox" value="01"/>
Mr. Mohammad Anas (Librarian)	<input type="checkbox" value="02"/>	<input type="checkbox" value="02"/>	<input type="checkbox" value="02"/>

5. Furnish the following details for the past three years

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

b. Number of teachers who were sponsored for professional development

programmes by the institution	2010-11	2011-12	2012-13
National	<input type="checkbox" value="02"/>	<input type="checkbox" value="-"/>	<input type="checkbox" value="-"/>
International	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="01"/>

(Sponsored by NFP)

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

	2010-11	2011-12	2012-13
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	2010-11	2011-12	2012-13
National Conference	01	-	01
Workshops	01	05	02

e. Research development programmes attended by the faculty

		02
--	--	----

f. Invited / endowment lectures at the institution

Any other area (specify the programme and indicate)

	2010-11	2011-12	2012-13
	03	03	03

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

- |  |     |                                     |    |                          |
|--|-----|-------------------------------------|----|--------------------------|
| a. Self-appraisal                            | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b. Student assessment of faculty performance | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c. Expert assessment of faculty performance  | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d. Combination of one or more of the above   | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e. Any other (specify and indicate)          | Yes | <input type="checkbox"/>            | No | <input type="checkbox"/> |

7. Are the faculty assigned additional administrative work

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

06
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8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	-
Fees	5241318
Donation	-
Self-funded courses	-
Interest	175124
Prospectus	102000

9. Expenditure statement (for last two years)

	2011-12	2012-13
Total sanctioned Budget	50,00000	54,50000
% spent on the salary of faculty	44.46	44.07
% spent on the salary of non-teaching employees	14.52	14.42
% spent on books and journals	1.00	1.10
% spent on developmental activities (expansion of building)	2.80	3.30
% spent on telephone, electricity and water	0.80	0.83
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc.	5.40	5.10
% spent on maintenance of equipment, teaching aids, contingency etc.	0.56	1.05
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange etc.	1.50	1.47
% spent on travel	0.70	0.73
Any other (specify and indicate)	28.26	27.93
Total expenditure incurred ( Other than Deprecation)	5253916	5903863

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.
2010-11	-	15213
2011-12	-	253916
2012-13	-	453863

11. Is there an internal financial audit mechanism?

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

12. Is there an external financial audit mechanism?

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

Administration

Yes	✓	No	
-----	---	----	--

Finance

Yes	✓	No	
-----	---	----	--

Student Records

Yes	✓	No	
-----	---	----	--

Career Counseling

Yes	✓	No	
-----	---	----	--

Aptitude testing

Yes		No	✓
-----	--	----	---

Examinations / Evaluation

Yes	✓	No	
-----	---	----	--

Assessment

Yes	✓	No	
-----	---	----	--

Any other (specify and indicate)

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

14. Does the institution have an efficient internal co-ordination 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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM, Yes

### 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? 2012-13

	Category	Men	%	Women	%
a	SC	08	08%	11	11%
b	ST	-	-	-	-
c	OBC	10	10%	20	20%
d	Physically challenged	01	01%	01	01%
e	General Category	12	12%	37	37%
f	Rural	11	11%	27	27%
g	Urban	20	20%	42	42%
h	Any other (specify)				

4. What is the percentage of the staff in the following category? 2012-13

	Category	Teaching Staff	%	Non-teaching staff	%
a	SC			02	17%
b	ST				
c	OBC	01	14%	03	25%
d	Women	05	71%	01	8%
e	Physically challenged				
f	General Category	06	86%	07	58 %
g	Any other (specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?  
   2011-12                                2012-13                                2011-12                                2012-13

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	13	19	13	12
ST	-	-	-	-
OBC	28	30	28	28
Physically challenged	1	2	1	1
General Category	58	48	57	57
Rural	60	58	60	57
Urban	40	38	39	38
Any other (specify)				

## PART II

### THE EVALUATIVE REPORT

#### Executive Summary

Al-Barkaat Educational Society(ABES), dedicated to the memory of renowned Persian-Hindi Sufi poet Syed Shah Barkatullah of Marehra, district Etah, came into being in 1995. The Al-Barkaat Educational Society derives inspiration from the life and teachings of a galaxy of illustrious Sufis of Khanqah-e-Barkaatia, Marehra Sharif (Etah, U.P.). It owes its inception to the profound vision of its **Founder President Professor Syed Shah Muhammad Amin (Department of Urdu, Aligarh Muslim University, Aligarh)**, the present Sajjadah Nashin of Khanqah-e-Barkaatia, and President of Dargah Syed Shah Barkatullah Committee. He is the moving spirit and the light behind this novel project in establishing various educational institutions in India. In a survey by Royal Islamic Strategic Centre (USA), he has been found to be among the 500 most influential Muslims fifth time this year again. The society is a cluster of all learned and well educated people.

ABES is located in the city of Aligarh which is famous for its education, culture and lock industry. It is 130 kms from New Delhi and is well connected by rail and road through National Highways and Delhi - Howrah rail route. It is situated at Anoopshahr Road, approximately 5 kms from Aligarh Railway Station. The campus is spread over more than one Lac square yards of land, in the close vicinity of Aligarh Muslim University. Spread over well developed, elegant lush green campus, the College is located in serene and pollution free surroundings. The college atmosphere is pleasant, healthy and stimulating in every sense. Thus, the college presents a peaceful, cheerful and conducive teaching – learning environment laced with all the modern technologies and facilities.

With a clear aim to establish and administer Educational Institutions, the Society is running following Institutions:

- **Al-Barkaat Institute of Management Studies (ABIMS)**-Approved by AICTE, New Delhi & affiliated to U.P.T.U. Lucknow.
- **Al-Barkaat Public School (+2)**-Affiliated To C.B.S.E., New Delhi.

- **Separate section of Al-Barkaat Public School (+2) for girls' education**
- **Al Barkaat College of Graduate Studies-** Recognized by Govt. of U.P. and affiliated to Dr. Bhim Rao Ambedkar University, Agra, starting regular courses of BBA/BCA from the current Academic Session.
- **Al- Barkaat Centre of Computer Science & Languages-** Courses jointly certified by NIELIT & NCPUL, Ministry of HRD & IT Govt. of India.
- **Al-Barkaat Jamia Hamdard Study Centre-**Affiliated to Jamia Hamdard, New Delhi, under distance mode running BBA and BCA.
- **Al-Barkaat Afternoon Shift under Project "Rahat"** –Especially for Educationally & Economically Weaker Sections of the Society.

Students seeking residential facilities are accommodated in 3 hostels.

- **Al-Barkaat Pem Prakash Hostel** (for boys)
- **Al-Barkaat Gama Bhai Hostel** (for boys).
- **Al-Barkaat Mehboob Fatima Girls Hostel** (for girls)

Al-Barkaat Institute of Education (B.Ed.) established in 2008, having a vision to become an outstanding centre of learning and a mission to be a centre of excellence. It is recognized by National Council for Teacher Education (NCTE), Jaipur and affiliated to Dr. B.R. Ambedkar University, Agra, with intake of 100 students in B.Ed. course. It has been granted Minority Status by National Commission for Minority Educational Institution, New Delhi.

### **Regulatory Bodies:**

The college operates under the control of national body NCTE. Additionally, Dr. B. R. Ambedkar University, Agra and ABES Managing Committee exercises control over the college for ensuring its effectiveness and quality along with the Advisory Committee of ABIE. The university controls academic part: admissions (as per state rules), curriculum, examinations and appointments. NCTE regulates infrastructure and the infrastructure of ABIE totally meets their demand and the management committee of ABIE ensures proper implementation of the plan.

### **Practice teaching schools:**

The college has good relation with practice teaching schools. Every year practice teaching is done as per schedule by the mutual cooperation 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 community:**

The College addresses the needs of the society, students, school sector, and nourishes values. It undertakes community and nation centric activities and educative programmes as well (literacy drive, awareness programme on girl's early marriage and female foeticide, AIDS Awareness Programmes, Tree plantation drive, etc) through folk-lore, plays, cultural programmes, etc. and extends helping hand to meet educational needs of the poor. The Society is working in this direction by opening an Afternoon School for downtrodden section of society based on Rahat Project prepared by IQAC.

### **Institutional Strength:**

The strength of the institution lies in the committed Management Committee of the Society who is dedicated towards achieving the aims and objectives laid down at the time of establishment. It provides all the necessary help to accomplish the task like best infrastructure and modern technologies. Since its establishment, the college is imparting quality education and training to teacher trainees. Besides, the college is also committed to develop their whole personality. Quality education is provided by the Institution's committed, highly qualified and progressive faculty using latest technology and best facilities.

### **Weakness:**

Regarding the teaching practice, according to the NCTE norms 40 days teaching practices is required in junior and secondary school but due to the tight schedule, sometimes these schools do not allow the teaching practice for the prescribed period in their regular teaching course.

### **Opportunities:**

Management provides learning environment for its students and Faculty Members. For the overall Personality development, Society tries its best to assist them in participating/organizing Seminars/Conferences/Workshops. The College has hardly faced

insurmountable barriers. But whatever problems are faced, they are solved by the help and guidance of Management and the Principal. The college family works as a team.

**Threat:**

Language problems of the students coming from various backgrounds (Rural/Urban), East and West create the problems in pronunciation and acquisition of the knowledge. The language problems cause hindrance in teaching- learning. Some of the students do not want to listen lectures delivered in English rather than Hindi language.

## **Criterion I: Curricular Aspects**

### **1.1. Curricular Design and Development:**

**1.1.1. State the objective 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.)**

Teacher is supposed to be the most important pillar in nation building and a very important factor for the success of an educational programme. If a nation wants quality education, it must have quality teachers. It is through the help of the teacher that learning takes place. Definitely the task of a teacher is quite challenging and difficult which requires dedication and professionalism on the part of teacher. For developing professionalism among teachers a specialized teachers training programme was essential to make them competent enough to shoulder their responsibilities. Thus, Al- Barkaat Institute of Education was opened with the aim to impart quality education in the B.Ed. programme and to equip young men and women of this country with knowledge, skills and competence with an attitude that would enable them to make a meaningful contribution to Indian polity with the following objectives.

#### **Objectives**

- To develop competency to teach the subject of one's specialization on the basis of accepted Principles of teaching in the context of the changing school curriculum.
- To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching –learning process.
- To enable the teacher trainees to develop the right attitude (a) towards work (b) to carry out socially useful productive work (c) towards community and (d) towards all round growth.
- To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.
- To enable the teacher trainees to understand the pupils, guide and counsel them in solving their academic and personal problems.
- To enable the teacher trainees to undertake action research.
- To solve their professional problems.

- To enable the teacher trainees to develop the skills related to use of information and communication technology and to understand the latest trends in teaching and evaluation through World Wide Web.
- To establish itself as a hub of quality education centre in terms of infrastructure, faculty and facility.
- To impart value based teacher education for shaping the trainee teachers to enlighten the future generations.

Al-Barkaat Institute of Education is approved by NCTE, Jaipur and has been granted permanent affiliation by Dr. Bhim Rao Ambedkar University, Agra, to run B.Ed. Course with the intake of 100 students (50 students through counseling and 50 through minority quota). Besides the above mentioned aims and objectives of the institute, ABIE has following vision and mission:

### **Vision**

To become an outstanding centre of learning, serving the needs of India and addressing the challenges in society.

### **Mission**

- To be a centre of excellence through its academic research and quality education.
- To develop the students into well qualified teachers so that they can meet the challenges ahead with right type of skills and attitudes woven with social values and ethical standards.

The Institute works for the overall development of the students to achieve the objectives as laid down in the Society's Aim along with Vision and Mission of ABIE. The institute has all the modern facilities, such as spacious class rooms, state of the art computer labs, on campus hostel accommodation for boys and girls, seminar rooms, indoor and outdoor games facilities etc. Other than this, emphasis is given to make them good and responsible human beings laced with moral and value education reflected in their personalities to be the role models for upcoming generations.

## **Intellectual Development**

For the development of intellectual capacity following strategies are followed-

- Preservation of knowledge and skills for publications, research assignments and transfer of communication.
- Application of modern methods, strategies and innovative technologies in the field of education.
- Use of modern technology for the intellectual development of the students by qualified and experienced staff members.
- Commitment to provide best education.
- Time to time Guest Lectures by Eminent Scholars to enhance the knowledge of students.
- For the intellectual development of teachers, they keep on attending various National and International Conferences.
- They regularly update their knowledge by attending seminars, workshops and refresher courses and many research papers have been published by them in reputed National / International Books / Journals.
- Faculty members also conduct workshops for school teachers in different reputed schools of Aligarh as Resource Person i.e. Our Lady of Fatima, Ayesha Tarin Public School, Modern School, Blackdale Public School etc.
- National Seminars / Conferences are being organized in ABIE for the academic upliftment of teachers as well as students.

## **Academics**

The syllabus which has been prescribed by the University is covered during the session by the faculty members with the help of latest technology and teaching method as follows-

- Use of Power Point Presentation for Lectures in the class with LCD Projector,
- Group Discussion for better understanding and confidence in the students,
- Assignments to be submitted with PPT in the class by each and every student of the class in groups etc.
- Study material and objective type questions are provided for practice.

- Weekly lectures are organized to make them proficient in English, being an International Language.
- As the syllabus is outdated and the school system is changing at a rapid rate we try to cover few topics through modules like CCE, the new evaluation system etc.
- Psychological Practical is conducted for better understanding of attitude, aptitude, interest etc.
- Students are being prepared for TET and other competitive exams.

### **Training**

For the best use of new teaching technology (Pedagogy) and approaches following measures are taken-

- Workshops, Extension programmes and Guest Lectures are arranged to facilitate faculty members and students.
- Faculty exchange programmes is initiated for the self development of the faculty members like visiting other Educational Institutions as Resource Persons.
- All the positive and negative points of teaching skills are clearly taught and practiced through teaching practice in selected schools of Aligarh.
- Computer classes are also organized to enhance knowledge of our students.

### **Access to the Disadvantaged and Equity**

As the students are sent through direct counselling from the affiliated University, the institute doesn't play any role in its accessibility. After getting Minority Status from the Government of India, admissions are taken strictly as per the rules and regulations laid by the government for their admission. But in Minority Quota the Management tries to help disadvantaged group by providing them at least 4- 5 installment for submitting the fees. Other than this, Post Metric Scholarship is there which is given by State Government to all the needy students irrespective of their caste.

### **Self Development**

The institute tries to develop the personality of the students by providing them ample opportunities as follows-

- For overall development of students Sports Events are organized.
- To draw out their inner hidden talents, work experience is done.
- Time to time presentations are compulsory for all students through PPT.
- Conducting Morning Assembly as assigned by the teachers to boost their self confidence and improve their communication skills.
- Co-curricular activities and participation of students in different Workshops, Seminars and Conferences provide ample opportunity to the students for their self development.

### **Community and National Development**

For developing concern and passion for the community and country below mentioned activities have been included-

- To develop discipline and National Feeling, Scout & Guide Camp is organized every year.
- Community work is done for generating awareness towards the problems of society and arouse a sense of responsibility towards them like celebrating World Environment Day, Literacy Mission for the Fourth grade Employees working in the campus, Cleanliness Campaign etc.
- Eradication of illiteracy, poverty, corruption and many more evils of society are highlighted through small stage shows.
- Feeling of National Integration is developed through celebrating National Festivals in the Institute like celebration of Independence Day, Republic Day, and Gandhi Jyanti etc.

### **Issues of Ecology and Environment**

To deal with the problems of Ecology and Environment, the institute tries to bring them in direct contact with the environmental issues through following activities-

- Excursions are arranged to revive their energies along with making them aware with different ecological and environmental problems, so that they could do something for the betterment.
- Community work has been adopted as team activity every year.
- Saving of natural resources (water, oil, and trees) is stressed among the students.
- By celebrating World Environment Day and Plantation on that occasion.

### **Value Orientation**

For inculcation of human values among the students, there is provision of following activities-

- Due weightage has been given to Value Education in the curriculum, which is imparted by the concerned teacher with proper care and attention.
- The Scout and Guide Camp and other group activities are conducted for inculcation of human values among the students.
- Organizing cultural activities and other co-curricular activities for developing values among students.

### **Employment & Global Trends and Demands**

- For fulfilling the global demand of competent, efficient and skilled human resource main stress has been laid on practical knowledge.
- Providing training to develop the efficiency, competency, communication skills and use of ICT is the main concern of the institute. So that students could pace with the modern world and get the opportunity of employment in this competitive era. And that's why our students are placed in reputed schools of Aligarh even before their results were declared only on the basis of their performance in the interviews.
- Provision of preparation for different competitive exams like TET, CTET etc.
- Including topics of importance for better adjustment and placement in the school for students like Continuous and Comprehensive Evaluation, so that the students could understand the global trend and cope with the changing demands of school.
- Placement Cell is there to prepare the students for Interviews and helping them to get better placement in different schools of repute in Aligarh and nearby areas. For this

purpose we invite special Placement Talks by Training and Placement Officer from one of our sister Institutions Al-Barkaat Institute of Management Studies, Aligarh.

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

Al- Barkaat Institute of Education is affiliated to Dr. B. R. Ambedkar University, Agra. Hence, the entire curriculum is provided by the University. The curriculum is implemented as per the norms of the University. Curriculum includes compulsory courses, optional courses, practice lessons, practicum and co-curricular activities. Curriculum development involves the interaction of need analysis, goal setting grading and sequencing of content material development, implementation and evaluation, and shows how these processes interact within a learner centered approach to curriculum. Teachers reflect on curriculum in multiple ways, such as giving students surveys and reviewing the results or analyzing assessment data and individual student performance. Not only can reflection serve to improve a specific curriculum, it may guide the creation of new curriculum. According to knowledge, attitudes, understanding and skills of students Faculty Members planned different activities to enhance teaching learning process. However, the institution tries to assess the curriculum by following means and methods-

- **Feedback from Faculty**

Feedback is taken from the faculty members based on their experience after attending various conferences on Curriculum Development in written form which is considered for upgrading the curriculum later on for the next year students.

- **Feedback from Students**

Students also provide feedback on prescribed format about the faculty and curriculum separately at the end of the session to know if curriculum is meeting their needs or not.

- **Feedback from Alumni**

Feedback is taken from the alumni students working in schools during Alumni Meet regarding curriculum and their suggestion is given due weight age as it would be relevant for better adjustment in schools.

- **Feedback from Employers**

Feedback is also collected from the Principals and staff of practice teaching schools for improving the standard of the students as well as other employers so that we could make the students laced with right type of skills and attitude.

- **Feedback from Academic Experts**

Feedback is also taken from the Academic Experts from different universities during conference or when they join for Guest Lectures.

Feedback collected through different sources is then reviewed and relevant additions are then conveyed to the faculty members by the management. The management guides the faculty members to include those topics as Value Added Courses in their lectures so that the students could be prepared for stepping into their professional life successfully because revision of the syllabus by University is a tedious task.

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

The vast curriculum of B.Ed. in Dr. Bhim Rao Ambedkar University, Agra, has already covered many global aspects. The detail has been given paper wise below-

#### **1. Philosophical and Sociological Foundations of Education**

This is the first compulsory paper which includes following global issues-

- Western and Indian Philosophies are taught to make them aware about the Aims, Curriculum and Methodology of Teaching according to different Philosophies.
- Role of different social and educational agencies like Family, School and Society in the upbringing of the child is elaborated, to make the students understand their importance.
- Value Education and its importance in human life.

## **2. Indian Education and its Problems**

- Present condition of Primary, Secondary and Higher Education with its problems are taught so that they could be made aware with the pros and cons of Indian Education system and compare it with the global trend.
- National Integration, Population Education, Environmental Education etc. are some of the global issues which are there in the curriculum for developing considerate attitude towards various prevalent problems of the world.

## **3. Educational Psychology and Measurement**

The students are also taught about Educational Psychology to know their students well, which includes following topics of global importance-

- Stages of development i.e. Physical, Mental, Social, Emotional etc. are covered with special reference to Adolescent age for better understanding of learners along with importance of understanding individual differences.
- Education for Exceptional Children for making them efficient to deal with them properly.
- Concept of Learning and factors affecting learning, remembering and forgetting, transfer of learning, motivation etc. are some of the topics which are important to enhance learning.
- Evaluation and its importance, Personality of a child and Intelligence are some of the topics which have been assigned great importance in the field of education at global level.
- Action Research is introduced which is globally used to solve the problems of classroom by teachers.

## **4. School Administration**

This paper includes following topics of global importance-

- Importance of Administration and Guidance in school.
- Leadership Skills.
- Importance of Health and Hygiene.
- First Aid.

## 5. Educational Technology

It deals with underwritten topics of global importance-

- Mass Media and its importance in the field of Education.
- Use of ICT to meet the challenges at global level.

Though, the curriculum is good, still it has not been revised for last so many years, it is quite outdated whereas the curriculum in schools is revised now almost every year. The teacher training program is meant to prepare teachers with competence and skills but its curriculum is in stagnant condition and not even adopting the changes done in school system, for example Continuous and Comprehensive Evaluation pattern has been adopted by CBSE Board Schools while the Pupil Teachers are not taught about it in their course, as a result of which they face a lot of difficulty at the time of placement and even after getting jobs, because they are not competent enough to face the challenges.

In ABIE clear instructions are there to include topics of practical utility so that the students could adjust themselves in their practical life in much better way.

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

The curriculum which has been provided by the DBRAU, Agra is very vast and includes almost all the topics related to different issues in different compulsory papers. There are 5 Compulsory Papers i.e. Philosophical and Sociological Foundations of Education, History and Problems of Indian Education, Educational Psychology and Measurement, School Administration and Educational Psychology and the 6<sup>th</sup> Paper is based on 2 Teaching Subjects.

- Value Education is taught in First Paper as a separate unit so that they could realize the importance of values in human life, especially for teachers. In Psychology Practical we conduct one practical i.e. Teacher Values Inventory (TVI) by Dr. S.P. Ahluwalia & Dr. H.L. Singh, which makes them aware about different values and importance of some values to become outstanding teachers.

- Environmental Education has been included in second paper where students are made aware about environmental issues like global warming, depletion of ozone layer, pollution problems and hazardous effect on ecosystem. Other than giving lectures on the particular topics the college organizes events related to environmental awareness that includes Celebration of Environment Day and Plantation of trees on that day etc.
- Various cultural programmes, morning assembly, co-curricular activities, scout and guide training camps are organized in the campus and off campus for developing social integration, brother hood, sympathy, cooperation etc.
- Educational Technology, Fifth Paper includes ICT, which gets promotion with its practical use by teachers in the class room as teachers use PPT and students are also made well versed in using the latest technology for their presentation time to time. They are also trained to prepare slides for PowerPoint Presentation. A fully equipped Internet facilitated computer lab is there which remains open throughout the working hours for faculty as well as staff.

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

ICT plays a major role in the execution of the curriculum provided by the concerned university in following manner-

- The Academic Calendar is prepared where different curricular and co-curricular activities are planned for the whole year using computer.
- Teachers make Power Point Presentation for delivering lectures in the class.
- Data Base for different activities like Time Table, Roll List of students, their records, Teaching Practice Plans etc. are developed using ICT.
- Use of Excel Sheet and SPSS software by faculty for writing Research Papers for Seminars and Conferences. (2 Faculty Members have attended Orientation Programme at Academic Staff College, AMU, Aligarh regarding the use of Excel Sheet and SPSS software)
- Use of technology is also done in the co-curricular activities etc.

## **1.2. ACADEMIC FLEXIBILITY**

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

The institution tries to provide experiences to the students by means of various techniques like

- To make teaching a reflective practice the college works on micro teaching and macro teaching practice.
- 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. After the feedback, B.Ed. students re-plan, re-teach and receive feedback. This process continues until excellent teaching is reflected in their teaching.
- Before commencement of teaching practice Guest Lectures are organized on relevant topics by eminent scholars like Micro Skills, Macro Teaching, Importance and use of Teaching Aids etc.
- Regular visits to Al-Barkaat Public School to observe various activities of the school and interact with teachers regarding syllabus and timetable.
- Practical exposure to the students by means of its well defined practice teaching program.
- 40 days Teaching Practice is strictly done to make them proficient in using different skills and establish themselves as good teachers.
- Group assignments for which each member of the group needs to present one topic including question answer session using PPT in the class which enhances their skill of explanation and make them confident and competent enough to face the challenges in their future life.
- Students are also motivated to participate in different curricular and co- curricular activities regularly held in the campus.

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

So far as the curriculum designed by the regulatory body is concerned, it has two parts- Six Compulsory Papers comprising Theory Part of the curriculum whereas Macro teaching in School comprising Practical Part of the curriculum. The students have to practice the teaching of those 2 teaching subjects opted by them. There are many combinations of subjects as has

been prescribed by the university to the students in order to provide varied learning experiences as follows:

- Adequate practice is done on teaching of these subjects in practice teaching schools as well as on the campus by means of simulated teaching or micro teaching.
- The teacher trainees get formal learning through theory papers, practice teaching and practicum.
- Informal learning is provided through cultural activities and different co- curricular activities during Scout and Guide Camp, social services like visits to local vicinity 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.
- They get personal experience of teaching during teaching Practice in schools.
- Teachers assist students to make beautiful teaching aids like charts, models etc.
- During Work Experience the students are provided extra support to work out their hidden talents through various activities.

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

Other than implementing the rich curriculum provided by the affiliating university, the management emphasises to introduce following value added courses to enrich and enhance the personality of the students-

- A very important characteristic of a teacher is to be a good communicator so that she/he could pass the knowledge to the students. The college understands that the need of communication skills is vital for the students for better career options. Therefore, the institution arranges Verbal and Written Communication Skill workshops. It is a regular practice of the institution to invite expert resource persons to conduct workshops for the development of communication and competence among the students.
- English being international language, computer language, library language etc. Has gained a lot of importance in the modern world. Weekly English Language Teaching

class has been arranged for developing basic knowledge of the language as most of the students come from Hindi Medium background and feel hesitant in speaking English fluently.

- For developing speaking ability among them, they are provided a big platform like conducting morning assembly in English, giving self introduction in English, making good use of English at the time of presentation etc.
- The college provides regular computer classes for all students to develop their skills of basic computer operating principles which include Basic Computer Operation, MS office, Internet operations, slide making with PPT etc. On the basis of this the students are given some projects for which they have to give presentations with PPT and this happens to be compulsory for all the students.
- Life skills are developed through community work, scout and guide training. Various social, moral, ethical values are developed in the students with the help of these programmes and co-curricular activities.
- Some extension activities like celebrating world environmental day, world population day are organized in the college and nearby community to spread awareness about environmental and social issues and think about probable solutions to solve these problems.
- Students are also allotted different responsibilities in organizing various events and activities such as cultural programmes, competitions, seminars, workshops etc. In this way they improve their leadership skills, team building and organizational skills.
- Cleanliness Campaign is conducted at Institutional Level.

These value added courses ultimately help the students in developing an all round personality.

#### **1.2.4. How does the institution ensure the inclusion of 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 Interdisciplinary approach happens to be there in all compulsory subjects taught because either it is Philosophy, Sociology, Psychology or Technology all the subjects are taught in reference of Education.

**Paper I: Philosophical and sociological foundation of education**

To bring clarity among the students, they are taught Philosophical and Sociological aspects which lay the foundation of Education which is a multidisciplinary approach.

**Paper II: Educational Psychology and Measurement**

It includes contents drawn from two disciplines viz. Psychology including Statistics to lay the foundation of a new branch i.e. Educational Psychology.

**Paper IV: School Administration and Health Education**

Here, School Administration includes content drawn from Educational Management and Health Education which has also resulted from interdisciplinary/ multidisciplinary approach.

**Paper 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.

- The subjects of B.Ed. have interdisciplinary nature which combines philosophy and sociology to understand the complex reality of education as a social task.
- Principles of Philosophy and Sociology are applied in curriculum transaction.
- Approach is interdisciplinary wherein concepts of psychology are used in teaching skills, classroom management and evaluation. Interdisciplinary Teaching Aids are used to teach all subjects.
- Teaching is done through computers.
- Symposia are also organised on diverse aspects of the same theme and students express their views rationally. The college arranges lectures of personalities from diverse fields.
- The approach of teaching is critical in nature and it relevantly combines developmental aspects in knowledge generation i.e. recent trends in the area are generally introduced to the students.

## **(ii) Multi-skill Development**

The pupil- teachers' have to compulsorily take part in the multi-skill activities that are organized by the college.

- Pupil –teacher's participation in different extra-curricular and co-curricular activities that are organised throughout the academic session ensures multi-skill development.
- Internal submission which includes a Case Study in Action Research, and Activity file to enlist all the activities conducted in the institute, assignments for different papers etc. which will also enhance their skills of creative writing, vetting and command over expressions.
- Teaching practice is going to make the students familiar with different teaching skills relevant for them like Introduction skill, Black board skill, Questioning skill and many other skills.
- Participation in Seminar, Conference and Workshop gives them confidence to speak in public. Communication and presentation skills are also developed through various presentations before assignment submission.
- Cultural Activities are conducted on various occasions like Welcome Party, Teacher's Day Celebrations, and Scout Guide Camp etc. to make them competent and confident enough to face the audience and express their hidden talent.

- Pupil–teacher’s prepare their teaching plans by using ICT to acquire competence in using latest technology.
- Social awareness is generated through various co- curricular activities.
- Leadership traits, cooperation, brotherhood, sympathy etc. are developed through various group activities during Scout Guide Camp, Games and Work Experience.

### **(iii) Inclusive Education**

**(a)** Firstly the curriculum of B.Ed. is inclusive in the sense that Theory and Practice both are included in one year course. First of all the students are given theoretical knowledge of different subjects including Micro teaching and then the pupil- teachers are sent to schools for Teaching Practice.

The college articulates child centred education that all students learn and benefit from education and adapt to the needs of students, rather than students adapting to the needs of the college. Thus, they practice by treating individual differences as a source of richness and diversity, and not a problem. In this the student teachers address diversity of needs and pace of development through a wide and flexible range of responses. As the students come both from English and Hindi medium background the teachers use bilingual language to fulfil their needs. The teachers recognize their students as their most important multicultural resources. They make it a point to make content and delivery relevant for the students and facilitate experiences in which they connect it with their everyday lives. Content is presented from a variety of perspectives and angles in order to be accurate and complete. Student teacher’s ways of teaching and learning process transcend the banking method and facilitate experiences in which students learn from each other’s experiences. Teachers use well-constructed plans and identify specific accommodation, modifications, and goals for each student thus providing opportunity for ongoing training and staff development. Pupil-teachers participate in the co-curricular and other interactive activities.

**(b)** Secondly, special attention is paid for the inclusion of the physically challenged students. Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies which are done in the following ways in our institute:

- Since last 5 years we have not received any visually impaired student but there is provision to teach the student with regular students keeping in mind their special needs.
- Physically handicapped students are given special consideration and taught in the same class.

#### **(iv) Practice Teaching**

Internship of students is arranged in various private and government aided schools every year. The practice teaching is done through 20 micro and 30 macro lessons to be delivered by the teacher trainees of each teaching subject. The micro lessons are preparatory and are to be prepared and delivered for 5 different skills for each teaching subject and re plans are made for the same skill. In this way 20 Micro plans (10 for each subject- 5 Plan & 5 Re plan) are prepared prior to the commencement of Macro practice. These skills are:

- (a) Introduction
- (b) Reinforcement
- (c) Blackboard writing
- (d) Illustration with examples
- (e) Explanation
- (f) Questioning
- (g) Stimulus – variation
- (h) lesson closure

The skills are chosen as per the requirement of the subject. 30 Macro lessons (15 for each teaching subject) are delivered by each pupil teacher in actual classroom situation 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 and get a firsthand experience of doing different school chores 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 10 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 institution ensures the inclusion of the following aspects in the transaction of the curriculum. Work experience is compulsory for all. It has provision in the Time Table and in the teaching schedule. Student teachers are required to study:

- (i) Computer Education,
- (ii) Value Orientation through Community Service and CCA;
- (iii) Work Experience Programme

Work Experience Lab is there in the institute for different work activities. The teacher trainees are engaged in socially useful productive works. Preparation of items by group of students is compulsory, where they prepare different items like paintings, clay modelling on pots and flower making, wall hangings, pot painting etc. The Teacher In-charge assesses the Work Experience activities through Internal Assessment.

#### **(vii) Any other**

- The CCA have specific provision in the Time Table.
- Student teachers undertake different social problems like AIDS awareness, female foeticide (and attend talks thereon), illiteracy eradication drive, etc.
- Provision has been made for coaching in sports and games.

### **1.3. Feedback on curriculum:**

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

**Feed back:** College provides the provision for getting feedback about college, course and even about the teachers.

**Students:** The students who are the primary and most important source of information furnish Feedback through questionnaire at the end of each academic session. Informal discussions are also held from time to time to derive their response on the curriculum use. The principal also interacts with the students to collect their opinion on the curriculum, the methods and extent of implementation. IQAC meeting is held from time-to time in the college to observe the academic and other activities of the college. The Principal takes a lead role in taking decision about making some internal additions in the curriculum as the staff has to cover the whole syllabus provided by the University and as per the feedback provided by different sources she adds on several thrust areas, which is been covered by the faculty.

**Alumni:** Alumni are other source. Faculty conducts Informal interviews to elicit feedback about the relevance of the course content, coverage etc. Alumni meetings are held once a year and their suggestions are also valued. Interaction with them provides feedback on the relevance of the course content, methods of teaching, use of teaching aids, etc.

**Employers:** As the curriculum is provided by the University, no changes are been made in that but whatever topics are found to be relevant, they are suggested by the Coordinator of ABEIs to be included in lectures by the teachers as additional topics like CCE, ICT, Communication Skills, preparation for TET, CTET etc. For this purpose a Performa is there for sending the Monthly Report of the Institute by the Principal to the Coordinator of ABEIs and regular feedbacks are provided by him for enhancing the teaching learning process.

**Community:** Input from parents of the students and interaction with the Principal of Teaching Practice Schools provide general feedback about the related curricular/co-curricular activities.

**Academic Peers:** Informal interaction of faculty members from sister institutions during Seminars and workshops are also utilized for the same purpose.

**Other Stake Holders:** DBRAU and NCTE are other stakeholders but for last so many years no changes or reformations have been done in the curriculum by the side of university in spite of regular feedback from different seminars that the curriculum has become obsolete and needs some reformation to meet the challenges of present time .

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

B.Ed. curriculum is framed by Dr. B.R. Ambedkar University, Agra and no changes can be done by the affiliated colleges. The college receives feedback regarding the necessary improvement and changes to be done in the curriculum through different sources as students, teachers through questionnaire or the final report after a seminar including suggestions for improvement etc. The needful suggestions are brought in to knowledge of management and subject experts. The institute thus makes some internal quality maintenance system in IQAC based on the guidelines of the management and the principal and includes some relevant topics as value addition courses for the better future prospects of the students.

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

The college is not a member of the University/Department of Education's BoS and plays directly no role in curriculum design. But, however, the institution itself is having its Advisory Board of eminent scholars from prominent Central and State Universities. Suggestions collected and frame work taken from different stakeholders are used for internally enriching the existing curriculum from time to time with the help of members of Advisory Board. These suggestions are recorded during seminar discussions, and worked out in Workshops on curriculum development, discussions on teaching-aid-use and their effectiveness and paper presentation on paradigm shift in curriculum.

#### **1.4. Curriculum Update**

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

During last 5years no changes have been done by the university since the college is affiliated to Dr. B.R. Ambedkar University which provides us curriculum. Therefore, the college only sends reports for necessary changes in curriculum on the basis of feedback from different

sources. The College obtains and uses feedback for curriculum development and planning at internal level only.

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

The college has no right to revise the curriculum as it is prescribed by the University. The problems are collected and solved at institutional level by means of guest lectures and extension programmes. The curriculum is not revised but updated and enriched on the basis of feedback obtained from practicing schools, faculty and experts at internal level only. The aspects of modification in the curriculum are conveyed to Dr.B.R.Ambedkar University, Agra for consideration. Feedback is obtained from students about the relevance of the topics prescribed. Performance in examinations/tests provides extra input. Feedback is also gathered from practicing schools through planned interaction with regular school teachers, and Principals on aspect like time utilized, type of aids used, teaching skills and lesson plan, effectiveness, evaluation techniques and other school chores etc.

#### **1.5. Best Practices in curricular Aspects:**

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

Quality education is one of the objective, mission and vision of the college. To sustain and enhance quality in the institution following measures in the curricular aspects have been taken during last five years-

- On the basis of the Feedback from all the stakeholders additional topics are chosen on the basis of its relevance with their future like CCE, ICT, PPT, TET etc.
- Special facility is provided to the weak and disadvantaged students through extra and tutorial classes.
- Continuous evaluation of the students is done by Sessional tests and internal examination.
- SWOT analysis of curricular aspect is done.
- The global trends and national issues are also considered and efforts are made to reflect them in curriculum to make it more competitive like environmental and social issues etc.

- Academic experts are invited to conduct workshops to provide solutions, quality input for teaching particular topics, to suggest teaching skills and/or the use of audio visual aids, etc.
- Use of IT is promoted and ensured in Lesson planning and in preparation of teaching learning materials as well as for presentation.
- To sustain the quality, faculty members keep on attending National and International Seminars on regular basis.
- Students are promoted to attend Seminars and Workshops off the campus also to be confident and competent.

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

The planned/implemented innovations/best practices in curricular aspects are reported below:

- 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 centred 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.
- Curricular aspects are made clear by teaching with latest technology like using LCD Projector for lecturing through PPT. Language development and proficiency is brought through the use of language Lab and participation in different curricular and co- curricular activities.
- Teacher’s development programmes are planned to enable them to develop their capacity in delivery of the content.
- Seminars, Workshops and Educational extension programmes are also managed at local level.
- SWOT analysis of curricular aspect is done.

- Value added courses are included on the basis of changes happening in school or in the society to make them capable of meeting the challenges in the society like including CCE, ICT, TET, PPT etc.

## Criterion-II

### Teaching-Learning and Evaluation

#### 2.1. Admission Process and Student Profile

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

Al-Barkaat Institute of Education is approved by NCTE, Jaipur and affiliated to Dr. B. R. Ambedkar University, Agra, to run B.Ed. course with total intake of 100 students. It follows the guidelines of NCTE and Agra University for admission process. The admission process is based on entrance conducted by State University under U.P. B.Ed. Joint Entrance Examination. All the students are sent to affiliated colleges through counseling. As the institute has been granted Minority Status by the Government of India, 50 students are sent by the University after counseling whereas, 50 students are admitted by the Management of Al-Barkaat according to the norms.

##### Criteria for the Admission:-

B.Ed. is one-year course. Minimum qualification for admission to B.Ed. program is as follows:

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

- ❖ The intake capacity for B.Ed. program is 100 seats.
- ❖ Being Minority Institute 50% admissions are done through counseling by University and 50% through Management under minority quota.

##### 2.1.2. 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. However, being a Minority Institute Advertisement is given by the Institute regarding the admission in minority quota but only those students who have qualified the Joint Entrance of B.Ed. are given admission according to the merit.

**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

**Advertisement by Institute**

On its part, the College publicizes its presence and facilities offered by it through different modes like

- Pamphlets and Hoardings
- Through cable and F M Radio
- Bilingual leaflets in News Papers
- Through advertisement in State Level News Papers
- College Prospectus

The above modes of advertisement contain following information given in the College Prospectus in brief enlisting the salient features of college.

**General Information in the Prospectus**

- Information about Al-Barkaat Educational Society
- Information about Al-Barkaat Institute of Education

- Vision
- Mission
- Details of Executive Committee of Al-Barkaat Educational Society and Governing Body
- Academic Programme
- Procedure for Admission
- Learning Resources
  - Library
  - Educational Technology Lab
  - Psychology Lab
  - Science Lab
  - Mathematics Corner
  - Micro-Teaching Lab/Clinic
  - Computer Lab
  - Language Lab
  - Work Experience Lab
  - Hostel Accommodation
  - Cafeteria
  - Gymnasium
- Personality Development
- Guest Lectures
- Details of National Conferences organized by the Institute
- Achievements of Faculty Members
- Code of Conduct
- Rights of Modifications/Alterations
- Admission Form for B.Ed. course

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

The candidates who are selected after the Joint Entrance of B.Ed. are then called for counseling and are allotted college as per the University rules and regulations. Thus, the Institute plays no role in any discrimination based on castes, community, gender or

socioeconomic background with any applicant. However, being a Minority Institute, Advertisement is given by the Institute regarding the admission in minority quota but only those students who have qualified the Joint Entrance of B.Ed. are given admission according to the merit and first come first service. The documents of each student are verified by the college officials before admitting them to the college.

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

To retain the diverse student population admitted to the institute the following strategies have been adopted for different groups—

**Economic Background**

- Economically weaker students are given concession for depositing their fee in easy installments.
- The college arranges various scholarships and free ships provided by State/ Central government.
- The college helps the students who come from weaker section i.e. SC/ST and OBC in getting scholarship and other benefits given by State/ Central government.

**Cultural and Religious Variants**

Multicultural education is a prominent feature of the College. It is pursued in following ways:

- In order to accommodate students coming from diverse cultural background, the College organizes orientation programme so as to make them feel at home; and mix with all their peers.
- Cultural content of celebrations, addresses, lectures and talks comprehends different cultural segments of society.
- Cultural activities incorporate multicultural themes.
- For cultural and religiously diversified group, the college adopts secular approach in all the practices done in the college.
- Cultural activities are organized in the institution to inculcate the feeling of Harmony and of Nationalism.

- The teachers facilitate learning for every individual student irrespective of their cultural background.

### **Gender Variations**

- The college is co-educational and there is no discrimination between male and female students and both are provided equal opportunity.
- Female candidates constitute predominant majority (around 80 per cent) of students in later years.
- Girls and boys have separate common rooms and washrooms.
- Female students coming from distant places are provided with separate and secured hostel facility and the same is available for boys also.
- The faculty members remain sensitive towards the problems of female teacher trainees.

### **Linguistic Variety**

- Students at the College hail from diverse linguistic backgrounds so faculty members explain concepts in English as well as in Hindi.
- The medium of instruction and expression is a mix of these two languages so the students do not face problem in completing the program.
- Student teachers enjoy the option of expressing themselves and writing examinations and tests in Hindi or English.
- Teachers too are bilingual in their approach.

### **Educationally Weak**

- Extra coaching is provided to the students found to be academically weak, collectively as well as individually.
- Additional opportunities of Simulation teaching is provided to weak students before the commencement of teaching practices.

### **Physically Challenged Candidates**

- Physically challenged students are paid special attention at the time of admission. As per their convenience, the institute provides them facilities.

- Physically challenged candidates may be provided extra care during teaching-learning process (TLP) by catering to their special needs.

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

Before starting teaching programme, an orientation program is organized to observe the knowledge and skills of the students. Students are assessed according to that by the teachers. General competency of English Language is also checked along with the knowledge of computer literacy. After this general assessment based on class room activities value added courses are planned in addition to the courses / topics already been prescribed by the Management on the basis of various feedbacks. In this process, faculty members work with them as facilitators. The students who are found deficient in certain respect are given remedial classes to improve their particular aspect. Subject knowledge, in respective subjects, is assessed by subject teachers to help the students to improve themselves. The students are provided personal guidance after this.

**2.2. Catering to diverse needs**

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

The campus has excellent infrastructure and modern facilities, which enhances the personality of the students. An informal mechanism to assist students to solve their problems has been introduced through Guidance and Counseling Cell. An evaluation of students’ performance is done continuously through Sessional tests, assignments and mock examination.

The campus has following facilities for creating an overall environment conducive to learning and development of the students-

- Spacious class rooms with good ventilation and LCD projector.
- Well equipped laboratories like Psychological lab, Computer lab, Language lab, ICT lab and Science lab etc.

- Spacious conference hall for organizing Conferences, Seminars, Workshops, symposiums and different cultural programmes.
- Arrangement of remedial teaching for weak students.
- Spacious, well equipped, computerized library that has more than 4,000 books and many reputed journals and magazines. The library has internet facility also. Newspapers of different languages (Local & National dailies) are subscribed.
- The faculty members maintain a weekly teacher's diary for their respective course, which includes course plan and assessment of students' exams.
- The institution prepares an academic calendar well in advanced before the commencement of the session which goes a long way in planning the class room session and other activities of the college.
- The faculty members maintain their notes in the form of PPT & hard copies also.
- Development of teacher trainee's is facilitated through the development of different value added courses in addition to the academic courses been prescribed by the university, which results in all round personality development of students.

Other than above mentioned aspects of creating conducive environment for learning following approach of instruction and learning experiences are instrumental in promoting learning-

- The College aims at overall development of the students irrespective of their socio-economic backgrounds. The College does not differentiate students on extraneous grounds as it treats its student teachers just as 'students'. This helps in creating a homogeneous environment.
- The duly planned and managed wider and intensive interaction between the students and the teachers pulls down barriers and minimizes communication gap. It also facilitates in understanding each other, identification of talent and its utilization for building a student centre productive environment.
- Well accustomed to work with the student teachers, the teacher educators invest some time even after the scheduled time of the working days. Excellent teacher taught relationship is our asset.
- The College takes care of student specific academic needs. If any problem comes up, top Priority is given to resolve it.

- Healthy intra student relations are given priority. These are developed through various means which includes personal rapport and the collective and cooperative activities organized by the institute.
- Students are encouraged to participate in various Curricular, CCA and Extracurricular activities such as Cultural & Literary activities, Quiz, Recreational Activities and Sports Events etc. All students are encouraged to actively participate in these activities and competitive events for their overall development, which is the paramount aim of the institute.
- For the proper functioning of the Institute Monthly Report in which all the details regarding the Academic work of the Institute is discussed, is submitted by the Principal to the Coordinator ,ABEIs and valuable feedback is provided by him for enhancing teaching learning process.

### **2.2.2. 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 students and physically challenged students. The faculty regulates their teaching keeping in mind the needs of both gifted and academically weak students. Till now no visually impaired student has been admitted and physically handicapped students are given due care and assistance by peer group and faculty.

#### **Strategies for fast learners:-**

Advanced (fast) learners are groomed further keeping in mind their needs, performance, physical and mental ability and are promoted through various techniques-

- Participation in quiz, debates and other competitions.
- Assignment is given based on important topics.
- The students are encouraged to discuss their problems outside the class room also as per their academic needs with the concerned teacher.
- Participation in Co- curricular activities is emphasized.
- Given extra responsibilities like making group leaders in different activities, project works etc. so that they could render their help to weak students.
- Students are encouraged to participate and present papers in seminars.

### **Strategies for slow learners:-**

- Extra classes are arranged.
- Problems of each learner are noted; diagnosed and remedial measures are suggested.
- Language problem is also solved through extra classes.
- Use of different teaching methods.
- Action research is sometimes done on a particular problematic learner.
- Peer group and faculty give special care and assistance to physically handicapped students.
- They are paired with good students while making groups for different activities and project work.

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

Activities envisioned in the curriculum for Student teachers to understand the role of diversity and equity in teaching learning process includes following topics which have been added in different papers, the detail of which has been given below-

- Paper on **Philosophical and Sociological Foundations of Education** deals with democratic values for understanding of diversity and equity in education.
- **Indian Education and its problems** Paper facilitates understanding of diversity and equity in education and various current issues related to it.
- In Paper of **Educational Psychology and Measurement** the students are made to understand the individual differences along with developmental stages, their chief characteristics, reinforcement, motivation and ways to tackle the problems of Exceptional Children. This is practiced during the course of teaching.
- During the teaching-learning process, teacher educators demonstrate how the (inbuilt) norm of equity is applied and diversity honored. This they do by observing the values of democracy in their behavior.
- Psychological Practical is conducted to explain the concept of diversity at individual level on the basis of Intelligence, Aptitude, Attitude and Interest etc.

- Besides this Field trips are undertaken to provide planned exposure to our students to different cultural and national identities, issues and problems. The institution encourages the students to understand the role of diversity and equality through activities such as practice teaching, simulated lessons. The curriculum itself envisages the diversity and equity in teaching learning process. Co-curricular activities and other community activities to promote egalitarian feelings in prospective teachers.

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

Qualified and experienced faculty members are appointed according to the norms of UGC, NCTE and Dr. Bhim Rao Ambedkar, University, Agra. Before the start of the Academic Session, Orientation Programme is conducted for the Faculty Members to make them aware of the new teaching methodologies by Eminent Personalities in the field of Education. The newly appointed faculty is also guided by the experienced faculty members. The college encourages faculty members to pursue research and participate in Workshops, Orientation Programmes and Seminars. Following measures are taken to ensure their quality and sensitivity-

**Workshops** are organized in the campus for the up gradation of faculty members. List of the workshops organized by the management and other workshops organized outside the campus by other institutions covers topics of relevance for them-

- Teaching skills & Awareness Development Workshop.
- Presentation & Communication in class room.
- Education 2020 from Registrar, Calorx Teachers University.
- Special Communication Skills for Language teaching.
- Evaluation and Grading System.
- Role of Micro Teaching in Teacher Education.
- Distance Education: Reaching the Unreached.
- Educational Philosophy of Sir Syed Ahmad Khan.

Other than this the faculty participates and present papers in various Seminars and Conferences organized on the campus and off the campus. They are assigned Academic

Leave to participate in Seminars and Conferences. The detailed list of which has been provided below:

**International Seminars/Conferences attended:-**

- Participated and presented a paper in the International Conference on the title “Educational Status and Women Empowerment: Public Policies and Empowerment of Marginalized Section of the society” organized by Center for Distance Education, AMU, Aligarh.
- Participated and Presented a paper in the International Seminar on the title “Reforms in Examination and Evaluation and its impact on Quality Education” jointly organized by Faculty of Education, RBS College, Agra & ISEE, Chennai.
- Participated in International Seminar on “Professional Education: Dimensions, Promises and Challenges” organized by Krishna Institute of Teacher Education.
- Participated and presented a paper in two days International Conference on “Leadership for Global Excellence” at Rajasthan college of Agriculture, ACEAM, UCEAM, BCEAM, GCEAM, MCEAM and Smt. K.B. Dave College of Education, Pilvai.
- Participated and presented a paper in the International Seminar on “Professional Education: Dimensions, Promises and Challenges” at KITE, Meerut.
- Participated and presented a paper in the International Seminar on “Innovative Practices in Education” organized by Heeralal Yadav Balika Degree College, Lucknow, U.P.
- Participated and presented a paper in the International Conference on “Population Dynamism and Sustainable Resource Development” organized by Department of Geography AMU, Aligarh.

**National Conferences / Seminars Attended:-**

- Presented a paper in National Conference on “Trend and Challenges of Education in Present Scenario” organized by PM College of Education, Aligarh.
- Presented a paper in National Conference on “Corporate Social Responsibility” conducted by Al-Barkaat Institute of Management Studies, Aligarh.

- Presented a paper in National Conference on the Topic “Traditional Versus Modern Education: Vision and Planning of Muslim Institutions” conducted by CEPECAMI, AMU, Aligarh.
- Presented a paper in National Conference on “Contemporary issues & Challenges in Teacher Education” conducted by Three Dots Girl’s Training College, Aligarh.
- Presented a paper in National Conference on “Professionalization of Education: Problems and Opportunities for Indian Muslims” conducted by CEPECAMI, AMU, Aligarh.
- Presented a paper in National Conference on “Recent Trends in Teacher Education” at Al-Barkaat Institute of Education, Aligarh.
- Participated and presented a paper in National Research Seminar on “Population Resources and Environment” sponsored by D.R.S.-II (SAP-I) Aligarh Muslim University, Aligarh.
- Participated and presented a paper in National Research Seminar on “Role of Modern Teachers in Imparting Education” organised by Unity Degree College, Lucknow (U.P.)
- Participated and presented a paper in National Seminar on “Impact of ICT in Curriculum Transactional Strategies in Teacher Education” at IIMT, Aligarh.
- Participated and presented a paper entitled “Reforms in Teacher Education for the Elevation of Teachers -An Evaluative Study” organized by IIMT, Aligarh.
- Participated and presented a paper entitled “Use of ICT in Teaching Learning Process” organized by Vivekananda College of Education, Aligarh.
- Presented a paper on “Violence against Women and Girl Child” at centre for women’s studies, AMU, Aligarh.
- Presented a paper on “Education in the New Millennium: Challenges and Issues” in Department of Education, Aligarh Muslim University, Aligarh.
- Participated in National Seminar on “Professional Competence in Teaching” organized by Sant Ramakrishna Kanya Mahavidyalaya, Agra.
- Presented paper in National Seminar on “Impact of Technology and Mass Media on Values in Higher Education” organized by KITE, Meerut.
- Presented a paper in National Seminar on “Quality Perspective in Teacher Education” organized by Sant Ramakrishna Kanya Mahavidyalaya, Agra.

- Presented a paper in National Seminar 2006 (U.G.C. Sponsored) on “Quality of Teacher Education: Problems and Perspectives” organized by Department of Teacher Education, D.V. (P.G.) College, Orai (Jalaun), U.P.
- Presented a paper on “The Relevance of the Present Day B.Ed. Curriculum” at Shambhu Dayal (P.G.) College, Ghaziabad, U.P.
- Presented a paper on “Strategies and Innovations in Teaching at Higher Level” at Vidyawati Mukandlal (P.G.) Girls College, Ghaziabad.
- Presented a paper entitled “An Evaluation of Practical Part of B.Ed. Training in actual classroom teaching”.
- Contributed paper in two days State Level Conference on “Role of Science and Technology in the Development of Uttarakhand State” in Uttarakhand.
- Presented a paper on “Impact of Technology and Mass Media on Values in Higher Education” in Kishan Group of Educational Institutions, Meerut.
- Presented a paper on “Professional Competence in Teaching” at Sant Ramkrishna Kanya Mahavidyalaya, Agra.
- Presented a paper on “Today's Teacher Education in India: its Relevance, Effectiveness & Empowerment” at Vivekananda College of Education, Aligarh.
- Participated and presented paper in National Conference on “Quality Initiatives in Teacher Education” at Al-Barkaat Institute of Education, Aligarh.
- Participated and presented paper in National Seminar on “Revamping Indian System of Education” at Department of Teacher Education, Unity Degree College, Lucknow.
- Participated and presented paper in National Seminar on “Amalgamation of Information and Communication Technology to levitate the quality of Teacher Education” at Department of Teacher Education, IIMT, Aligarh.
- Participated and presented paper in National Conference on “Recent Trends in Assessment at School Stage” at DEME, NCERT, New Delhi.
- Participated and presented paper in National Seminar on “Advancement in Pedagogy for Effective Teaching” at Vivekananda College of Education, Aligarh.
- Participated and presented paper in National Seminar on “Teacher's of the 21<sup>st</sup> Century: Challenges and Opportunities”, organized by Anand College of Education, Agra.

- Participated and presented paper in National Conference on “Effective Reformation in Teachers' Education in Context of Teaching and Evaluation” at R. V. Northland Institute of Education Technology, Dadri, U.P.
- Participated and presented paper in National Conference on “Transformation in Teachers and Teaching Strategy in 21st Century” at NCPE, G.B. Nagar, U.P.
- Participated and presented paper in National Conference on “T.L.M. based on Elementary Mathematics” at NCPE, G.B. Nagar, U.P.
- Participated and presented paper in National Conference on “Revamping Indian System of Education” at Unity Degree College, Lucknow, U.P.
- Participated and presented paper in National Conference on “Use of ICT to Levitate the Quality of Teacher Education” at IIMT, Aligarh, U.P.
- Participated and presented paper in National Conference on “ICT and Teacher Education at NCPE”, Dadri, G.B. Nagar, U.P.
- Participated and presented paper in National Conference on “Teaching and Learning in 21st Century: Trends and Implication for Practicing in Mathematics” at GNCE, Knowledge Park-III, and G.B. Nagar, U.P.
- Participated and presented paper in National Conference on “Motivating Mathematics Students at Elementary Level” at Vivekananda College of Education, Aligarh.
- Participated and presented paper in National Seminar on “Quality of Teacher Education: Concept & Issues” organized by Gyan Mahavidyalaya, Aligarh.
- Participated and presented paper in National Research Seminar sponsored by U.G.C. on “Nai Sadi Mein Bharat: Dasha Evam Disha” organized by Tilak P.G. College, Auraiya (U.P.).
- Participated and presented paper in National Research Seminar sponsored by U.G.C. on “Human Rights In India: Condition & Direction” organized by Vivekananda Gramodyog P.G. College, Dibiyapur, Auraiya (U.P.)

### **Workshops attended**

- Attended one-day workshop on “Educational Philosophy of Sir Syed Ahmad Khan “at Aligarh College of Education, Aligarh.
- Attended one day workshop on “Distance Education: Reaching the Unreached” at Indira Gandhi National Open University, Aligarh.

- Attended one day Workshop on “Implanting Authentic Leadership in the Leaders of Tomorrow” in Department of Business Administration, A.M.U., Aligarh.
- Attended 2 days workshop on “Teaching skills & Awareness Development” conducted by ADVAIT.
- Attended workshop on “Evaluation and Grading System” organized by SRKK Mahavidyalaya, Agra.
- Attended workshop on “Development of Audio-Visual Materials” organized by Noida College of Physical Education, Noida.
- Attended workshop “Presentation & Communication in Class room” organized by Al Barkaat Institute of Education, Aligarh.
- Attended one day Workshop on “Micro Teaching” on November, organised by SPIT, Shikarpur.
- Attended 3 Days Workshop on “Education 2020” conducted by Calorx Institute of Education, held in ABIE, Aligarh.
- Workshop attended on “Stress and Depression in Education” organised by Vivekananda College of Education, Aligarh.
- Attended three days workshop on “Power Point Presentation, Blue Print of Question Paper, How to make class room teaching effective with the help of teaching aids” at Iqra Public School, Aligarh.
- Attended one-day workshop on “Continuous Comprehensive Evaluation” at Al-Barkaat Institute of Education, Aligarh.
- Attended one day workshop for “Preparation of Teaching-Learning material for teaching Mathematics” organized by SCERT at DIET, Moti Bagh, New Delhi.
- Attended one-day workshop on “Leadership Training for College Students on HIV/Aids Awareness” at Acharaya Narendra Dev College, New Delhi.
- Attended one day National workshop on “Educational Research Methodology & Data Analysis through SPSS” sponsored by NCPE, Dadri, U.P.
- Participated in the Exhibition and Workshop on “Development of Teaching Learning Materials” at NCPE, G.B. Nagar, U.P. held on Prepared T.L.M. based on Elementary Mathematics.

#### **National Conferences organized by the Faculty members**

- First National Conference on “Quality Initiatives in Teacher Education” on 29<sup>th</sup> January, 2011.
- Second National Conference on “Recent Trends in Teacher Education” on 2<sup>nd</sup> February, 2013.

Faculty members have been encouraged to participate in following **Orientation Programmes organized by Academic Staff College of AMU, Aligarh** by the Management of ABIE, for which they are provided extra assistance-

- Participated in Orientation Programme on ‘Capacity Building Programme for Social Science Faculty’ conducted by **Academic Staff College, AMU, Aligarh**, sponsored by Indian Council for Social Science Research, New Delhi from 30<sup>th</sup> May- 12<sup>th</sup> June, 2013.
- Participated in Orientation Programme conducted under Nalanda Project by **Academic Staff College, AMU, Aligarh**, sponsored by Ministry of Minority Affairs, GOI, and India from 25<sup>th</sup> March - 8<sup>th</sup> April, 2014.

To share the knowledge received through various workshops the management promotes the faculty members to organize workshops as Resource Persons in the close vicinity of the campus so that others could also get benefitted from that knowledge and skill. In this attempt the faculty members have organized following workshops in few schools-

- Blackdale Public School, Aligarh- Conducted Workshop as Resource Person covering topics ‘Teaching Trends in 21st Century’ and ‘Continuous and Comprehensive Evaluation’ on 5<sup>th</sup> May’2012.
- Ayesha Tarin Modern Public School, Aligarh- Organized Workshop as Resource Person on the topic ‘Modern Trends in Education’ on 8<sup>th</sup> May’2012.
- Gopiram Paliwal Inter College, Aligarh- Conducted Workshop as Resource Person covering topic ‘Teaching Trends in 21st Century’ on 15<sup>th</sup> May’2012.
- Our Lady of Fatima, Aligarh- Organized Workshop as Resource Person on the topic ‘Teaching Trends in 21st Century’ & Effective Teaching Strategies on 18<sup>th</sup> May’2012.
- Aligarh Modern School, Aligarh- Conducted Workshop as Resource Person covering topic ‘Teaching Trends in 21st Century’ on 23<sup>rd</sup> May’2012.

- Marehra Public School, Marehra- Organized Workshop as Resource Person on the topic ‘Innovative Ways to make Classroom Teaching Interesting’ from 13<sup>th</sup> – 15<sup>th</sup> May, 2013.
- The Blossoms School, Aligarh- Organized Workshop as Resource Person on the topic ‘Educating Children in the New Millennium’ on 7<sup>th</sup> September, 2013.

The faculty is also promoted to be involved in publications the detailed list of which has been provided below, which certainly insures their knowledge and sensitivity.

### **Publications**

- Paper entitled “Concern for falling standard in Teacher Education Program” in Teacher’s Pride Magazine, New Delhi (ISSN2348-4152), Vol.1 Issue 5, May 2014.
- Paper entitled “Study on Impact of Education on Health Consciousness among Women” in Journal of Educational Research, Bilaspur (ISSN 0976-1160) Vol. 5, No. 1, pp 85-90, April 2014.
- Research Article entitled “Creating Better Learning Environment in School” in Teacher’s Pride Magazine, New Delhi (ISSN 2348-4152), Vol. 1 Issue 2, March 2014.
- Paper entitled “Exploring class room strategies for effective teaching and learning” in Teacher’s Pride Magazine, New Delhi (ISSN 2348-4152), Vol. 1 Issue 3, February 2014.
- Paper entitled “Need and Importance of Continuous and Comprehensive Evaluation for Pupil Teachers” under Publication in Conference Proceedings (“Recent Trends in Teacher Education” organized by Al-Barkaat Institute of Education, Aligarh on 2nd Feb2013).
- Paper entitled “Learners and Educators of 21st Century” in journal named IIMT Education Review, Vol. III, No. 1, Aug.2012-July2013, ISSN 2229-4902 by IIMT College of Science & Technology, G. Noida, U.P.
- Paper entitled “Impact of Mothers Education in Prevention of Paediatric Disease with special reference to Respiratory Tract Infection and Diarrhea” in journal named IIMT Education Review Vol. III, No 1 Aug.2012-July2013, ISSN 2229-4902 p.p 45-50, by IIMT College of Science & Technology G. Noida, U.P.

- Research Article entitled “Use of ICT to Levitate the Quality of Teacher Education” in journal named the IIMT Education Review, Vol.-III, No1, Aug.2012-July2013 ISS, N 2229-4902 by IIMT College of Science & Technology G. Noida, U.P.
- Paper entitled “Assessment of Students in Context of Environmental Awareness” in Journal of Educational Research, Volume 3, Number 1, April-2012, ISSN 976-1160, pp.137-140.
- Paper entitled “Professional Ethics in Teacher Education” in Indian Journal of Teacher Education Anweshika, NCTE, New Delhi, ISSN 0974-7702, Vol. 6, No 2, Dec 2009, pp 1-12.
- Chapter “Social Development” in book "Educational Psychology" published from LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler and straÙe 99 66123 Saarbrücken Germany, Editor A Covali, Project ID: #23822, ISBN: 978-3-8443-9002-5 978-3-8454-0238-3, pp148-170.
- Chapter entitled “Leadership Style of the Principals of Aligarh City” in II Part of the book 'Leadership for Global Excellence', ISBN 978-81-7273-577-7.
- Chapter entitled “Motivation and its Theories” in book 'Educational Psychology' published from LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler and straÙe 99 66123 Saarbrücken Germany, Editor A Covali, Project ID: #23822, ISBN: 978-3-8443-9002-5 978-3-8454-0238-3, pp106-147.
- Chapter entitled “Teacher Education Curriculum in Modern Context” to be published in Seminar Proceedings of Al Barkaat Institute of Education, Aligarh.
- Chapter entitled Need of “Quality Leadership in Teacher Education”, in a book on Leadership for Global Excellence, Published by Authors Press, New Delhi, ISBN978-81-7273-577-7, pp.43-53.
- Chapter entitled “Role of Education in Environmental Awareness” in a book on Social Aspects of Education, AHP Publishing Corporation, New Delhi, ISBN978-81-313-1231-5, pp.65-79.
- Chapter entitled “Globalization and Higher Education: Issues and Dimensions”, in a book on Indian Higher Education and Globalisation by Gaga deep Publications, New Delhi, ISBN978-81-88865-52-9, pp.80-91.
- Chapter entitled “Today's Teacher Education in National Scenario” is to be published in Seminar Proceedings, Al Barkaat Institute of Education, Aligarh.

The sincerity and devotion can be witnessed in our faculty members to enhance their knowledge by availing the International Scholarship by Netherlands Fellowship Program (NFP) which awarded Scholarship for doing Short Term Course in CITO International on 'Theory and Practice of Test Construction' in June, 2013 from 16-28 June.

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

India is a country of diversity. Therefore, it is very important that the teachers, who are supposed to be the architect of the society, should be well aware with the fact of diversity and should be competent enough to face that with proper skills. Thus, below mentioned practices are followed in the institution to make them proficient to face the challenges effectively in the classroom situation-

- First of all the students are given theoretical knowledge of Diversity and its meaning in the Indian context along with the concept of Inclusive Education, Exceptional Children and their education etc.
- Micro and Macro planning is explained and practiced through Simulated Teaching before going to the class.
- Workshop on Micro Skills and Macro Lesson Planning including Preparation of Teaching Aids is organized to make the students aware of new pedagogy and effective use of skills and teaching aids in the classroom to make their teaching interesting.
- Student Teachers comprehend innovative knowledge of teaching and subject matter.
- During Practice Teaching the students are exposed to real classroom situation and to practice the concepts of diversity and inclusive education by their personal efforts.
- They are given ample opportunity to practice the taught skills to cater to the needs of exceptional children as well as the students with diverse needs like language diversity, cultural diversity, social diversity, regional diversity including individual differences in the same class.
- During Practice Teaching the Faculty members and the teachers of that particular school observe the classes and give their valuable feedbacks to make the students aware of their weaknesses and overcome in the due course.

- Visit to schools also make the students aware with the diversity and necessity of inclusive education before teaching practice. The school visits are planned in the schedule by the management to broaden their horizon and make them familiar with school life.
- Students directed teaching styles are practiced as per the age, skill level, cultural background, physical ability, gender race and authenticity of the students.
- 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 during excursion.

### **2.3. Teaching – Learning Process**

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

The College engages its students in active learning by encouraging them to actively participate in the teaching–learning process because it is very important for making them confident. Generally, students are not able to communicate their knowledge because of hesitation and lack of confidence. A good teachers needs to be a good communicator backed by sound knowledge. For achieving the purpose, following learning resources are used optimally-

#### **Library**

- Students are encouraged and motivated to use library. In addition to need-based visits to library, there is a provision of library period in the time-table. Faculty members arrange the library periods according to the convenience of the student. In this period, students are motivated to refer the available books, read newspapers, National/International Journals & Magazines. Comfortable sitting arrangement is there in the library. The students are given assignments for which they need to consult books. This promotes use of library.
- The facility of digital library in the institute encourages the students to surf the internet as accessing internet makes them self-seekers of knowledge. The skills

relating to internet address, internet mailing, retrieving information through internet are routine activity of the student teachers.

- The student teachers browse the Journals/Magazines and International journals according to their requirement when they wish to participate in Conferences/Seminars.

### **Individual Projects**

- Student teachers are assigned projects individually as well as in groups to enhance their knowledge and understanding. They undertake and complete projects in different subjects on assigned topics. One assignment in project based learning is compulsory for each student.
- Students are divided in groups in each method subject and one project is allotted to each group. For such projects they work individually as well as collectively to make the project serve its purpose.
- Student-teachers conduct Action Research on classroom problems.

### **Role – Playing**

- Teaching through role-play method is used in the language classes. This method is used to make students understand and comprehend passages in English and then answer the questions based on them.
- Students are engaged in active learning through role-playing in co-curricular activities as well. Issues of socio-economic importance like female feticide, child marriage, and child labor, importance of education, awareness about protection and preservation of environment, serving the aged, AIDS protection, etc. are shown to the students through skits or stage plays.

### **Peer Teaching**

- Provision for peer teaching is there for practicing before facing the real classroom situation. Pupil teachers are encouraged to conduct peer teaching where they can boost their confidence and overcome their fears, where they teach in front of their class fellows. Peer observation and discussions are also done.

### **Micro Teaching**

Before Macro teaching students are made familiar with different skills in Micro Teaching. Microteaching is a scaled-down, simulated teaching encounter designed for the training of pupil teachers. Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject. Micro teaching helps pupil teachers to improve their content knowledge as well as methods of teaching and develop specific teaching skills such as questioning, the use of examples, blackboard skills, simple artefacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively. Immediate focused feedback and encouragement, combined with the opportunity to practice the suggested improvements in the same training session, are the foundations of the microteaching protocol. For this there is a provision to complete 20 Micro Lesson Planning, 10 in each Teaching Subjects based on 5 relevant skills and every skill will be Re planned after immediate feedback from the supervisor/ subject teacher. For providing experience of teaching students are given the opportunity to practice it in simulated teaching before starting their Macro Teaching.

### **Internship**

Student teachers finally have to face the actual class rooms as part of their practice–teaching program.

- Student teachers teach not less than 25 lessons in each method subject which means that each student teacher delivers not less than 50 lessons in the two teaching subjects put together, including Micro and Macro plans.
- During the internship period, student teachers also help school in other activities like organizing morning assembly, taking free periods and taking students to the play ground, etc.
- Students, therefore help school authorities in their curricular as well as co-curricular activities.
- Internship helps students to practice the skills they learnt in their theory papers.
- Successful completion of the internship in the teaching as well as non- teaching part is mandatory for appearing in the examinations and indispensable for taking up the teaching profession successfully.

### **Practicum**

A practicum is a graduate level course, often in a specialized field of study, that is designed to give students supervised practical application of a previously or concurrently studied theory. In some cases, the practicum may be a part-time student teaching placement that occurs before a student's full-time placement. This type of experience is provided to our students in following ways-

- They are assigned timely duties to teach students in Afternoon School (A school run for underprivileged by the ABES under Project Rahat) before their regular placement to sharpen their skills and knowledge.
- Students make PowerPoint presentation on various topics in small groups. Each group is supposed to give presentation with the contribution of each and every student.
- Students are motivated to participate and present papers through PPT in Workshops, and Seminars to get the practical knowledge of each and every thing well in advance.
- They are given full exposure and platform in the campus to be the best teachers before stepping in their practical life.

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

The College practices student-centered learning, an approach to education focusing on the needs of the students. The college promotes the teaching methods such as -

- Active learning by giving them assignments, projects, preparation of Action Research, Teaching Aids Preparation, Power Point Presentation on different topics, participation in curricular and co-curricular activities along with the responsibility to conduct Morning Assembly. These activities not only emphasize on individual growth but also make them confident and they become self dependent in managing their personal affairs, enhancing their knowledge and skills.
- Cooperative learning is promoted through various group activities like project or assignment preparation, Work Experience where they are required to submit group work, Scout and Guide Camp which makes them learn to 'Be Ready' always for helping others and Community Work etc.
- Inductive Deductive approach is applied for involving the students in the whole process of teaching learning.

- PPT Lectures are always based on group discussions to quench their thirst.
- During Micro and Macro Practice teaching their individual problems are taken seriously to help them overcome their problems.
- Personal, Social and Vocational Guidance is provided to sort out their problem and for better adjustment.
- Through Placement Cell, they are made aware with different Job Opportunities and the whole staff renders help in their better placement.
- Student Grievance Cell is there to deal with their minor/ major problems.
- Extra assistance is provided to overcome their language fear and fear of using ICT.
- Helped in multiple ways to be self sufficient by giving assistance to prepare for TET, CTET, Interviews, Personality Development Programmes, Participation in Workshops and Seminars etc.

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

Students from different streams take admission in B.Ed. course, many of them are not familiar with the compulsory papers taught at this level like Psychology, Philosophy, Education etc., and it becomes very difficult and challenging for the teachers to retain their attention and interest in these newly added subjects. Therefore, it is important that teaching learning experience should be pleasurable and engage students to arouse their interest. The faculty uses various instructional approaches required for effective delivery of content in the curriculum other than lecture method which is generally used at this level. An instructional approach is characterized by certain regularities in the ways in which teachers and students interact with each other and with instructional materials that can be described, evaluated, and replicated.

Teaching students in ways that keep them engaged and interested in the material can sometimes be a challenge. That is why the faculty tries to adopt various Innovative Methods of teaching in the class as per the requirement of the topic so that the B.Ed. trainees could be made familiar with different interesting approaches and methods other than what is taught in their Teaching Subject Curriculum that has been prescribed by the university. This can also help them in their practical life of teaching because they are trained to teach adolescent students and in the short-attention span world we live in, it can be harder than ever to keep

these students excited and engrossed in learning. Some innovative methods have been enlisted below that are used by the faculty members-

### **Innovative Methods-**

#### **1. Lecture**

With the help of LCD Projector using Power Point Presentation makes the class lively. In these types of lectures the faculty promotes the students to discuss and encourages interaction to involve the students with interest in the whole process of teaching learning.

#### **2. Visualization**

A list of disconnected facts will not lead to a deep understanding in students or an integration of knowledge from one situation to another. Knowledge that is organized and connected to concepts with a goal of mastery, including the ability to visualize the concepts, can lead to the ability to transfer knowledge and lead to a deeper, longer-term understanding of what has been taught. Visualization is an especially good teaching strategy for teachers. And this teaching method is adopted by the teachers to clear a difficult topic at this level also. It is done in various ways like using chart, or an object itself or picture downloaded through Internet etc.

#### **3. Reflective Teaching**

Reflective teaching is a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development, which begins in our classroom. For this subsequent strategies are followed in the institute -

- Self Analysis by the teacher himself about his/ her class
- Peer observation – where either the Principal or some colleague sometimes go in the class of a teacher and provides feedback afterwards.
- Student's feedback is also taken for individual teacher in questionnaire form. Their opinions and perceptions can add a different and valuable perspective.

The feedback collected through all these sources is then passed on to the concerned teacher so that he/ she could come to know about the drawback and flaws of one's lecture and could improve for future.

#### **4. Active learning**

As the students come from different socio- cultural background and colleges making a heterogeneous group of students with diverse needs in this course, so the institute tries to provide them best facilities and a platform where they could excel in all respects. Thus, Active Learning plays an important role in that which includes:

- Project / Assignments with Power Point Presentation.
- Teaching Practice in School.
- Participation in Seminars and Workshops.
- Participation in Curricular and Co-curricular Activities like Scout & Guide camp etc.

#### **5. Inductive – Deductive Approach**

Both inductive and deductive sequences are valuable for teaching concepts, generalizations, processes, and skills. The teacher decides which to select given the learning outcomes desired and the composition of the class.

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

Yes, the institute helps the students to have a deep knowledge of different models of teaching in different subjects according to the topics, so that the content could be delivered in better way. During their theory classes of Teaching Subjects first of all they are given theoretical knowledge of different models/ approaches and afterwards during their Micro and Macro lesson planning they are practically told about choosing the appropriate model for teaching different topics and rigorous practice is done to make their teaching plans according to the given instructions. The participants are motivated to design the lesson plan. So that all students may prepare their twenty lesson plans on each subject total forty lesson plans accordingly to B.S. Bloom taxonomy.

Approaches are learning theories which are applied while delivering subject matter. Methods are a set of teachers' systemic action to reach learning objectives in a limited time frame; it includes procedures based on approaches. Whereas, Techniques are the manipulation of the method to optimize learning, for example, exercises in class pertaining to a subject matter. A teacher, therefore, is free to construct a teaching method based on an approach. The relationship between approaches, methods and techniques delivers model. Models will explicate teaching methods and strategies, which are based on teaching approaches. Teaching models prescribe tested steps and procedures to effectively generate desired outcomes.

Different teaching models which are practiced in the institute to be followed by the students in different subjects and for different topics have been mentioned below-

### **1. Inductive Thinking Model**

The ability to create concepts is generally regarded as one of the basic thinking skills. This model has been found to be very important for Science Students along with Language Students for teaching of Grammar.

### **2. Concept Attainment Model**

This model is designed to help students learn concepts for organizing information and to help them become more effective at learning concepts. It includes an efficient method for presenting organized information from a wide range of areas of study like Social Science, Science etc.

### **3. Advance Organizers Model**

It is designed to provide students with a cognitive structure for comprehending material presented through lectures, readings, and other media. It has been employed with almost every conceivable content and with students of every age. It can be easily combined with other models, for example, when presentations are mixed with inductive activity.

### **4. Role Playing Model**

This specifically helps the students to study their social values and reflect on them, role playing also helps students collect and organize information about social issues, develop

empathy with others, and attempt to improve their social skills. This model is helpful in teaching 'Reading & Understanding' section along with Social Sciences.

### **5. Theory-to-Practice Model**

This model is based on cybernetics, which mixes information about a skill with demonstrations, practice, feedback, and coaching until the skill is mastered. For example, if an arithmetic skill is the objective, it is explained and demonstrated, practice is given with corrective feedback and the student is asked to apply it with coaching from peers or the instructor.

This model is applied with the students in the institute during Micro teaching.

### **6. Simulation Model**

It is also a model of teaching constructed from descriptions of real-life situations. A less-than-real-life environment is created for the practice. After micro teaching when the students are supposed to prepare their macro plans and get ready for real classroom teaching then simulated teaching is done, so that they could overcome their fears and practice all the skills to give their best in actual classroom teaching during practice teaching session in the schools.

### **7. Constructivist Model**

Bruner's constructivist theory is based upon the study of cognition. A major theme in this theory is that "learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge". This model is also used in the institution by providing them many opportunities to learn the things by perceiving directly by their active involvement like teaching, school visit to know more about school and its different activities, use of ICT etc. The students of Science, Mathematics, Home Science, Fine Arts, Economics and Commerce make use of this model for teaching topics which are based on experiment.

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

Micro-teaching technique is used in the college for strengthening various skills essential for effective and efficient teaching–learning process. First, lectures by experts are organized for gaining acquaintance with the concept of micro-teaching. Such lectures are followed by question and discussion sessions.

The students apply relevant skills for effective teaching. Each student has to teach ten (micro teaching) lessons in each subject, before the practice teaching session every year.

Micro-teaching helps a lot in developing various teaching skills. The subject teacher according to the need selects 5 skills for practicing. Each student teacher has to prepare in total 10 (2x5) micro lesson plans based on five micro skills. The skills which are generally practiced have been listed below-

1. Introduction skill
2. Black-board skill
3. Reinforcement skill
4. Questioning skill
5. Explanation skill
6. Illustration with Examples skill
7. Lesson closer skill
8. Stimulus Variation Skill

The process of microteaching contains six steps-

1. Plan
2. Teach
3. Feedback
4. Re-plan
5. Re-Teach
6. Re- feed back

This cycle may be repeated according to the necessity for the improvement.

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

Practice teaching is conducted in selected government and private schools.

- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the college are deputed to invigilate the students during practice teaching session.
- The student teachers are allowed to deliver the duly approved lesson plans by the subject teachers.
- The subject teacher or the peer team supervises all the lessons taught by the student teachers.
- Numbers of lessons observed by the teachers depend on the number of students in each teaching subject. If a subject gets high number of students like in Social Sciences, then the Principal deposes some other teacher to help and assist that teacher.
- Teachers of concerned schools also observe the lessons and are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the pages in the lesson plan book after each plan. Thus, on the spot feedback is provided to the student teachers.
- Students are advised to discuss about the comments given in their lesson plans after the class personally with the concerned teacher in the staff room.
- In the back of the lesson plan copy, there are pages attached for the remarks/ feedback from the fellow students. Each student is supposed to observe daily 3 lessons and give remarks in their lesson plan copies.
- The process of observation and feedback is comprehensive and continuous.
- The subject teacher looks 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 well in advance.
- The Teaching Practice In charge also provides detailed feedback in the college collectively on subsequent days.

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

Block teaching is a type of academic scheduling in which each student has fewer classes per day. Each class is scheduled for a longer period of time than normal. In one form of block scheduling, a single class will meet every day for a number of weeks for special reasons

which is been done during Micro Teaching in our institute. During Micro Teaching regular classes are suspended after recess and the whole time is allotted for developing and practicing micro skills in the student's subject wise. During this period, a different time table is prepared and the classes run according to that. This is fundamentally based on theoretical aspects and for practicing these skills first of all simulated teaching is done in the institute and then students are sent to school for actual classroom teaching through internship.

An internship is any period of time during which a beginner acquires experience in an occupation, profession, or pursuit. 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 or peer group as per school timetable. During this practice teaching or internship, the student teacher gathers a lot of experience of school life and other activities other than teaching and comes across to witness many theoretical aspects covered in School Administration paper practically and personally, which paves the way for becoming an outstanding teacher.

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

The whole planning of practice-teaching session is done in partnership with the Principal and the school where the teaching practice is about to commence in the following ways-

- First, the date of practice teaching as per our academic calendar is communicated to the Principals of the practice teaching schools through official letters duly signed by the DIOS.
- Then, Faculty members finalize the date and duration of practice teaching after meeting with the Principal personally.
- After this, the units or chapters, which are to be covered in every subject during practice teaching, are enlisted after personal discussion with the subject teachers along with their timetable.
- Next to this, the students are allotted the class according to their two teaching subjects in the timetable.

- Student teachers get the guidance from school teachers regarding the level of students and their individual differences.
- Student teachers remain in contact with the school teachers and their mentor teachers and get the guidance from them in relation to the lesson that they are going to teach in the respective class.
- During the whole teaching practice session proper assistance is provided by the Principal and the staff in all respects which is highly appreciable.

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

Students are given detailed theoretical knowledge about Exceptional

Children and teaching strategies for every type of child, individual differences based on intelligence, attitude, aptitude, interest, physical health, family background, developmental stages etc. in their paper of Educational Psychology and Measurement. This makes a ground for their understanding, which is further elaborated by making a link with their experiences of school and present class which itself is a cluster of students with diverse needs. Whatever they learn during theoretical classes, is then practically witnessed by them in real classroom teaching. They get exposure to know about diverse learning needs of individual students and techniques to manage their needs during internship.

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

The college has incorporated new technologies into its teaching-learning programme and encourages students and faculty to use and adopt them in teaching-learning. Student teachers are trained in application of technology as it can play an important role in making the teaching effective so all the efforts are done to mentally prepare the students to use it.

Thus following facilities are provided in the institute to make them familiar with their use-

- The classes are laced with LCD Projectors where the faculty members deliver their lectures with the help of PPT.
- The students are also promoted to submit their projects / assignments with PPT.

- The ICT Laboratory is equipped with Computers, Internet Facility, Video/Audio CDs, and CD-ROMs along with CD ROM Players.
- As most of the books of school subjects in the market provide with them CD for making the things clear, they are shown in the computer lab by the subject teachers and the students are acquainted with their use to make teaching learning more effective. The students are shown the CDs which are prepared by CBSE Board for different subjects and topics.
- Student-teachers are trained in the art and technique of giving lessons by using latest technology in education. They are motivated and encouraged to use computer and ICT.
- Student teachers are also required to deliver at least one lesson-plan through Power Point Presentation during Simulated Teaching because the Teaching Practice Schools don't have this facility in their schools.
- The subject teachers promote the students to select a few topics for which CDs are available and teach those topics in the Computer Labs in Teaching Practice Schools during their teaching practice with the prior permission of the Principal.

With the passage of time, the Government Schools also have a provision of Computer Labs. Time is near when all the schools will have Smart Classes and the institute is committed to make the students competent enough to face the future challenges by providing them training in this respect.

## **2.4. Teacher Quality**

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

Yes, the practice teaching plans are developed in the partnership, cooperatively involving the school staff and mentor teachers. In the first phase, micro teaching is carried out with the help of mentor- teachers. In second phase, real teaching is carried out by mentor teacher as well as with school staff.

- During micro teaching session, the students are explained how to prepare micro lesson plans by the mentor-teachers. They also help the students about the source material to be referred for improving their teaching plans.

- During macro teaching session, the students prepare lesson plans for 40 minutes duration and for the specific class and practice them in Simulated teaching under the supervision of the mentor teacher and accompanied by peer group.
- During real teaching practice, the student teachers are sent to school with their mentor teachers. The mentor-teachers after conducting a meeting with Principal of the schools and the concerned subject teachers instruct the student teachers' to prepare lesson plans.
- All the necessary arrangements are done in collaboration of the school staff and the mentor teachers for teaching practice.
- The student teachers are helped by the school staff in selecting the topics for particular class and also in understanding the students.
- The staff of the practicing school provides full and continuous support in maintaining the discipline in the classes.

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

There are 100 teacher trainees in B.Ed. program. The college has identified 4 schools for practice teaching, where the students are sent for practice teaching as per the convenience and availability of the schools. The institute is having detailed knowledge of their strength and sections but every year before the commencement of teaching practice plans are developed well in advance by the partnership of the school, in respect to get the time table along with the syllabus details of each subject. Thus, the ratio keeps on varying every year. Accordingly, the Principal deputed the faculty for the supervision. One of the faculties is appointed as the Coordinator for Teaching Practice, who is supposed to coordinate the whole thing including allocation of the classes to the students according to time table along with appointing the teachers for supervision in the class. The duty is assigned in rotation so that all the teachers could experience and invigilate the classes and no one should feel overburdened.

Lesson plans prepared by the pupil teachers are checked by the subject teachers/ mentor before going to deliver it in the class. The feedback is given to the students in the form of remarks in their lesson plans after every lesson by the faculty who has been assigned the work of supervision. But in the beginning care is taken to assign the duties according to the subject so that the subject teacher could notice their flaws and could provide proper feedback for improvement.

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

Feedback is provided to the student teachers every single day during teaching practice in the schools so that they could improve themselves.

- First of all the subject teachers make it sure that the lesson plans are prepared according to the norms during Simulated teaching of macro plans before leaving for the teaching practice in schools.
- During teaching practice also the students are supposed to get their lesson plans approved by their respective subject teachers beforehand.
- There is a page left after every lesson in the lesson plan for Criticism, which is filled by the supervisor while the student in the class delivers the lesson.
- The supervisor gives detailed remark on teaching including each aspect of teaching including use of skills, delivery of the content, confidence, presentation or the attire of the student in the class.
- The staff of the school is also welcomed to give feedback on their teaching.
- The peer group also provides feedback in the back pages of lesson plan copy.
- The students are advised to discuss the feedback given by the supervisor so that they could improve themselves for the next day.
- In the next class the students are assumed to overcome the major faults except a few like confidences or black board writing which is gained by practice and takes time.
- The feedback provided to the student teachers mainly relates to the techniques and skills used, utilizing previous knowledge, introducing the lesson, questioning technique, use of audio-visual aids, quality of audio-visual aids, etc and overall performance. Main emphasis is given to see if the objectives were achieved effectively and efficiently in the class. The student teachers go through the remarks and incorporate the suggested changes.
- Students are advised to take the feedback given by supervisor, school staff or the peer team positively and work to improve them for their personal growth.

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

- The 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.
- After the selection of teaching practice school according to its availability, the detailed plan is developed in collaboration of the school staff. The coordinator of teaching practice is given the responsibility to know the policy directions and find out the educational needs of that school after personally visiting the campus and meeting with the principal of that school every year with new updates. This information is then shared with the principal of the institute and faculty for designing the plans of teaching practice.
- In addition, before the commencement of teaching practice, the relevant information is shared with the students and proper instructions are given to follow the rules of the school strictly and work according to the plan for successful completion of teaching practice without bothering them.

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

- The teacher-educators and students remain in the touch of internet, journals and new arrivals of the books in the college library. They go through these recent books to know about the developments and innovations taking place in the pedagogy.
- Teachers participate in the workshops and seminars. They present their papers on recent topics as well as they acquire new experiences in the field of teaching.
- The college also organizes the workshops/seminars for this purpose.
- Guest lectures are arranged where leading experts are invited for the benefit of the teachers and students.
- The faculty is promoted to participate in Orientation Programme.
- As Aligarh Muslim University is in close vicinity of the institute, the help is taken from the learned faculty of Department of Education and other Departments of Science, Humanities and Social Sciences regarding the enhancement of teaching learning process.

**2.4.6. 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?)**

The management of the institute has a clear cut policy on Professional development of the faculty. For this the following initiatives are taken for ensuring personal and professional growth of the institute-

- The management encourages them to pursue research and enhance their academic qualification specially those who are not Ph.D. holders. Study leave may also be granted for the Faculty Members to pursue higher education.
- The college also encourages and provides incentives to teaching staff to participate in seminars and workshops at State, National and International level and sanctions academic leaves.
- Seminars organized in the campus and direct involvement of the faculty in it is a great opportunity for the faculty to excel personally and professionally.
- The Management renders them help to do Orientation Programme from Academic Staff College, AMU, Aligarh and provided help to ASC to conduct one Orientation Programme under Nalanda Project by MHRD in their campus, which undoubtedly helped the faculty also.
- Workshops are organized at regular interval for Faculty Development.
- It is only on the recommendation of the management that the faculty has organized Workshops in reputed schools of Aligarh as Resource Persons, which leads to their personal as well as professional development.
- The management also helped one of the faculties to avail International Scholarship by providing necessary help required for that.

**2.4.7. 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 honors a teacher with the Best Teacher Award.

- Principal acknowledges performance of the faculty members and issues appreciation letters.
- Year-end feedbacks are analyzed; a report is prepared and circulated among the members. The report is placed before the IQAC and appropriate reward is decided for the faculty.
- The Principal provides appreciation certificates to the teachers, who excel in the field of teaching-learning process and use innovative ideas.
- For any other achievement, certificates are awarded.
- Increments are also given considering their personal and professional growth throughout the year.

## **2.5. Evaluation Process and Reforms**

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

The College is situated in a neat and clean surrounding and housed in a pollution free environment in a well-constructed building with all infrastructural facilities conducive for the running the teacher education programme.

- The college is equipped with all required resources, both human and physical, as per laid down norms for effective organization of curricular and co-curricular programme: a well developed play ground multipurpose hall with required seating capacity, fully equipped with electronic gadget for effective conduct of curricular and co-curricular programmes; a seminar room likewise equipped with public address system and LCD projector. Besides all these facilities, it has computer lab with Internet facility, language lab and educational technology/ICT lab.
- Students enjoy the facility of dropping in their suggestion/complaint in complaint box. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analyzed and worked upon.
- The feedback from the students is taken at the end of academic year also. Feedback from alumni is also entertained. On the basis of feedback analysis, conclusions are drawn and decision taken for implementation.
- Barriers in learning are identified by faculty during their interaction in the classrooms.

- During tutorial periods, group as well as individual problems are discussed and addressed.
- Individual grievances are addressed by the grievance cell and dealt accordingly.

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

Evaluation is a continuous process; it forms an integral part of the total system of education and is intimately related to educational objectives. Thus it is an integral part of the whole education process. As the institute is affiliated to Dr. Bhim Rao Ambedkar University, Agra, it follows the norms of university and the External / Final Exams are conducted by the university at the end of the academic session as per their schedule. In the External Evaluation, Theory and Practical Exams are conducted separately as per the guidance of the University and the results are also declared by them. The institute does not play any role in that. But in Practical Examination out of 200 marks, 50 marks are given through Internal Assessment, whereas 150 marks are assigned for 2 teaching subjects: 75 for each. Thus, the evaluation process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

**Formal Internal Assessment:**

- Formal assessment of the student-teachers is done through the Internal Assessment twice in an academic year in each paper.
- Besides this students are given projects, do survey, review book and science and home science students maintain practical files for meeting requirements of internal assessment.
- Mock examination of theories and practical are conducted by the institute in the end of the session.

**Informal Assessment:**

- Weekly tutorials as well discussions facilitate learning and based on that diagnostic testing is done to locate the problem and provide remedial teaching to the students.

- Student teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, participation in the co-curricular activities and over all peer behavior.
- Assessment is also done through Presentation using PPT for submitting assignments.
- Assessment is done through classroom interaction by teachers in the form of question answer, extempore speeches on subject topics, group discussion on any relevant themes etc.
- Participation in co-curricular activities like in work- experience, sports activities, preparation of teaching aids, records including lesson plan copies, activity file, games file, scout & guide file, psychology practical file, science / home science practical file etc. forms the basis of assessment.

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

The assessment and evaluation outcomes are used for improving performance of the students and curriculum transaction in the following ways-

- Unit test are conducted and results are communicated to the students and
- Suggestions are made for improvement.
- The unit test results are displayed on the notice board. Students with low
- Performance is provided with suitable remedial teaching.
- Transparent system is adopted in the college. All marks are displayed on the notice boards. Students are allowed to discuss their marks by the teachers, if they are not satisfied with their evaluation.
- Similarly, to make improvement in practice teaching, continuous feedback is given in both micro and macro teaching.
- Performance in the various curricular and extra- curricular activities are appreciated in the morning assembly by giving Appreciation Certificate and displayed on the notice board.

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

The ICT is not in direct use for the assessment and evaluation of the students. However, the Internal Assessment Spreadsheet is prepared with the help of computer which is provided to

the External Examiners at the time of Practical Examination. All other necessary documents are also provided in printed form like Attendance Sheet, Roll List etc. to the examiners. The teacher educators are also provided with printed material and profile of the students for their use. The college proposes to develop detailed students' profile including cumulative recording using ICT.

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
- The attendance, the marks obtained in the Sessional test and the home examination are fed to the computers for compiling and preparing reports.
- Internal Assessment Sheet

## **2.6. Best Practices in Teaching – Learning and Evaluation Process**

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

The mission of the institution is to impart quality education to the students, preparing them to excel in face of all challenges in their professional life. The reflection of the mission of the institute is observed in various activities and practices followed at the institute that are unique in the field and tried and tested at the institution itself. Some of our best practices are as follows:

- **Varied learning experiences**

Pupil teachers are provided learning experiences that provide adequate training to face multiple individual differences in the classroom and teacher training as a professional by developing professional skills in the pedagogy, these varied learning experiences are

incorporated through teaching practice, visit to school, assigned duties to teach in Afternoon School in Al- Barkaat etc.

- **Equality and Student Welfare**

The college contributes to the goal of achieving equal access to education for all sections of the society. With this goal under Rahat Project, Al- Barkaat Afternoon School has been opened for the downtrodden and under privileged section of society. Students of B.Ed. are assigned duties to teach them occasionally for the welfare of society and for their own benefit.

- **Addressing variety of learning needs**

The college seeks to create an equitable learning environment by trying to address the learning needs of all students. The innovative models of teaching which have been adopted by the institute are the best example of it.

- **Environmental awareness through activities**

The institute encourages its students to take up environmental - related activities including the theory part, which is covered in second paper, like Environmental Awareness Camp, Tree plantation drive on Environment Day and small skits to save environment etc.

- **Preparing students to meet global demands in education**

To meet the Global trends and demands, the institute tries to foster global competencies in students through following facilities –

- Use of multimedia facilities by LCD projector,
- Language laboratory for communication skills
- Computer literacy programme for students
- Value integration through morning assembly, celebration of national festivals to inculcate feeling of equality; fraternity; justice; brotherhood along with patriotism, co- curricular and extracurricular activities
- The curricular transaction is enriched with the help of ICT to add a good number of activities for student capacity building.

- Converting at least one practice lesson to smart class using ICT during simulated teaching is compulsory for all teacher trainees.
- There is amalgamation of value added course with the regular course. Courses developed over last three years are –
  - ❖ Developing communication skill
  - ❖ ICT skills
  - ❖ Life skills
  - ❖ Skill of community service
  - ❖ Personality grooming
- Interdisciplinary approach practiced at all levels in the institution
- Train the students to deal with differently able students and made aware of the concept of Inclusive Education
- Formative assessment at all levels
- CCA is carried out during the session to give a feedback to students regarding their performance in all areas of development and curricular and co-curricular activities during the course.
- Workshops, Seminars, Guest Lectures organized on regular basis to acquaint them with important changes in school like use of Continuous and Comprehensive Evaluation (CCE), a new system of evaluation etc.

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

The institution takes a lot of care in the use of best practices in the delivery of instruction and up to a great extent it involves the use of technology. These can be summarized as follows-

- The college organizes number of informative sessions to discuss the use of technology in day-to-day curriculum transactions in the college.
- Teachers make an optimum use of the technology, audio-visual aids and other gadgets to make the programme practical oriented by lecturing through PPT in daily routine.
- Guest Lectures as well as workshops on Communication and presentation skill including weekly classes of English Language Teaching for developing communication skill and personality development.

- Use of ICT by the students in the class for their presentation, paper presentation in seminars and delivering one computer assisted lesson plan in simulated teaching.
- Regular theme based Morning assembly; celebration of National Festivals in the campus is a must.
- Co curricular and extracurricular activities are organized for the overall development of the personality of students.
- Including all the relevant topics in the curriculum as value added courses for enriching the students and making them self sufficient to face the future challenges.
- A package of model lessons by teachers and some experts from other institutions is organized to train students for developing plans on micro and macro lessons.
- Well equipped technology lab with advanced electronic gadgets is there for students.
- Students are trained to deliver instructions by using latest technology.
- Internet facility in the computer lab and language lab is available.
- During micro-teaching, skills are developed to train students to deliver instructions in best possible way.
- Innovative teaching methods are adopted to teach variety of students and to meet their diverse needs, which in turn can be used by the students in their classroom.

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

Research is an integral part of B.Ed. curriculum. Thus, the institute supports professional development and activities that engage its teachers for conducting research in the field of education.

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

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

Any system in order to be forward looking must be bold in encouraging research, experimentations and innovations and be involved with constant review of the outcomes of such effort. This institution orients its teachers to innovate and try out new ideas through experimentation and classroom research. Such experimentation would not mean the replacement of the existing practices but can be seen as an attempt to try new structures towards viable alternative strategies, which would bring a culture of sensitivity among teachers towards solving problems scientifically. This also paves the way for the use of innovative techniques to bring desirable changes in teaching learning process. The teachers are promoted to engage themselves in research activities or seminars and publications in the following ways-

- The College encourages the faculty to involve themselves in research and higher education by providing required relaxation and cooperation as per the requirement.
- The management stimulates them to write Research Proposals for Project for which they are supported enormously.
- The faculty members as well as the students are motivated to participate in the conferences and seminars.
- Educational leaves are given to faculty members for attending seminars/ conferences/ workshops.
- They are extended extra help for writing research based papers for seminars.
- Increments are given according to their participation in different academic activities.
- Adjustment in the teaching schedule is done to help the concerned teacher, which becomes a source of inspiration for others.
- Financial support is given to faculty for participating in seminars.

- The faculty is promoted to join Orientation Programme conducted by Academic Staff College, AMU, Aligarh for upgrading their knowledge in research and education by the management. The management collaborates with Academic Staff College, AMU, Aligarh for involving their faculty in any relevant course.
- National, international journals and magazines related to research are available in the library for reference. Research material is procured, if proposed by the faculty members.
- Computer and Internet facilities are provided to the faculty members as well as students, who are involved in writing papers for seminars.
- Any research progress of faculty is always appreciated at appropriate platforms/occasions.
- Faculty members are provided information on various organizations such as ERIC (NCERT), ICSSR, UGC, SIEMAT, and other organizations providing financial assistance for conducting research studies.

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

The college puts some thrust for research on the topics of creativity, teachers' effectiveness and educational management. Besides this, the management as well as the faculty has identified the following research themes-

- Leadership for Global Excellence.
- Need of Revitalization in Teacher Education.
- Innovative Practices in Education.
- Population Dynamics and Sustainable Resource Development.
- Reforms in Examination and Evaluation and its impact on Quality Education.
- Study on Teacher's role in the promotion of inclusiveness amongst the students.
- Importance of Guidance and Counseling.
- Mental health of male/ female teacher trainees for personal guidance based on case studies.
- The Relevance of present day B.Ed. Curriculum.
- Professional Ethics in Teacher Education.
- Importance of Values in Teacher Education.
- Professional Challenges for Teachers.

- Recent Trends in Assessment at School Stage.
- Privatization of teacher education.
- Use of ICT for the Professional growth of teacher trainees.
- Study on the attitude of teachers towards adolescent rural women education.
- Study the attitude, aptitude, values etc. of prospective teachers using psychological tests for personal guidance.
- Problems of teacher trainees.

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

Research is an honest, exhaustive, intelligent searching of facts and their meaning of implication with reference to a given problem. Whereas, action research is a research which is usually done by the teachers, supervisors and administrators to improve the quality of their decisions and actions.

Yes, the institute encourages action research with clear objectives in mind, its achievable outcomes and impact. It has been taken as a continuous process, which includes trying out of a line of action, recording and evaluating results, changing the approach or trying out an alternative line of action, if the desired result is not accomplished. As such, 'Action Research' has been made a feasible process depending upon the needs, day to day problems of the class room and also helps them in developing the excellence in their working/communication skills. It is encouraged among the students as well as among teacher educators in the following ways-

- The teacher educators do action research on individual problems based on case studies to solve their personal problems. During last five years, few students with mental adjustment problems were located and detailed study was done to solve their problems and to help them in proper adjustment.
- Action Research is done to solve the problems of pronunciation, aggressive behavior of few students, to find out the causes of maladjustment etc.
- The administrator reviewed the timetable when after action research it was found that students show lack of interest due to continuous theory classes.
- The teachers were directed to make use of both the languages i.e. Hindi and English during lecture, when after action research it was revealed that rural and Hindi medium

students were reluctant to come to the institute because of use of too much English in the class.

- The students are supposed to prepare one Action Research Plan during their internship, which they have to submit in detail at the time of submission of records. This research proposal is selected by the problem faced by them in the class, during practice teaching like indiscipline, absenteeism, maladjustment and other similar problems of immediate concern.
- On the selected topic, the student teachers make a survey to find out the facts by interacting with the Principal, students, teachers of the school, etc. and analyze the collected data. Brief report on the analysis is prepared and submitted with other records in Activity File.
- The findings have actually led to considerable improvement in the quality of teaching and discipline at the level of practice teaching schools.

### **Impacts of Action Research**

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

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

The details of the Conference / Seminar / Workshop attended and / organized by the faculty members of Al-Barkaat institute of education in last five years are given below:

#### **International Seminar/Conferences Attended:-**

- Participated and presented a paper in the International Conference on the title “Educational Status and Women Empowerment (Public Policies and Empowerment of marginalized Section of the society) organized by Center for Distance Education, AMU, Aligarh.
- Participated and Presented a paper in the International Seminar on the title “ Reforms in Examination and Evaluation and its impact on Quality Education” Jointly organized by Faculty of Education, RBS College, Agra & ISEE, Chennai.

- Participated in International Seminar on “Professional Education: Dimensions, Promises and Challenges” organized by Krishna Institute of Teacher Education.
- Participated and presented paper in two days International Conference on “Leadership for Global Excellence” at Rajasthan college of Agriculture, ACEAM, UCEAM, BCEAM, GCEAM, MCEAM and Smt. K.B. Dave College of Education, Pilvai.
- Participated and presented paper in the International Seminar on “Professional Education: Dimensions, Promises and Challenges” at KITE, Meerut.
- Participated and presented paper in the International Seminar on “Innovative Practices in Education” Organized by Heeralal Yadav Balika Degree College, Lucknow, U.P.
- Participated and presented paper in the International Conference on “Population Dynamism and Sustainable Resource Development” organized by Department of Geography AMU, Aligarh.

**National Conference / Seminar Attended:-**

- Presented a paper in National Conference on “Trend and Challenges of Education in Present Scenario” organized by PM College of Education, Aligarh.
- Presented a paper in National Conference on “Corporate Social Responsibility” Conducted by Al-Barkaat Institute of Management Studies, Aligarh.
- Presented a paper in National Conference on the Topic “Traditional Versus Modern Education: Vision and Planning of Muslim Institutions” conducted by CEPECAMI, AMU, Aligarh.
- Presented a paper in National Conference on “Contemporary issues & Challenges in Teacher Education” conducted by Three Dots Girl’s Training College, Aligarh.
- Presented a paper in National Conference on “Professionalization of Education: Problems and Opportunities for Indian Muslims” conducted by CEPECAMI, AMU, Aligarh.
- Presented a paper in National Conference on “Recent Trends in Teacher Education” at Al-Barkaat Institute of Education, Aligarh.
- Participated and presented paper in National Research Seminar on “Population Resources and Environment” sponsored by D.R.S.-II (SAP-I) Aligarh Muslim University. Aligarh.

- Participated and presented paper in National Research Seminar on “Role of Modern Teachers in Imparting Education” organised by Unity Degree College, Lucknow (U.P.)
- Participated and presented paper in National Seminar on “Impact of ICT in Curriculum Transactional Strategies in Teacher Education” at IIMT, Aligarh.
- Participated and presented a paper entitled “Reforms in Teacher Education for the Elevation of Teachers -An Evaluative Study” organized by IIMT, Aligarh.
- Participated and presented a paper entitled “Use of ICT in Teaching Learning Process” organized by Vivekananda College of Education, Aligarh.
- Presented a paper on “Violence against Women and Girl Child” at centre for women’s studies, AMU, Aligarh.
- Presented a paper on “Education in the New Millennium: Challenges and Issues” in Department of Education, Aligarh Muslim University, Aligarh.
- Participated in National Seminar on “Professional Competence in Teaching” organized by Sant Ramakrishna Kanya Mahavidyalaya, Agra.
- Presented paper in National Seminar on “Impact of Technology and Mass Media on Values in Higher Education” organized by KITE, Meerut.
- Presented a paper in National Seminar on “Quality Perspective in Teacher Education” organized by Sant Ramakrishna Kanya Mahavidyalaya, Agra.
- Presented a paper in National Seminar 2006 (U.G.C. Sponsored) on “Quality of Teacher Education: Problems and Perspectives” organized by Department of Teacher Education, D.V. (P.G.) College, Orai (Jalaun), U.P.
- Presented a paper on “The Relevance of the Present Day B.Ed. Curriculum” at Shambhu Dayal (P.G.) College, Ghaziabad, U.P.
- Presented a paper on “Strategies and Innovations in Teaching at Higher Level” at Vidyawati Mukandlal (P.G.) Girls College, Ghaziabad.
- Presented a paper entitled “An Evaluation of Practical Part of B.Ed. Training in actual classroom teaching”.
- Contributed paper in two days State Level Conference on “Role of Science and Technology in the Development of Uttarakhand State” in Uttarakhand.
- Presented a paper on “Impact of Technology and Mass Media on Values in Higher Education” in Kishan Group of Educational Institutions, Meerut.

- Presented a paper on “Professional Competence in Teaching” at Sant Ramkrishna Kanya Mahavidyalaya, Agra.
- Presented a paper on “Today's Teacher Education in India: its Relevance, Effectiveness & Empowerment” at Vivekananda College of Education, Aligarh.
- Participated and presented paper in National Conference on “Quality Initiatives in Teacher Education” at Al-Barkaat Institute of Education, Aligarh.
- Participated and presented paper in National Seminar on “Revamping Indian System of Education” at Department of Teacher Education, Unity Degree College, Lucknow.
- Participated and presented paper in National Seminar on “Amalgamation of Information and Communication Technology to levitate the quality of Teacher Education” at Department of Teacher Education, IIMT, Aligarh.
- Participated and presented paper in National Conference on “Recent Trends in Assessment at School Stage” at DEME, NCERT, New Delhi.
- Participated and presented paper in National Seminar on “Advancement in Pedagogy for Effective Teaching” at Vivekananda College of Education, Aligarh.
- Participated and presented paper in National Seminar on “Teacher's of the 21Century: Challenges and Opportunities”, Organized by Anand College of Education, Agra.
- Participated and presented paper in National Conference on “Effective Reformation in Teachers' Education in Context of Teaching and Evaluation” at R. V. Northland Institute of Education Technology Dadri, U.P.
- Participated and presented paper in National Conference on “Transformation in Teachers and Teaching Strategy in 21st Century” at NCPE, G.B. Nagar, U.P.
- Participated and presented paper in National Conference on “T.L.M. based on Elementary Mathematics” at NCPE G.B. Nagar, U.P.
- Participated and presented paper in National Conference on “Revamping Indian System of Education”, at Unity Degree College, Lucknow, U.P.
- Participated and presented paper in National Conference on “Use of ICT to Levitate the Quality of Teacher Education” at IIMT, Aligarh, U.P.
- Participated and presented paper in National Conference on “ICT and Teacher Education at NCPE”, Dadri G.B. Nagar, U.P.
- Participated and presented paper in National Conference on “Teaching and Learning in 21st Century: trends and Implication for Practicing in Mathematics” at GNCE, Knowledge Park-III, and G.B. Nagar U.P.

- Participated and presented paper in National Conference on “Motivating Mathematics Students at Elementary Level” at Vivekananda College of Education, Aligarh.
- Participated and presented paper in National Seminar on “Quality of Teacher Education Concept & Issues” organized by Gyan Mahavidyalaya, Aligarh.
- Participated and presented paper in National Research Seminar sponsored by U.G.C. on “Nai Sadi Mein Bharat: Dasha Evam Disha” organized by Tilak P.G. College, Auraiya (U.P.).
- Participated and presented paper in National Research Seminar sponsored by U.G.C. on “Human Rights in India: Condition & Direction” organized by Vivekanand Gramodyog P.G. College, Dibiyapur, Auraiya (U.P.).

#### **National Conference Organized by the Faculty Members:-**

- First National Conference on “Quality Initiatives in Teacher Education” on 29<sup>th</sup> January, 2011.
- Second National Conference on “Recent Trends in Teacher Education” on 2<sup>nd</sup> Feb., 2013.

#### **Workshops Attended:-**

- Attended one-day workshop on “Educational Philosophy of Sir Syed Ahmad Khan” at Aligarh College of Education, Aligarh.
- Attended one day workshop on “Distance Education: Reaching the Unreached” at Indira Gandhi National Open University, Aligarh.
- Attended one day Workshop on “Implanting Authentic Leadership in the Leaders of Tomorrow” in Department of Business Administration, A.M.U., Aligarh.
- Attended 2 days workshop on “Teaching skills & Awareness Development” conducted by ADVAIT.
- Attended workshop on “Evaluation and Grading System” organized by SRKK, Mahavidyalaya, Agra.
- Attended workshop on “Development of Audio-Visual Materials” organized by Noida College of Physical Education, Noida.
- Attended workshop “Presentation & Communication in Class room” organized by Al Barkaat Institute of Education, Aligarh.

- Attended one day Workshop on “Micro Teaching” on November, organised by SPIT, Shikarpur.
- Attended 3 Days Workshop on “Education 2020” conducted by Calorx Institute of Education, held in ABIE, Aligarh.
- Workshop attended on “Stress and Depression in Education” organized by Vivekananda College of Education, Aligarh.
- Attended three days workshop on “Power Point Presentation, Blue Print of Question Paper, How to make class room teaching effective with the help of teaching aids” at Iqra Public School, Aligarh.
- Attended one-day workshop on “Continuous Comprehensive Evaluation” at Al-Barkaat Institute of Education, Aligarh.
- Attended one day workshop for “Preparation of Teaching-Learning material for teaching Mathematics” organized by SCERT at DIET, Moti Bagh, New Delhi.
- Attended one-day workshop on “Leadership Training for College Students on HIV/Aids Awareness” at Acharaya Narendra Dev College, New Delhi.
- Attended one day National workshop on “Educational Research Methodology & Data Analysis through SPSS” sponsored by NCPE, Dadri, U.P.
- Participated in the Exhibition and Workshop on “Development of Teaching Learning Materials” at NCPE, G.B. Nagar, U.P. held on Prepared T.L.M. based on Elementary Mathematics.

#### **Workshop Conducted as Resource Person:-**

- Organized Workshop as Resource Person on the topic “Innovative Ways to Make Classroom Teaching Interesting” at Marehra Public school, Marehra, from 13th-15th May 2013.
- Organized Workshop as Resource Person on the topic “Education Children in the New Millennium” at The Blossoms School, Aligarh, on 7th September, 2013.
- Co-ordinated two days workshop on “First Aid” Organized by DIET, Moti Bagh, New Delhi.
- Co-ordinated two days workshop on “Preparation of Teaching-learning Material” E.T.E Trainees organized by DIET, Moti Bagh, New Delhi.
- Conducted a one-day workshop on “PowerPoint Presentation” at Iqra Public School, Aligarh.

- Conducted a one day workshop on “Teaching Trends in 21st Century” and “Continuous Comprehensive Evaluation” at Blackdale Public School, Aligarh.
- Conducted a one day workshop on “Modern Trends in Education” at Ayesha Tarin Modern Public School, Aligarh.
- Conducted a one day workshop on “Teaching Trends in 21st Century” at Gopiram Paliwal Inter College, Aligarh.
- Conducted a one-day workshop on “Teaching Trends in 21st Century” at Our Lady of Fatima Secondary School, Aligarh.
- Conducted a one-day workshop on “Teaching Trends in 21<sup>st</sup> Century” at Aligarh Modern School, Aligarh.

### **3.2. Research and Publication Output**

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

The college tries its level best to move ahead in enhancing the quality of teaching by all possible ways and means.

- During the last three years, the institute has acquired latest teaching-learning technology: LCD Projector is used for lecture in the class by faculty.
- The faculty members as well as the students use educational CDs during their teaching practice to make their class interesting and effective.
- Workshops are conducted in the campus to make teachers and students aware with the use and preparation of different types of teaching aids.
- Students are promoted to make use of audio visual aids including working models and experiments during teaching practice.
- Students prepare material in the form of charts, models, maps, etc. as teaching aids to teach two teaching subjects.
- Student teachers are motivated to deliver at least one lesson using ICT in simulated teaching.
- A competition was held in the institute, ‘Preparing Effective Teaching Aids’ and the participants were distributed certificates to promote the use of teaching aids.

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

The institute has following facilities for developing instructional materials-

- LCD Projectors in the Lecture rooms for use of PPT, to be used by teachers for lecturing and students for timely presentations.
- Provision for working on the computer with a well-equipped computer lab for the students and faculty members.
- Access to Computers, Photocopy, Printer, Scanner and Internet facility etc.
- Educational Technology Lab with all gadgets and accessories including educational CDs on different topics and different subjects.
- Fully equipped Science and Math's Laboratory.
- Fully equipped Language Lab.
- Work Experience Lab for developing teaching aid materials including charts and models with the help and assistance of teachers.
- Faculty members guide the student teachers and render assistance in their bid to prepare the projects/teaching aids.

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

The institute has developed many ICT/ technology related instructional materials during last five years, which has been enlisted below-

- Latest, the faculty members have been trained to develop their own Website under Nalanda Project, an Orientation Programme conducted by **Academic Staff College, AMU, Aligarh**, for Academic purpose, which will be beneficial for the students.
- Power Point Presentation based on all the Papers by the concerned teachers.
- Power Point Presentation by students on the topics of assignment.
- Power Point Presentation on **Micro Teaching**.
- Power Point Presentation for **Lesson Planning**.
- Power Point Presentation on **How to face interview**.
- Power Point Presentation on **CCE**.
- Power Point Presentation on **Teaching Trends in 21st Century**.

- Power Point Presentation on **Modern Trends in Education.**
- Power Point Presentation on **Teaching Aids.**
- Power Point Presentation on **Innovative Ways To Make Class Room Teaching Interesting.**
- Power Point Presentation on **Educating Children in the New Millennium.**
- Power Point Presentation on **Presentation and Communication skill.**

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

- Organized by the institution**
- Attended by the staff**
- Training provided to the staff**

The detail of the training program has been given below on material development under different headings-

- Organized by the institution:** - The institution organized many workshops in different schools on different topics. Such as
  - Organized Workshop as Resource Team on the topic “Innovative Ways to Make Classroom Teaching Interesting” at Marehra Public school, Marehra, from 13th-15th May, 2013.
  - Organized Workshop as Resource Team on the topic “Education Children in the New Millennium” at The Blossoms School, Aligarh, on 7th September, 2013.
  - Coordinated two days workshop on “First Aid” Organized by DIET, Moti Bagh, New Delhi.
  - Coordinated two days workshop on “Preparation of Teaching-learning Material” E.T.E Trainees organized by DIET, Moti Bagh, New Delhi.
  - Conducted a one day workshop on “PowerPoint Presentation” at Iqra Public School, Aligarh.
  - Conducted a one day workshop on “Teaching Trends in 21st Century” and “Continuous Comprehensive Evaluation” at Blackdale Public School, Aligarh.
  - Conducted a one day workshop on “Modern Trends in Education” at Ayesha Tarin Modern Public School, Aligarh.

- Conducted a one-day workshop on “Teaching Trends in 21st Century” at Gopiram Paliwal Inter College, Aligarh.
- Conducted a one day workshop on “Teaching Trends in 21st Century” at Our Lady of Fatima Secondary School, Aligarh.
- Conducted a one-day workshop on “Teaching Trends in 21st Century” at Aligarh Modern School, Aligarh.

**b. Attended by the Staff:-**

**(i) Teaching Staff:-**

- Attended one-day workshop on “Educational Philosophy of Sir Syed Ahmad Khan” at Aligarh College of Education, Aligarh 24th Nov. 2013.
- Attended one day workshop on “Distance Education: Reaching the Unreached” at Indira Gandhi National Open University, Aligarh 19th Nov. 2013
- Attended one day Workshop on “Implanting Authentic Leadership in the Leaders of Tomorrow” in Department of Business Administration, A.M.U., Aligarh.
- Attended 2 days workshop on “Teaching skills & Awareness Development” conducted by ADVAIT.
- Attended workshop on “Evaluation and Grading System” organized by SRKK, Mahavidyalaya, Agra.
- Attended workshop on “Development of Audio-Visual Materials” organized by Noida College of Physical Education, Noida
- Attended workshop “Presentation & Communication in Class room” organized by Al Barkaat Institute of Education, Aligarh.
- Attended one day Workshop on “Micro Teaching” on November, organised by SPIT, Shikarpur.
- Attended 3 Days Workshop on “Education 2020” conducted by Calorx Institute of Education, held in ABIE, Aligarh.
- Workshop attended on “Stress and Depression in Education”organised by Vivekananda College of Education, Aligarh.
- Attended three days workshop on “Power Point Presentation, Blue Print of Question Paper, How to make class room teaching effective with the help of teaching aids” at Iqra Public School, Aligarh.

- Attended one day workshop on “Continuous Comprehensive Evaluation” at Al-Barkaat Institute of Education, Aligarh.
- Attended one day workshop for “Preparation of Teaching-Learning material for teaching Mathematics” organized by SCERT at DIET, Moti Bagh, New Delhi.
- Attended one-day workshop on “Leadership Training for College Students on HIV/Aids Awareness” at Acharaya Narendra Dev College, New Delhi.
- Attended one day National workshop on “Educational Research Methodology & Data Analysis through SPSS” sponsored by NCPE, Dadri, U.P.
- Participated in the Exhibition and Workshop on “Development of Teaching Learning Materials” at NCPE, G.B. Nagar, U.P. held on Prepared T.L.M. based on Elementary Mathematics.
- Participated in Orientation Programme on ‘Capacity Building Programme for Social Science Faculty’ conducted by Academic Staff College, AMU, Aligarh, sponsored by Indian Council for Social Science Research, New Delhi from 30<sup>th</sup> May- 12<sup>th</sup> June, 2013.
- Participated in Orientation Programme conducted under Nalanda Project by Academic Staff College, AMU, Aligarh, sponsored by Ministry of Minority Affairs, GOI, India from 25<sup>th</sup> March - 8<sup>th</sup> April, 2014.
- Participated in Short Term Course in CITO International on 'Theory and Practice of Test Construction' in June, 2013 from 16-28 June under Netherlands Fellowship Program (NFP).

**(ii) Non-Teaching Staff:-**

- Workshop on “Office Management” organized by Al-Barkaat Institute of Management Studies, Aligarh, 2013.
- Workshop on “Knowledge Management” organized by Department of Library and Information Science, AMU, Aligarh, 2011.
- Workshop on “Training on Documentation Control” organized by Al-Barkaat Institute of Management Studies, Aligarh, 2011.
- International workshop on ‘Web Content Management’ organized by Maulana Azad Library, AMU, Aligarh
- Workshop on ‘Displace for building Digital Libraries’ organized by DELNET, New Delhi, 2010.

- Symposium on ‘Library & Information Science Education in India: Challenges and Opportunities’ organized by Department of library & Information Science, AMU, Aligarh, 2010.
- National Seminar on ‘Knowledge Conservation and Preservation (NASKCON)’ organized by Department of Library & Information Science, AMU, Aligarh, 2010.
- Two days Advait workshop on ‘Teaching Skills & Awareness Development, 2010.
- One day workshop on ‘Digital Preservation in India’ held at FICCI, Delhi, 2008.
- Orientation Programme organized by Amnesty International India, 2008.
- Workshop on ‘Police Reform’ organized by Forum for Human Rights, 2007.
- Two days seminar on ‘Digital Preservation & Access to Indian Cultural Heritage organized by IGNCA, New Delhi.
- Ten days orientation Programme organized by Forum for Human Rights.
- Two days workshop on ‘Communication and Presentation Skills’, ABIE, Aligarh.

**c. Training provided to the Staff (Teaching and Non-Teaching):-**

The Management of the institute always aspired to update their faculty with latest trends and technology, so that they could do justice with their students, the future teachers. For this purpose following training programmes have been organized under Faculty Development Programme-

- Training of ICT under Nalanda Project for developing Website.
- A workshop was organized on developing Communication Skills among the teachers in the institute.
- 3 Days Workshop was organized on “Education 2020” to enhance the creativity among teachers, ways of connecting with students, innovative techniques of teaching, making classroom teaching effective with audio visual aids, SWOT analysis for Reflective Teaching by teachers, etc.
- The faculty was provided training on Presentation & Communication in class room, a very important aspect for being a good teacher.
- Organized 2 days workshop on “Teaching skills & Awareness Development” conducted by ADVAIT in the campus for making the faculty members aware with the latest trend in the field of Education.

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

- Paper entitled “Concern for falling standard in Teacher Education Program” In Teacher’s Pride Magazine, New Delhi (ISSN2348-4152), Vol.1 Issue 5, May 2014. Journal of Educational Research, Bilaspur (ISSN 0976-1160) Vol. 5, No 1 pp 85-90, April 2014.
- Paper entitled “Study on Impact of Education on Health Conciousness among Women” in Journal of Educational Research, Bilaspur (ISSN 0976-1160) Vol. 5, No 1 pp 85-90, April 2014.
- Research Article entitled “Creating Better Learning Environment in School” in Teacher’s Pride Magazine, New Delhi (ISSN 2348-4152), Vol. 1 Issue 2, March 2014.
- Paper entitled “ Exploring class room strategies for effective teaching and learning” Teacher’s Pride Magazine, New Delhi (ISSN 2348-4152), Vol. 1 Issue 3, February 2014.
- Paper entitled “Need and Importance of Continuous and Comprehensive Evaluation for Pupil Teachers” (Recent Trends in Teacher Education.) organized by Al-Barkaat Institute of Education, Aligarh on 2nd Feb2013. (Under Publication in Conference Proceedings).
- Paper entitled “Learners and Educators of 21st Century” in journal named IIMT Education Review, Vol. III, No 1 Aug.2012-July2013 ISSN 2229-4902 by IIMT College of Science & Technology, G. Noida, U.P.
- Paper entitled “Impact of Mothers Education in Prevention of Paediatric Disease with special reference to Respiratory Tract Infection and Diarrhoea” in journal named IIMT Education Review Vol. III, No 1 Aug.2012-July2013, ISSN 2229-4902 pp. 45-50, by IIMT College of Science & Technology G. Noida, U.P.
- Research Article entitled “Use of ICT to Levitate the Quality of Teacher Education” in journal named the IIMT Education Review, Vol. III, No1, Aug.2012-July2013 ISS, N 2229-4902 by IIMT College of Science & Technology G. Noida, U.P.
- Paper entitled “Assessment of Students in Context of Environmental Awareness” in Journal of Educational Research, Volume3, Number 1, April2012, ISSN 976-1160, pp.137-140.

- Paper entitled “Professional Ethics in Teacher Education” in Indian Journal of Teacher Education Anweshika, NCTE, New Delhi, ISSN 0974-7702, Vol. 6, No 2, Dec 2009, pp 1-12.
- Chapter “Social Development” in book "Educational Psychology" published from LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler and straÙe 99 66123 Saarbrücken Germany, Editor A Covali, Project ID: #23822, ISBN: 978-3-8443-9002-5 978-3-8454-0238-3, pp148-170.
- Chapter entitled “Leadership Style of the Principals of Aligarh City” in II Part of the book 'Leadership for Global Excellence', ISBN 978-81-7273-577-7
- Chapter entitled “Motivation and its Theories” in book 'Educational Psychology' published from LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler and straÙe 99 66123 Saarbrücken Germany, Editor A Covali, Project ID: #23822, ISBN: 978-3-8443-9002-5 978-3-8454-0238-3, pp106-147.
- Chapter entitled “Teacher Education Curriculum in Modern Context” to be published in Seminar Proceedings of Al Barkaat Institute of Education, Aligarh.
- Chapter entitled Need of “Quality Leadership in Teacher Education”, in a book on Leadership for Global Excellence, Published by Authors Press, New Delhi ISBN978-81-7273-577-7, pp.43-53.
- Chapter entitled “Role of Education in Environmental Awareness” in a book on Social Aspects of Education, AHP Publishing Corporation, New Delhi, ISBN978-81-313-1231-5, pp.65-79.
- Chapter entitled “Globalization and Higher Education: Issues and Dimensions”, in a book on Indian Higher Education and Globalisation by Gaga deep Publications, New Delhi, ISBN978-81-88865-52-9, pp.80-91.
- Chapter entitled “Today's Teacher Education in National Scenario” is to be published in Seminar Proceedings., Al Barkaat Institute of Education, Aligarh.

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

Certificates of Appreciation are issued to the Faculty Members by the Principal on the basis of their performances in the Institute. Following are the criteria for giving certificates:

- Best Teacher with Innovative ideas.

- Teacher with most number of Publications.
- Teacher with most number of paper presentations in Conferences/Seminars.
- Besides this one of our Faculty Member was awarded International. Scholarship under Netherlands Fellowship Program (NFP) for doing Short Term Course in CITO International on 'Theory and Practice of Test Construction' in June, 2013 from 16-28 June.

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

Yes, one **Project Rahat** has been completed by the IQAC of the Institute. The detail has been given below-

Aligarh is a famous and important centre of Higher Education, where number of educational institutions is situated including world famous Aligarh Muslim University. In spite of being an educational hub, the Economic and Educational condition of local people is a matter of great concern. As Al- Barkaat Educational Society is a nonprofit organization and seeks to provide quality education to all sections of the society, particularly Muslim community, a project was started by the IQAC of B.Ed. section to study the Economic and Educational Status of Aligarh City with special reference to Muslim slum areas including Jeevangarh, Jamalpur, Shahanshabad and Patwari ka Nagla, so that something could be done for the education of this section of society who are deprived of education because of their limited resources. The main objective was to reach the underprivileged and downtrodden section of society so that the ABES could fulfill its objective of providing quality education to all sections of society. After a detailed study of above mentioned slums regarding their living standard, health status, literacy rate and annual income, 200 students were spotted for opening Afternoon School shift in the campus.

Thus, in July 2011, Al-Barkaat Educational Society started Al-Barkaat Afternoon School with 200 students under Rahat Project for economically weaker section of the society, who are deprived of good education because of some unavoidable reasons. This is English medium school from class I to Class V and it is about to open class VI from this year. As we all know that the government has taken initiatives for the education by making RTE Act 2009 to provide free and compulsory education to every child of the age of six to fourteen years.

Keeping this Act in mind ABES has decided to open school for children of underprivileged sections of the society with the following facilities-

1. Minimum fess (Rs.100) will be charged from the student as a token of their self respect.
2. Uniform stationery, books etc will be provided by the school.
3. Health education will be also the part of the curriculum.
4. Student will be taught moral value, discipline, importance of education etc.
5. In the first year of the establishment education will be imparted to the weak & underprivileged children, and then from the second year the women from the weak and underprivileged sections will be given vocational training. So that they can get job opportunities.
6. Child centred learning will be there in which the qualified teacher will teach according to the psychology of the child and their background.
7. For PTA special session will be there for parents to make them aware of the importance of education as well as the future benefit they will get in educating of their wards.
8. Al-Barkaat is also running B.Ed. course and therefore students of B.Ed. will be given training in the afternoon school which will enhance their knowledge.

### **3.3. Consultancy**

Consultancy is an act or an instance of consulting or the practice of giving expert advice within a particular field.

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

Yes, the Institution provided consultancy services in last five years to the students in their respective fields and as per their need in following ways by the faculty members with academic and professional expertise-

- Personal and Social Counseling to the students with adjustment related problems
  - (i) Neeraj Kumar (Counseling for adjustment problem due to stress)
  - (ii) Rafat Fatima (Consultancy provided to deal with Family related stress)

- (iii) Deepmala Tiwari (Guidance for Post Marital Adjustment )
  - (iv) Rizwan Khan (Advised to cope with Mental Stress and mal-adjustment)
  - (v) Sufia Anjum (Provided consultancy for adjustment after marriage)
- Consultancy for pursuing Higher Education
    - (i) Ms. Anita completed M.Ed. & preparing for NET (2010-11)
    - (ii) Mizna Hasan pursuing Higher Studies (2010-11)
    - (iii) Abdul Qadeer pursuing Higher Studies (2011-12)
    - (iv) Arshia Mahboob pursuing Higher Studies (2011-12)
    - (v) Fasiur Rehman doing Ph. D. (2011-12)
    - (vi) Jahan Ara pursuing Higher Education (2011-12)
    - (vii) Malik Faizullah qualified NET, pursuing for Ph. D. (2011-12)
    - (viii) Parvez Mohammad qualified NET, pursuing for Ph. D. (2011-12)
    - (ix) Rukhsana Khatoon pursuing for Higher Education (2011-12)
    - (x) Mahtab Alam doing research (2012-13)
    - (xi) Razdha Parveen, Qualified NET enrolled in Ph.D. (2012-13)
    - (xii) Zeba Parveen qualified NET, doing Ph. D. (2012-13)
    - (xiii) Kaniz Fatma, qualified JRF, pursuing Ph.D. (2012-13)
  - Vocational Consultancy for better and timely placement in reputed schools with following measures-
    - (i) Collaboration of the Principal with the heads of different Schools
    - (ii) Placement Cell to give information regarding vacancies in different schools
    - (iii) Displaying Advertisements of various schools on the Notice Board
    - (iv) Provided consultancy by Consultancy and Placement Cell Incharge
    - (v) Extra assistance provided by Training and Placement Officer (TPO) of sister institution ABIMS

The detail of the students, who were selected in various schools on the basis of consultancy provided by the institution, has been given below:

<b>YEAR</b>	<b>NAME OF THE STUDENT</b>	<b>NAME OF THE SCHOOL</b>
2008	1. Abdul Bari Khan	PGT in National Shibli College, Azamgarh.

	2.Brijesh Kumar	TGT, Good Shepherd School, Lucknow.
	3.Prashant Kumar	TGT, St. Xavier School.
	4. Dhananjay Kushwaha	TGT, Janta Inter College, Deorria.
2010	1.Md. Abdullah Usman	Iqra Public School, Aligarh.
	2.Sharoq Aziz	MU College, Aligarh.
	3.Neeraj Kumar	TGT in Chandausi.
	4. Md. Shahid	TGT in Hathras.
	5. Riyazul Haq	Al- Barkaat Public School, Aligarh.
	6.Mohd Shoeb	Iqra Public School, Aligarh.
2011	1.Aliyan Saif	Aligarh Public School, Aligarh.
	2. Feroz Khan	ABK Union High School, AMU, Aligarh.
	3.Fozia Hasan	Abdullah Girls' High School, AMU, Aligarh.
	4. Jamshed Khan	ABK Union High School, AMU, Aligarh.
	5.Ruqaiya Sadiq	Doing Project in J.N. Medical College, Aligarh.
	6. Shaina	Working as Counselor in Agra
	7. Shaista Khan	The Blossom School, Aligarh.
	8. Surchi Singh	Working under a project.
	9. Syed Ashar Ali	Al- Barkaat Public School, Aligarh.
	10. Tanya Singh	D P S Junior Wing, Aligarh.
	11.Yogyata Tomar	PGT, Gagan Public School, Aligarh.
	12.Aasma Khan	Aligarh Public School, Aligarh.
	13.Huda Ahmad	Woodbine School, Aligarh.
	14.Mohd Israil	ABK Union High School, AMU, Aligarh.
	15.Romana Anis	AMU+2(Girls), Aligarh.
	16. Saba Parveen	Woodbine Public school, Aligarh

	17. Harpreet Kaur	Neehar Meera School, Aligarh.
2012	1. Mohd. Arshad	Principal, The Sana School, Aligarh.
	2. Vijay Chandra	Woodbine School, Aligarh.
	3. Sumayya Moonis	Blackdale Public School Aligarh
	4. Shoeb Khan	TGT, Al- Barkaat Public School, Aligarh.
	5. Shabina Karimi	ABPS, Aligarh.
	6. Humaira Sherwani	Our Lady of Fatima, Aligarh.
	7. Mir Hasan Naqvi	D P S Senior Wing, Aligarh.
	8. Sadaf Iqbal	Blackdale Public School, Aligarh.
	9. Shaista Bano	Abdullah Girls' School, AMU, Aligarh.
	10. Ayyub Khan	ABPS, Aligarh.
	11. Seemab Mukhtar	PGT, ABPS, Aligarh.
	12. Taab Anwar	Teacher Incharge, Al- Barkaat Afternoon School.
	13. Zoobia Mubeen	ABPS, Aligarh.
	14. Sumbul Khan	Mangalayatan University
	15. Shabista Parveen	Woodbine School, Aligarh.
	16. Simmi Gulzar	Iqra Public School, Aligarh.
	17. Ghazala Anjum	ABPS, Aligarh.
	18. Nahiya Sherwani	ABPS, Aligarh.
	19. Shoeb Ahmad	ABPS, Aligarh.
	20. Reshma Ayub	ABPS, Aligarh.
	21. Vijay Singh Lodhi	School, Aligarh.
	22. Zisan Khan	Jamia Public School, Aligarh.

	23.Nazia Nafees	Nuture School,Aligarh.
	24.Nayma Khan	ABPS, Aligarh.
2013	1.Simmi Saifi	Teaching in ABAS as paid Intern
	2. Arshi Zehra	Teaching in ABPS as a paid Intern
	3. Asma Khan	Teaching in ABPS as a paid Intern
	4.Uzma Latafat	Teaching in ABAS as a paid Intern
	5.Sadiqa Javed	Teaching in ABPS as a paid Intern
	6. Salma Javed	Teaching in ABPS as a paid Intern
	7.Musarrat Jahan	Teaching in ABPS as a paid Intern
	8. Musroor Jahan	Teaching in ABPS as a paid Intern
	9. Haneefa Hashmi	Teaching in ABPS as a paid Intern
	10.Mehrun Nisha	Teaching in ABPS as a paid Intern
	10. Iqra Sherwani	The Sana School, Aligarh.
	11.Huma Khan	The Sana School, Aligarh.
	12.Nisha Zaheer	The Sana School, Aligarh.
	13.Iram Jahan	The Sana School, Aligarh.
	14.Meenakshi Sharma	Three Dots School, Aligarh.
	15.Huma Hussain	Islamic Mission School, Aligarh.
	16.Furqan Ahmad	Marehra Public school, Marehra.
	17. Kausar Shahab	ABK Union High School, Aligarh
	18. Rafat Ara Begum	The Blossom School, Aligarh
	19. Nausheen khan	Modern School, Aligarh

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

Details are given below:-

<b>FACULTY</b>	<b>AREA OF COMPETENCY</b>
Dr. Samina	Psychological Testing, Guidance and counseling
Mr. Himanshoo Sharma	Guidance and counseling
Mrs. Shagufta	Guidance and Counseling
Dr. Tabassum Qamar	Guidance and counseling
TPO of ABIMS (Training & Placement Officer)	Training in Personality Development Communication & Presentation Skills

The consultancy helped the students for a better adjustment and placement by providing appropriate guidance and counseling. Timely help provided to stressed and depressed students and guidance to consult a Psychiatrist saved them from maladjustment and paved the way in regulating their behavior. The students who were competent mentally as well as economically were guided to pursue higher education, whereas those willing to join immediately were helped by Placement Cell in more than one ways, as has been described above.

**3.3.3. 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.**

The consultancy provided by the college is free of cost and thus does not work as revenue generating source.

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

No revenue generated through consultancy to be used further.

### **3.4. EXTENSION ACTIVITIES**

In 1977, the University Grants Commission first incorporated Extension into its Policy Statement for Higher Education when it stated that “If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility and give it the same status as teaching and research.(UGC, Guidelines,2004) This is a new and extremely significant area which should be developed on the basis of high priority”.

Its objective was to extend knowledge and other institutional resources to the community and vice-versa and secondly its objective was to gain insights from a contact between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research. It was to be a two-way process between the experts and the people, an intellectual intervention in the community’s living problems which need to be overcome through an educational process. It was to be that education which helped students to face life and its challenges and which created an ambience for a learning society.

#### **3.4.1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO’s and GO’s)**

As significant importance has been given to Extension activities in Higher Education by UGC, due weight age has been given to various extension activities as well as outreach programmes in the Institute as follows-

**Extension Activities:** These activities will help the community in the following ways by generating awareness and sensitivity towards the global issues among the students, who will be the future nation builders-

- Environmental awareness through visit to Botanical Garden of AMU, Aligarh
- Celebrating World Environmental Day for generating awareness to protect the environment for upcoming generations
- Tree Plantation for retaining green and clean environment

- Celebration on ‘Minority Day’ for generating awareness among the minorities regarding their rights and various policies run by the Government for their welfare with the collaboration of District Government
- Organized 3 days Cleanliness Campaign in the campus for self awareness as well as awareness among the students of ABPS
- Educating the fourth grade employees under Adult Literacy Program
- Generating awareness towards various social problems like illiteracy, corruption, dowry, female feticide, child labour etc. through various co- curricular activities and skits
- The pioneers of the college, being sensitive towards the problem of illiteracy, made it a policy and duty to eradicate the intellectual poverty. They had a conviction that education and only education can provide a lasting solution to the problem of material poverty. The impact of the practice is significant as it has opened Al- Barkaat Afternoon School for downtrodden section of society under Project Rahat. (Detail has been given under 3.2.7.)

### **Outreach Programme**

Outreach is an activity of providing services to populations who might not otherwise have access to those services. A key component of outreach is that the groups providing it are not stationary, but mobile; in other words they try to reach the needy and help them out. In addition to delivering services, outreach has an educational role, raising the awareness of existing services.

- Awareness was generated among the community members of Jeevangarh, Jamalpur, Shahanshabad and Patwari ka Nagla, the selected population for Rahat Project, for eradication of illiteracy by sending their wards to schools.
- A drive was started by the management on ‘Sharing the Knowledge’ with the objective to share the knowledge gained through various workshops conducted by the management for Faculty Development with other Government and Private Schools so that they could also get benefitted and in turn a larger good of the society could be done. Thus, the faculty of ABIE conducted various workshops in different schools free of cost.
- Participation of students in an ‘Agitation campaign against Child Labour’
- Participation of students in Pulse Polio Immunization Programme runs by the Govt.

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

The educational institutions and community are closely related. They are mutually interdependent upon each other for their growth and development. The development of these communities is the development of the nation. And education is the only means to motivate individuals towards development and progress. Thus it becomes inevitable for the educational institutions to stand alone in isolation, without taking help from the community. In the establishment and development of this Educational Society also, community has played an insignificant role, which has been enlisted below-

The college is benefitted by the enriched and conducive environment fabricated by Aligarh Muslim University in Aligarh which has helped the institute indirectly. The success of any educational enterprise depends largely upon its teachers and we are fortunate enough to get efficient and intellectual brains within our reach in good numbers, who are the product of this world famous university.

- The college is indebted to Aligarh Muslim University in general and Department of Education in particular, for its unconditional academic support, without which the college would not be able to maintain academic quality in teaching and training.
- We rely on the learned faculty of AMU for rendering their help for academic growth in the form of Guest Lectures and Workshops.
- Involvement of Administrative Officials in celebrating important occasions like World Minority Day, Environment Day etc.
- Besides this distinguished community members like Vice Chancellor, Commissioner, DM, CDO, DIOS, MLC etc. are invited as guests on occasions and events. Their observations and valuable feedbacks have been found beneficial for the Institution.
- The community lends active support while students carry on their outreach programmes in the surrounding localities.
- There is a good bonding between the institution and the community as the institution is continuously striving to fulfill the needs of society by providing them best educational facilities including all sectors of society, starting from school education to professional development in one campus only.

- Institution - School networking is in place. The schools provide support and assistance in carrying out teaching practice, which is an integral part of B.Ed. Curriculum.
- During teaching practice programme, exposure to school community is given to the students, which gives them ample opportunity to enhance and sharpen their knowledge and efficiency through classroom experiences.
- The Institution - School networking definitely helps in the placement of the students after the completion of B.Ed. programme.

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

The Institution plans to take up more initiatives in outreach programmes like:

- Adopting a nearby village for generating social awareness regarding health, hygiene, sanitation, education, population, pollution and corruption etc. and helping them through Adult Literacy Mission, making them familiar with various governmental schemes.
- Total Literacy in the campus including fourth grade employees
- Eradication of Child Labour
- Promoting plantation of trees
- Providing basic computer education to adults as community service
- Promoting cleanliness and sense of hygiene
- More intensive programmes on AIDS and female feticide
- The Institution proposes to organize activities in collaboration with different social bodies

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

One project has been launched in last 5 years which is Project Rahat, totally sponsored by ABES and was started for the upliftment of the weaker section of the society. Al- Barkaat Afternoon School was started under this project in 2011 from class I-V. This year it has opened class VI and this mission will continue. (Details have been given under 3.2.7.)

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

Institution develops social and citizenship values and skills among the students through various curricular and co-curricular activities, which have been mentioned below-

- In the curriculum of B.Ed. there are topics based on Socialization, National Integration and Value Education, which undoubtedly makes the students aware with the importance of these concepts in one's life.
- Other than theoretical knowledge, these values are practiced through various co-curricular activities-
  - ❖ Cultural activities
  - ❖ Scout & Guide Camp
  - ❖ Games and sports
  - ❖ Morning assembly
  - ❖ Celebration of National Festivals
  - ❖ Celebration of important days like
    - Teachers' Day
    - National Education Day
    - Children's Day
    - Human Rights Day
    - Minority Rights Day
    - Women's Day
    - World Environment Day,
    - Labour day etc.

### **3.5. Collaborations**

The Institution has a strong Institution-school-community networking and linkages with research and academic organizations.

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

- The Chairman of National Commission of Minority Education Institution granted minority status to the Institution.
- The institution has established a close linkage with the world famous Central University i.e. Aligarh Muslim University, which is an asset for Aligarh. Vice Chancellor, Pro Vice Chancellor and Controller of the university have visited the campus several times and promised to render their help in each and every sense. They are invited as Chief Guests on important occasions. The Advisory Board of ABIE is having eminent scholars from Department of Education in it as important members. We keep on getting a lot of help from the distinguished faculty from different departments of AMU, Aligarh for Guest Lectures, Key Note Speaker and Resource Persons in the Conferences conducted at institutional level and for organizing Workshops etc. And the benefits resulted out of this linkages are innumerable.
- Aligarh Muslim University is a world famous Muslim University; therefore people from different parts of the world come to visit the University Campus. The Management of the Institution tries its level best to call those eminent personalities in the Campus and arranges an interaction with the faculty members for the enhancement of their knowledge and giving a worldwide experience.
- Collaboration with **Academic staff College, AMU, Aligarh**, has helped us enormously by providing the faculty an opportunity to participate in the Orientation Programmes organized by different national organizations like ICSSR, UGC etc.
- ABES assisted the Academic Staff College to carry out one of their urgently given project in the campus of Al-Barkaat i.e. Nalanda Project sponsored by Ministry of Minority Affairs, GOI, India, which was attended by the faculty members as well.
- The director of IGNOU, Aligarh conducted a workshop in the institution on the part time courses which are running by IGNOU for our students and faculty members.

**3.5.2. 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.**

- IDB Jeddah, Saudi Arabia sanctioned grant for building construction of Institution.
- A lecture was delivered by Prof. Gordon Cambell, University of Leicester, U.K, on the Indian Culture.
- The Institute has established international linkage with CITO International, from where one of our faculty completed a short course on ‘Theory and Practice of Test

Construction' sponsored by Netherlands Fellowship Programme. This international linkage helped in improving the quality of Test construction in the institute which ultimately helped the B.Ed. trainees in improving the quality of their papers.

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

#### **a. Curriculum Development**

#### **b. Teaching**

#### **c. Training**

#### **d. Practice Teaching**

#### **e. Research**

#### **f. Consultancy**

#### **g. Extension**

#### **h. Publication**

#### **i. Student Placement**

The above linkages have contributed in the following fields as indicated below:

#### **a. Curriculum Development**

The linkage with AMU has helped in curriculum development by adding relevant topics in the curriculum as value added courses. The interaction with the learned faculty of Department of Education supported in promoting the important topics in the existing curriculum which has been prescribed by DBRAU, Agra.

#### **b. Teaching**

Enhancement in quality of teaching is made possible by guidance from experts of Education. Eminent personalities of National and International Organizations are invited for guest lectures and workshops.

### **c. Training**

The linkage with AMU and international organization CITO helped them to improve the training part also. In Netherlands, they had taken the participants for a trip to Teacher Training College, Nijmegen, which had opened new vistas of knowledge. The faculty teaching 'Measurement and Evaluation' teaches construction of Good Achievement Test under the light of the course done from CITO.

### **d. Practice teaching**

The institute strives to improve the quality of teaching practice by incorporating the suggestions given by school staff, experienced faculty of AMU and also the international experience gathered from Teacher Training College, Nijmegen in Netherlands. All these linkages help in making teaching learning process interesting and effective and in conferring a versatile experience to the students during teaching practice, so that they could do their best. Before the commencement of teaching practice, the institution organizes few Guest Lectures by inviting well – known faculty of AMU and other universities.

### **e. Research**

The linkage with **Academic Staff College, AMU, Aligarh**, has helped the faculty in improving their writing of research papers and research proposals. The improved skills of writing research papers has been utilized by the faculty members, which resulted in writing research based paper for the conferences and the students were also benefitted by them for their future endeavors. This has generated awareness among the faculty members for doing research projects sponsored by UGC, ICSSR etc. In near future they have planned to do efforts for getting one such project.

### **f. Consultancy**

Interactions with the organizations like AMU, IGNOU etc. assisted the teachers to extend help to the student teachers in much better way according to their needs and necessities. One of the faculties is also doing CIG (Certificate in Guidance) which will definitely help in providing guidance to the students. Even the students will be consulted for doing CIG,

PGDHE (Post Graduate Diploma in Higher Education) and many subject based courses on distance mode to enrich their professional competence.

#### **g. Extension**

Extension activities have been enhanced with the above mentioned collaborations. The students can get some idea of locating the areas for doing extension activities with the collaboration of Department of Education. The collaboration with IGNOU can give a field of doing extension activity to the students by giving counseling to the dropouts and economically weaker population in the slums to continue their education at distance mode. The counseling given to the people of adopted village at proper time can help them enormously.

#### **h. Publication**

The linkage with ICSSR through Orientation Programme in AMU has helped the faculty in improving their writing of research papers, which ultimately helped the faculty in more publications in reputed journal, the detail of which has already been given. The collaboration with international journal i.e. Australian Journal of Education has helped the faculty in boosting their knowledge by international awareness and helping them to use that knowledge in improving their teaching learning process. Most of the faculty members have their publications in journals and magazine just because of the collaboration with these organizations.

#### **i. Student Placement**

Though the above linkages have not produced any direct effect on the placement of students, still indirectly it has influenced a lot. The quality product coming out of the institution after all the best practices and value added courses become gems, capturing the attention of heads of different schools and get immediate placement in reputed schools.

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

The Institution has excellent rapport with the following schools for teaching practice wherein students are sent for teaching practice, which is an integral part of B.Ed.-

- Janta Inter College, Cherrut.
- Nawab Singh Inter College, Qasimpur.
- Gopiram Paliwal Inter College, Aligarh.
- Al-Barkaat Public School, Aligarh
- Internship in reputed schools provides students with adequate exposure to get jobs of their satisfaction. Like in Al-Barkaat Public School, Al-Barkaat Afternoon School, Aligarh etc.
- Students with versatile experience are immediately absorbed by the reputed schools.
- For effective implementation of Community Programmes, the Institution even gets help of the Principals and the trustees of nearby schools.

The Institution and schools are thus creating networking for the common goals to be achieved. In addition, the Institution remains in touch with other schools also, where the faculty members had gone for conducting workshops.

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

Yes, all our faculties are actively associated with the school personnel. Before the commencement of school based practice teaching, the Coordinator of Teaching Practice, personally visits the school to chalk out the activities to be carried out during practice teaching. First of all he/ she takes permission from the DIOS to conduct teaching practice in selected school and then meets the school authorities and the Principal for further details. The Principal then deposes one teacher to handover the time- table and syllabus, so that the Coordinator could allot the classes and distribute the syllabus to be covered by the students along with the time-table during teaching practice in the school. All these arrangements are done before the teaching practice starts. At the time of practice teaching our faculty remains present at the respective school to supervise the performance of the student teachers. The teachers of the respective school provide feedback on their performance. The feedback helps the student teachers in enhancing their performance.

**3.5.6. How does the faculty collaborate with school and other Institution or university faculty?**

The Institution is actively collaborating with various schools, other institutes and university faculty for augmenting teaching-learning activities.

- The institute collaborates with school for teaching practice by approaching to them through proper channel.
- The institute collaborates with other institutions like Academic Staff College through participation of faculty members in Orientation Programme on the recommendation of the management.
- The institute collaborates with other B.Ed. Training Institutes through participating in Workshops and Conferences held over there. The participation is done by faculty as well as the students.
- They interact with teachers of different public & private schools during practice teaching and at the time of conducting workshops in the schools.
- The institute has developed a cordial relationship with the Vice Chancellor, Pro Vice Chancellor and faculty of different departments of AMU, Aligarh and this affinity is reflected on various occasions when they give their eminent presence at our invitation.
- AMU Faculty is consulted at various junctures like for conducting workshops, Guest Lectures, as Key Note Speaker or Resource Person in the Conference and for research purposes.
- Social interaction takes place with other School teachers during student teachers internship period and annual meets.
- We have developed very pleasant relations with other institutes and especially with our sister institutes by attending different meets arranged by the society.
- It works in close association with the Department of Education, Aligarh Muslim University, Aligarh.

### **3.6. Best practices in research, consultancy and extension**

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

The Institution endeavors to improve quality of research, consultancy, and extension activities and adopt new measures for the purpose.

- The Institution encourages its faculty members to engage themselves in research for which the management has collaborated with Academic Staff College, so that they could attend the Orientation Programme.
- Action research by students is likewise promoted. The students are divided into groups, each group is placed under one faculty member. The faculty members encourage students to undertake action research during practice teaching.
- The Institution makes all efforts to encourage faculty members to write articles/papers for publication in journals. Papers have been presented at national level.
- The Institution ensures participation of faculty in workshops on research methodology. It promotes its faculty members to participate in education related Conferences/Seminars/ Workshops by providing required funds, academic leaves and facilities.
- For providing Consultancy, the faculty members have been guided to enroll themselves in Certificate Course in Guidance (CIG).
- The Institution is anxious to perform extension activities and is continuously working on Al- Barkaat Afternoon School under Rahat Project.

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

**Research:** It endeavors to promote research through various means and devices. The faculty members are promoted to get involved in research activities by writing research based papers and articles. Project Rahat was generated by research. (Details have been given under 3.2.7.)

**Consultancy:** The institution has established linkage with schools for research, training, campus placement and consultancy. The Institution faculty members are allowed and encouraged to undertake consultancy assignments on honorary basis. Likewise they are doing it.

**Extension activities:** The Institution organizes Minority Day, Labour day, Women's day, AIDS Awareness Programmes, Plantation Day, Cleanliness Campaign, Literacy promotion campaigns, etc. in association with NGOs, GOs and other sister institutions. The various extension programmes are planned and executed by the institution in collaboration with national and local organizations.

## Criterion IV: Infrastructure and Learning Resources

### 4.1. Physical Facilities

The college has adequate physical infrastructure facilities as per the NCTE norms. It is enough not only to run but also enhance the educational programme.

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

Yes, the institution has the physical infrastructure as per NCTE norms. The details are as follows:

- The institution possesses 1.736 acre of land (75622 sq.ft.).
- Institution has three floors.
- Total covered Area is 40060 sq.ft. with the following facilities.
  - **Lecture Rooms** - Spacious and Airy rooms at each floor fully equipped with L.C.D. Projectors.
  - **Multipurpose Hall** - For executing debates, conferences, general demonstrations, cultural programmes. Fully furnished with overhead projector for the use of different purposes.
  - **Library cum Reading Room** - Well equipped and spacious computerized library for the students.
  - **ICT Resource Centre** - A well established ICT Lab with Projectors, Computers, LCD and other resources with internet facility.
  - **Psychology Resource Centre** - For analyzing and predicting the individual and group behavior. This includes various psychological tests and apparatuses for e.g. Intelligence Test, Teacher Aptitude Test Battery, Value Inventory and Personality Test etc.
  - **Art & Craft Resource Centre** - For promoting the skills through learning by doing. It is equipped with material for different skill development like charts and models making & paper cutting, pot decorating essential material for interior decoration preparing best out of waste etc.

- **Health and Physical Resource Centre** - Established with a view to generate awareness among the future teachers regarding health. The developed and tested resources by experts in the field have been stored in the form of CDs and posters. Importance of exercise at every stage of life has been highlighted by this centre. There is one sick room where the Medical facilities are available for e.g. first aid box, bed, weighing machine etc. The institute has facility of Gymnasium in the campus.
- **Science Resource Centre** - Separate well equipped Science Laboratory which includes Physics, Chemistry, and Biology lab. have many instruments and apparatuses like Pendulum, Telescope, Linen Tester, Periscope, Bug, number balance etc.
- **Mathematics Resource Centre** - Fully operational Mathematics Lab having many apparatuses and instruments like geometrical instruments, different shapes, abacus, solid shapes, decimal kit, fraction kit etc. for illustrating concepts in mathematics.
- **Guidance & Counseling / Placement Cell**- This cell is meant to provide guidance and counseling to the students along with helping them for getting proper placement.
- **IQAC / Grievance Cell**- This cell helps in maintaining IQAC and Grievance cell in the institute.
- **Principal's Office** - Fully equipped and spacious room with computer for the Principal.
- **Staff Room** – Staffrooms, available on each floor, are fully equipped with computers.
- **Administrative Office** - Equipped with Printer, Scanner, Photocopy Machine, Currency Checker Machine along with the facility to keep the records etc.
- **Visitor's Room** - Fully equipped with seats, sofa sets and Water purifier etc.
- **Girl's Common Room** - There is facility of common room in the institute especially for girls.
- **Boy's Common Room**- There is separate facility of common room in the institute for boys as well.
- **Cafeteria** - For catering the eatery needs of lunch, snacks and beverage both for students and staff.
- **Lavatory** - Fully hygienic toilet facility for boys & girls provided at each floor with separate arrangement for the faculty members.
- **Parking Space** - Institution has a common Parking space in the campus.
- **Store Room cum Record Room** – For maintaining records.

- **Play Ground** - Spacious play ground for outdoor games for e.g. football, Volley ball, cricket etc.
- **Micro Teaching Lab:** Fully equipped with ultra modern facilities Like L.C.D Projector, Plasma T.V. monitor etc.
- **Sports/ Scout Guide Room** - Well equipped Sports Room with sports equipments for outdoor and indoor games.
- **Safe guard against fire hazards** - Each floor has been safeguarded against fire through Fire Extinguishers.
- **Gymnasium** - Fully equipped Gymnasium in the campus generally used by boarders.
- **Guard Room** - The guard room is there at the entrance of the main gate.
- **Generator Room** - Having three sound proof generators which has been kept near the entrance.
- **RO System** - Institution has water purifiers for safe drinking water.
- **Hostel Facility** - Boarding facility is available in the campus for boys and girls separately.

### **Amount Invested**

The total investments done by the College for developing the infrastructure is approximately

Rs. 352 lakh.

[Building Master plan is placed as Enclosure 4.1.1.]

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

The college has a well established surplus physical infrastructure as per the NCTE norm which is sufficient for running the course. As far as resources and other infrastructure facilities are concerned the College has potential and a policy of expansion and augmentation of the infrastructure to keep in pace a learner friendly and conducive classroom and campus environment and improve it further. Every year, funds are earmarked in the budget to meet the existing needs and for augmentation in resources at different places like in library, ICT lab, science lab, art and craft lab, sports room etc. Till now no budget has been sanctioned for building as it was newly built and well maintained. Play ground and lawns are properly

maintained through Care Taking Department of the Society including the transport facility which is maintained under Society's budget.

The management, principal and teacher educators sit together every year for revising, assessing and planning the infrastructural requirements. They take into account the emerging and changing needs for procuring new installation, instruments, and equipments, etc. to be made available to the students and other required infrastructure to keep pace with the academic growth.

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

The college possesses sufficient infrastructure required for co-curricular and extra-curricular activities.

##### **List of infrastructure facilities available for co-curricular activities:**

- **Lecture Rooms:** The institute has sufficient number of classrooms for delivering lecture for the intake of 100 students.
- **Multipurpose Hall:** The College has a spacious multipurpose hall which is used for executing debates, conferences, general demonstrations, cultural programmes, workshops and lectures on various topics. Besides having well maintained parks and playground for sports and games, the institution has proper stock of all the equipments required for sports, games and other co-curricular activities.
- **Sports Room:** For indoor games there is sports room, where the sports items are stored.
- **Play Ground:** For all types of outdoor games there is a large play ground in the campus.
- **ICT Resource Centre:** The College has ICT lab where the provision of OHPs, Multimedia learning, Wi-Fi connectivity and internet access is given.
- **Science and Mathematics Laboratories:** The College has separate science lab for each subject. These facilitate students to conduct practical regularly during the session.
- **Art & craft Room:** For the promotion of craft based activities and exploring the skills to use different types of teaching aids art and craft room is there in the institute.

- **Transport Facility:** This facility is provided at the time of Macro Teaching to drop and pick the students from Practice Teaching School from the common Transport Facility of the Society.

#### **For extra- curricular facilities**

- **Sports Room:** The College has always created a niche for itself in the field of sports. In sports, our college provides indoor and outdoor games facility to students. For the overall personality development of students the institution organizes Annual Sports Day Function. Sports room is utilized for storage of games equipments and for Indoor games.
- **Play Ground:** A spacious play ground is available for outdoor games i.e. Cricket, athletics, Kabaddi, Kho- Kho, badminton, basketball, Volley ball, Football etc. in the institution.
- **Gymnasium:** For attaining physical fitness Gymnasium is there in the campus especially for the boarders.
- **Health and Physical Resource Centre:** This centre facilitates proper execution of extracurricular activities by providing health services.
- **Multipurpose Hall:** The College has a multipurpose hall which is used for extracurricular activities.
- **ICT Resource Centre:** The College has ICT lab where the provision of OHPs, Multimedia resources. Wi-Fi connectivity and internet access is given which helps a lot in conducting extracurricular activities.
- **Guidance & Counseling / Placement Cell:** The institute is having proper arrangement for providing different services.
- **IQAC /Grievance Cell:** This cell has been established for maintaining Internal Quality and to help the students to solve their problems.
- **Art & craft Room:** This room also provides a shelter for conducting extracurricular activities.
- **Transport Facility:** For excursion and community work transport is made available for the students.

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

The College shares some physical facilities with sister institutions run under the society as follows-

- a. Music Instructor along with musical instruments.
- b. Home Science Lab shared with the Girl's Section of Al-Barkaat Public School
- c. Language Lab- Our institute shares it with Al-Barkaat Public School to improve the linguistic skills of the students and staff members. It is fully ICT oriented with computer Audio master control with different CDs in English, and Hindi Language and utilized with the latest equipments and apparatus managed by trained teachers and Lab assistants.
- d. Parking space for vehicles
- e. Play ground for Outdoor games
- f. Transport Facility
- g. Generator Facility
- h. Institution is used for conducting A.M.U. entrance exams for various courses.

Sharing of common facilities ensures optimal use of resources.

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

The facilities available with the institution to ensure health and hygiene of the staff and students are as follows-

- Management of Al-Barkaat Educational Institute provides Health Insurance cover in association with Star Health and Allied Insurance Co. Ltd.
- Health and Physical Resource Centre is there in the college to provide information about fitness and ways to retain health and hygiene, which is a part of curriculum in first paper i.e. Philosophical and Sociological Foundations of Education. This resource centre provides medical facility along with rest room for sick. Health and Hygiene facilities are adequately available on the campus. Every year health check-up camp is arranged.

- Separate Common Room is there for girls.
- The college has staff room with attached toilet for the faculty members on each floor.
- Fully hygienic Lavatory is available on each and every floor separately for boys and girls. The house keeping staff maintains proper sanitation in the campus.
- Canteen facility is available. The in-charge of canteen ensures that edible articles available are fresh and healthy, and the environment is hygienic.
- The Society's Care Taking Department looks after cleanliness of building and campus.
- First aid facilities and fire equipments are available.
- Free medical checkup camp is arranged in the college from time to time.
- Water purifier is for safe drinking water at each floor.
- Environment Friendly generators are available for electricity back up.

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

Yes. The hostel accommodation with all amenities is available to the students (boys & girls separately) with 30 rooms. Hostel accommodation provides following facilities-

- Common room
- Medical aids under the guidance of experienced doctors
- T.V.
- Sports Facility
- Gymnasium
- Mess facility
- 24 hours Electricity backup with generators
- Purified Water
- Transport facilities

**4.2. Maintenance of Infrastructure**

The college has effective mechanisms for maintenance and optimal use of infrastructure. Proper maintenance of infrastructure remains a prime concern of the management having a separate Care Taker Department.

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

**i. Building**

**ii. Laboratories**

**iii. Furniture**

**iv. Equipments**

**v. Computers**

**vi. Transport/vehicle**

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

Physical facilities	2008-2009		2009-10		2010-2011		2011-2012		2012-2013	
	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized
Building		6232	<b>Zero Session</b>		40000	67920	40000	6400	40000	4791
Laboratories	25000	19680				-	-	25000		
Furniture	10000				5000	940	5000		5000	2016
Equipments	-	--			5000	9000	5000	560	5000	2100
Computers	5000	550			10000	9671	16000	4310	18000	10562
Transport/ Vehicle*										

**(The data is given above table is showing maintenance work only)**

**\*the maintenance of Transport/ Vehicle is done through parental body**

The optimal utilization of infrastructure is ensured by the management that facilitates smooth and regular functioning of the college.

- **Principal's Office** - This room is duly occupied by the Principal of the college.
- **Administrative Office** - Office staff uses this section for proper functioning of the administrative work of the institute.
- **Class Rooms**- Spacious and Airy rooms fully equipped with L.C.D. Projectors at each floor are utilized for delivering lectures to cover curricular part of the syllabus.
- **Library cum Reading Room** - Students use Library and reading room throughout the year for their academic growth.
- **ICT Resource Centre** - The institution has a well established ICT Lab with Projectors, Computers, LCD and other resources with internet facility, which helps in different activities in the institute.
- **Psychology Lab** - This is used for analyzing and predicting the individual and group behavior. This lab provides assistance in elaborating the importance of different standardized tools for the assessment of the student's personality and can give a clear understanding to the future teachers.
- **Art and Craft Resource Centre** - For curricular and co curricular activities this lab is used for the whole year.
- **Mathematics Lab** - Fully operational Mathematics Lab is helpful in illustrating concepts in mathematics. Mathematics students are benefitted through this lab in clearing their own concepts and further teaching more confidently in actual classroom situation.
- **Science Lab** - For Science stream students, this lab is very beneficial as they can do the practical and demonstrate the same while teaching in actual classroom for improving the quality of teaching learning process.
- **Micro Teaching Lab** - This lab is valuable for developing Micro Skills among the students which is the stepping stone for good teaching.
- **Language Lab** - The use of this lab is done for improving the communication skill of the students.
- **Seminar Hall** - The College has one seminar hall which is regularly used for conducting seminars and workshops in the institute. The students of B.Ed. are regularly promoted and are given live experience for active participation in paper presentations and group discussions.

- **Multipurpose Hall** - The College has a multipurpose hall which is used for executing debates, conferences, general demonstrations, cultural programmes. Fully furnished and with overhead projector this hall is used for different purposes.
- **Health and Physical Resource Centre** - Health resource centre is of great importance and used throughout the session at different occasions.
- **Sports Room** - For outdoor and indoor games this room is optimally used.
- **Staff Room** - Staffrooms are fully utilized by the faculty members.
- **Common Room** - Girls make best use of this room.
- **Play Ground** - Playground is used not only for outdoor games but for organizing Scout Guide Camp during the session.
- **Visitor's Room** - All the outside guests are made to sit in the visitor's room.
- **Lavatory** - Fully hygienic toilet facility for boys & girls has been provided at each floor with separate arrangement for the faculty members for retaining the health of students and staff.
- **Store Room cum Record Room** - For maintaining the yearly record of every session this room is very useful.
- **Parking Space** - Parking space is used by students as well as staff.
- **Cafeteria** - This caters to the eatery needs of lunch, snacks and beverage both for students and staff during the session to keep them fresh.
- **Gymnasium** - Fully equipped Gymnasium is there in the campus which is generally used by boarders.
- **Guard Room** - One guard room is there at the entrance of the main gate.
- **Hostel Facility** - Boarding facility is of great importance for the students coming from outside.

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

The college takes due care to consider the environmental issues associated with infrastructure like health, education, transport as of prime importance.

- Due care has been taken while constructing the building to make the classrooms spacious, properly ventilated and with proper light arrangement.
- Maintenance of all the labs and their equipments is ensured through Yearly Budgets.

- Care Taker Department has deputed housekeeping staff for proper sanitation of the whole building daily.
- Lush green campus with fully maintained gardens and playground helps in dealing with environmental issues.
- Tree Plantation campaigns are organized at different occasions including celebration of World Environment Day.
- Supply of purified water for staff and students is assured.
- Preservation of water is emphasized through awareness generating campaigns.
- Lavatories are hygienic and cleaned on daily basis.
- Canteen is regularly inspected for maintaining the health and hygiene in the campus.
- Internet access is there for students and staff.
- 24 hours electricity backup with environment friendly generators are there in the campus.
- Fully hygienic Hostel facility is provided to the students with purified water and electricity backup.
- College transport department ensures the pollution free vehicles.
- Emphasis is laid to minimize water consumption and electricity.
- To inculcate the sense of cleanliness, dustbins are placed at different point for use.
- The concept of clean & green environment is implemented in real sense by making the campus clean & green. The gardens are properly maintained.

### **4.3. Library as a Learning Source**

In order to ensure best of library services, the college has formulated Quality Parameters of Library. The library provides varied, authoritative and up-to-date resources that support its mission and fulfill the needs of its users. Resources are provided in a variety of formats, including print or hard copy, online, electronic text or images, and other media. The college library has the quantity of resources as prescribed by government, NCTE and affiliating university. The collection of the college library answers the standard requirements, for maintaining the quality of the resources.

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

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

<b>Designation</b>	<b>Name of the staff</b>	<b>Qualifications</b>
a. Librarian	Mr. M. Anas	M. Lib.I.Sc., M.Phil., NET Qualified
b. Library Assistant	Mohd. Usama	Intermediate, MS Office from AMU, Pursuing B.Lib.

**4.3.2. What are the library resources available to the staff and the students: number of books – volumes and titles, journals – national and international, magazines, audiovisual teaching-learning resources, software, internet access, etc?**

The College has rich library resources available to the staff and students of the courses being run by it. Details are given below:

1. Total number of books	4032
Text Books	3276
Reference books	181
2. Magazines	08
3. Journals subscribed	18
Indian Journals	15
International Journals	03
4. Back Volumes of Journals	70
5. E- information Resources	
-Online Journals/ e- Journals	3
-CDs/ DVDs	26
-Databases	DELNET, ERIC
-Open Access News Letter	6

-Open Access Journals 30

6. News Papers 4

(All journals available on internet can be browsed and downloaded by students.)

7. Internet access facilities are available for teaching staff and students.

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

Yes, the ABIE has a mechanism, a Library Committee to review library resources and to make acquisition decisions.

#### **Organization/composition of Library Committee**

- 1) Chairman-Principal
- 2) Convener- Librarian
- 3) Teacher Representatives -3 from the staff
- 4) Student Representatives- 2 from the current Session

#### **Functions:**

The Library Committee is responsible for the overall growth and development programme of the library. It holds at least two meeting every year and obtains feedback on the functioning from its members. 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 new arrivals are displayed on display rack. Along with this, the Library Committee:

- a) Seeks allocation of fund for the growth and development of the library.
- b) Selects titles and makes purchases of the book, from the lists of publishers.
- c) Checks the documents of library.
- d) Conducts annual verification of the stock of books.

- e) Monitors functioning of the library.
- f) Arranges library period in the time table.
- g) Procures Feedback on functioning of library through following means-
- h) Suggest measures for augmenting the use of the library resources by the staff and the students.
- i) Review the library services from time to time.

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

The library working is computerized; customized software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control.

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

There are 2 computers in the library, one for the librarian and one for teachers and students. Internet facility is available in the library for the students and staff, which is accessible during the working days and hours of the library and is used regularly.

Reprographic facilities are also available through shared Xerox machine and scanner in the Administrative Office, which is used frequently by the staff and students.

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

Our institution makes use of Delnet facilities for more than four years under registration no. IM-1672 for promoting resource sharing among the libraries through the Delnet services. It aims to collect, store, and disseminate information besides offering computerized services to users, to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible. Through Delnet, our institution is accessing following services as given below:

**1. Access to DELNET Databases/Catalogues**

**a) Union Catalogue of Books**

DELNET maintains an online union catalogue of books available in its member-libraries. This union catalogue is continuously updated and is growing in size. The information can be retrieved by author, title, subject, conference, series, etc. It has 1,81,51,784 bibliographic records. The request for inter-library loan can be placed through the online system.

**b) Union List of Current Periodicals**

DELNET has created union lists of current periodicals in science and technology, social sciences and humanities. This database is available online to DELNET users. It now lists 36,940 periodicals and is regularly updated and new titles are added annually. It is a major resource for Document Delivery Services.

**c) Union Catalogue of Periodicals**

DELNET maintains a union catalogue of periodicals, which contains full holdings data of the libraries. At present, the database contains 20,235 records.

**d) Database of Periodical Articles**

The database has details of articles which can be searched under the title, author, compiler, name of the periodical and subject. The database is being extensively utilised by the researchers and scholars. At present the database contains 9,22,042 records.

**e) CD-ROM Database**

A bibliographic database of CD-ROMs available with the member-libraries is being compiled. It has 22,234 records.

**f) Union List of Video Recordings**

This is a database of video cassettes available in DELNET member-libraries and has about 6,000 listings.

**g) Union List of Sound Recordings**

This union list consists of audio cassette records available in member-libraries. This database has 1,025 records.

#### **h) Database of Theses and Dissertations**

A database of Theses and Dissertations submitted to Indian Universities has been started, which covers various subjects. The database has 70,293 records.

#### **i) Union List of Newspapers**

The database has 70 records and contains information about the newspapers including title, name of the editor, published from, E-mail address and also the Web address of the INTERNET edition if available on the WWW.

#### **j) Database of E-books**

It has nearly 1613 records.

#### **k) Profile of Member-Libraries**

A directory of member-libraries is available and contains information about them.

#### **II Delnet also provides access to**

- a. Cambridge Dictionaries online
- b. Networked Digital Library of Theses and Dissertations
- c. ODLIS : Online Dictionary of Library & Information Science
- d. GISTNIC Databases
- e. MEDLINE & other databases of NLM
- f. U.S. Patents: Full Text
- g. Full Text Medical Journals
- h. Open Access Journals
- i. Engineering & Technology E-Journals: Table of Contents
- j. Full-Text Medical Books
- k. Full-Text Engineering & Technology E-journals
- l. Learning Resources for LIS Professionals
- m. Digital Libraries of the World

### **2. Inter-Library Loan and Document Delivery Services**

DELNET is offering inter-Library loan & Document Delivery Services to its member libraries. ILL requests can be registered online for books. For the resources not available in the union catalogues and journal articles, requests can be sent to DELNET through E-mail. DELNET has also prepared ILL Guidelines for use by the member-libraries. The services are quite popular among the member-libraries.

ILL Online (for members in Delhi) - Actual photocopying charges, if any, and courier/postal charges for books procured from outside Delhi will be extra.

ILL Online (for members outside Delhi) - Actual photocopying charges, and courier charges will be extra

### **3. Reference services**

DELNET maintains a referral centre which provides reference facilities to participating libraries. This centre also looks after the access to the central databases and provides prompt replies.

### **4. Professional Service/Training**

DELNET arranges tutorials, workshops, lectures, and training programmes every year from time to time besides the National Convention on Knowledge, Library and Information Networking (NACLIN).

DELNET also offers:

Announcements of the International Federation of Library Associations and Institutions (IFLA) and Library Science jobs globally. This information provides inputs to library and information professionals for improving their talent and professional expertise.

### **5. Technical Services**

DELNET adopts the latest dependable technologies in information science. This helps libraries to get advice from DELNET to adopt technologies that emerge periodically. This also saves expenses and time of member-institutions.

DELNET offers technical support to member institutions in the selection of:

- a. Hardware
- b. Software
- c. Communication Links
- d. Database Creation; and
- e. Technical problems faced by member-libraries from time to time.

**4.3.7. 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. 9:00 am to 5:00 pm.

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

Students and staff come to know about new arrivals from the list of the new arrivals displayed in showcase and new arrival section in the library. In addition to this, the librarian gives information to the Principal in written about the new arrivals displayed on the Notice Board for general information.

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

Yes, the institution's library has book bank facility for the students. The books from the book bank are to be issued to the needy students for use throughout the academic year without imposing any terms and conditions. Even no caution money and maintenance is to be charged from such students.

**4.3.10. What are the special facilities offered by the library to the visually and**

**Physically challenged persons?**

Since the commencement of the B.Ed. programme, we have not received any visually challenged student. In spite of this, the following facilities are provided to the physically challenged students-

- Additional books and reading materials are issued on long term basis with relaxation in the rules as per their convenience.

- Personal assistance is given to make them feel convenient and comfortable.

#### **4.4. ICT as learning Resource**

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

Integrating **ICT** in the curriculum is helping teachers to expand learning possibilities and to create effective competency learning environment where students and teachers are using technology purposefully and flexibly to improve learning outcomes.

Various facilities available in ICT Resource Centre of the Institution have been enlisted below-

- Computers with internet connectivity - 25
- LCD projector - 4
- Educational CDs, DVDs, and CD player
- Coloured Television
- Radio
- Hardware: Projectors, Printer, Scanner, Tape Recorders
- Software: Educational CDs, Film strips, slides, transparencies and videos games.

The institution ensures their optimum use through various academic policies where the faculty members emphasize on the use of ICT in different activities like lecturing with PPT, assignment submission with PPT by the students, use of language lab and maximum use of technology in day to day work etc.

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

Yes, there is one unit in fifth paper of Educational Technology on Mass Media Approach in Educational Technology, under this unit the students are given practical knowledge of Software, Hardware like Slide Projectors, Film Strips, Tape Recorder, CCTV, TV, Radio, Overhead Projector, Computers etc including the new technologies like e- mail, Internet, Tele and video conferencing and uses of Mass Media in the class. All the students are given

comprehensive knowledge of above mentioned technologies. Other than this the institute ensures that the students should be given additional knowledge of using PPT for assignment and project submission as well as each student should be able to present at least one lesson plan in each subject using ICT/ Multi Media Approach along with net surfing and workable email ID. Weekly computer periods have been arranged to make the students acquainted with the latest technology. The major skills taught to all the students are as follows-

- Opening of windows
- Use of MS Word
- MS Excel
- MS Power Point
- Change of Wall Paper & Screen Saver
- Use of Word pad, Note pad
- MS Paint & Brush
- Use of various devices such as CD ROM, CD Writer, Printer, Scanner, Pen Drive
- Internet Skills:
  - Internet Searching
  - Internet Surfing
  - Use of E-Mail
  - Downloading data

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

ICT in education is a useful vehicle of achieving the modern philosophy of education whereby a student decides What, When, Where and How he has to learn. Technology is revolutionizing the way we think, work, and teach. Technology has a significant impact on student's learning mainly because the teachers have changed the way they used to teach. Besides, technology is continuously changing. It is an ongoing process. It demands continual learning. The college practices technology integration that is the use of technology resources like computers, Internet, e-mail, digital cameras, CD-ROMs, software applications, electronic publications, etc. in daily classroom practices, and in the management of the College.

The latest technologies are used by the faculty for curriculum transaction. Teacher educators make use of PPT for delivering the lectures in the classroom and also for methodology courses they use PPT. The pupil teachers are promoted to submit their project/ assignments through PPT and they have to use ICT for at least one lesson in each subject during Simulated Teaching. Use of ICT is highly emphasized in the college. Its multiple uses have been enlisted below.

#### **Use of ICT in the Institute:**

- Latest PC, Laptop
- CDs& DVDs. digital video, still camera
- Internet and its tools- e-mail, browsers, website, search engines, chat etc.
- Computer aided instructions
- Digital library, e-books
- TV
- Use of information technologies to create, to share and to explore knowledge by staff and students.
- Teachers implement a curriculum integrated with technology using PPT with LCD Projector in the classroom.
- Teachers employ a variety of student assessment activities using ICT

#### **4.4.4. What are the major areas and initiatives for which student teachers use/adopt technology in practice teaching: developing lesson plans, class room transaction, evaluation, preparation of teaching, aids.**

The student teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching.

#### **For Developing Lesson Plans:**

- All the student teachers adopt ICT in their practice teaching. The student teachers prepare two lesson plans in their respective teaching methodology during simulated teaching.
- The students are guided to use ICT during Teaching Practice in various ways like using Tape Recorder and educational CDs for developing Listening Skill in Language

classes, demonstration through VCDs on computer if the projector is not available in the teaching practice school etc.

- The student teachers take help of the ICT lab for preparing their practice teaching lessons.

#### **For Class Room Transaction:**

- The student teachers prepare power point presentation of their lessons at the ET lab to be delivered during practice teaching.
- They are permitted to get the equipments of ICT lab sanctioned for practice teaching.
- They are supposed to submit their assignment / project work through PPT in the class for each paper.
- They are trained to make PPT for different purposes.
- For the compilation of their records for submission they are guided to take help of Internet for searching.
- The curriculum transaction mode is PPT by the faculty members which promotes the students to use ICT.

#### **For Preparing Teaching Aids:**

- The students are inspired to make versatile use of ICT as teaching aids to make their teaching effective.
- Teaching Aid Workshops are conducted for the student to make them aware with various types of Audio Visual Aids, their effective use in different subjects etc.

### **4.5. Other Facilities**

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

Efforts are being made for making optimum use of the instructional material to improve the effectiveness and efficiency of teaching – learning and training by encouraging the teachers and students to use LCD, computer and internet for Curriculum transaction.

Faculty members are encouraged for preparing PPTs on the topic of general interest of teacher-education programmes like micro-teaching skills, value oriented education, environmental education, continuous comprehensive evaluation, right to education, women's right, presentation and communication, prepare presentation for different seminars etc.

Moreover the faculty members serve as information resource in education to the other institutions in local vicinity under the mission of '**Sharing the Knowledge**'. This mission was started on the recommendation of the Management of the Society under which almost 7 Workshops have been organized by the faculty members fully laced with ICT Resources like LCD Projector, Laptop and printed material etc. in different schools during past 2 years. (The detail of which has been given in the previous chapter)

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

Other than necessary gadgets of ICT Resource Centre in the College like LCD Projector, TV, Tape Recorder, Radio etc. The institution has various audio-visual facilities /materials available which are as follows:

- Educational CDs of different subjects related to specific topics
  - Self instructional materials
  - Charts
  - Models
  - Slides
  - DVD Player
  - CD ROM
  - Computer assisted learning material
  - Audio & Video cassettes related to the different school subjects.
- Audio cassettes for improving listening skills or pronunciation are an asset for English Language Teaching

The pupil-teachers are encouraged to optimally use them for learning including practice teaching in the following ways.

- Presentation of assignment/ project through PPT in the class
- Use of PPT during Practice Teaching
  - Use of ICT in simulated teaching
  - Organized Workshops for promoting the use of Audio Visual Use in teaching
  - Seminars and workshop are arranged for making the pupil teacher aware with the importance of ICT in present scenario.
- Pupil teachers are given firsthand experience with regard to handling and operating the audio-video equipments.

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

The college has following general and method laboratories as has been prescribed by the NCTE to make teaching training programme more effective:

- **ICT Resource Centre**
- **Psychology Resource Centre**
- **Art & Craft Resource Centre**
- **Health and Physical Resource Centre**
- **Science Resource Centre**
- **Mathematics Resource Centre**
- **Micro Teaching Lab**
- **Sports/ Scout Guide Room**

The college enhances the facilities in laboratories according to the requirement of the prescribed curriculum. The requirements are reviewed from time to time and new requirements determined. Management allocates the required funds for maintenance and up gradation of the laboratories. Regular maintenance in terms of infrastructural and equipment requirement are met on the basis of particular laboratory. All the equipments are maintained with the help of lab in charges and campus electrician and technician. If the fault happens to be major then the services of outside experts are requisitioned. Since the establishment, there

is no major maintenance done except the minor as the institute was established fulfilling the norms of NCTE.

Department also holds meetings with all the faculties to discuss about maintenance and up gradation of labs. Based on the review, budgetary requirement is projected. The management continues to make allocations accordingly.

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

The institute has the facility of above mentioned infrastructure, which has been described below in detail:

##### **Multipurpose Hall:**

The college has a multipurpose hall which is used for executing debates, conferences, general demonstrations, cultural programmes, workshops and lectures on various topics. It is fully AC and equipped with an LCD, Podium along with complete audio system, with a seating capacity of more than 200 hundred people.

##### **Workshop / Seminar Hall:**

The college has one seminar hall which is used for conducting technical sessions during national seminars. This hall is regularly utilized for conducting college level workshops and discussions. This hall is also fully equipped with LCD Projector and podium.

##### **Music & Sports:**

There is well established and operating music system with musical instruments and a Music Instructor with Al- Barkaat Public School. Our institute seeks help occasionally from them. We have outdoor and indoor sports facilities in the campus. 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 Facility:**

We have centrally pooled transport facility with the Society, which is occasionally availed like during Teaching Practice or for Excursion etc.

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

The classrooms have been equipped for facilitating the use of latest technology for teaching like LCD Projectors have been installed there.

**4.6. Best practices in Infrastructure and Learning Resources**

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

Faculty members are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Classes are fully equipped with LCD Projectors and teachers make use of it for delivering daily lectures with PPT. The pupil teachers are also trained to make use of ICT and prepare PPT for the submission of their projects/ assignments. Internet surfing is done by the students as well as staff for getting the latest knowledge regarding curriculum. Those instructions or methods of teaching are practiced that provide knowledge as well as develop teaching skills in teacher trainees. Bilingual method is used to cater the needs of the students coming from Hindi as well as English medium.

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

To enhance the teaching quality, the innovative instructional materials like Power Point Presentation is used to make the teaching learning more effective. Educational CDs are used to supplement the knowledge of pupil teachers as well as staff members.

List of the innovative practices are as follows:

- Researching and developing the use of new technologies
- Monitoring the use of ICT to support learning
- Helping future teachers to improve their ICT knowledge and skills
- Encouraging faculty members to deliver lessons through PPT

- Motivating the students to maximize use of ICT and submit their assignment through PPT in the class
- Free access to Internet for staff and students
- Provided best infrastructural facilities including educational CDs and VCDs for enhancing and broadening the horizon of pupil teachers

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

Some best practices adopted in this institution for making the teaching-learning more interactive, innovative and self-paced in this era of technology as far as Infrastructure and Learning Resources are concerned have been mentioned below-

- Library is the backbone of any educational college. The college is fortunate enough to have a rich and well maintained computerized library with Internet facility, which is accessible for the pupil teachers and the faculty members during the working days and hours of the college.
- Various experts in their respective fields of study and research are available for the faculty as well as the pupil teachers almost throughout the year being Aligarh Muslim University in close vicinity of the campus. The college enjoys the privilege of having their expertise shared right on the campus of the college as well as at the seminar rooms of the institution during Workshops and Guest Lectures.
- Live interaction with the community at places and on different occasions make the learners realistic about the overall milieu and environment that surrounds and sustains them.

Listed below are some of the best practices that enhance the academic information:

- Class rooms equipped with LCD Projectors.
- Fully equipped ICT Resource Centre.
- Provision of Computer Class in the time table for Computer Literacy among the students.
- Use of Computerized library with standard digital software.
- Displaying newspaper clippings on the notice board periodically.
- Career / Employment Information Services provided with Personal Counseling

- Internet Facilities to different user groups
- Displaying new arrivals and circulating a list of those to academic units.
- Organizing Extra Curricular activities for overall personality development
- Organizing Workshops, Seminars and Guest Lectures for enhancing the knowledge of the students.
- All the provision through curricular and co-curricular activities to make students techno - friendly.
- Personality grooming through Personality Development lectures and classes of English language.

## **Criterion V: Student Support and Progression**

### **5.1. Student Progression**

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

Al- Barkaat Institute of Education has adequate learning resources and a well-established mechanism to systematically ensure that the students receive appropriate academic and professional advice through commencement of their professional education programme to completion. Students' preparedness for the programme is assessed in the beginning in following ways:

- Students in the B.Ed. program are admitted through UP B.Ed. Entrance and as per the NCTE and DBRAU, Agra.
- After Entrance the students are allotted the college of their choice according to their rank in the Entrance Exam through counseling. Once the admission is completed, an Orientation Programme is conducted at the start of the academic session in which the teacher interacts with the students and makes them aware about the rules and regulations of the college which includes the discipline of the college, timings, time-table etc. Apart from this they are made aware with the whole curriculum in detail with its practical utility in their upcoming life highlighting the importance of Practical work in this course. Information is also provided to them regarding the importance of teaching and the requisite qualities that a teacher should possess for being an effective teacher.
- After the Orientation is completed, the college conducts an assessment test based on their aptitude and attitude towards the teaching profession. This test is helpful in identifying the weak students so that special attention could be given to those students. This helps us in framing proper strategies to render help during the course.

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

The Institution provides the campus which has a healthy environment for the overall personality development of the students. The Institution environment is healthy and pleasant. It has a well furnished lawn with beautiful blooming flowers. In addition to this motivation, satisfaction, development and performance improvement of the students is done in the following ways:

- Institute organizes various cultural programmes that help in developing overall personality of the students.
- The Institution provides enrichment programmes for enhancement of the knowledge of the students as well as faculty members by organizing Conferences/Seminars, Workshops as well as Guest Lectures on regular basis.
- Use of ICT in Teaching is introduced to the students and the classes are conducted by the Faculty members using PPT and the same is being taught to the students.
- Students are promoted to prepare their Assignments through Presentations using PPT and marks are given to them according to their performance.
- Our Campus has a CBSE school till class XII, therefore few students are placed in the school according to their Academic performance and others are also helped to seek Jobs in nearby areas of Aligarh District with the help of the Placement Cell.
- The Institution provides reading material in the Library and they are motivated to prepare for higher studies and competitive exams. According to their interest and need the Librarian arranges the books.
- Personality Development Programmes are organized for the students and Teaching of English classes are organized weekly for the students to improve their communication skills.

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

<b>Year</b>	<b>Total Number of Students admitted</b>	<b>Number of dropouts</b>	<b>Reasons</b>
2008-09	85	1	Selected in Govt. Job
2009-10	Zero Session		
2010-11	99	-	
2011-12	100	1	Not appeared due to family problems
2012-13	100	1	Admission cancelled
2013-14	100	Examination not Conducted	

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

Students are provided various additional services by the Institute so that they can compete for the Jobs and higher education which are as follows:

- Institute has DELNET service in library which facilitates efficient and effective searching of information through various online databases and union catalogues. It also provides the delivery of physical books through Inter Library Loan as and when required by member libraries and photocopies of journal articles that are published in Indian and Foreign Journals through its Document Delivery Services.
- The Institution provides support and guidance to the students in preparing for various competitive exams by providing extra classes of General Knowledge and Reasoning.
- Guest Lectures are organized by Eminent Scholars from various State and Central Universities for enhancing their knowledge.
- English Language Classes are organized by Competent Faculty Members which is compulsory for all the students to attend.
- Special classes of TET/NET/SLET are conducted for the students.
- Special presentations on different important topics which are not included in the Curriculum of the University Syllabus are prepared by the Faculty Members.

- Special classes on Techniques of Interviews are conducted for the students.
- Placement Cell is there to help the students in getting information regarding job opportunities.
- Mock test and interviews are conducted to buildup confidence among the students during Personality Development Programme.

**Table showing the number of students who have qualified the different competitive Examinations in the last two years**

Year	SLET/NET	TET	Central/State Services
2011-12	02	09	08
2012-13	03	04	01

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

The details of last 3 years have been furnished below:

Year	Total Number of students	Joined for Higher Studies	Joined as Teacher	Self Employed
2010-11	99	02	19	06
2011-12	99	13	19	01
2012-13	100	09	35	09

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

Resource sharing is one of the stated purposes of the college. The student teachers have access to modern technology related to the education even after graduating from the college. The college provides all the facilities to the student teachers after graduating from the institution.

- Research guidance is given to the alumni for higher studies.

- Alumni often visit our college seeking academic guidance for higher studies and job information from our faculty members.
- Alumni can access the resources from library like DELNET service, e-journals, computer and internet facilities after getting prior permission from the Principal.

However, it has been experienced that once settled down; the ex-students hardly turn up. However, these facilities are available during library hours to all ex-students.

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

- The college has a provision for placement services. The college works out strategy for finding employment for its alumni by getting them placed in reputed schools in particular. Al- Barkaat Educational Society is running Al-Barkaat Public School up to XII level affiliated to CBSE in the campus. Therefore, some students get the opportunity of being accommodated there as per their performance in the Selection Committee. Sometimes the private schools approach us on their own for procuring services of appropriate candidates for their schools.
- There is a Training and Placement Office (TPO) in the Al-Barkaat Management Institute of Al-Barkaat Educational Society. It serves the need of all the Institutes of the society.
- The Placement Cell provides guidance relating to the placement of teacher trainees in various schools of Aligarh, and adjoining areas. The Cell collects information relating to vacant posts available in schools of Aligarh and adjoining cities, provides list of teacher trainees eligible for teaching various school subjects to schools and makes recommendations.
- Internet linkage is also provided to make self effort by the students to search for the job.
- It also provides guidance and counseling for better job opportunities.
- The students are trained in interview facing techniques and format of writing one owns curriculum vitae.
- The Cell takes help of the Alumni who have been teaching at various educational organizations. Help of Alumni is sought regarding the vacancies available in their organization, and feedback of the placement services offered by the College.

Year	No. of students employed
2011-12	6
2012-13	17

**5.1.8. What are the difficulties (if any) faced by Placement Cell? How does the institution overcome these difficulties?**

The Cell faces the difficulties listed here as under:

- One of the main problems faced by the Placement Cell is related to language. Most of the students are from Hindi medium backgrounds thus they are not fluent in English speaking and mostly vacancies now a days are available only in English Medium schools because of mushrooming of these schools. Hindi medium schools are Government recognized and placement in those schools is not that easy because vacancies are rarely advertized. So it becomes difficult for the students to get good placement in spite of various vacancies in English medium schools.
- Many of the students are lacking in Communication and Presentation skills. Though, they are intelligent, they lack the confidence to communicate and give effective presentation.
- Moreover, many students prefer schools which are close to their residence. This is particularly true in the case of female students.
- Many schools do not even advertise available vacancies in reputed newspapers.

The college tries to establish personal rapport with the schools and their management. It seeks to utilize services of its own alumni and make use of its personal contacts. It tries its level best to get to know the status of openings in nearby reputed schools.

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

The Institute has proper bonding with Practice Teaching schools as far as ABPS is concerned because most of the practice teaching schools are Government Aided where the selection is done strictly through proper channel from Govt. Since the Institution has reputed CBSE School in its own campus therefore many students are called for appearing in the Selection Committee based on their performance during Practice Teaching.

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

The college provides necessary human and material resources required for the smooth functioning of the placement cell. The services of the official machinery are freely utilized by the cell. The Institution provides Human resources and ICT resources to the placement cell as follows:

- Every year one of the faculty members is assigned the responsibility of coordinating the placement activity in the institute.
- There is one TPO (Training & Placement Officer ) appointed in ABIMs, one of the Sister Institutions, who occasionally provides assistance to B.Ed. trainees in different skills like Presentation & Communication, Interview Techniques, Resume Writing etc.
- The Institute also provides the resources like computers with internet facility, telecommunication, stationary and other supporting material like Xerox machine, scanner, printer etc. available in the institute's office.
- As the Placement Services are provided by the faculty in charge and TPO of Sister Institution no economic resources are required by the institution other than physical resources.

### **5.2. Student Support**

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

The curricular, co-curricular and extra-curricular programmes are planned and evaluated from time to time to achieve the objectives and effective implementation of the curriculum as under:

- The institution develops 'Tentative Plan' for the upcoming session in advance including all the curricular, co-curricular and extra- curricular activities for the whole session.

- Academic calendar and time table is displayed on the notice board at the beginning of the session.
- In the beginning of the session, Orientation Programme is organized for the whole week in which Principal and the staff welcomes the students warmly and makes them aware about the course, papers, and about other co curricular activities.
- The teachers are supposed to write teacher's diary maintaining the details of the syllabus covered every week.
- The students can give feedback during the course directly to the principal.
- Suggestion Box has also been placed to welcome criticism regarding anything. The suggestion is taken seriously for better functioning in the institute.
- The feedback is taken from the students at the end of the session about the curriculum as well as faculty members, so that preventive measures could be taken for improvement.
- Institution organizes various Extension Activities, Seminars, Guest Lecturers and Workshops etc. in the college according to the need of the students.
- Institution also imparts ICT awareness through Practical sessions in ICT Resource Centre about various electronic gadgets.
- On the other hand institution always aims at the development of Personality of its students to make them effective and competent teachers as well as responsible citizens. Each trainee is involved in various activities in the college which help in developing his talent in the respective field of interest.

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.

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

Physically challenged pupils are also the part of our college. They come in the college and attend the classes regularly. The institution has provision for such type of physically challenged students. The institution and faculty members treat them like the other normal students. The teacher education encourages physically challenged students to participate in the same way as the other normal students do. They are encouraged to participate in

curricular and extracurricular activities with the normal students. Special facilities are provided as per the need of physically challenged students.

### **5.2.3. Does the institution have mentoring arrangements? If yes, how its organized?**

Yes, the institution has mentoring arrangements. Mentoring of the students is done by competent faculty member with Guidance and Counseling experience.

- Mentoring aims at empowering the student teachers to move forward with confidence towards their goal. The mentor creates an informal environment in which the students feel encouraged to discuss their needs and problems openly and in confidence. Trust and Rapport are established for the development of Mentor and pupil teacher relationship. Our Mentor Teacher demonstrates flexibility based on the needs of the Student Teacher. Effective communication is established to strengthen this relationship.
- The mentors provide expertise to individuals to help them advance their careers, and enhance their education besides helping students to complete their studies successfully. It also fosters the development of low performers.
- Mentoring is also provided to students having some sort of psychological difficulties. Many a times students coming to the course are so much under stress that they start showing problems in adjusting with their fellows. These type of students are located and provided with right type of assistance and if needed counseled for medication.
- If the students need any help regarding curricular or co-curricular programmes or activities, they are accordingly provided with every possible help. Every week, there is provision for tutorial period for the student teachers.

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

The institution provides various facilities which support and enhance the effectiveness of the faculty in teaching and mentoring of students which are as follows:

- Institution organizes Seminars, Conferences, Workshops, etc. regularly for the professional growth of the faculty. Above all institution allows the faculty members and the students to use the equipment and internet facility whenever they are required for the official or as far as for the personal use.

- Institutions encourage the Faculty Members to attend Conferences/Seminars and present their papers in it. Teachers are given academic leave for attending them. Adjustments are made in teaching schedule to meet their requirements for professional growth.
- Most of the members of the faculty are given chance to engage themselves in research work. Various journals and magazines are available in the library and teachers have easy access to them to update their knowledge. The faculty members are encouraged to acquire higher qualification, like M.Phil., preparation of NET and Ph.D. etc.
- Faculty Members themselves attend various workshops under Faculty Development programme and they have organized various Workshops in different schools of Aligarh District.
- They are promoted to attend Refresher / Orientation courses for this purpose.
- One of the faculties is doing Diploma in Guidance and Counseling from IGNOU and others are promoted to do that in near future for being competent enough for mentoring.

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

The college has its **own website: [www. abie.ac.in](http://www.abie.ac.in)**. It is a mandatory requirement.

The website contains information about the College, considered useful for the candidates/student teachers and other information seeker/stakeholders. Following information is posted on the website of the college-

- Brief history of the college with introduction to the college and its campus.
- Mission and Vision
- Course
- The management trust
- Details of the faculty
- The overall information about the infrastructure facilities available at the college
- Photo gallery
- News and events report
- The course structure and subject options available at the college
- Academic Achievements of the students and the Faculties

- Contact details, etc.

The website is updated from time to time.

#### **5.2.6. Does the institution have a remedial programme for academically low achievers?**

**If yes, give details.**

Yes, the college have remedial teaching programme available for academically low achievers. At the start of the academic session and after the students have got acquainted with the college environment informal assessment is done in the third week of the month after the Orientation Programme.

- The weak students are provided with counseling.
- They are provided with teaching-learning materials, etc. They are also provided with modules particularly prepared by the faculty members for such candidates.
- Personal guidance is given by the subject teacher.
- These students are given extra time for clarifying the doubts faced by them. Extra classes are also taken for the students who feel the need of remedial teaching.
- Group formation among students is done. High achievers help the low achievers in their weaker areas.
- Students who lack the confidence are given extra practice during Simulated Teaching for boosting their confidence.
- During morning assembly all the students are assigned duty to conduct assembly to overcome stage fear.

#### **5.2.7. What specific teaching strategies are adopted for teaching- a) Advanced Learners and b) Slow Learners?**

The two types of learners are identified during the first month of the academic session as per the techniques mentioned above. To begin with, the mentors provide expertise to individuals to help them enhance their learning potential and helping them to complete their studies successfully.

##### **a) Advanced Learners**

The advanced learners are encouraged to perform better. They are given special assignments and opportunities to learn more through individual discussion beyond the classes. They are asked to take part in extracurricular and co-curricular activities, often as team leaders. Also, they are provided with extra work relating to curricular and co-curricular activities and using their talent and creativity in other constructive works relating to education. The advanced learners are all the time kept pre-occupied in one or the other work befitting their talent. They are also assigned extra responsibilities of a group of students to help them in the area of their weakness.

#### **b) Slow Learners**

The slow learners are given personal/remedial coaching. Personal care and one-to-one counseling is done for them. They are provided with extra help in their studies in terms of arranging extra classes and, if required, even personal teaching. They are provided extra time for clarifying doubts. Students are also provided with hand outs of the teaching learning material so that they may easily learn the content. They are given simple material for augmenting their knowledge base. The faculty members follow progress of slow learners throughout the academic year.

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

The Principal and members of the staff provide guidance and counseling to the students at different stages. Guidance and counseling is provided in 3 phases-

1. Pre admission Guidance
2. Post admission / During the course Guidance
3. After the course Guidance / Carrier Counseling

In Pre admission phase the desired candidate for taking admission in B.Ed. course is counseled for the same giving detailed account of the eligibility, intake and admission procedure including the course details.

In Post Admission Phase Orientation Programme is organized in the institution for academic guidance and counseling to the newly admitted students to enable them to choose their

Subject/Options/Activities. The counseling given may be Personal, Social or Vocational according to the need of the students as has been mentioned below-

- Time to time guidance is given for how to use electronic media as a medium of instruction or as a better teaching aids in the teaching profession.
- The faculty members provide guidance and counseling to student teacher to solve their problems related to their teaching subjects etc.
- Personal and Social Counseling to the students with adjustment related problems is also provided to the students.
- A grievance cell is there to guide the students during the entire course.
- Institution provides time to time personal or professional counseling to the students regarding pursuing higher education or future strategies beneficial for them.
- Time to time counseling is provided in the areas of sports and curriculum also.
- Institution organizes mock interview to prepare the students for campus interview.
- Counseling is provided by the institution for cracking the Competitive Exams like TET, CTET.

In the last phase the students are provided with right type of Carrier Counseling keeping in view their future plans in the light of their personal and economic strength.

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

The college has a Grievance Cell for redressing grievances faced by the pupil teachers. The Grievance Committee consists of Senior Faculty Members and student representatives in it. Complaints/Grievances are provided in written form to the student representatives, which are always entertained. Grievances are passed on from the student representative to the Faculty in-charge who passes the grievance to the Chairman of the Committee, which is finally forwarded to the Principal. If the complaint is serious in nature or having wider implications, then the committee invites and includes other staff members, including the aggrieved one. The suggestions/decision/conclusion made by the committee is passed on to the Principal for further action and/or implementation.

Major grievances expressed and redressed during the last two years are listed below:

- Frequent changes in Faculty Members

- Medium of Instruction in the class
- Compulsion of attending English Language Teaching
- Compulsion of Computer Literacy
- Use of PPT for submitting Assignment
- Library Rules & Regulations / Fine
- Indifferent attitude of some teachers during practice teaching
- Sports grievances emanating from decision of judges
- Lesser time for file-making

We are fortunate enough to have received no complaints regarding discipline, ragging, eve teasing etc.

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

The students are monitored throughout the academic year. Their progress at different stages is monitored and appropriate advices given in following ways:

1. **Academic Assessment** is done through unit tests in each subject. The result is immediately analyzed and the students are provided proper guidance in case of need.
2. **ICT Competency** is ensured through regular use of ICT in day to day practice. The students are given assignments to be prepared with PPT and the students are evaluated based on their class room presentation.
3. **Micro Teaching** is done with immediate feedback for improvement.
4. **Simulated Teaching** is meant for boosting the confidence of the students for teaching practice using Macro Lesson Planning. The students are provided guidance through feedback from their teachers as well as peer feedback, so that they could entail correct method of teaching.
5. **Practice Teaching** provides the students firsthand experience of teaching in the classroom, where they are followed by the supervisors for final feedback.
6. **Personality Development** is monitored through different co-curricular and extra-curricular activities organized at different occasions throughout the year.
7. **Mock Examinations** are held at the end of the session for monitoring the actual progress of the students in theory as well as practice and the students are counseled

according to their progress. They are advised for improvement in their final examinations.

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

The student teachers are prepared well before they take up the task of practice teaching in real classroom situation. It is done as under.

**Pre-practice Stage: 1**

Micro teaching is introduced first of all. Before beginning with the Micro Teaching, one preparatory Guest Lecture is organized to make the students aware with the concept of Micro Teaching and different Micro Skills. After ground level preparation, the students are familiarized with important skills one by one by their subject teachers. The process of microteaching contains six steps-

1. Plan
2. Teach
3. Feedback
4. Re-plan
5. Re-Teach
6. Re- feed back

This cycle is repeated according to the necessity for the improvement.

Micro-teaching helps a lot in developing various teaching skills. The subject teachers according to the need select 5 skills for practicing. Each student teacher has to prepare in total 10 (2x5) micro lesson plans based on five micro skills in each teaching subject. The skills which are generally practiced have been listed below-

1. Introduction skill
2. Black-board skill
3. Reinforcement skill
4. Questioning skill
5. Explanation skill

6. Illustration with Examples skill
7. Lesson closer skill
8. Stimulus Variation Skill

### **Pre-practice Stage: 2**

After the students master the micro skills, they are introduced with Macro Lesson Planning.

- Students watch demo lessons shown on CD and DVD for teaching various subjects like Teaching of Hindi, Teaching of English, Teaching of Social Sciences, Teaching of Sciences, Teaching of Mathematics, etc. This helps them as first step how to teach in a real class room situation.
- Afterwards the teachers give them proper guideline for developing macro lesson plans to teach particular subjects. The teachers solve the problems faced by the students by discussing and explaining the drawbacks found in the lesson plans. The students may be asked to rewrite the lesson plans. A format of lesson plan is also provided.
- Next, the subject teachers give demonstration lessons, to make the students familiar with the use of different skills in one single plan and their proper use and coordination.
- The practice of Macro Lesson is done in Simulated Teaching class. The subject teachers as well as the peer group invigilate the class and give feedback to overcome the flaws.
- The peer, sitting there, meanwhile develops a sense of self-improvement by observation of the lessons.
- All student teachers present 5 lessons before their peer groups in the presence of their subject teacher. Problems, if any, faced by the teacher trainees are solved by the teacher educators mostly on the spot, present in the simulation class. Students have to present at least five lessons in both the teaching subjects of their choice.
- The students have to present at least 1 plan in each subject assisted by ICT.

### **Final Stage:**

After the successful completion of the simulation part, they are asked to present their lessons in real class room situation. Teacher trainees are required to present at least 15 planned lessons in each of their teaching subjects.

- Student Teachers are assigned different schools for undertaking teaching practice.
- The teachers supervise each plan and feedbacks are given in their lesson plan copies.
- The students are supposed to meet the supervisor after the class in free time to discuss the comments so that he/ she could improve for the next class.
- The subject teacher also observes the lessons delivered by the teacher trainees and gives suggestions for improving the quality of teaching learning process.
- Students are trained in the technique and encouraged to present their lesson using Audio Visual aids like charts, globes, as well as over head projectors, LCD Projector or Power Point Presentations,(if there is facility available for the same) etc.

### **5.3. Student Activities**

The college develops the leadership qualities among the students through their participation and involvement in various college activities.

#### **5.3.1. 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.**

**i. List the current office bearers.**

The College has an Alumni Association. The Alumni Association of the college has been helping the college in its growth and development process actively and efficiently, by providing positive feedback.

The Principal of the College is the President of the Alumni Association. The list of other office-bearers of the Alumni Association for the last four years is given below:

**Current Office Bearers as Members:**

- Mr. Abdul Bari
- Jimmy Jaiswal
- Mr. Shariq Aziz
- Mrs. Taab Anwer
- Mr. Feroz Khan
- Mrs. Maryam Zahid
- Mr. Ashar Ali
- Miss Ambreen Zaki
- Miss Shabina Karimi

**ii. Give the year of the last election.**

2012

**iii. List Alumni Association activities of last two years.**

The activities of the Alumni Association of the last two years are given below:

- Informal get together of the students of every preceding session's passed out batch in college campus.
- Felicitation of the students who get placements during the preceding academic year.
- Participation in the Conferences/Seminars held in ABIE.

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

S. No	Name of Alumni	Designation
1.	Mr. Abdul Bari	Principal, Government Prayas Residential School, Karpawand, Jagdalpur, Dist. Bastar (Chhattisgarh).
2.	Mr. Feroz Khan	Teacher, ABK Union School, AMU, Aligarh.
3.	Mir Hasan Naqvi	Teacher, D P S Senior Wing, Aligarh.
4.	Mr. Jamshed Khan	Teacher, ABK Union School, AMU, Aligarh.
5.	Ms. Taab Anwer	Head, Afternoon Incharge, ABPS, Aligarh.
6.	Mr. Ashar Ali	Teacher, ABPS, Aligarh.
7.	Ms. Seemab Mukhtar	Teacher, ABPS, Aligarh.

8.	Mohd. Arshad	Principal, The Sana School, Aligarh.
9.	Mr. Abdullah	Teacher, Iqra Public School, Aligarh.
10	Aliyan Saif	Teacher, Aligarh Public School, Aligarh.

**(v) Give details on the Contribution of Alumni to the Growth and Development of the College.**

The alumni's contributions in the growth and development process are given below.

- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in providing knowledge of some important topics which are not included in the Curriculum of the University, organizing new activities, etc.
- Helps in publicity

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

The college emphasizes the overall and holistic development of the teacher trainees along with scholastic development. Special arrangement is there in the Time Table for games and sports. Teacher trainees are encouraged to participate in extra-curricular and co-curricular activities, including games and sports, organized at different occasions for their all round development. The teacher educators motivate them to bring out their hidden talents. Various competitions and events are organized to give them opportunity to divulge their talents. Certificates and awards are given to the winners. The details on the achievements of students during the last two years have been furnished below:

**Session 2011-2012**

- |                   |                 |
|-------------------|-----------------|
| 1. Aliyan Saif    | Dramatic Talent |
| 2. Mahvish Fatima | Dramatic Talent |
| 3. Shaista Khan   | Dramatic Talent |
| 4. Ruqayya Sadiq  | Dramatic Talent |

- |                      |                          |
|----------------------|--------------------------|
| 5. Yogeta Tomar      | Dramatic Talent          |
| 6. Shariqua Siddiqui | Painting/Dramatic Talent |

### **Games/Sports**

- |                 |                     |
|-----------------|---------------------|
| 1. Bushra Begum | Race- I Runner up   |
| 2. Shafaq Khan  | Race- II Runner up  |
| 3. Jyoti Arya   | Race- III Runner up |
| 4. Huda Ahmad   | Badminton           |
| 5. Surchi Singh | Badminton           |

### **Session 2012 -2013**

- |                   |                 |
|-------------------|-----------------|
| 1. Sumayya Moonis | Dramatic Talent |
| 2. Sadaf Iqbal    | Dramatic Talent |
| 3. Khurseed Alam  | Dramatic Talent |
| 4. Shoeb Khan     | Dramatic Talent |
| 5. Shama Parveen  | Dramatic Talent |
| 6. Reshma Ayub    | Dramatic Talent |
| 7. Shabina Karimi | Dramatic Talent |
| 8. Taab Anwer     | Dramatic Talent |
| 9. Nazia Khan     | Dramatic Talent |
| 10. Zisan Khan    | Dramatic Talent |
| 11. Nayma Khan    | Painting        |
| 12. Arti Kumari   | Cooking         |
| 13. Aruna Raghav  | Cooking         |

### **Games/Sports**

- |                       |                     |
|-----------------------|---------------------|
| 1. Mohd. Shahid Ali   | Race- I Runner up   |
| 2. Mohd. Faizan       | Race- II Runner up  |
| 3. Anil Kumar Chauhan | Race- III Runner up |
| 4. Meena Sharma       | Best Cadet          |
| 5. Rahul Dev          | Badminton           |

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

The institute involves and encourages students for participating in Conferences, writing in journals, writing slogans or making posters at different occasions. During the previous academic session i.e. 2012-13, following students participated and presented papers in the National Conference on 'Recent Trends in Teacher Education' held in the campus, under the supervision of their teachers which was published in the Abstract Book as well as Conference Proceeding:

1. Nazia Nafees
2. Sumayya Moonis
3. Farha Haseeb
4. Shabina Karimi
5. Mohd. Arshad
6. Lubna Rais

The students are promoted to prepare Charts with Golden Quotations to decorate the wall sides of the institution as well as slogan writing while participating in campaign for example Child Labour Campaign, Environment Awareness Campaign etc.

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

Besides having an active Alumni Association established in 2012 (Please refer 5.3.1.) the college has a representative body of the students in which students are elected every year at the start of the academic session. Student Council consists of two elected student representatives and a faculty member who acts as adviser and convener along with the Principal as the Head of the council. The student representatives coordinate various activities and responsibilities entrusted by the faculties to them. They act as a link between students, faculty members and the college. The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students. Meeting of the representative body and college administration takes place regularly to work out different activities in the college.

### **Major Activities:**

- Organizing different co-curricular and extra-curricular activities in the campus like Cultural Week, Sports Day etc.
- Organizing different campaigns like Environment Awareness Campaign, Child Labour Prohibition Campaign etc.
- Celebration of important days other than National Festivals like Minority Day, Environment Day, Women's Day etc.
- Organizing educational tours.
- Making proper arrangements for extension activities.
- Assigning duties for different activities like Morning Assembly, Notice Board Maintenance etc.
- Coordinating with members of Alumni Association.

### **Funding:**

Funding of various activities undertaken by the students' council is done by the college.

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

The following are some of the committees in which students are representatives:

#### **1. Discipline Committee:**

It is a co-educational institute, so a committee was constituted with the purpose of maintaining discipline in the campus by keeping tight and constant vigilance over the activities like ragging, harassment etc. But in the history of the institute no incident of anti ragging or sexual harassment has ever surfaced. Students as the member of this committee play active role in making suggestions and preventing harassment and ragging. The committee meets twice in a year. First meeting is held in the beginning of the Academic Session to review rules and operational procedure regarding safety of the students. The second meeting is held at the end of the session to review the cases (if any) regarding the problems of the students. In between its patrolling unit does the work.

#### **2. Library Committee:**

The Committee is composed of convener and two members from the faculty and two student members. The function of this committee is to take care of the needs and functioning of the library. It meets not less than twice in an academic year.

The member students convey the message of the student community for example relaxation in the fine, requirement of particular books, extra facility in special cases etc. to the Library Committee so that their problems could be resolved.

### **3. Grievance Redressal Committee/ Women cell :**

This Committee is composed of convener and two members each from the faculty and student community specifically with one female student. The function of the committee is to settle the grievances of the students as well as to look after the problems of female students.

The committee meets twice in a year and as and when required to solve the problems of the students as has been communicated through representative members.

### **4. Alumni Association:**

The Alumni Association is composed of convener and two members from the faculty including the alumni of the institution. The function of the committee is to establish contacts with and maintain the records of alumni. Alumni Cell meets once in the beginning of the new session to welcome the students and later on for getting feedback from alumni for improvement in the administrative and academic activities of the college.

The office bearers of the Alumni Association keep in touch with the students of their batch and furnish updated information to the institute.

### **5. Sports Committee:**

This committee has a student representation in it along with one game's In-charge and two faculty members. The students suggest various games & sports events to be organized during the session according to the interest of the students.

### **6. Co-curricular/ Extra Curricular & Cultural Activity Committee:**

The CCA is composed of convener and two members each from the faculty and student community. The function of this committee is to plan, co-ordinate and organize co curricular

activities. CCA meets thrice in a year. (i) First meeting is held prior to the commencement of the Academic Session, to select the convener and members for committee from faculty. (ii) The second meeting takes place after the commencement of the session to nominate the members from students and decide about overall co-curricular activities to be held throughout the year. (iii) The third meeting is held to finalize matters concerning Farewell Party.

#### **7. Students Council:**

Student Council consists of two elected student representatives and a faculty member who acts as adviser and convener along with the Principal as the Head of the Council. Meeting of the representative body and college administration takes place regularly to work out different activities in the college.

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

Yes, the institution has a mechanism to seek and use data of feedback from its graduates and employers to improve the preparation of the programme and the development of institution.

**Students:** The students who are the primary and most important source of information furnish Feedback through questionnaire at the end of each academic session. Informal discussions are also held from time to time to derive their response on the curriculum use. The Principal also interacts with the students to collect their opinion on the curriculum, the methods and extent of implementation. IQAC meeting is held from time to time in the college to observe the academic and other activities of the college. The Principal takes a lead role in taking decision about making some internal additions in the curriculum as the staff has to cover the whole syllabus provided by the University and as per the feedback provided by different sources she adds on several thrust areas, which is been covered by the faculty.

**Alumni:** Alumni are other source. Faculty conducts Informal interviews to elicit feedback about the relevance of the course content, coverage etc. Alumni meetings are held once a year and their suggestions are also valued. Interaction with them provides feedback on the relevance of the course content, methods of teaching, use of teaching aids, etc.

**Employers:** Institution has also mechanism to obtain feedback through general discussion from the local school authorities where the students have been placed or Practice Teaching Schools, from where we obtain feedback regarding students' performance, to make some improvement in the program to meet the demand of the school like giving some training to maintain records which is desirable by the teachers in present time with CCE pattern, Presentation and Communication of B.Ed. trainees, use of ICT etc.

As the curriculum is provided by the university, no changes are been made in that but whatever topics are found to be relevant, they are suggested by the Coordinator of ABEIs to be included in lectures by the teachers as additional topics like CCE, ICT, Communication Skills, preparation for TET, CTET etc. For this purpose a Performa is there for sending the Monthly Report of the Institute by the Principal to the Coordinator of ABEIs and regular feedbacks are provided by him for enhancing the teaching learning process.

#### **5.4. Best Practices in Student Support and Progression**

##### **5.4.1. Give details of institutional best practices in student support and progression.**

The mission of the institution is to impart quality education to the students, preparing them to excel in every field in their professional life. The reflection of the mission of the institute is observed in various activities and practices followed at the institute that are unique in the field and tried and tested at the institution itself. Development of thinking and reasoning ability through activities of thinking and reasoning are planned for students. This is to enhance and stimulate the thinking power, execution efficiency and logic of student teachers. Some of the best practices that our college has adopted for the students are given below:

- The college provides its students with modern infrastructural facilities and timely effective support needed to undertake and complete the B.Ed. programme. Since the beginning of the academic session care is taken for the all round development of the students.
- Guest Lectures as well as workshops are organized on Communication and Presentation skill including weekly classes of English Language Teaching for developing communication skill and personality development.

- Use of ICT is promoted by the faculty members through PPT use by students in the class for their presentation, paper presentation in seminars and delivering one computer assisted lesson plan in simulated teaching.
- The college arranges extra classes, guest lecturers, group discussions, seminars, workshop and conferences from time to time; with the express purpose of empowering the students and keeping abreast with what are latest and the best.
- The college has introduced information technology on an appreciable scale. The faculty members and students make effective use of the IT in the process of teaching and learning. They download material identified by the subject experts. Then the learners make use of it with the help of experts in pedagogy.
- The college maintains a well equipped library. It has textbooks, other books, reference material, journals, encyclopedias, magazines, newspapers, research journals, and internet facilities. These facilities are available to the students on roll as well as to those who have already passed out.
- Students of ABIE are assisted by their teachers in writing papers for presenting in Conferences/seminar.

## **CRITERION VI: GOVERNANCE AND LEADERSHIP**

### **6.1. Institutional Vision and Leadership**

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out the process by applying the leadership attributes, such as beliefs, values, ethics, character, knowledge and skill. The basis of good leadership is honorable character and selfless service to the organization. The leadership of Al-Barkaat Institute of Education as well as Al-Barkaat Educational Society strives to create conducive environment ensuring involvement of all the staff and students through a participatory process in achieving the vision/mission and goals of the institution.

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

##### **Purpose**

The aim of establishing Al-Barkaat Educational Society is to establish institutions for social, cultural, educational, moral, technical and societal uplift of the country. Progress of a country is possible only when its citizens are dynamic, enterprising and responsible. Without such citizens, a country cannot achieve progress in any field and education is the most important tool to create such type of citizens. Keeping this aim in mind, Al-Barkaat Institute of Education (ABIE) was established in 2008 under the aegis of Al-Barkaat Educational Society.

##### **Vision**

Thus, the vision of Al-Barkaat Institute of Education is in tune with the objectives of the society i.e. to become an outstanding centre of learning, serving the needs of India and addressing the challenges in society.

##### **Mission**

The Institution is committed to high quality of education with the following mission:

- To be a centre of excellence through its academic research and quality education.
- To develop the students into well qualified teachers so that they can meet the challenges ahead with right type of skills and attitudes woven with social values and ethical standards.

##### **Values**

Teachers are transmitter, messenger, carrier and they need to be value-oriented to be functional as vehicles of values for the benefit of forthcoming generations of the world. Teachers by embodying values within them put the child on right road to his perfection and encourage him in his growth by watching, suggesting and helping but not imposing or interfering. Thus, imbining values in the personality of our student teachers is core consideration of the Institution. Keeping value intact in this modern society is a tough task but the institution is trying to retain traditional values by providing that kind of cultural environment in the organization. The institute emphasizes ‘moral based education’ and education for peace which is a combination of aesthetic, ethical and spiritual education.

The institution’s stated purpose, vision, mission and values are made known to the various stakeholders through the Prospectus, Website of the Institution and through personal interaction during Orientation Program in the beginning of the new session every year.

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

Yes, the mission includes the Institution’s aims 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. The Institution is committed to high quality of education with its mission to be a centre of excellence through its academic research and quality education along with developing the students into well qualified teachers so that they can meet the challenges ahead with right type of skills and attitudes woven with social values and ethical standards. The acknowledged aims and objectives of the Institution are as follows:

- To develop competency to teach the subject of one’s specialization on the basis of accepted principles of teaching and teaching in the context of the changing school curriculum.
- To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching –learning process.

- To enable the teacher trainees to develop the right attitude (a) towards work (b) to carry out socially useful productive work (c) towards community and (d) towards all round growth.
- To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.
- To enable the teacher trainees understand the pupils, guide and counsel them in solving their academic and personal problems.
- To enable the teacher trainees to undertake action research.
- To solve their professional problems.
- To enable the teacher trainees develop the skills related to use of information and communication technology and to understand the latest trends in teaching and evaluation through World Wide Web.
- To establish itself as a hub of quality education centre in terms of infrastructure, faculty and facility.
- To impart value based teacher education for shaping the trainee teachers to enlighten the future generations.

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

The Al-Barkaat Educational Society derives inspiration from the life and teachings of a galaxy of illustrious Sufis of Khanqah-e-Barkaatia, Marehra Sharif, Etah, U.P. It owes its inception to the profound vision of its **Founder President Professor Syed Shah Muhammad Amin (Department of Urdu, Aligarh Muslim University, Aligarh)**, the present Sajjadah Nashin of Khanqah-e-Barkaatia, and President of Dargah Syed Shah Barkatullah Committee. He is a great religious leader besides being an eminent scholar and learned faculty of world famous Aligarh Muslim University. In a survey by Royal Islamic Strategic Centre (USA), he has been found to be among the 500 most influential Muslims fifth time this year again. In the Governing Body of ABIE, Prof. Syed Muhammad Amin, the Chairman of the Managing Committee and also the President of the Executive Committee of Al-Barkaat Educational Society, is the top management. He is the moving spirit and the light behind the novel project in establishing various educational institutions in India for the betterment of the society. The society is a cluster of all learned and well educated people.

Other than this, the Governing Body constitutes one Secretary along with seven members, one Principal, three teacher representatives and one non-teaching staff's representative.

### **Executive committee of Al-Barkaat Educational Society**

President	Prof. Syed Muhammad Amin
Vice-President	Mr. Syed Muhammad Ashraf, IRS
General Secretary	Mr. Vivek Bansal
Joint Secretary	Dr. Ahmad Mujtaba Siddiqui
Treasurer	Mr. Kafeel Ahmad
Members	Mr. S.M. Afzal (IPS)
	Mr. Syed Husain Zaidi
	Mrs. Amna Khatoon,
	Syed Najib Haider
	Mr. S.M. Aman
	Mr. M. Ismail Syed
	Mr. Mohd Rashid Khan

### **Governing Body**

Prof. Syed Muhammad Amin	Chairman, Managing Committee, ABIE
Mr. Vivek Bansal	Secretary, Al-Barkaat Institute of Education, Aligarh
Dr. Ahmad Mujtaba Siddiqui	Member, Al-Barkaat Institute of Education, Aligarh
Mr. Kafeel Ahmad	Member, Al-Barkaat Institute of Education, Aligarh
Mr. Syed Hussain Zaidi	Member, Al-Barkaat Institute of Education, Aligarh
Prof. S.N.H Naqvi	Member, Al-Barkaat Institute of Education, Aligarh
Mr. M. Ismail Syed	Member, Al-Barkaat Institute of Education, Aligarh
Mr. M. Rashid Khan	Member, Al-Barkaat Institute of Education, Aligarh
Mrs. Amna Khatoon	Member, Al-Barkaat Institute of Education, Aligarh
Dr. Saba Hasan	Principal, Al-Barkaat Institute of Education, Aligarh
Dr. Samina Fazli	Teacher Representatives, ABIE, Aligarh
Mr. Himanshu K. Sharma	Teacher Representatives, ABIE, Aligarh
Mr. Mohammad Anas	3rd Grade Employee's Representative, ABIE, Aligarh

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

As the objectives of the institution are very clear and well defined, the management and principal in order to ensure these objectives, assign various responsibilities to different committees constituting staff members and organize meetings to provide proper directions to them. Moreover, suggestions are also invited from the staff regarding decision and seek solutions to the problems faced so that human and material recourses can be utilized properly. There are various committees framed for proper functioning of the Institute under 2 broad categories i.e. Administrative Committees and Academic Committees. Internal Quality Assurance Cell (IQAC) is the quality assurance mechanism of the college. It is a facilitative and participatory organ of the institution. This cell continuously strives to maintain the momentum of quality consciousness. It is perceived as a mechanism to build and ensure quality in the institution. It has a specific structure and works with enough flexibility to meet the diverse needs of the stakeholders. The IQAC is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the institution. It channelizes and systematizes the efforts and measures of the institution towards academic excellence. This cell plays significant role in maintaining the quality of the program. The coordinator of this cell is the senior faculty of the institute. Details of various committees have been given below to make it clear that the responsibilities are defined and communicated to the staff members under the head of IQAC:

**1. Library Committee:**

This committee is composed of representatives from the faculty, students including Librarian and Principal, which looks after the maintenance of the Library and its proper functioning. Faculty members are also made part of this committee to ascertain quality parameters in learning resources.

**2. Academic Committee:**

This committee takes care about the implementation of curricular activities according to the tentative plan developed by the in charge of this committee.

**3. Discipline Committee:**

The staff members are also held responsible to maintain discipline in the campus. The main concern of this committee is to prevent such activities like sexual harassment & ragging and other discipline related problems. The in charge of the committee takes care of the whole matter and be vigilant during the session to check out such activities.

**4. Examination Committee:**

This committee is framed to discharge the responsibility related to examination and other unit tests including term end mock examination coherently by the active involvement of the students.

#### **5. Co-curricular / Extracurricular & Cultural Activity Committee:**

The composition of this committee is done for arranging co curricular and cultural activities properly in the institute and thus faculty members are made incharge for that.

#### **6. Sports Committee:**

This committee plans and organizes sports activities and competitions for physical development of the students by collaboration of faculty in charge.

#### **7. Guidance and Counseling Committee:**

The Guidance and Counseling Committee is headed by a senior faculty with educational experience in this field. The main liability of this committee is to provide timely guidance and counseling to the students from the beginning of the session till the end, so that they could adjust themselves in better way resulting in better teaching learning outputs. This committee is also held responsible for providing students with placement services when required.

#### **8. Grievance Redressal Committee**

The faculty involved in this committee are responsible to meet the grievances of the students as well as staff including Women cell which addresses the problems faced by the female students in the campus. It works for the welfare of the students.

#### **9. Alumni Cell:**

The Alumni Cell is composed to establish a contact with the alumnus of the institute with faculty involvement.

#### **10. Students Council:**

Student Council consists of two elected student representatives and a faculty member who acts as an adviser and convener to the Principal.

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

The Principal collects the valid information regularly in the form of feedback from the students, faculty, from the alumni's parents, visitors, teachers, visiting resource persons etc. and communicates it to the management to review the activities of the institution.

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

As per the vision and mission, one of the main objectives of the institution is to produce excellent teachers to serve the society. In achieving this objective the institute has not identified any kind of barrier as there is continuous progress in the pass percentage since its establishment. Moreover, it is getting good feedback from its students, practice teaching schools and other people who are directly or indirectly linked with the institution.

Year	Pass percentage of the students	Placement of the students
2013	98 %	32 %
2012	97 %	22 %
2011	95 %	7 %

The students placed in different schools after completing the course are appreciated and more students from the institute are getting placement because of the set standard by the institute.

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

For the effectiveness and efficiency of the institutional processes, the management encourages and supports the involvement of the staff in various ways. First of all the suggestions of the staff members are welcomed by the management and they render all type of infrastructural facilities to them for this purpose. Secondly they are motivated by the management to participate in institutional processes to achieve the mission of the institution as most of the responsibilities are entrusted on the shoulders of the faculty members. The Management appreciates the work done by the staff members from time to time to keep their motivation alive.

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

Principal, the head of the institution plays a dynamic role in all the matters related to the institution with her twin qualities of head and heart. For proper functioning she has distributed the responsibility among the faculty members under the head of different committees which has been discussed earlier as follows:

- **Governance and Management of Curriculum**

Principal monitors overall activities included in the curriculum of the institution. For e.g.:

1. Utmost implementation of the modified curriculum whenever the affiliating university makes changes in it.
2. Keep in mind the coverage of the syllabus well in time or according to the time schedule.
3. Keep records of the attendance of the students, students' participation and organization of inter and intra-college competitions.
4. Maintains discipline.
5. Makes time table.
6. Up-keeping the campus extension activities.
7. Provides necessary guidance to the staff and the students about the new program or activity whenever started by the institution etc.

- **Administration**

For the academic development of institution, principal plays a role of good administrator as

1. She has official internal coordinating and monitoring mechanism.
2. She frequently holds meetings of staff council and other committees for improvement in the institutional process.
3. She is sensitized to modern managerial concepts such as strategic planning, team work, decision making along with concept of ICT and total quality management.

- **Allocation and Utilization of Resources**

1. Principal monitors the allocation and utilization of the resources, physical, The financial, technical for its optimum use.
2. She obtains feedback from the respective in-charges to ensure the utilization of the resources in the best possible way.

## **6.2 Organization of Arrangements**

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

The list of different committees constituted by the institution for the management of different institutional activities under Internal Quality Assurance Cell (IQAC) has been given below:

- 1. Library Committee**
- 2. Academic Committee**
- 3. Discipline Committee**
- 4. Examination Committee**
- 5. Co-curricular / Extracurricular & Cultural Activity Committee**
- 6. Sports Committee**
- 7. Guidance and Counseling Committee**
- 8. Grievance Redressal Committee**
- 9. Alumni Cell**
- 10. Students Council**

IQAC manages almost all the activities through different committees. In the beginning of the year the Coordinator of the IQAC have a meeting with the management regarding plans and planning for better execution of the program along with allocation of the budget. After that throughout the year IQAC keeps on arranging meetings with different committees for accomplishing the strategies. The details of last year meetings of Session 2012-13, ave been furnished below:

Name of Committee	No. of Meetings	Decisions
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Academic Committee	12	<ul style="list-style-type: none"> <li>• Tentative Plan</li> <li>• Co curricular Activities to be organized throughout the year</li> <li>• Extracurricular Activities to be organized</li> <li>• Practice Teaching</li> <li>• Faculty Enrichment Programs</li> <li>• Faculty exchange with sister institution in absence of sufficient staff / midsession vacancy</li> <li>• Research promotion by Action Research Projects of students</li> </ul>
Finance discussed with Management	1	<ul style="list-style-type: none"> <li>• Financial Budget for Library, Laboratories</li> <li>• Infrastructure development if any</li> </ul>
Co-curricular / Extracurricular & Cultural Activity Committee	6	<ul style="list-style-type: none"> <li>• Co curricular activities to be organized</li> <li>• Extension Activities to be organized</li> <li>• Cultural Programs to be organized in local vicinity etc.</li> </ul>
Examination Committee	4	<ul style="list-style-type: none"> <li>• Internal Assessment Criteria</li> <li>• Unit Tests for different Papers twice in a year</li> <li>• Mock Examination</li> </ul>

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

**Organizational Structure**

**Executive Committee** constitutes

- President - Prof. Syed Muhammad Amin
- Vice President - Mr. Syed Muhammad Ashraf, IRS
- General Secretary - Mr. Vivek Bansal
- Joint Secretary - Dr. Ahmad Mujtaba Siddiqui
- Treasurer - Mr. Kafeel Ahmad
- Members
  - Mr. S.M. Afzal (IPS)
  - Mr. Syed Husain Zaidi
  - Mrs. Amna Khatoon,
  - Syed Najib Haider
  - Mr. S.M. Aman
  - Mr. M. Ismail Syed
  - Mr. Mohd Rashid Khan

**Academic Body** constitutes

- Principal - Dr. Saba Hasan
- Teachers
  - Dr. Samina
  - Mrs. Shagufta
  - Mr. Himanshoo K. Sharma

**Administrative Body** constitutes

- Chairman - Prof. Syed Muhammad Amin
- Coordinator - Dr. F.U. Siddiqui
- Principal - Dr. Saba Hasan

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

The administration of the institution is decentralized to large extent in order to sensitize latest managerial concepts like strategic planning, team work, decision making and computerization. The chairman of the Governing Body has delegated certain administrative powers and responsibilities to the principal of the institute who further delegates these powers and responsibilities to teachers on the basis of their competence, commitment and aptitude to meet the institutional objectives through various committees.

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

In B.Ed. course, all students are not from the same medium, some are from Hindi medium and others from English medium. In this situation it is quite difficult to collaborate with the same school personnel to arrange practice teaching. To overcome this situation, the institute collaborates with the Al-Barkaat Public School (ABPS) to arrange practice teaching for English medium students and for Hindi medium students Institute seeks permission from the DIOS, Aligarh for conducting practice teaching in Government Inter Colleges (like Gopiram Paliwal Inter College, Janta Inter College, Nawab Singh Inter College etc.). Apart from this, the institute shares the sports ground of Al-Barkaat Educational Society (ABES), Language Lab of ABPS which are in the premises of ABES. Moreover, institute also collaborates with ABPS for the placement of the B.Ed. students who have appeared in the selection committee and were selected.

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

Yes, the institution makes use of various feedbacks received from the students and teachers in decision making and performance improvement. The feedback used for curriculum is used for introducing the value aided programme in the curriculum and whereas the feedback degrading teachers' performance is used for bringing desirable change in teachers' behavior, teaching methods, attitude etc.

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

Institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment the faculty though various activities, which has been elaborated as follows :

- Faculty Development Programme is organized by the institution from time to time.
- Participation of faculty member in National and International Seminars / Conferences / Workshops is promoted through providing Academic Leaves and other assistance required by the Institute.

- The Management makes arrangement for the participation of faculty members in Orientation Programme organized by ICSSR, UGC etc.
- The Management motivates and promotes the faculty members to conduct Workshops in Local Schools under the scheme ‘Sharing the Knowledge’ as Resource Persons.

### **List of Workshops Conducted by the Faculty Members**

- a. Organized Workshop as Resource Person on the topic “Innovative Ways to Make Classroom Teaching Interesting” at Marehra Public school, Marehra, from 13th-15th May, 2013.
  - b. Organized Workshop as Resource Person on the topic “Education Children in the New Millennium” at The Blossoms school, Aligarh, on 7th September, 2013.
  - c. Coordinated two days workshop on “First Aid” organised by DIET, Moti Bagh, New Delhi.
  - d. Coordinated two days workshop on “Preparation of Teaching-learning Material” E.T.E. Trainees organized by DIET, Moti Bagh, New Delhi.
  - e. Conducted a one day workshop on “PowerPoint Presentation” at Iqra Public School, Aligarh.
  - f. Conducted a one day workshop on “Teaching Trends in 21st Century” and “Continuous Comprehensive Evaluation” at Blackdale Public School, Aligarh.
  - g. Conducted a one day workshop on “Modern Trends in Education” at Ayesha Tarin Modern Public School, Aligarh.
  - h. Conducted a one day workshop on “Teaching Trends in 21st Century” at Gopiram Paliwal Inter College, Aligarh.
  - i. Conducted a one day workshop on “Teaching Trends in 21st Century” at Our Lady of Fatima Secondary School, Aligarh.
  - j. Conducted a one day workshop on “Teaching Trends in 21st Century” at Aligarh Modern School, Aligarh.
- Guest lectures by eminent scholars on relevant topics like communication skills, micro teaching skills, leistering and speaking skills etc.

- Use of equipment and computers with free internet facility provided to the faculty members.
- Financial support provided to the faculty members to attend the seminars and as well as arrangement in time-table is made accordingly.
- Free access to journals and magazines has been provided to them.

### **6.3 Strategy Development and Deployment**

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

Yes, the institution has an online Management Information System (MIS) to select, collect, align and integrate data and information on academic and administrative aspects of the institution. Principal of the institution plays a key role in this process. She collects the information and forwards it to the management of the society in the first week of every month. On the basis of this information, the President provides necessary suggestions and makes plans for improving the academic and administrative performance of the institution. Detail of the information covered under MIS is given below:

- Information about the Students
- Total Strength of the Students
- Average % of Students attended the class
- Information about the Faculty Members
- Total number of full-time regular Faculty Members
- Total number of full-time Adhoc Faculty Members
- Number of visiting Faculty
- Course plan for each course maintained by them
- Information about Non-teaching Staff
- Total number of Non-teaching staff
- Information about Activities held during the month
- Guest Lectures arranged
- Appointments made
- Initiatives taken by the teachers for weak students
- Percentage of course completion

- Sessional Test / Viva-Voce conducted
- Co-Curricular activities held
- Extra Curricular activities held
- Works to be done next month
- Information about Library
- Number of books added to the Library
- Number of books issued to teachers
- Number of books issued to students
- Number of journals issued to Teachers
- Number of journals issued to Students
- Information about the activities of Principal (herself)
- Details of the classes Supervised / Monitored
- Strategies adopted for monitoring the classes
- Works done as per the Academic Calendar of the Institute / Dr. B. R. A. University during the month
- Topic Covered beyond Dr. B. R. A. University syllabus
- Number of faculty meetings held
- Mention important decisions taken at the meeting
- Workshop / Faculty Development Programmes for the teachers and students
- Number of meetings / interaction with students
- Assignments given by the Teacher
- Details of the Project work done by the students
- Daily average number of students using the computer Lab
- Teaching Practice done by the Students outside the Campus
- Details of the Psychological Test conducted by the Students
- Discussion / Meetings held with regard to Teaching Practice Strategies
- Any Article published by the teacher / students during the month
- Any Study conducted by the teacher / students in the month
- Number of days Institute remains closed
- Information of Office Account
- Details of fees collected
- Details of fees due but not deposited
- Details of fine collected from the students.

- Expenditure made during the month

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

The allocations of the resources either human or financial for accomplishment and sustaining the changes resulting from the action plan are brought into notice of the Principal by IQAC, which is further passed on to the Management. The Management is considerate enough to honour such recommendations, proposals etc. for making extra resources available as and when needed and requested/demanded. In this, the college approaches the management trust for support, which accordingly considers the requests and allocates necessary resources.

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

The human resources are made available as per the NCTE norms to run the course by employing qualified and sufficient staff appointed through local selection committee arranged by the affiliating university. Whereas Financial resources are made available through fee collected from the students. In case of additional financial resources are required for implementing new and modified plans for accomplishment of the mission and goals, the institute seeks help from the Management.

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

Academic plans are developed by examining the requirements of the curriculum prescribed by the Agra University. The constructed curriculum then reviewed by IQAC. Different committees of the Institution make their recommendations in the area of their operation for giving the initial shape to the academic plan. This academic plan involves celebration of important days with the distribution of syllabus (including curricular and co-curricular activities), month of practice teaching schedule, date for conducting guest lectures, workshops, seminars, conferences, orientation programmes etc.

The practice teaching school teachers, time table in-charge, and administrators are actively involved in the development of academic plan as they allocate the classes to pupil-teachers,

make changes in their time-table and help in conducting the practice smoothly. Finally the plan is approved by the Principal and it is displayed on Notice Board for students.

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

Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings. Individual employee contributes for institutional development is assured through the participation of each employee in some or the other committee.

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

The vision, mission and implementation plans are regularly monitored, evaluated and revised by the principal and management of the society as the principal sends monthly report to the management and they monitor and evaluate the functioning of the institution in the light of vision & mission and thus revising the implementation plans as per the requirement through the monthly feedback.

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

Institution plans new technology and gives emphasis to the deployment of them for effective and efficient transaction of teaching learning process. For that facilities are provided to the staff and students for using information technology (IT) in the teaching learning process and official work alike. Teachers use Power Point Presentation for delivering lectures in the class. In addition to this teachers use various other ICT resources. All teaching and non-teaching staff as well as students have free access to internet.

**6.4 Human Resource Management**

The Institute has human resource management system effective enough to lead to best decisions on manpower utilization and therefore, to a more productive teacher education. In brief, the institute follows the manpower requirement criteria i.e. 7+1 Academic Staff (7 Lecturers and 1 Principal/Head) and 6+1 Non-Academic Staff (6 Supporting staff and 1 Technical Support staff, where the supporting staff is surplus because of very enormous infrastructure), and procedures for appointment (on the basis of the recommendations of the

selection Committee) as mandated by the Agra University and NCTE, and provides periodical training and guidance to staff for their development. As teacher capacity building strategy, the institute encourages teachers to participate in professional development programmes for continuous learning. The institute also undertakes, analyze and use the assessment and evaluation, and the appraisal outcome of whole of the staff. The management provides sufficient resources to ensure that the institution could meet the standards of affiliating university and NCTE.

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

Faculty development needs and career progression of the staff is identified in the following ways:

- Through self appraisal reports.
- Through feedback from students.
- Results of examinations.
- Through group discussions.
- By involving in research activities.
- By allotting new subject to teach.
- By involving all teachers in different co-curricular activities.

#### **6.4.2. What are the mechanism 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 evaluation to improve teaching, research and service of the faculty and other staff?**

Each of the faculty members is required to prepare a weekly plan of all the activities (curricular and co-curricular) of the upcoming week in Teacher's diary. In addition to this, faculty members are required to fill in a self-appraisal report in each academic year which highlights the teaching performance, research progress and the participation to other institution activities like sports and cultural events, innovative practices adopted to contribute to academic development practices etc. The principal on the basis of weekly plan i.e. Teacher's Diary and self appraisal report assesses the performance of the faculty members. Comprehensive evaluation by students and peers are also incorporated in the assessment. The

college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff.

Suggestions to improve the academic system provided by the faculty through Self-Appraisal Report is given due weight age. Comprehensive evaluation by students and peers are also taken into account by the institute to improve the teaching method, research and service of the faculty and other staff members. They all provide an important chain for promotion of the faculty and for highlighting the needs of the faculty in terms of their research and other activities. On identifying these needs the Institute makes efforts to meet them to encourage the faculty. Faculty is also given various opportunities to take part in development activities like conferences, seminars, workshops, orientation programmes etc. at national level as well as encouraged to organize seminar, conference, workshop in various schools.

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

- The increment of the staff members is done on yearly bases according to their performance.
- Timely payment of the salary i.e., by 1<sup>st</sup> or 2<sup>nd</sup> of every month.
- Medical leave and schedule adjustment for the higher studies.
- Motivate the staff by sanctioning Academic leave for taking part in training and attending seminars at various levels.
- Secretarial support and faculty resources i.e., use of personal computer with internet, stationary support, typing facility, and separate almira are provided to the faculty members.
- Best Infrastructural facilities for the staff
- Special Faculty Development Programmes for them like participation in Orientation Program by ICSSR & UGC etc.
- Separate rooms are provided to the in-charges.

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

Yes, the institution organizes developmental programmes for teaching and nonteaching staff with the focus on the teaching methodology, skill up-gradation and training. Institution organizes various seminars and workshops as well as time to time conducts lectures by

eminent scholars to impart knowledge of new technology and advancement of computer to help the staff in professional development. Personality development programmes for the staff are also organized by the institution.

Some of the programmes conducted by the institute are listed below:

- A Guest Lecture was delivered on **“Listening and Speaking Skills”** in the month of March 2014.
- A Guest Lecture was delivered on **“Guidance and Counseling”** in the month of February 2014.
- A Guest Lecture was delivered on **“Presentation and Communication Skills”** in the month of December 2013.
- A Guest Lecture was delivered on **“Micro Teaching Skills”** in the month of September 2013.
- A Guest Lecture was delivered on **“Communication Skills for Improving Teaching-learning Process”** in the year 2013.
- A one day workshop on **“Continuous Comprehensive Evaluation”** at Al-Barkaat Institute of Education, Aligarh in the month of March 2012.
- A three days workshop on **“Education 2020”** conducted by Calorx Institute of Education at Al-Barkaat Institute of Education, Aligarh in the month of Dec. 2011.
- A one day workshop on **“Presentation and Communication in Class room”** organized by Al-Barkaat Institute of Education, Aligarh in the month of February 2011.
- A two days workshop on **“Teaching Skills & Awareness Development”** conducted by ADVAIT in the month of February 2010.

In addition to this, the institute encourages the non-faculty members also to attend the conferences/seminars/workshops/guest lecture conducted by other organizations as no such programme was organized yet by the institute for non-faculty members. Some of the programmes attended by non-faculty members are listed below:

- Workshop on ‘Knowledge Management organized by Department of Library & Information Science, AMU, Aligarh, 2011.
- International workshop on ‘Web Content Management’ organized by Maulana Azad Library, AMU, Aligarh.

- Workshop on ‘Displace for building Digital Libraries’ organized by DELNET, New Delhi, 2010.
- Symposium on ‘Library & Information Science Education in India: Challenges and Opportunities’ organized by Department of library & Information Science, AMU, Aligarh, 2010.
- National Seminar on ‘Knowledge Conservation and Preservation (NASKCON)’ organized by Department of Library & Information Science, AMU, Aligarh, 2010.
- Two days Advait workshop on ‘Teaching Skills & Awareness Development, 2010.
- One day workshop on ‘Digital Preservation in India’ held at FICCI, Delhi, 2008.
- Orientation Programme organized by Amnesty International India, 2008.
- Workshop on ‘Police Reform’ organized by Forum for Human Rights, 2007.
- Two days seminar on ‘Digital Preservation & Access to Indian Cultural Heritage organized by IGNCA, New Delhi.
- Ten days orientation Programme organized by Forum for Human Rights.
- Two days workshop on ‘Communication and Presentation Skills’, ABIE, Aligarh.

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

Institution publishes proper advertisement in various newspapers for the recruitment of faculty. The selection is done through the norms of Dr. B. R. Ambedkar University, Agra and according to the guidelines of NCTE. Selection is done by constituting a Selection Committee comprising of university nominee and subject experts at Agra University Campus. While selecting teachers, no compromise is made regarding the qualification prescribed by statutory and regulatory bodies (NCTE, UGC etc.). At the time of recruitment all the facilities like medical leave, EPF, casual leave, leave for higher studies are explained to them.

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

Part-time/ Ad-hoc faculty is appointed only when a teacher resigns and the faculty being appointed as part-time/Ad-hoc is required to face Selection Committee to be regular. At the time of selection as Part Time/ Ad-hoc faculty the Management takes the interview. The appointed part-time/Ad-hoc faculty is kept on a fixed consolidated salary and the equal workload is assign to that as the other faculty members have.

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

The institution has many policies, resources and follows practices that support and ensure professional development like:

- Library facilities enable the faculty members to make effective use of the resources like journals, magazines, newspapers, research encyclopedias, text books etc. for research and advance study.
- The staff members are granted academic leave for participation in seminars, conferences, workshops etc. Arrangement is done in their schedule whenever they required leave for participation in seminar etc.
- Institution motivate the faculty members to go for higher studies, give all administrative and academic facilities like arrangement in time-table, use of library, use of computer with internet facility etc.

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

The Institute is well equipped with infrastructure facilities. The faculty members are provided with

- A well furnished and well ventilated staff room with personal computers and internet facility, provision of coolers, etc.
- Separate washrooms for male and female faculties
- Proper sitting arrangement

- Separate lockers
- Proper space to keep their belongings
- Well equipped laboratories for instructional material
- Resourceful Library
- Personal Computers with internet facility for the faculty members
- Office space with stationary

**6.4.9. What are the major mechanism in place for faculty and other stakeholders to seek information and/of mark complaints?**

The institution has a website of its own where all the details are provided for ready reference and to seek relevant information. E-mail ID of the institution helps to communicate with the other B.Ed. students and with the Alumni.

Staff, students and Alumni are given equal importance. The grievances received from them are taken into consideration. The institute treats these grievances and complaints as suggestions for improvement.

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

The Institute's workload policy is grounded in the principles of equity and prudence. It assigns workload by taking into considerations the capability, potentiality, tastes and predilections of individual faculty member with reference to functional needs of the institute. In this, democratic approach is practiced. Each member bears and shares the workload. In the time table, for the teaching faculty, classes are equally distributed among them. Moreover, special presentations, workshops to be conducted and lectures on the topics not prescribed in the syllabus are also distributed equally among them. Responsibilities are also changed each year so as each one may acquire grounding in all activities and indispensability avoided.

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

Yes, the institution has mechanism to reward and motivate staff members. Staff members who excel in making constructive contribution to teaching-learning process, bring out

innovative ideas and contribute effectively in the development of the institute are motivated by the principal and management by displaying their achievements on the notice board. Moreover, special increments are given for Ph.D. degree holders and UGC-NET/JRF qualified faculties in order to motivate them.

## **6.5 Financial Management and Resource Mobilization**

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

The college is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the Dr. B. R. Ambedkar University, Agra. For other financial assistance the Parental Organization is there.

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

No finance has been mobilized through donation to the institution directly. Though Parental Body receives some donation which is used for the overall development of the Society and its infrastructure.

**6.5.3. Is the Operational Budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

No, the operational budget of the institution is not adequate enough to cover all the day-to-day expenses and the deficit is fulfilled by the management.

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

Budget allocations over the past five years is as follows:

Year	Budget Allocated	Budget Utilized	Surplus Budget	Deficit Budget
2008-09	12114200	11863871	250329	
20089-10	Zero Session			
2010-11	4900000	4915213		15213
2011-12	5000000	5253916		253916
2012-13	5450000	5903863		453863

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

Yes, the accounts are audited regularly. The society has maintained an Account Office in the campus having a team of efficient accountants, who maintain the account of all the institutions run under the aegis of ABES. The external audit is done annually by hired Chartered Accountant from the society. There is no major pending audit or objections raised. The information on the last 2 audits will be furnished at the time of Peer Team Visit.

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

Yes, the institution has computerized its finance management system for Preparing income, expenditure statement, balance sheet, fee collection, salary statement etc. For this it uses different software like Tally ERP, MS Office Word.

## **6.6 Best Practices in Governance and Leadership**

The Institute subscribes to such practices in governance and leadership that are sustainable and which lead to administrative and academic excellence.

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

The following aspects may be considered as best practices of our Institute under Governance and Leadership:

- Maintaining transparency in all aspects of the Institute's functioning through a process of broad-based consultation and involvement of stakeholders in implementation.
- Decentralization of administrative functions: The organizational arrangements have been well established with the duties well specified to each section/body.
- Annual organization of a special programme to felicitate faculty and meritorious students, etc.
- Adoption of an Institutional vision which is in line with the National policies.
- The academic atmosphere is well maintained by the Institute as it provides all facilities prescribed in the norms of NCTE and the Agra University.
- Each body/committee is working regularly with sincerity considering all the aspects for smooth running of the Institute.
- The administrative functioning as well as the academic functioning is regularly monitored.
- Two-tier audit system, the financial and resource management is well looked upon.
- Initiation of measures towards computerization of office functions
- Overall the Institute's set up is working for the achievement of set mission and vision and to compete at the national and international levels.
- The Institute has long term perspective plans for its development. All the teaching units and different administrative sections are involved in planning.

## CRITERION VII: INNOVATIVE PRACTICES

### 7.1. Internal Quality Assurance System

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

Yes, the institution has Internal Quality Assurance Cell (IQAC) and it was established in November, 2011. The composition of IQAC is as follows:-

S. No.	Category of Member	Name of the Member
1	Chairperson	Prof. S.M. Amin President, ABES.
2	Members from the Management	Mr. S.M. Ashraf, IRS (Vice- President, ABES) Dr. Ahmad Mujtaba Siddiqui (Joint Secretary, ABES) Mr. Kafeel Ahmad, Treasurer Mr. S.M. Afzal, IPS (Member, ABES) Mr. S. Aman (Member, ABES)
3	Senior Administrative Officers	Dr. F. U. Siddiqui (Coordinator, ABEIs) Dr. Saba Hasan (Principal, ABIE)
4	Members from local society	Prof. A.R. Qidwai (Director, Academic Staff College, AMU, Aligarh) Prof. Nabi Ahmad (Chairman, Deptt. of Education, AMU, Aligarh) Dr. Nakhat Nasreen (Associate Prof., Deptt. of Education, AMU, Aligarh)
5	Members of Teaching Faculty	Mrs. Uzma Naseem Mr. Himanshoo Sharma Mrs. Shagufta
6	Coordinator of IQAC	Dr. Samina

**Activities undertaken include following:**

The cell makes assessment of different aspects of the functioning of the college and monitors their functioning. It gives suggestions from time to time i.e. from beginning till the end of the

course. This cell also examines and addresses the suggestions received through different sources such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include:

- Acting as a nodal agency of the institution for quality-related activities
- Promotion of all quality circles of the college
- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution
- Dissemination of information on the various quality parameters of higher education
- Organization of Workshops/Seminars/Conference on quality related themes
- Documentation of the various programmes / activities leading to quality improvement
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC
- Collecting feedback from students on all activities of college
- Conducting External Expert and Student Appraisal of Staff on teaching and student support
- Collecting Feedback from all stake holders such as Parents and Alumnae
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality

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

In the light of the planning done for quality assurance under IQAC for the whole academic year the college evaluates the achievement of goals and objectives. Yearly IQAR includes 3 major things-

1. Action Plan of the IQAC for the present Academic Year
2. Activities reflecting the goals and objectives of the institution
3. Detail of the plans of institution for upcoming year

Whatever plans, aims and objectives are framed for the whole year under IQAC is used as a mechanism for evaluating the achievement at the end of the session. It examines and evaluates the following to see the extent up to which the goals have been achieved:

- Faculty appraisal by Principal
- Self appraisal by Faculties
- Students' achievement records
- Participation and performance of students in Inter-College / University activities
- Appraisal of placement
- Feedback from students with regard to teaching, curriculum and its method

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

The institution has developed the following mechanism for the quality assurance of its academic programmes under IQAC.

- The division of syllabus in different months is planned at the beginning of the session in Academic Calendar.
- For effective teaching learning the teachers are encouraged to adopt different methods of teaching like lecture-cum-discussion method, project and assignment method, problem solving method, innovative practices etc.
- Guest lectures and workshops are planned on regular basis by IQAC.
- The teachers are encouraged to use information and communication technology in daily practice like using PPT for making their teacher learning process more effective.
- Active involvement of students in teaching -learning process is emphasized through individual and group project work, group discussion in the class, class room presentation using PPT on the assigned topics and preparation of teaching aids.
- There is a provision of mentoring system in which students are divided into groups to help them to overcome their learning difficulties and solve their problems individually by their mentor.
- The institution pays special attention for ensuring the professional growth of their teaching faculty by encouraging them to participate in seminars workshops, refresher courses, training programs on research methodology and development of teaching and instructional materials and training for using ICT in their teaching.
- Different co-curricular and extra-curricular activities are organized for intellectual, social, cultural, moral and physical development of the students. At least one activity in a month is scheduled in the academic calendar.

- The optimum use of the learning resources such as Library, E.T. Lab, computer Lab, Language Lab, Psychology Lab, Science and Math lab by the staff and students is ensured by the concerned subject teacher at least once in a week to make the students familiarize with the equipments and its functioning and encourage them to use it effectively.
- The continuous and comprehensive evaluation process is followed through internal test assignment works and active participation in different activities. To improve the teaching competence, the performance is evaluated at various levels like micro-teaching session, pre-practice teaching sessions and during practice-teaching sessions in the schools.
- Feedback mechanism is followed to assure the academic quality of the institution. Feedback is taken from teachers, students, school headmasters, school teachers, parents and community as well as suggestions can be given to the Principal for quality improvement.
- Regular checking is done by the Management to review the Academic quality of the Institution through the submission of the Monthly Report send to the Coordinator of the Institutions by the Principal and regular feedback is obtained.
- IQAC regularly monitors the assessment of various activities undertaken for academic excellence of the institution. The faculty members also maintain their weekly diary and monthly report is prepared by the Principal to be forwarded to the Management to assure different activities undertaken for sustenance and enhancement of academic quality of teacher education programs.

#### **7.1.4. How does the institution ensure the quality of its administration and Financial management processes?**

A strong leadership of the management of the institution ensures the performance of the institute as per the standards. The management is committed and involved at every stage for better execution of the academic and administrative work. For this different committees have been constituted for managing different institutional activities. The role and functions of each committee is well defined to ensure administrative decentralization. The head of the institution compiles all the feedback from the various stakeholders including the current students and other reports regarding the performance of the faculty members, performance of the students and proper delegation of the assigned responsibilities by staff members. This

compiled information goes to the management through MIS (Management Information System) monthly online for the accurate assessment of the activities of institution.

- Head of the institution plays vital role in governing and managing all the activities undertaken by the staff members to ensure the proper functioning of different activities through regular meetings held monthly, quarterly and as needed.
- Financial management of the institution is ensured by the management with the help of account officer who maintains all the transactions and balance sheet. The internal auditor audits the accounts at regular intervals and the final annual audit is done at the end of the financial year by the external auditor.
- The allocation of human and financial resources adequately used for the accomplishment of objectives of the institution and is assured by the management and head of the institution. The head of the institution and management committee decides to allocate resources, human and financial as per the requirement and needs for proper implementation of said goal objectives.

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

The institution identifies the best practices used by any faculty member by the continuous supervision of the Principal or by direct information from the faculty member to the Principal and then it is communicated to other faculty members in the meeting so that it could be used by others as well to improve the whole process of teaching and learning. The college sustains some of the good practices in the day-to-day working and throughout the academic year. Some of such good practices followed are given below:

- Frequent mutual interaction of different educational institutions facilitates identification of good practices. For example Mock Practice for different things like facing interview, participating in Group Discussion etc. used in ABIMS promoted its use in the B.Ed. institute on the recommendation of the management, and thus we also use Mock Practice for Examination, Interview, and Teaching etc.
- ICT was promoted by the use of PPT made compulsory for the students as well as faculty members for example the trend of using PPT by the students for submitting their assigned topics in groups was promoted by the Coordinator of IQAC, which not only made all the students proficient in using PPT but it also made the students

confident enough to give the presentation in the class and face the questions raised by other students.

- The institution has established good rapport with other units of sister institutions and exchange ideas. This interaction is done even for some academic programmes found beneficial for faculty members and students as well, for example when CCE was introduced by CBSE in the school it was realised that it is important to provide the knowledge of CCE to the students of B.Ed. to make them competent enough to face the challenges ahead in their life. The management guided the Principal to include CCE and conduct a lecture for the same every year for the students.
- Faculty development programmes are organized wherein paper presentation is done on common topics; lectures and workshops are organized where outside resource persons are invited. Such activities are attended by faculty of the college to enrich themselves and pass it on to their students.
- Communication is supposed to be very important characteristic of the teachers and now a day's English Speaking is very much important for personality development. Considering its importance the management as well as the Principal made it a policy to give one period a week for English Teaching, TET Preparation along with workshops been conducted to develop the personality of the student and boost their confidence.

## **7.2. Inclusive Practices**

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

Inclusive practices in Education refer to 'Providing teaching and learning opportunities and experiences, which are free from barriers and bias, and take into account individual learning styles/preferences and individual needs related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.'

The institution is sensitized towards the issues of inclusion regarding the disabilities, exceptionalities, gender difference and different languages and cultures. Barrier free environment is provided to remove segregation at different levels- at the time of admission,

during teaching learning process, in the involvement of different activities of the institution and in the access of infrastructural facilities.

- Efforts are made to make sure that diverse learners with physical disabilities, diverse need, different interests and ways of learning are exposed to teaching strategies that reach them as individual learners. For this, teachers are encouraged to provide individualized support and services to all students without any segregation. The physically challenged students are encouraged to take part in sports also.
- Teachers are encouraged to work on the basis of co-operative teaching learning approach and keep their classes in learners-centred mode by adopting different teaching styles, using audio visual aids, ensuring active participation of the students in class room activities and being extra careful to make them feel attended and valued individually.
- Seminars, Workshops and Staff Development Programmes are arranged from time-to-time to make the teachers sensitive to update and vary their styles of teaching to enhance learning for all students.
- Expert lectures are also arranged to make the teachers familiarize with the issue of inclusion and inclusive classroom practices.
- The mentoring system also helps the teachers in paying individual attention to the students as they are in the direct contact with their mentor who can easily identify their diverse needs and give them all kinds of guidance and support as per their needs. It helps them to solve their educational as well as personal problems at individual level with empathy and patience.

The issue of inclusive education is given great emphasis in 12th Five Year Plan. 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 enrolment.
- Teachers are made aware about the disparities prevailing in India, as far as higher education is concerned.

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

The students are exposed to learn about inclusion and exceptionalities as well as gender sensitive issues through various curricular and co-curricular activities envisioned in their curriculum. Other than this inclusion is emphasised to be followed by the institute as it is a Minority Institute where no disparity is done on the basis of caste and creed.

- The orientation programmes at the beginning of the session for B.Ed. students is organized to welcome all, removing physical, social and attitudinal barriers to make them familiar with all and interact with each other in a very congenial environment.
- They are exposed to various strategies adopted to meet the diverse needs of the students during their teaching learning process and training programmes by adopting learner-centred mode of teaching using various teaching styles, audiovisual aids & teaching learning materials, ensuring active involvement of all students in institutional activities without any segregation like teachers use bilingual language to cater the needs of the students coming from both Hindi and English medium.
- The students are made aware of the concept of exceptionalities including with learning disabilities – its types, characteristics and teaching techniques in their academic plan as these issues are included in their syllabus too where one topic is there on Exceptional Children in detail in Educational Psychology and Measurement Paper.
- Special lecturers on Inclusive Education and Inclusive Classroom practices are planned by Eminent Personalities from different Universities to enrich their concept and develop positive attitude.
- The students are provided equal opportunities to participate in different curricular and co-curricular activities of the institution in order to respond to the diversity of student needs and abilities.
- Different activities envisioned in the academic plan are organized to inculcate or transact the values of gender sensitive issues. The women cell is working for promoting awareness towards gender sensitive issues and provides necessary support service.

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

The institution tries its best to create conducive environment for learning and all round development of the students through proper functioning of curricular, co-curricular and extra-curricular activities as per the academic calendar, ensuring active engagement in learning, positive social interaction and self-motivation.

- Value Education is taught in First Paper as a separate unit so that they could realize the importance of values in human life, especially for teachers. In Psychology Practical we conduct one practical i.e. Teacher Values Inventory (TVI) by Dr. S.P. Ahluwalia & Dr. H.L. Singh, which makes them aware about different values and importance of some values to become outstanding teachers.
- Environmental Education has been included in second paper where students are made aware about environmental issues like global warming, depletion of ozone layer, pollution problems and hazardous effect on ecosystem. Other than giving lectures on the particular topics the college organizes events related to environmental awareness that includes Celebration of Environment Day and Plantation of trees on that day etc.
- Various cultural programme, morning assembly, co-curricular activities, scout and guide training camps are organized in the campus and off campus for developing social integration, brother hood, sympathy, cooperation etc.
- Educational Technology, Fifth Paper includes ICT, which gets promotion with its practical use by teachers in the class room as teachers use PPT and students are also made well versed in using the latest technology for their presentation time to time. They are also trained to prepare slides for Power Point Presentation. A fully equipped Internet facilitated computer lab is there which remains open throughout the working hours for faculty as well as staff.
- The students are engaged in active learning through class-room activities in which students are given the opportunities of group discussion, classroom presentation using PPT, individual and group projects, and assignment work.
- Micro – teaching session for developing teaching skills, simulated teaching for pre-practice teaching, internship in schools etc. promote active engagement in learning and self-motivation.
- Team work and positive social interactions are encouraged by assigning group project, literacy programmes, organizing morning assembly, cultural and sports activities, workshop and seminars, arranging extension activities on different occasions like World Population Day, Minority Day and World Environment Day etc.

- Student's progress and performance in various activities has been motivated throughout the session by appreciating in the morning assembly and by appreciation certificates given to them on various occasions for their overall performance in the academic session.
- As we know that Scout and Guide camp is a part of B.Ed Curriculum and it is compulsory to attend for 5 days so through this camp students get mix with each other and do all the activities together and through the social interaction they actively participate in group activities.

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

B.Ed. programme comprises of students from diverse background. The institution ensures that student teachers could develop proficiency of working with the children from diverse background and exceptionalities from that versatile group of students of B.Ed. itself. In orientation programme, the students are asked to have a brief description of their background and from there only they are made to learn from their personal experience. The students are given deep knowledge about these exceptionalities in the light of the curriculum prescribed by the university as a topic is there on Exceptional Children and Individual Differences in Educational Psychology and Measurement. This theoretical knowledge is then brought into the practice during the Practice Teaching in schools. They get plenty of opportunity to understand this and handle the situation carefully. Other than this, following practices are being followed like--

- Student-teachers are engaged in talks, debates and lectures on individual differences and its importance in the field of teaching and learning.
- Students of diverse background are engaged in project work of multiple descriptions.
- During the course of simulated teaching and practice teaching they are required to practice competencies for creating cordial atmosphere between the peer groups. Since they have to deal with a composite populace of colleagues and students, they acquire grounding in the ways of working with children from diverse backgrounds and exceptionalities.
- Students are enabled to come down to the level of children in classroom interaction.

- Above all, students are made to understand that variety is rooted in and demonstrated by the nature of creation. This is an asset. Beauty lies in variety. Respect and protect it.
- Collectively, all the above mentioned competencies and skills are promoted amongst the pupil teachers at different stages and through different activities.

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

The institution is sensitized towards the special needs of the physically challenged and differently-able students. Efforts are made to provide barrier free environment to address their special needs. All the faculty members and non-teaching staff take special care of physically challenged and differently-able students. Till date only 2-3 students have been enrolled under this category with minor problems, which were given proper care and attention. For future if some visually challenged or differently able students are given admission following special provisions can be made to deal with them like-

- Provision of writer for visually challenged
- Arrangement for practice teaching of those students can be made in schools near campus or their residence.
- Making easy access to available infrastructural resources like computer, books, learning materials etc.
- Arranging extra-class or revision class for them whenever needed.
- Taking care of them for their personal and academic problem through mentoring.

#### **7.2.6. How does the institution handle and respond to gender sensitive issues (activities of Women Cell and other similar bodies dealing with gender sensitive issues)?**

A Women Cell has been constituted by the institute which is active. The cell is headed by a senior Female member of the faculty, and contains one more female faculty and two female students. The women cell is working in the institution to handle the gender sensitive issues and provide necessary support services. The married students in stress and the pregnant students are provided proper guidance and counseling. Any girl student of the institute can place her complaint to the Women Cell. Complaint received even by the Principal is to be referred to the Cell for investigation. The cell is authorized to arrange lectures on the women-

related problems. It works for educating women about their rights and privileges. It has arranged gender-related sensitizing discourses for the staff/ and students. Women students are now the overwhelming majority of students. They enjoy a respectable position in the college and provide lead. No complaints have been ever received by the office on gender related issues. The colleges have provided separate Girls Common Room and wash rooms for their ease.

### **7.3. Stakeholder Relationships**

Al- Barkaat Institute of Education continues to have interaction with the colleges, the alumni and such other persons who have an interest in the activities of the college and the ability to contribute to the actions, decisions, policies, practices or goals of the organization. The college ensures the access to the information on organizational performance to the stakeholders by keeping the information in the college website.

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

The academic and administrative performance of the institution has representation from teacher- students and society. The access to the information on organizational performance is ensured through MIS, website, notices on the notice boards, announcement, newspapers, and personal contact in the following manner-

- The college maintains Internal Assessment Record of student.
- It maintains overall performance record and this may be accessed by the stakeholders like parents and students.
- Any stakeholder can obtain information on academic and administrative performance from the administrative office by giving a written request.
- Information regarding academic achievements is placed on the notice board.
- The college results of the university final examinations are put on the notice board and every student is informed individually.
- The Management and its members are duly informed of the results of the college.
- Every important information, related to Academic and Administrative activity, is shared through notice board and Institute's Website.

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

The institution maintains the performance of its leading role in academic excellence and social responsibility by reviewing the different activities undertaken. Feedback is taken from teacher educators, pupil teachers, principals of schools, school teachers, invitees and community members. The outcome of the feedback is shared with the Principal and heads of the concerned committee to ensure the preservation of quality. Success and failures of various activities are reviewed in the monthly meeting of IQAC and suggestions for qualitative improvement are shared for future enhancement. In this respect feedback plays a vital role in bringing qualitative improvement. Apart from this, the Institution has various sister institutions in the campus. Therefore, feedback provided by different heads plays a significant impact on achieving quality excellence.

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

- Feedback is collected from different sources orally, in written form, and Feedback Performa. The complaints and suggestions received are discussed with the Principal and suitable measures are adopted for quality improvement.
- Student's feedback on course evaluation, performance of teacher educators and evaluation of different institutional activities at the end of the session are taken on feedback form and analyzed by using rating scale. The information received from the feedback is then used for quality improvement by the management and the Principal.
- Feedback is also taken from the Principal and staff of the schools where practice teaching is done, so that we could improve the standard of our students. The institution receives feedback from external experts on quality of works performed by the students during internal assessment.
- Feedback is also invited from alumni and professional community invited for seminars, workshop and expert lecturers. The outcome of the feedback from different areas is reviewed in the academic committee's meeting which facilitates the awareness of the needs and areas of improvement and future plans are framed on the basis of that only.

- Mapping of Academic Activities of the Institute

**Mapping of Academic Activities of the Institute**

Manual for Self – Appraisal of Teacher Education Institutions

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	34	35		
Audition and Orientation																																					
Tenary																																					
Saturday/ Sundays																																					
Sectional Work																																					
Field & Anticipate																																					
Essential Work																																					
Preparation of Dissertation																																					
Observation of lesson/ other teaching/ activities																																					
Teaching/ Internship																																					
Co-curricular Activities																																					
Working with community/ project work/ End-Term Examinations																																					

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

NAAC for Quality and Excellence in Higher Education

PRINCIPAL  
Al-Barkat Institute of Education  
Anonshahr Road, Aligarh

## Declaration by the Head of the Institution

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

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

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

*Saima*  
(Officiating Principal)

Signature of the Head of the institution

with seal **PRINCIPAL**  
Al-Barkaat Institute of Education  
Anoosshahr Road, Aligarh

Place: Aligarh,

Date: 19/07/2014

### **Part III- Enclosures**

#### **TEACHER-EDUCATION SCENARIO IN UTTAR PRADESH**

India has one of the largest systems of teacher education. Besides, the university departments of education and their affiliated colleges, government and aided institutions, private and self-financing colleges and open universities are also engaged in this venture. Since Independence various efforts were done for the improvement of Teacher Education Program and were voiced from time to time through recommendations in different commissions like University Education Commission (1948), Secondary Education Commission (1953), the Education Commission (1964-66) etc. Based on the recommendation of the commissions National Policy on Education (1968) was formulated. Meanwhile, the non-statutory National Council for Teacher Education (NCTE) was set up in 1974 by a resolution of the Government of India and was located in the NCERT. This council came up with National Curriculum Framework in 1978 and in 1998 after it became a statutory body in 1993. But they could not catch the national attention because NPE (1986) had already started which had opened new vistas in teacher education and was followed by a Programme of Action (1986), which provided details about the needed transformation of policy into action. Its emphasis was on the enrichment of both in-service and the pre-service teacher education programmes, computer education and new as well as alternative models of teacher preparation. As a consequence DIETs, CETs and IASEs were established across the country. NCTE afterwards presented a fresh vision through NCF 2005 and 2009.

Uttar Pradesh with Lucknow as its capital has made considerable investments at all levels of education. At the same time it is beneficiary of the schemes financed by the Central Government. The state has also roped in private-investments in the expansion of education. But the State governments' wish to achieve total literacy is still a far cry: the U.P. is among the four lowest literate states in India. Teacher Education in U.P. is managed by both, the government and private entrepreneurs. As per the University Grant Commission, there are 4 Central Universities, 23 State Universities and 20 Private universities, 10 Deemed Universities, and one institute of national importance and several other colleges of various descriptions in Uttar Pradesh. Some more are in pipeline.

Uttar Pradesh has a number of stage and discipline specific institutions for the preparation of teachers. Teacher preparation programmes are available for pre-primary, elementary and

secondary stage of education. In addition existing NCTE recognized institutions offer a post-graduate degree in education (M.Ed.). Subsequent to NPE (1986), the state has established 70 DIETs, 3 Colleges of Teacher Education (CTE) and three Institutes of Advanced Study in Education (IASEs) under the centrally sponsored Scheme of Teacher Education, of which two are located in universities.

The advisory and coordinating role at the state level in the field of curriculum and teacher education is played by the SCERT, which is located in Lucknow. The SCERT also oversees the functioning of the 70 functional DIETs in the state. The DIETs were envisaged as a critical link in the vertical chain of resource institutions at the state level, to enhance outreach and enable need- based and contextualized teacher preparation and support to the school system.


Teacher education colleges affiliated to respective universities conduct Secondary Teacher Education Program. Admissions to the B.Ed. program are made on the basis of a state level admission test called Common Entrance Test (CET) conducted by a state university under the directions of the state Government. All the state approved and prescribed norms for admissions and reservations are followed by the B.Ed. institutes in the state. The fee prescribed for the course is R. 51,250 as per the Uttar Pradesh State Govt. Norms. There is no payment seat for the course except in Minority Institutes. There were more than 700 Secondary Teacher Education Colleges in Uttar Pradesh approved and recognized by state universities, department of secondary education, Government of U.P. and NCTE.

The examining bodies for secondary teacher education courses are state universities & one state Open University. Most of the universities offer B.Ed. & M.Ed. programs, through its department of education. Some universities have recently started M.A. (Education) course.

Secondary Teacher Education in Uttar Pradesh is controlled by the state department of higher education, the state universities to which these B.Ed. colleges are affiliated and by the central apex body the NCTE. The B.Ed. colleges in the state follow the curriculum designed and approved by the state universities concerned.

The faculty qualifications till December 2007 were PG along with M.Ed. As per the new norms of the NCTE (January 2008), even teacher with M.A./M.Com./M.Sc. and B.Ed. are being recruited as lecturers in B.Ed. colleges. The teaching staff members employed in these colleges get UGC pay scale as per the norms of UGC and NCTE

## NCTE Approval to be Published in the Gazette of India

  
गुरुर्गुरुतमो धाम  
NCTE

**NATIONAL COUNCIL FOR TEACHER EDUCATION**  
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)  
**Northern Regional Committee**  
राष्ट्रीय अध्यापक शिक्षा परिषद  
(भारत सरकार का एक विधिक संस्थान)  
उत्तर क्षेत्रीय समिति

**TO BE PUBLISHED IN THE GAZETTE OF INDIA PART -III, SECTION -4**

F.NRC/NCTE/F-7/UP-1898/2008/ 4613  
APN 0 2 1 2 3

By Registered / Speed Post  
Date:

**Order**

WHEREAS in terms of Section 14 (1) of the NCTE Act, 1993, **AL-BARKAAT EDUCATIONAL INSTITUTIONS, ANOOPSHAHAR ROAD, ALIGARH, UTTAR PRADESH** has submitted an application (code No. APN02123) to the Northern Regional Committee of NCTE for grant of recognition/permission for starting **B.Ed. Course of One year duration with an annual intake of 100 (One Hundred Only) students.**

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education programme such as Instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.


3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to **AL-BARKAAT EDUCATIONAL INSTITUTIONS, ANOOPSHAHAR ROAD, ALIGARH, UTTAR PRADESH** for conducting **B.Ed. Course of One-year duration with an annual Intake of 100 (One Hundred Only) students** under clause 7(12) of Regulation dated 13-1-2006 subject to fulfillment of the following:

(i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.

(ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

Comtd..2..

  
PRINCIPAL  
Al-Barkaat Institute of Education  
Anoopshahr Road, Aligarh

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.

By order

Regional Director

The Manager to Govt. of India  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi-110 054

C.C

- 1) The Secretary, Dept. of Elementary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001,
- 2) The Education, Secretary, Govt of UP, Secretariat, Lucknow UP
- 3) The Registrar, DR. B.R. AMBEDKAR UNIVERSITY, AGRA, U.P.
- 4) The Director, Directorate of Higher Education, I/c Teacher Education, Govt. of UP, Directorate, Allahabad, Uttar Pradesh.
- 5) The Manager, **AL-BARKAAT EDUCATIONAL INSTITUTIONS, ANOOPSHAHAR ROAD, ALIGARH, UTTAR PRADESH - A copy of procedure for creation of fixed deposit in joint account towards endowment fund and Reserve fund is enclosed.**
- 6) The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
- 7) Office order file/Institution file.

*Samine*

PRINCIPAL  
Al Barkaat Institute of Education  
Anoopshahar Road, Aligarh

*[Signature]*  
Regional Director

**NCTE - NRC - JAIPUR**

# NCTE Recognition Letter

राष्ट्रीय अध्यापक शिक्षा परिषद्  
(भारत सरकार का एक विधिक संस्थान)  
उत्तर क्षेत्रीय समिति

गुरुगुरुतमो धाम  
NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION  
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)  
Northern Regional Committee

F.NRC/NCTE/F-7/

8331

Dt.14.11.2006

## ORDER

The 19 (Nineteen) institutions mentioned in para 2 below submitted applications to the Northern Regional Committee of National Council for Teacher Education for grant of recognition to B.Ed. / B.P.Ed. or equivalent courses in terms of Section 14(1) and 15(1) of NCTE Act, 1993, among others.

2. The NRC at its 109<sup>th</sup> meeting (second sitting) and 110<sup>th</sup> meeting held on 10<sup>th</sup> November, 2006 and 11<sup>th</sup> - 12<sup>th</sup> November, 2006 at NCTE Hqrs. New Delhi, considered applications of the institutions included in the Agenda for the meeting and after careful examination of relevant documents, Visiting Team Reports, Video Recording, Original File etc. found the institutions mentioned in para 2 below fit for grant of recognition of the courses and intake mentioned against their names subject to the condition of appointment of qualified staff through duly constituted selection committee as per the norms of NCTE/State Govt./Affiliating University/Body given effect before the commencement of the course etc..

S.No.	Name and address of the institution	Course	Intake
1	Amar Shaheed Kanchan Singh Mahavidyalaya, Shivpuri, Khaga, Fatehpur, Uttar Pradesh.(UP-2064)	B.P.Ed.	50
2	Agra Public Teacher Training College, Artoni, Agra, Uttar Pradesh.(UP-2058)	B.P.Ed.	50
3	Ishwar Chand Vidya Sagar Institute of Education and Research, V.Akbarpur, Tehsil - Chhata, Mathura, Uttar Pradesh.(UP-2080)	B.Ed.	100
4	Jai Narain Smarak Degree College, Sehra Karchhana, Allahabad, Uttar Pradesh. (UP-2001)	B.Ed.	100
5	Baba Parvat Nath Mahavidyalaya, Parwata Vishawnathpur, Sant Kabir Nagar, Uttar Pradesh. (UP-2094)	B.P.Ed.	50
6	Amity University, Plot NO. 4, Sector - 125, Noida, Distt. - Gautam Budh Nagar, Uttar Pradesh. (UP-2051)	B.P.Ed.	50
7	Maharana Pratap Govt. P.G. College, Hardoi - 241001, Uttar Pradesh. (UP-2013)	B.Ed.	100
8	Shaheed Mangal Pandey Govt. Girls Degree College, Madhav Puram, Meerut, Uttar Pradesh. (UP-1991)	B.Ed.	100
9	Gandhi Faze-E-Aam College, Sahajahanpur, Uttar Pradesh. (UP-2026)	B.Ed.	100

Cont..2

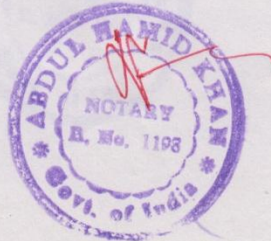
कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)  
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, कर्नाटक, हिमाचल प्रदेश, राजस्थान

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)  
Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

Phone No. : 0141-2623501 (O), Telefax No.: 0141-2620116 (RD)

E-mail: nrc@ncte-in.org

website: http://www.ncte-in.org



10	Oxford Model Institute of Advance Studies, PAC Road, Shyam Nagar, Kanpur, Uttar Pradesh. (UP-2129)	B.Ed.	100
11	Janta Mahavidyalaya, Chandra Nagar, Sehud, Dibiyapur, Auraiya, Uttar Pradesh. (UP-2015)	B.Ed.	100
12	Dhirendra Mahila Mahavidyalaya, Karamjeethpur, Sunderpur, Varanasi, Uttar Pradesh. (UP-1917)	B.P.Ed.	50
13	Pt. Ambika Pratap Narayan Degree College, Gomti Nagar, Dumari, Hariharpur, Sant Kabir Nagar, Uttar Pradesh.	B.P.Ed.	50
14	Chaudhary Tulsiram Yadav Mahavidyalaya, Dhosara, Tulsinagar, Allahabad, Uttar Pradesh. (UP-2081)	B.P.Ed.	50
15	Allahabad Agriculture Institute Deemed University, Allahabad, Uttar Pradesh. (UP-1091)	B.P.Ed.	50
16	Babu Sant Bux Mahavidyalaya, Village – Sandawa Duban, Post – Sahebganj, Pratapgarh, Uttar Pradesh. (UP-2093)	B.P.Ed.	50
17	Ambrish Sharma College of Education and Technology, Meerut, Uttar Pradesh.	B.P.Ed.	50
18	Al-Barkaat Institute of Education, Annapshahar Road, Aligarh, Uttar Pradesh.	B.Ed.	100
19	Om Shri Guru Shakti Ram Chander Institute, Delhi Saharanpur Highway, Vill. – Jasala, Tehsil – Shamli, Muzaffarnagar, Uttar Pradesh.	B.Ed.	100

3. The institutions shall ensure the fulfillment of the following :-
- The institutions shall maintain the teaching staff strength of 1+7 for B.Ed. and 1+3 for the proposed courses.
  - The institutions shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
  - The institutions shall within one month of the receipt of the Recognition order, convert the Endowment Fund account into a Joint Account in the form of FDR for a period of not less than 60 months (Five Years) in a Nationalized Bank only to be operated along with an authorized official of the Regional Committee.
  - That the Reserve Fund for an amount of Rs. Three Lakhs be maintained in the form of FDR in favour of the managements / institutions.
  - Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government etc.

Cont. 3

*Sanina*

PRINCIPAL  
Al-Barkaat Institute of Education  
Annapshahar Road, Aligarh

# Dr B R Ambedkar University, Agra Affiliation Letter



## डा0 भीमराव अम्बेदकर विश्वविद्यालय, आगरा (पूर्ववर्ती: आगरा विश्वविद्यालय, आगरा)

पत्रांक: सम्बन्धन/ 328 /10

दिनांक: 22/11/2010/10

सेवा में,

सचिव/प्राचार्य/निदेशक,  
अलबरकात इंस्टीट्यूट ऑफ एजुकेशन,  
अनूपशहर रोड़, अलीगढ़।

महोदय,

अनुसचिव, उच्च शिक्षा अनुभाग-2, उत्तर प्रदेश शासन लखनऊ के पत्र संख्या सम्ब0-1779/सत्तर-2-2010-2(37)/2008 लखनऊ दिनांक 30 अगस्त, 2010 द्वारा सूचित किया जाता है कि राज्य सरकार ने उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम 1973 (यथा संशोधित उत्तर प्रदेश राज्य विश्वविद्यालय (संशोधन) अधिनियम, 2007) की धारा 37(2) के "परन्तु के" अधीन आपके महाविद्यालय को स्ववित्त पोषित योजनान्तर्गत स्नातक स्तर पर शिक्षा संकायान्तर्गत बी0एड0 पाठ्यक्रम में सत्र दिनांक 01.07.2010 से उक्त पत्र में उल्लिखित चार शर्तों के अधीन 100 सीटों की प्रवेश क्षमता के साथ सम्बद्धता की पूर्वानुमति प्रदान कर दी गई है।

उत्तर प्रदेश शासन के उक्त सन्दर्भित पत्र के परिप्रेक्ष्य में मुझे आपको यह सूचित करने का निर्देश हुआ है कि विश्वविद्यालय द्वारा आपके महाविद्यालय को उपर्युक्त पाठ्यक्रम में सम्बद्धता इस प्रतिबन्ध के साथ प्रदान की जाती है कि प्रबन्धतंत्र शासन के उक्त पत्र दिनांक 30 अगस्त, 2010 में उल्लिखित निम्नलिखित शर्तों को निर्धारित अवधि में पूर्ण कर लेगा।

1. संस्था राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा निर्धारित समस्त मानकों को पूर्ण तथा उनकी निरन्तरता को सुनिश्चित करेगी एवं परिषद द्वारा निर्धारित समस्त शर्तों का अनुपालन करेगी।
2. महाविद्यालय/संस्थान द्वारा बी0एड0 पाठ्यक्रम में शासन द्वारा अनुमन्य समस्त सीटों को सुसंगत एवं अद्यतन शासनादेश के अनुसार किसी शैक्षिक सत्र में होने वाली संयुक्त प्रवेश परीक्षा में सम्मिलित एवं काउन्सिलिंग के माध्यम से आवंटित अभ्यर्थियों के माध्यम से ही भरा जायेगा तथा राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा निर्धारित मानकों के अनुसार शैक्षिक दिवसों में पठन-पाठन कराया जायेगा।
3. संस्था शासनादेश सख्या-2851/सत्तर-2-2003-16(92)/2002, दिनांक 02 जुलाई, 2003 में उल्लिखित दिशा निर्देशों एवं इस विषय में समय-समय पर निर्गत शासनादेशों का पालन करेगी।
4. यदि संस्था द्वारा विश्वविद्यालय की परिणियमावली/अध्यादेशों में वर्णित तथा शासन एवं विश्वविद्यालय द्वारा निर्धारित शर्तों एवं मानकों की पूर्णता तथा उनकी निरन्तरता को सुनिश्चित नहीं किया जायेगा तो उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम 1973 के प्राविधानों के अन्तर्गत संस्था को प्रदान की गयी सम्बद्धता वापिस लिये जाने की कार्यवाही नियमानुसार की जायेगी।

यदि प्रबन्धतंत्र शासन के उक्त वर्णित पत्र में इंगित कर्मियों को समयान्तर्गत पूर्ण नहीं करता है तो सुसंगत प्रावधानों के अन्तर्गत संस्था को प्रदान की गई सम्बद्धता वापस लिये जाने की कार्यवाही नियमानुसार की जायेगी।  
उपर्युक्त के अनुसार कृपया आवश्यक कार्यवाही सुनिश्चित करने का कष्ट करें।

भवदीय

सहायक कुलसचिव (सम्बन्धन)

प्रतिलिपि:- निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु अग्रसारित:-

- 1-सहायक कुलसचिव/उपकुलसचिव परीक्षा, गोपनीय, शैक्षिक, प्रकाशन, लेखा।
- 2-निजी सचिव कुलपति।
- 3-क्षेत्रीय उच्च शिक्षा अधिकारी, आगरा मण्डल, जिला पंचायत परिसर, बालुगंज, आगरा।
- 4-अधीक्षक, एकेडमिक विभाग (कार्य परिषद)।


सहायक कुलसचिव (सम्बन्धन)

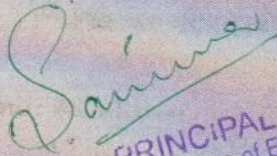
संख्या-1779(1)/सत्तर-2-2010-तददिनांक

प्रतिलिपि निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित:-

- (1) क्षेत्रीय निदेशक, राष्ट्रीय अध्यापक शिक्षा परिषद, उत्तर क्षेत्रीय समिति, ए-46, शान्ति पथ, तिलक नगर, जयपुर।
- (2) निदेशक, उच्च शिक्षा, उत्तर प्रदेश, इलाहाबाद।
- (3) क्षेत्रीय उच्च शिक्षा अधिकारी, बालूगंज, आगरा।
- (4) सचिव/प्रबन्धक, अलबरकात इंस्टीट्यूट ऑफ एजुकेशन, अनूपशहर रोड, अलीगढ़।
- (5) निजी सचिव, मा0 उच्च शिक्षा मंत्री।
- (6) गार्ड फाइल।

आज्ञा से,

  
(विमल किशोर गुप्ता)  
विशेष सचिव।



PRINCIPAL  
Al-Barkaat Institute of Education  
Anoopshahr Road, Aligarh

# Minority Status Approval



सत्यमेव जयते

भारत सरकार

राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग

GOVERNMENT OF INDIA

NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS

प्रथम तल, जीवन तारा भवन, ५, संसद मार्ग

पटेल चौक, नई दिल्ली - ११०००१

1st Floor, Jeevan Tara Building, 5, Sansad Marg

Patel Chowk, New Delhi - 110001

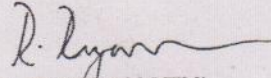
F. NO. 1060 OF 2010 / 11/8/22

Dated.....

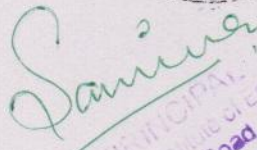
ON CONSIDERATION OF THE DOCUMENTARY EVIDENCE PRODUCED BEFORE THE COMMISSION, THE COMMISSION IS SATISFIED THAT AL-BARKAAT INSTITUTE OF EDUCATION, ANOOPSHAHR ROAD, ALIGARH, UTTAR PRADESH. MANAGED BY THE AL-BARKAAT EDUCATIONAL SOCIETY, IS A MINORITY EDUCATIONAL INSTITUTION WITHIN THE MEANING OF SECTION 2 (g) OF THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS ACT 2004. CONSEQUENTLY, IT IS HEREBY DECLARED THAT THE AFORESAID INSTITUTE IS A MINORITY EDUCATIONAL INSTITUTION COVERED UNDER ARTICLE 30 OF THE CONSTITUTION OF INDIA.

GIVEN UNDER MY HAND AND THE SEAL OF THE COMMISSION ON THIS 8<sup>TH</sup> DAY OF DECEMBER 2010.



  
(R. RENGANATH)  
SECRETARY

सचिव/Secretary  
राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग  
National Commission for  
Minority Educational Institutions  
भारत सरकार, नई दिल्ली  
Govt. of India, New Delhi

  
PRINCIPAL  
Al-Barkaat Institute of Education  
Anoopshahr Road, Aligarh

## Approval Letter by U.P. Government

संख्या-1779/सत्तर-2-2010-2(37)/2008

प्रेषक,

विमल किशोर गुप्ता,  
विशेष सचिव,  
उत्तर प्रदेश शासन।

सेवा में,

कुलसचिव,  
डॉ० भीमरव अम्बेदकर विश्वविद्यालय,  
आगरा।

उच्च शिक्षा अनुभाग-2

लखनऊ:दिनांक: 30 अगस्त, 2010

विषय:- महाविद्यालय संचालन हेतु सम्बद्धता की स्वीकृति।

महोदय,

उपर्युक्त विषयक आपके पत्रांक:सम्बद्धन/24/10, दिनांक 10-05-2010 एवं पत्रांक:सम्बद्धन/704/10, दिनांक 11-08-2010 के संदर्भ में मुझे यह कहने का निदेश हुआ है कि राज्य सरकार ने उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 (यथासंशोधित उत्तर प्रदेश राज्य विश्वविद्यालय संशोधन अधिनियम, 2007) की धारा-37(2) के अधीन अलवरकात इंस्टीट्यूट ऑफ एजुकेशन, अनूपशहर रोड, अलीगढ़ को शिक्षा संकायान्तर्गत स्नातक स्तर पर बी०एड० पाठ्यक्रम में 100 सीटों की प्रवेश क्षमता के साथ स्ववित्त पोषित योजना के अन्तर्गत निम्नलिखित शर्तों के अधीन दिनांक 01-07-2010 से सम्बद्धता की पूर्वानुमति प्रदान कर दी है:-

- (1) संस्था राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा निर्धारित समस्त मानकों को पूर्ण तथा उनकी निरन्तरता को सुनिश्चित करेगी एवं परिषद द्वारा निर्धारित समस्त शर्तों का अनुपालन करेगी।
- (2) महाविद्यालय/संस्थान द्वारा बी०एड० पाठ्यक्रम में शासन द्वारा अनुमन्य समस्त सीटों को सुसंगत एवं अद्यतन शासनादेश के अनुसार किसी शैक्षिक सत्र में होने वाली संयुक्त प्रवेश परीक्षा में सम्मिलित एवं काउन्सिलिंग के माध्यम से आवंटित अभ्यर्थियों के माध्यम से ही भरा जायेगा तथा राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा निर्धारित मानकों के अनुसार शैक्षिक दिवसों में पठन-पाठन कराया जायेगा।
- (3) संस्था शासनादेश संख्या-2851/सत्तर-2-2003-16(92)/2002, दिनांक 02 जुलाई, 2003 में उल्लिखित दिशा-निर्देशों एवं इस विषय में समय-समय पर निर्गत शासनादेशों का पालन करेगी।
- (4) यदि संस्था द्वारा विश्वविद्यालय की परिणियमावली/अध्यादेश में वर्णित तथा शासन एवं विश्वविद्यालय द्वारा निर्धारित शर्तों एवं मानकों की पूर्णता तथा उनकी निरन्तरता को सुनिश्चित नहीं किया जायेगा तो उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 के प्राविधानों के अन्तर्गत संस्था को प्रदान की गयी सम्बद्धता वापस लिये जाने की कार्यवाही नियमानुसार की जायेगी।

भवदीय,

(विमल किशोर गुप्ता)  
विशेष सचिव।

de

..2/-

*Sanjana*  
PRINCIPAL  
At: Barked Institute of Educator  
Anooshahr Road, Aligarh

## Institute Academic Calendar of Session 2012-13

The following Academic calendar to be followed for the under graduate course (B.Ed.) for the academic year 2012-2013, is hereby notified for necessary compliance by all concerned.

<b>Academic Calendar ) B.Ed. Session 2012-2013</b>	
Date	Programme
July 2-14, 2012	Orientation Programme
<b>July 6, 2012</b>	<b>Shab-E-Barat</b>
July 16-21, 2012	Theory Classes
July 23-28, 2012	Theory Classes
July 30- Aug 3, 2012	Theory Classes / Tutorial Classes
Aug 4, 2012	Guest Lecture / Presentation
<b>Aug 2, 2012</b>	<b>Raksha Bandhan</b>
Aug 6-11, 2012	Theory Classes/ Tutorial Classes
<b>Aug 10, 2012</b>	<b>Janmashtami</b>
Aug 13-18, 2012	Theory Classes/ Tutorial Classes
<b>Aug 15, 2012</b>	<b>Independence Day</b>
Aug 16, 2012	Theory Classes/ Discussion /Co- curricular Activities
<b>Aug 17, 2012</b>	<b>Jumat-ul-Wida</b>
Aug 18, 2012	Welcome Party
<b>Aug 20, 2012</b>	<b>Eid-ul-Fitar</b>
Aug 21-25, 2012	Theory Classes/ Tutorial Classes
Aug 27- Sept 1, 2012	Theory Classes + Micro Teaching
Sept 3-8, 2012	Theory Classes + Micro Teaching
Sept 10-14, 2012	Theory Classes + Micro Teaching
Sept 15, 2012	Theory Classes/ Discussion /Co- curricular Activities
<b>Sept 17, 2012</b>	<b>Vishva Karma Jayanti</b>
Sept 18-22, 2012	Theory Classes + Simulation
Sept 24-29, 2012	Theory Classes + Simulation
Oct 1, 2012	Theory Classes + Simulation

<b>Oct 2, 2012</b>	<b>Gandhi Jayanti</b>
Oct 3-23 2012	Macro Teaching
Oct 20, 2012	Guest Lecture / Presentation
<b>Oct 24, 2012</b>	<b>Dussera</b>
Oct 25-26, 2012	Local Visit to Botanical Garden for Excursion
<b>Oct 27, 2012</b>	<b>Eid-ul-Zuha</b>
Oct 29-Nov 3, 2012	Theory Classes/ Tutorial Classes
Nov 5-9, 2012	Theory Classes/ Tutorial Classes
Nov 12, 2012	Guest Lecture / Presentation
Nov 12, 2012	Theory Classes/ Tutorial Classes
<b>Nov 13, 2012</b>	<b>Deepa wali</b>
<b>Nov 14, 2012</b>	<b>Goverdhan Pooja</b>
<b>Nov 15, 2012</b>	<b>Bhayya Dooj</b>
Nov 16-17, 2012	Theory Classes/ Tutorial Classes
Nov 19-24, 2012	Theory Classes/ Discussion /Co- curricular Activities
Nov 26-27, 2012	Theory Classes
<b>Nov 28, 2012</b>	<b>Guru Nanak Birthday</b>
Nov 29-30, 2012	Theory Classes/ Tutorial Classes
Dec 1, 2012	Guest Lecture / Presentation
Dec 3-22, 2012	Macro Teaching
Dec 24, 2012	Theory Classes/ Discussion /Co- curricular Activities
<b>Dec 25, 2012</b>	<b>Christmas day</b>
Dec 26-28, 2012	Theory Classes/ Tutorial Classes
Dec 29-31, 2012	Tour / Excursion
Jan 1-12, 2013	Winter Break
<b>Jan 14, 2013</b>	<b>Makarsakranti</b>
Jan 15-18, 2013	Theory Classes/ Discussion /Co- curricular Activities
Jan 19, 2013	Guest Lecture / Presentation

<b>Jan 26, 2013</b>	<b>Republic Day</b>
Jan 28-2 Feb 2013	Theory Classes/ Tutorial Classes
Feb 4, 2013	Theory Classes/ Discussion /Co- curricular Activities
Feb 5-9 2013	Scout & Guide
Feb 11-14, 2013	Theory Classes/ Tutorial Classes
<b>Feb 15, 2013</b>	<b>Basant Panchami</b>
Feb 16, 2013	Theory Classes
Feb 18-23, 2013	Theory Classes/ Tutorial Classes
Feb 25-02 March, 2013	Theory Classes
March 4-8, 2013	Theory Classes / Tutorial Classes/Co- curricular Activities
March 9, 2013	Guest Lecture / Presentation
March 11-16, 2013	Theory Classes/ Tutorial Classes
March 18-23, 2013	Theory Classes
March 25, 2013	Theory Classes/ Tutorial Classes
<b>March 26-27, 2013</b>	<b>Holi</b>
March 28, 2013	Theory Classes/ Tutorial Classes
<b>March 29, 2013</b>	<b>Good Friday</b>
March 30, 2013	Theory Classes
April 1- 6April 2013	Theory Classes/ Tutorial Classes
April 8, 2013	Theory Classes
April 9,2013	Last Working Day
April 10, 2013	Preparation leave
April 11-22, 2013	Mock Examination
<b>April 20, 2013</b>	<b>Ram Navmi</b>
April 23-24, 2013	Mock Practical Examination
April 25, 2013	Session off (2012-2013)

*Samina*  
*officially*  
Principal  
Dr. Samina Fazli  
(ABIE)  
PRINCIPAL  
Al-Barkaat Institute of Education  
Anoopshahr Road, Aliqarn

## B.Ed. Syllabus

### Detailed Syllabi for B.Ed. Examination.

#### Compulsory papers :—

#### **Paper I : Philosophical and Sociological Foundations of Education. M.M. 100**

##### Unit I : *Education and its Aims :*

- (a) Nature of Education
- (b) Bases of Education (Individual and Society)
- (c) Function of Education.
- (d) Relationship between Education and Philosophy.

##### Unit II :

#### *Aims, Curriculum & Methodology of Teaching According to :*

- (a) Nyaya
- (b) Sankhaya
- (c) Yog Darshan
- (d) Vedant

##### Unit III :

#### *Aims, Curriculum & Methodology of Teaching According to :*

- (a) Naturalism
- (b) Pragmatism
- (c) Idealism
- (d) Realism

##### Unit IV :

#### *Indian Social System and Education :*

- (a) Nature and characteristics of the Indian Society, Social Change, Social Mobility and its impact on the Education
- (b) Factors leading to the socialisation of a child.
- (c) Agencies of Socialisation :
  - (1) Home
  - (2) School
  - (3) Society.

##### Unit V :

#### *Value Education and Thinkers :*

- (d) Education as a tool of Economic Development.
- (a) Meaning and need of value Education.
- (b) Ways of inculcating values among students.
- (c) Role of home, school and society in the development of values.

#### **Paper II.**

#### **Indian Education and its Problems M.M.100**

##### Unit I :

#### *Education in India during :*

- (a) Vedic and Buddhist Period.
- (b) Medieval Period.
- (c) Modern Period (Pre and Post Independence with special reference to National Education Moment.

##### Unit II :

#### *Stages of Education and Their Problems :*

- (a) Elementary Education (Pre-Primary and Primary Education)
- (b) Secondary Education
- (c) Higher Education

##### Unit III :

#### *Emerging Educational Areas :*

- (a) National Adult Education Programme.
- (b) Continuing Education - Meaning and Method.
- (c) Distance Education.

##### Unit IV :

#### *Teacher Education :*

- (a) Organisational Set-up of Teacher Education in India and its problems (Pre-Service & Inservice).
- (b) Qualitative improvement in Teacher Education recommended by various Indian Commissions.
- (c) New trends in Teacher Education and Role of N.C.T.E.

##### Unit V :

#### *Special Problems of Education :*

- (a) Equality of Educational Opportunity.
- (b) National Integration.
- (c) Population Education.

- (d) Environmental Education.
- (e) Language Problems.

**Paper III. Educational Psychology and Measurement.**

**M.M.100**

**Unit I :** *Educational Psychology and development :*

- (a) Nature and scope of Educational Psychology.
- (b) Developmental process—Physical, mental, social and emotional with reference to adolescent stage.
- (c) Education for Exceptional Children.

**Unit II :** *Learning :*

- (a) Nature, process and factors influencing learning.
- (b) Memory and Forgetting; Transfer of Learning and factors affecting them, theories of learning (Thorndike, Pavlov and Skinner)
- (c) Motivation, its nature and educational implications.

**Unit III :** *Concept of Educational Measurement and Evaluation:*

- (a) Meaning of Educational Measurement and evaluation.
  - (b) Instructional objectives, their importance and formulation with special reference to Bloom's Taxonomy.
  - (c) Construction and standardization of an Achievement Test.
  - (d) Diagnostic Test and Remedial Measures.
  - (e) Action Research.
- Measurement of Personality and Intelligence :*
- (a) Concept of personality and its measurement with special reference to Projective Techniques.

- (b) Concept of Intelligence and its Measurement (Verbal, non-verbal and performance test)
- (c) Concept of Creativity & its Measurement.

**Unit V :** *Statistics : Educational Applications and Interpretations of the results :*

- (a) Measures of Central Tendency, Mean, Median and Mode, their calculations and uses.
- (b) Measures of variability—Range, Quartile-deviation, Mean deviation and standard-deviation-their calculation and uses.
- (c) Correlation and its uses, calculation only by ranks difference method.
- (d) Uses of graphs (Histogram, Frequency Polygon and ogives.)

**Paper IV : School Administration and Health Education**

**M.M.100**

**Unit I :** *Administration and Supervision :*

- (a) Educational and administrative set up at—
  - (i) Centre
  - (ii) State (U. P.)
  - (iii) Distt. (Local)
- (b) Supervision of School

**Unit II :** *School Climate and Guidance :*

- (a) Leadership, role of the Educational Administrator (Teacher and the Principal)
- (b) School discipline.
- (c) Need of a Guidance and counselling programme in school.

**Unit III :** *Internal Functions and Programmes :*

- (a) School activities (Curricular and co-curricular) Time table.

(b) School and Community.

- (i) Parent - Teacher Association
- (ii) Construction of curriculum
- (iii) Library, Museum, Workshops and Laboratories.

(c) Maintenance of school records (Diaries, Attendance, registers, commulative records)

Unit IV : *Health Education* :

- (a) Characteristics of good health.
- (b) Common ailments of eye and ear.
- (c) Mental and Physical Health of the learner with special reference to balanced diet in Indian condition, yogic exercises and postures.

Unit V :

*Health and Environment* :

- (a) Concept of sanitation with special reference to School campus, class-room, laboratory, lavatory and play grounds.
- (b) Health service in school (Medical check-up, Follow-up programme).
- (c) First aid.

**Paper V : Educational Technology**

**M.M.100**

Unit I : *Meaning, Nature and Scope of Educational Technology* :

- (a) Definition and Objectives of Educational Technology.
- (b) Various forms of Educational Technology –
  - (i) Teaching Technology.
  - (ii) Instructional Technology.
  - (iii) Behaviour Technology.
  - (iv) Instructional Design Technology.
- (c) Scope of Educational Technology.

Unit II : *Instructional Strategies in Educational Technology* :

(a) Programmed Learning.

- (i) Linear
- (ii) Branching
- (iii) Mathetics

(b) Micro Teaching

(c) Computer Assisted Learning.

Unit III : *Mass Media approach in Educational Technology*:

(a) Knowledge of software.

- (b) Knowledge of hardwares like slider, projector, film, strips, tape recorder, C. C. T. V., T. V., Radio, overhead projector, computers. New Technologies like - e-mail, internet, V. C. D., Tele & Video conferencing etc.
- (c) Use of mass media in class rooms.

Unit IV : *Meaning and concept of the following Models of Teaching* :

- (a) Advanced organiser model of Ausubel.
- (b) Inquiry Training Model of Suchman.
- (c) Mastery Learning Model of Bloom.

Unit V : *Resource Centres of Educational Technology*:

- (a) Meaning and Organisation of Resource Centres.
- (b) Functions of Resource Centres.
- (c) Role of C.I.E.T., E.T., Cells and D.I.E.T.S.

**Paper VI. Teaching of School Subjects :**

**Note :—**

The candidate should select any two subjects offered by him/her for practical teaching from the following (each subject carrying 50 marks.)

### (i) Languages

**Note :-1.**

The term 'Language' is used here to include all languages, i.e., Sanskrit, Hindi, English, Urdu, Prescribed by the University for the B. Ed. Students.

2. The students should attempt one question from each of the following three units.

**Unit I :**

*Objectives and Curriculum :*

1. The place of the Language is the Country and the curriculum.
2. The objectives teaching the language at different stages.
3. The language Text-books—their need, merits and limitations.

**Unit II :**

*Methods, Techniques, Aids, Plans and Procedures :*

1. The methods, teaching the language.
2. Teaching, techniques and aids appropriate to language teaching.
3. The plans and procedures of teaching the various aspects of the language, i.e., prose, poetry, grammar and composition.

**Unit III :**

*The Techniques of Evaluation & Construction of Test Items :*

1. The essay type examination—its nature, merits and limitations.
2. The new-type tests—their types, merits and limitations.
3. Construction of Test Items

### (ii) Social Sciences

**Note :-1.** The term social sciences is used here to include the following subjects :

Civics, History, Economics, Commerce, Geography and Social Science.

2. The students should attempt one question from each of the following three units :

**Unit I :**

*Aims and Objectives of teaching Social Science:*

- (a) Formulation of objectives of teaching different subjects of social sciences at different school levels.
- (b) Presentation of course content to achieve objectives :
  - (i) Curriculum—its principles and preparation of syllabus for different levels at school curriculum.
  - (ii) Place and importance of the subject in the school curriculum.
  - (iii) Correlation with other school subjects.

**Unit II :**

*Methods & Techniques :*

- (a) Different Methods of Teaching.
- (b) Lesson Planning.
- (c) Teaching materials and Aids—Their preparation and use.
- (d) Social science room.
- (e) Effective social science teacher.

**Unit III :**

*Evaluation :*

- (a) Components of Evaluation—Objectives, learnings experiences and evaluation.
- (b) Preparation and construction of different kinds of items in social science for evaluation.
- (c) Evaluation of Text Books in social science.

### (iii) Sciences—Science, Biology and Mathematics

**Unit I :** *Aims and objectives of teaching Science, Biology and Mathematics :*

- (a) Objectives—Knowledge, Understanding, Application, Skill, Interest, Appreciation and Attitude.
- (b) Principle of construction and development of curriculum in Science, Biology and Mathematics.
- (c) Analysis of content of Science, Biology and Mathematics to determine the teaching points. *Methods and techniques of teaching Science, Biology and Mathematics :*
- Unit II :
- (a) Authoritative methods—Text book and lecture method, Developmental methods—Demonstration laboratory, Heuristic project method in Science and Biology and analytic and synthetic, inductive and deductive methods Mathematics.
- (b) Application of different devices and techniques in teaching Science, Biology and Mathematics.
- (c) Use of material equipment—Library, Laboratory Assignments and teaching aids and importance of Text-book.
- (d) Lesson planning on the basis of methods given above.
- Unit III : *Evaluation approach—Science, Biology and Mathematics :*
- (a) Components of Evaluation—Objective Learning experiences and evaluation.
- (b) Preparation and construction of different type of items in Science, Biology and Mathematics for evaluation.

- (c) Diagnosis and remedial teaching—Nature and functions of diagnostic tests and programmes development for remedial teaching in Science, Biology and Mathematics.
- (iv) *Home Science*
- Unit I. A. *Formulation of aims and objectives of teaching Home Science at different levels of school :*
- (i) Different Objectives of teaching Home Science.
- (ii) Values of teaching Home Science.
- B. Presentation of course content to achieve aims and objectives.
- (i) Curriculum, its principles and preparation of syllabi for different levels at school.
- (ii) Correlation of Home Science with other school subjects.
- Unit II. *Methods and Techniques and Plan and Procedures :*
- A. Different approaches to teaching of Home Science.
- (i) Traditional methods.
- (ii) Modern methods.
- (iii) Lesson Planning.
- B. Techniques and aids
- (i) Techniques of teaching
- (ii) Teaching material—Equipments and aids. Their preparation and use.
- (iii) Organisation of Home room.
- Unit III. *Evaluation :*
- A. (i) Construction of different items of tests.
- (ii) Analysis of the items.
- B. Evaluation of Text book in Home Science.

## *(V) Fine Arts (Music and Painting)*

- Unit I. *Aims and Objectives :*
- A. Formulation of aims and objectives of teaching at different levels.
    - (i) General principles of teaching.
    - (ii) Aims of the teaching subject at different stages.
  - B. Presentation of course content to achieve aims and objectives:
    - (i) Syllabus—Nature and content at various stages (from Nursery to Secondary stages.)
    - (ii) Correlation of music with other school subjects.
- Unit II. *Methods and Techniques and Plans and Procedure :*
- A. Different approaches to teaching.
  - B. Teaching Aids.
  - C. The Subject Room Direction and Arrangement.
  - D. Lesson Planning.
- Unit III. *Evaluation :*
- A. Examination.
  - B. Diagnosis of Mistakes.
  - C. Remedial measures.

*Saima*  
PRINCIPAL  
Al-Barkaat Institute of Education  
Anoopshahr Road, Aligarh

B.ED. TIME TABLE (2012-13)

PERIOD	I	II	III	IV	V	VI
DAYS	9:15 - 10:05	10:05-10:55	10:55-11:45	11:45-12:15	01:05-01:55	01:55-2:30
MON	A PSE	IEP	EPM	RECESS	SA	Teaching Subject 1 Languages, Maths, Biology, Economics, Fine Arts
	B ET	SA	PSE		IEP	ET
TUE	A PSE	IEP	EPM	RECESS	SA	Teaching Subject 2 Social Science, Physical Science, Home Science, Commerce,
	B ET	SA	PSE		IEP	ET
WED	A PSE	IEP	EPM	RECESS	SA	Teaching Subject 1 Languages, Maths, Biology, Economics
	B ET	SA	PSE		IEP	ET
THUR	A PSE	IEP	EPM	RECESS	SA	Teaching Subject 2 Social Science, Physical Science, Home Science, Commerce
	B ET	SA	PSE		IEP	ET
FRI	A PSE	IEP	RECESS	RECESS	Psychology Practical Science Practical	GAMES / Work Experience
	B ET	SA				
SAT	A EPM	SA	ET	Language Classes	EPM	GAMES / Work Experience
	B PSE	IEP	EPM			

PSE - Philosophical and Sociological Foundation of Education (शिक्षा के दार्शनिक और समाजशास्त्रीय अन्वय)

IEP - Indian Education and its Problem (भारतीय शिक्षा और उसके समस्याएँ)

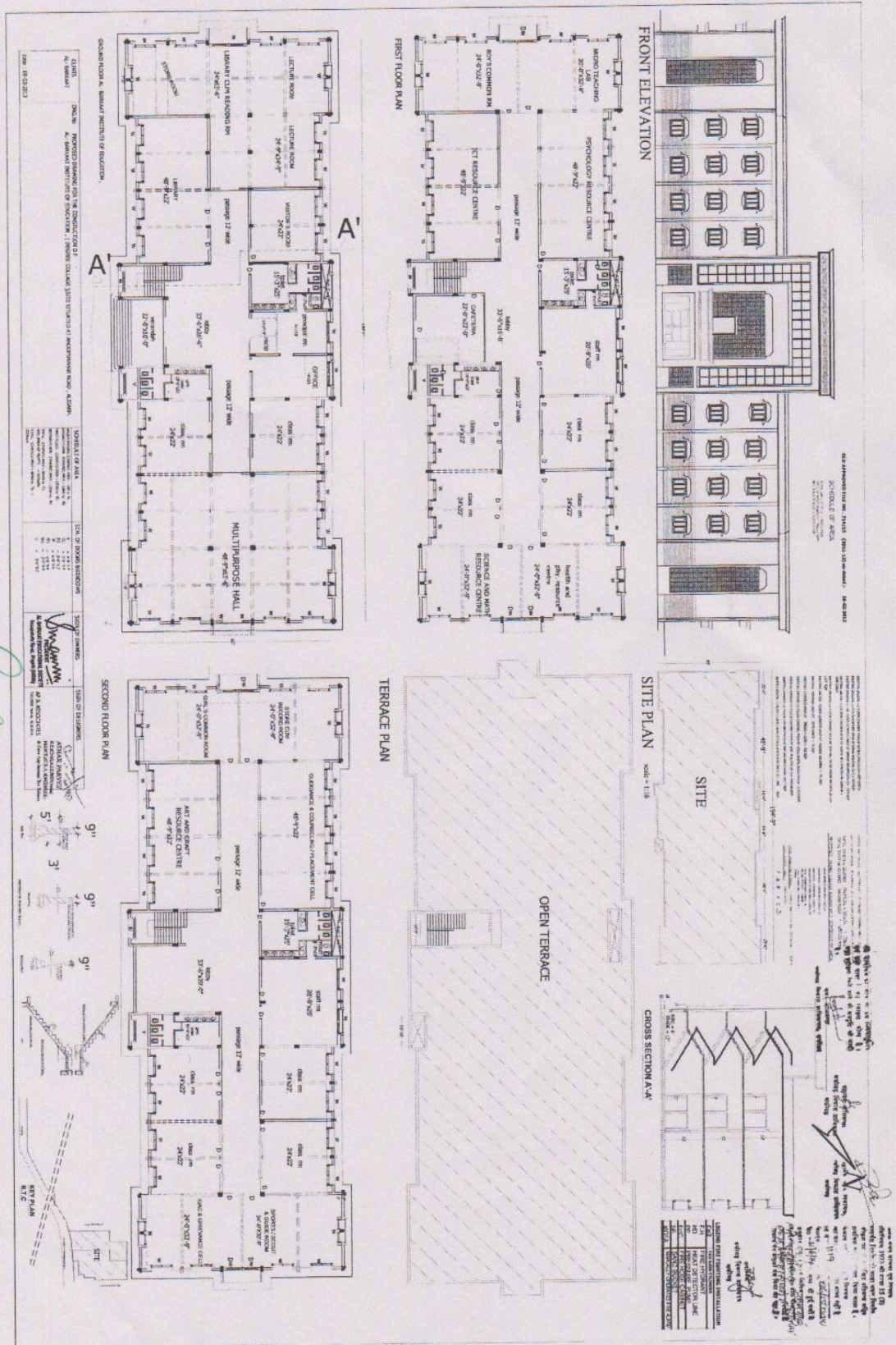
EPM - Educational Psychology and Measurement (शैक्षिक मापन और मापन)

SA - School Administration (विद्यालय प्रशासन) ET - Educational Technology (शैक्षिक तकनीक) TS - Teaching Subject

Friday is Half-Day

*Signature*  
Principal  
Sarda Institute of Education  
New Delhi

# Master Plan of the Institute



Al-Balqaat Institute of Education  
 Annoochahat Road, Alqaim

## University Result of Session 2012-13

Total number of students	99
Total number of students appeared in Examination	98
Total number of first divisions	93
Total number of second divisions	04
Total failed students	01
Total number of students got distinction	06

  
PRINCIPAL  
Al-Barakat Institute of Education  
Anoopshahr Road, Aliqam

**Audited Income Expenditure Statement-2012-13**

**F. Y. 2012-13**

**AL-BARKAAT INSTITUTE OF  
EDUCATION,  
ALIGARH**

**ANNUAL FINANCIAL STATEMENTS**

**SEPTEMBER 11, 2013**

**RAJEEV KUMAR & COMPANY**  
**CHARTERED ACCOUNTANTS**  
 B-120, CENTRE POINT  
 MARRIS ROAD, ALIGARH - 202001

0571 - 2509958 Telephone (O)

auditors.aligarh@gmail.com  
 rajeev.kumar@rkcompanyca.com  
 www.rkcompanyca.com

AL-BARKAAT EDUCATIONAL SOCIETY, ALIGARH  
 BALANCE SHEET AS AT 31.03.2013  
 AL-BARKAAT INSTITUTE OF EDUCATION  
 ALIGARH

LIABILITIES	AMOUNT
Loan From Al-Barkaat Educational Society	6,958,083.00
Al-Barkaat Public School	770,625.00
E.P.F Payable	14,762.00
<b>TOTAL: Rs.</b>	<b>7,743,470.00</b>

ASSETS	AMOUNT
Al-Barkaat Educational Society (As per Annexure 'A')	600,882.94
C.L. Agarwal & sons	25,000.00
Fixed Assets (As per Annexure 'B')	5,899,367.00
Fees Receivable	410,000.00
Security for Internet	3,000.00
Security with Janta Indane Gas Agency	1,500.00
Security with Dr .B.R.A.University	250,000.00
Interest Accrued on FDR (Security)	131,236.06
<b>Current Assets And Loans &amp; Advances:</b>	
TDS A.Y.2009-2010	4,648.00
TDS A.Y. 2011-2012	2,406.00
TDS A.Y. 2012-2013	2,379.00
TDS A.Y. 2013-2014	4,406.00
Cash in Hand	133,970.00
Cash at Canara Bank (A/C No. 8398)	274,675.00
<b>TOTAL: Rs.</b>	<b>7,743,470.00</b>

Subject to Our Report of Even Date

*Imam*  
 President

Aligarh  
 11.09.2013

*Kafel Ahmad*  
 Treasurer

For Rajeev Kumar & Co.  
 Chartered Accountants

*Rajeev Kumar*  
 (Rajeev Kumar, F.C.A.)  
 Proprietor  
 FRN-000633C



**RAJEEV KUMAR & COMPANY**  
**CHARTERED ACCOUNTANTS**  
 B-120, CENTRE POINT  
 MARRIS ROAD, ALIGARH - 202001

0571 - 2509958 Telephone (O)

auditors.aligarh@gmail.com  
 rajeev.kumar@rkcompanyca.com  
 www.rkcompanyca.com

AL-BARKAAT EDUCATIONAL SOCIETY, ALIGARH  
 INCOME & EXPENDITURE ACCOUNT  
 FOR THE YEAR ENDED 31 MARCH 2013 OF  
 AL-BARKAAT INSTITUTE OF EDUCATION  
 ALIGARH

INCOME	AMOUNT
By Fee ABIE (B. Ed.)	5,241,318.00
By Interest Received	175,124.14
By Prospectus	101,350.00
By Excess of Expenditures over Incomes	227,967.86
<b>TOTAL: Rs.</b>	<b>5,745,760.00</b>

EXPENDITURE	AMOUNT
To Advertising & Publicity Expenses	242,724.00
To Bank Charges	1,089.00
To Bonus Expenses	3,443.00
To Computer Expenses	10,562.00
To Conference Workshop ABIE Expenses	47,704.00
To Depreciation	818,703.00
To Electricity Expenses	815,152.00
To Entertainment Expenses	13,470.00
To EPF Expenses	104,465.00
To Examination Expenses	448,087.00
To Function Expenses	33,935.00
To Fire Extinguisher Expenses	440.00
To Generator Running Expenses	128,000.00
To Internet Exp.	15,806.00
To I Card Expenses	1,500.00
To Leave Encashment	39,126.00
To Legal & Professional Exp	9,750.00
To Library Exp.	4,400.00
To Lease Rent	8,187.00
To Misc. Exp.	251.00
To News Paper & Periodicals	4,568.00
To Nursery Expenses	1,010.00
To Over Time Remuneration Expenses	100.00
To Postage & Telegram	245.00
To Printing & Stationery	53,086.00
To Refreshment Expenses	506.00
To Repairs & Maintenance	5,566.00
To Salaries	2,794,570.00
To Scout Camp	25,102.00



# RAJEEV KUMAR & COMPANY

CHARTERED ACCOUNTANTS

B-120, CENTRE POINT

MARRIS ROAD, ALIGARH - 202001

0571 - 2509958

Telephone (O)

auditors.aligarh@gmail.com

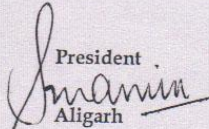
rajeev.kumar@rkcompanyca.com

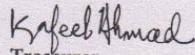
www.rkcompanyca.com

AL-BARKAAT EDUCATIONAL SOCIETY, ALIGARH  
INCOME & EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31 MARCH 2013 OF  
AL-BARKAAT INSTITUTE OF EDUCATION  
ALIGARH

To Student Uniform	98,375.00
To Telephone Expenses	7,038.00
To Travelling & Conveyance	8,800.00
<b>TOTAL: Rs.</b>	<b>5,745,760.00</b>

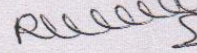
For Al- Barkaat Educational Society

  
President  
Aligarh  
11.09.2013

  
Kafeel Ahmad  
Treasurer

Subject to Our Report of Even Date

For Rajeev Kumar & Co.  
Chartered Accountants



(Rajeev Kumar, F.C.A.)

Proprietor

FRN-000633C



**AL-BARKAAT EDUCATIONAL SOCIETY, ALIGARH**  
ANNEXURE FORMING PART OF BALANCE SHEET AS AT 31.03.2013

**ANNEXURE "A" AL-BARKAAT EDUCATIONAL SOCIETY:**

PARTICULAR	AMOUNT
Al-Barakaat Educational Society	
Balance B/F	-372,915.08
Less : TDS A.Y. 2010-2011	
Add-Excess of Expenditures over Incomes	-600,882.94
<b>TOTAL: Rs.</b>	<b>-600,882.94</b>

**ANNEXURE "B" FIXED ASSETS:**

S. No.	PARTICULARS	Rate of Dep. %	W.D.V. AS ON 01.04.2012	ADDITION		TOTAL	DEP. DURING THE YEAR	W.D.V. AS ON 31.03.2013
				Before 02.10.2012	After 02.10.2012			
1	2	3						
1	B.ED Building	10	5,706,607.00			5,706,607.00	570,661.00	5,135,946.00
2	Computer	60	257,395.00			257,395.00	154,437.00	102,958.00
3	Cooler	15	17,396.00			17,396.00	2,609.00	14,787.00
4	Fire Extinguisher	15	12,053.00			12,053.00	1,808.00	10,245.00
5	Furniture, Fixture & Fitting	10	545,860.00	76,849.00	64,718.00	687,427.00	65,507.00	621,920.00
6	Library Books	100	8,570.00	10,060.00	6,476.00	25,106.00	21,868.00	3,238.00
7	Science Lab	15	12,086.00			12,086.00	1,813.00	10,273.00
	<b>TOTAL: Rs.</b>		<b>6,559,967.00</b>	<b>86,909.00</b>	<b>71,194.00</b>	<b>6,718,070.00</b>	<b>818,703.00</b>	<b>5,899,367.00</b>

For Al-Barakaat Educational Society

*Imam*  
President

*Kafeel Ahmad*  
Treasurer

Aligarh  
11.09.2013

Subject to Our Report of Even Date

For Rajeev Kumar & Co.  
Chartered Accountants



*Rajeev*  
(Rajeev Kumar, F.C.A.)  
Proprietor  
FRN-000633C

AL-BARKAAT EDUCATIONAL SOCIETY, ALIGARH  
BANK RECONCILIATION STATEMENT AS AT 31.03.2013

CANARA BANK, . A/c No. 8398

Balance as per Ledger Dr. 274,675.00

Add: Cheque issued but not yet presented.

DATE	CH. NO.	Amount	
31.03.2013	408942	<u>194,489.00</u>	194,489.00

Balance as per Bank Statement Cr. 469,164.00

*Saima*  
PRINCIPAL  
Al-Barkat Institute of Education  
Anoushahr Road, Aligarh

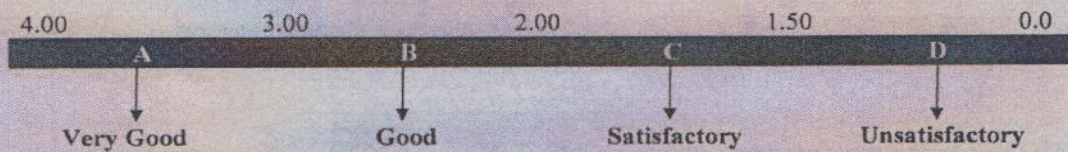
## Sample of Students Feedback on Faculty

### Questionnaire No. 2 Al-Barkaat Institute of Education, Aligarh Student Feedback on Teacher

Department:-B.Ed.

Session- 2012-13  
Semester/Term/Year: 1 year

Please rate the teacher on the following attributes using the 4- point scale shown



Name of the Teacher: Himanshu Sharma

Parameters		A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.	Knowledge base of the teacher (as perceived by you)	✓			
2.	Communication skills (in terms of articulation and comprehensibility)		✓		
3.	Sincerity / Commitment of the teacher		✓		
4.	Interest generated by the teacher		✓		
5.	Ability to integrate course material with environment / other issues, to provide a broader perspective.			✓	
6.	Ability to integrate content with other courses		✓		
7.	Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8.	Ability to design quizzes / Tests / assignments / examinations and projects to evaluate students understanding of the course		✓		
9.	Provision of sufficient time for feedback		✓		
10.	Overall rating		✓		

*Samir*  
PRINCIPAL  
Al-Barkaat Institute of Education,  
Anonshahr Road, Aligarh

# Sample of Students Feedback on Curriculum

## Sample Questionnaires for Feedback from Students Affiliated / Constituent Colleges Questionnaire No. 1 Al-Barkaat Institute of Education, Aligarh

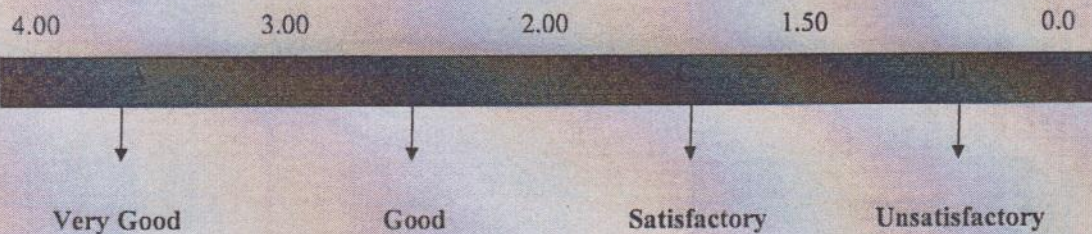
Programme:- B.Ed

Session- 2012-13

Paper:- Educational Technology

Semester/Term/Year: 1 year

Students are required to rate the courses on the following attributes using the 4- point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters		A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.	Depth of the course content including project work if any		✓		
2.	Extent of coverage of course	✓			
3.	Applicability/relevance to real life situations	✓			
4.	Learning value (in terms of knowledge concepts, manual skill, analytical abilities and broadening perspectives)		✓		
5.	Clarity and relevance of textual reading material			✓	
6.	Relevance of additional source material (Library)		✓		
7.	Extent of effort required by students	✓			
8.	Overall rating		✓		

*Samina*  
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**Feedback form for Teaching Practicing Schools**

Name of Student-

Faiza Haseeb

Name of School -

AL-Barkat Public School Aligash.

Instructions- Put  in appropriate Column.

**Planning: -**

1. The student has followed a systematic step of lesson plan.
2. The objectives were written in behavioural terms.
3. The objectives were related to the content.
4. The selection of Teaching aid was purposeful.
5. The content was organized in a systematic way.
6. The teaching method was appropriate.

	SD.	D.	UD.	A.	SA.
1.				✓	
2.			✓		
3.				✓	
4.				✓	
5.					✓
6.				✓	

**Introduction:-**

1. The introductory questions were related to previous knowledge.
2. Introductory Questions were framed properly.
3. Introductory Questions were put in proper order.
4. The student has given statement of aim.

1.					✓
2.				✓	
3.					✓
4.				✓	

**Presentation:-**

1. The Presentation is according to plan.
2. Developing Questions have been put in simple to complex order.
3. Explanation has been given properly.
4. Teaching aid is good.
5. Teaching aid was used properly.
6. Comprehension Questions were related to the content taught.
7. Recapitulation was done properly.
8. Home assignment is given with innovative approach.

1.				✓	
2.				✓	
3.					✓
4.				✓	
5.				✓	
6.				✓	
7.			✓		
8.				✓	

**Teacher:-**

1. The pupil teacher was confident.
2. The pupil teacher was well dressed.
3. The voice was audible and clear.
4. The pupil teacher has leadership qualities.
5. The pupil teacher was emotionally stable.
6. The pupil teacher was cooperative.

			✓
			✓
			✓
			✓
			✓
			✓

*Shahid*  
Name and signature of the Teacher

Principal  
Al-Barkaat Public School  
Affiliated to CBSE  
Anoopshahr Road, Anoopshahr

- SD. Strongly disagree  
D. Disagree  
UD. Undecided  
A. Agree  
S.A Strongly Agree