SELF APPRAISAL REPORT

OF

KIIT COLLEGE OF EDUCATION

Sohna Road, Near Bhondsi

Gurgaon

FOR

INSTITUTIONAL ACCREDITATION

(AFFILIATED COLLEGE OF TEACHER EDUCATION)

Affiliated to M.D.U. Rohtak

PART I : INSTITUTIONAL DATA

Submitted to:-

National assessment and Accreditation council

July 2010

Contents

A. Profile of the Institution

B. Criterion wise inputs

Criterion I	:	Curricular Aspect
Criterion II	:	Teaching-Learning and Evaluation
Criterion III	:	Research, Consultancy and Extension
Criterion IV	:	Infrastructure and Learning Resources
Criterion V	:	Student Support and Progression
Criterion VI	:	Governance and Leadership

A. PROFILE OF THE INSTITUTION:-

1. Name and Address of the Institution : **KIIT College of Education**
KIIT Campus, Sohna Road,
Near Bhondsi, Gurgaon-122102

2. Website URL : **www.kiitedu.in**

3. For communication : **info@kiit.in**

Office:-

Name	Telephone Number with STD code	Fax Number	E-mail Address
Principal **Prof. (Dr.) M.Sen Gupta**	**0124-2265265/66**	**0124-4709100** **0124-2265249**	**info@kiit.in**
Vice-Principal			
Self –Appraisal Coordinator **Ms. Priyanka Marwah**	**0124-4709010**	**0124-2265249**	**info@kiit.in**

Residence:-

Name	Telephone Number with STD code	Mobile Number
Principal **Prof. (Dr.) M.Sen Gupta**	**0124-2265265/66**	**9910234160**
Vice-Principal		
Self –Appraisal Coordinator **Ms. Priyanka Marwah**	**0124-4709010**	

4. Location of the Institution:-

Urban ☐ Semi –Urban ☐ Rural ☑ Tribal ☐

5. Campus Area in acres:- **3 Acres**

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

7. Date of establishment of the institution:

MM	YYYY
09	**2006**

8. University/Board to which the institution is affiliated: **M.D. University, Rohtak**

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

	Month & Year	
2f	MM	YYYY
	-	-

	Month & Year	
12B	MM	YYYY
	-	-

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 Department	☐
		(ii)	IASE	☐
		(iii)	Autonomous College	☐
		(iv)	Affiliated College	√
		(v)	Constituent College	☐
		(vi)	Department 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? **Not Applicable**

Yes ☐ No ☐

12. Details of Teacher Education Programmes offered by the Institution:-

S.No	Level	Programme/Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	**Pre-primary**			**Certificate**		
				Diploma		
				Degree		
2	**Elementary**			**Certificate**		
				Diploma		
		B.El.Ed	**Sr. Sec. Certificate**	**Degree**	**4 years**	**English/Hindi**
3	**Secondary/Sr. Secondary**			**Certificate**		
				Diploma		
		B.Ed	**Graduate**	**Degree**	**1 year**	**English/Hindi**
4	**Post Graduate**			**Certificate**		
				Diploma		
		M.Ed	**B.Ed**	**Degree**	**1 year**	**English/Hindi**
5	**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 upto	Sanctioned intake
Pre-primary	**-**			
Primary/elementray	**B.El.Ed**			**35**
Secondary/Sr. Secondary	**B.Ed**			**100**
Post Graduate	**M.Ed**			**25**
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. (a) Does the Institution offer self –financed programme(s)? Yes √ No

If yes,

(A) How many programmes? **3**

(B) Fee charged per programme **As per state guidelines**

3. Are there programmes with semester system? **No**

4. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies? Yes √ No

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

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

D.Ed	-
B.Ed	**2 methods +2 electives**
M.Ed (Full Time)	**2 Electives**
M.Ed (Part time)	
Any other (specify and indicate)	**B.El.Ed (II year) 1 elective**

6. Are there Programmes offered in modular form Yes [ ] No [√]

Number	

7. Are there Programmes where assessment of teachers by the students has been introduced
Yes [√] No [ ]

Number	**3**

8. Are there Programmes with faculty exchange/visiting faculty?
Yes [√] No [ ]

Number	**3**

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

- Heads of practice teaching schools Yes [√] No [ ]
- Academic peers Yes [√] No [ ]
- Alumni Yes [√] No [ ]
- Students Yes [√] No [ ]
- Employers Yes [√] No [ ]

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

1-2 years

11. Has the institution introduced any new courses in teacher education during the last three years?
Yes [√] No [ ]

Number	**1**

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

Number	

Yes [ ] No [√]

13. Does the institution develop and deploy action plans for effective implementation of the curriculum? Yes [√] No [ ]

14. Does the institution encourage the faculty to prepare course outlines? Yes [√] No [ ]

Criterion II: Teaching –Learning and Evaluation

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

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

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

(a)	Date of start of the academic year	**17 August 2009**
(b)	Date of last admission	**31 August 2009**
(c)	Date of closing of the academic year	**July 2010**
(d)	Total teaching days	**200**
(e)	Total working days	**220**

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	**F**	**Total**	**M**	**F**	**Total**	**M**	**F**	**Total**
D.Ed, B.El.Ed	**2**	**9**	**11**	**-**	**-**	**-**	**2**	**9**	**11**
B.Ed	**5**	**95**	**100**	**-**	**16**	**16**	**5**	**79**	**84**
M.Ed (Full time)	**4**	**21**	**25**	**-**	**-**	**-**	**4**	**21**	**25**
M.Ed (Part time)									

4. Are there any overseas students? Yes [ ] No [√]

If yes, how many? **Not Applicable**

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

(a)	Unit cost excluding salary component	**18,866.63**
(b)	Unit Cost including salary component	**57, 636.24**

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

Programmes	Open		Reserved	
	Highest (%)	**Lowest(%)**	**Highest (%)**	**Lowest(%)**
B.Ed	**246**	**63124**	**20334**	**58918**
D.Ed				
M.Ed (Full time)	**80**	**592 A**	**10**	**812**
M.Ed (Part time)				

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

Yes [√] No [ ]

8. Does the institution develop its academic calendar?

Yes [√] No [ ]

9 Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed **(B.El.Ed) I year**	**80**	**6**	**14**
B.Ed	**53**	**5**	**42**
M.Ed (Full Time)	**79**	**5**	**16**
M.Ed (Part Time)			

10 Pre-Practice teaching at the institution

a) Number of pre-practice teaching days **30**

b) Minimum number of pre-practice teaching lessons given by each student **20**

11. Practice Teaching at School

a) Number of schools identified for practice teaching **10**

b) Total number of practice teaching days **15**

c) Minimum number of practice teaching lessons given by each student **34**

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

No. of lessons in simulation	No. **20**	No. of lessons Pre-practice teaching	No. **20**

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

Yes [√] No [ ]

14. Does the institution provide for continuous evaluation?

Yes [√] No [ ]

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

Programmes	Internal	External
D.Ed **(B.El.Ed I year)**	**15**	**85**
B.Ed	**Co-curr Grading**	**100**
M.Ed. (Full Time)	**-**	**100**
M.Ed. (Full Time)		

16. Examinations

a) Number of sessional tests held for each paper **0** **2**

b) Number of assignments for each paper **0** **4**

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)		

18 Are there courses with ICT enabled teaching –learning process?

Yes [√] No [ ]

Number	10

19 Does the institution offer computer science as a subject?

Yes [ ] No [√]

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

Compulsory [ ] Optional [ ]

Criterion III : Research, Consultancy and Extension

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

Number	**5**	**45.5**

2 Does the Institution have ongoing research projects?

Yes [ ] No [√]

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

Funding Agency	Amount(Rs)	Duration (years)	Collaboration, if any
	Not Applicabl e		

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

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

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

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

Yes [ ] No [√]

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

(a) Ph.D **3**

(b) M.Phil **2**

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

Yes [√] No [ ]

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

	Yes	No	Number
International journals			
National journals- referred papers Non referred papers	√		30
Academic articles in reputed magazines/newspapers	√		145
Books	√		21
Any other (specify and indicate)	√		11

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

Yes [√] No [ ]

Number	**One**

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

	Faculty	Students
National seminars	[ ]	[ ]
International seminars	[ ]	[ ]
Any other academic forum	[ ]	[**1**]

11. What types of instructional materials have been developed by the institution?
(Mark √ for Yes and × for No)

Self-instructional materials	[ ]
Print materials	[ ]
Non-print materials (e.g. teaching Aids/Audio-visual, multimedia. Etc)	[√]
Digitalized (Computer aided instructional materials)	[√]
Question Bank	[ ]
Any other (specify and indicate)	[ ]

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

Yes [√] No [ ]

If yes, indicate the nature of the post

Full time [ ] Part-time [ ] Additional charge [√]

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

Yes [ ] No [√]

14. Are there any other outreach programmes provided by the institution?
Yes [√] No [ ]

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

05

16. Does the institution provide consultancy services?
Yes [ ] No [√]

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

Not Applicable

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

Local level	√
State level	√
National level	√
International Level	√

Criterion IV : Infrastructure and Learning Resources

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

4000 sq.mt

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

a)	Methods lab	Yes	[√]	No	[ ]
b)	Psychology Lab	Yes	[√]	No	[ ]
c)	Science Lab (s)	Yes	[√]	No	[ ]
d)	Education Technology Lab	Yes	[√]	No	[ ]
e)	Computer Lab	Yes	[√]	No	[ ]
f)	Workshop for preparing teaching aids	Yes	[√]	No	[ ]

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

10

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

×

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

27000

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

5000

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

×

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

Yes [√] No [ ]

9 Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	1	10	1	1
Non –Teaching	4	3		

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching				
Non –Teaching				

11. a) Number of regular and permanent teachers

	Open		Reserved	
	M	F	M	F
Lecturers	**1**	**10**	**1**	**1**
	M	**F**	M	F
Readers		**1**		
	M	**F**	M	F
Professors	**1**			

b) Number of temporary/ad-hoc/part-time teachers (gender –wise)

	Open		Reserved	
	M	F	M	F
Lecturers		**2**		
	M	F	M	F
Readers				
	M	F	M	F
Professors	**1**			

c) Number of teachers from Same state **10**

Other states **4**

12 Teacher student ratio (Program-wise)

Programme	Teacher Student ratio
D.Ed B.El.Ed	**7 :11**
B.Ed	**1: 7**
M.Ed (Full time)	**1: 4**
M.Ed (Part time)	

13 a) Non teaching Staff

	Open		Reserved	
	M	F	M	F
Permanent	**4**	**3**		
	M	F	M	F
Temporary				

b) Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	**1**			
	M	F	M	F
Temporary				

14. Ratio of Teaching-non teaching staff **9:4**

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) **67%**

16. Is there an advisory committee for the library?

Yes ▫√ No ▫

17. Working hours of the Library

On working days	**8.40 -5.00**
On holidays	**8.40 -3.30**
During examinations	**8.40 -5.00**

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

19. Total collection of the following in the library

a	Books	**5422**
	-Textbooks	**4852**
	-Reference Books	**265**
b.	Magazines	**5**
c.	Journals subscribed	
	-Indian journals	**14**
	- Foreign journals	**-**
d.	Peer reviewed journals	**03**
e.	Back volumes of journals	
f.	E-information resources	**Member DELNET**
	-Online journals/e-journals	
	- CDs/DVDs	
	-Databases	
	-Video Cassettes	
	-Audio Cassettes	

20. Mention the
Total Carpet Area of the Library in (sq.mts) **250**

Seating Capacity of the Reading Room **50**

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: **40-60**

Maximum number of days books are permitted to be retained

By students: **14 davs**

By faculty: **6 months**

Maximum number of books permitted for issue

For students: **5**

For faculty: **10**

Average number of users who visited/consulted per month: **1500**

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled: **36:1**

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

10 %

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

	I(2009)		II(2008)		III(2007)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	**655**	**25890**	**245**	**53476.60**	**3290**	**433700**
Other books	**14**	**565**	**14**	**125**	**217**	**21024.80**
Journals/Periodicals	**19**		**14**		**12**	
Any others specify and indicate (Reference Books)	**153**	**5328.95**	**54**	**4612.45**	**23**	**3057**

Criterion V : Student Support and Progression

1. Programme Wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed. B.El.Ed	**15%**	**Nil**	
B.Ed	**Nil**	**Nil**	**1.3%**
M.Ed (Full Time)	**4%**	**Nil**	
M.Ed (Part time)			

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

Yes [√] No [ ]

If yes, how many students are under the care of a mentor/tutor? **15**

3. Does the institution offer Remedial instruction?

Yes [√] No [ ]

4. Does the institution offer Bridge courses?

Yes [ ] No [√]

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

	UG			PG			B.El.Ed		
	I	II	III	I	II	III	I	II	III
Pass Percentage	**100%**	**100%**	**100%**	**100%**	**100%**		**73%**		
Number of first classes		**92/95**	**63/76**	**22/23**	**12/25**		**8/11**		
Number of distinctions		**2**	**1**	**-**	**-**		**4**		
Exemplary performances(Gold Medal and University marks)									

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

	I	II	III
NET	**4**	3	
SLET/SET			
Any other (specify and indicate)			

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

Financial Aid	I	II	III
Merit Scholarship	**3**	**1**	**1**
Merit cum means scholarship			
Fee Concession		**1**	
Loan facilities			
Any other specify and indicate			

8. Is there a Health Centre available in the campus of the institution?
Yes [√] No [ ]

9. Does the institution provide Residential accommodation for :-
Faculty Yes [√] No [ ]

Non Teaching Staff Yes [√] No [ ]

10. Does the institution provide Hostel facility for its students?
Yes [√] No [ ]

If yes, number of students residing in hostels Men **81** Women **85**

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

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

12. Availability of rest rooms for Women — Yes √ No

13. Availability of rest rooms for Women — Yes √ No

14. Is there transport facility available? — Yes √ No

15. Does the Institution obtain feedback from students on their campus experience? — Yes √ No

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

	Organized			**Participated**		
	Yes	**No**	**Number**	**Yes**	**No**	**Number**
Inter-collegiate	**Yes**	**-**	**70**	**Yes**	**-**	**20**
Inter-university						
National						
Any other(specify and indicate)						

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

	Participation of students (Numbers)	Outcome (Medal Achievers)
State	**64**	**14**
Regional	**23**	**18**
National	**24**	**NIL**
International		

18. Does the Institution have an Active alumni association? — Yes √ No

If yes , give the year of establishment **2006**

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

	Year 1(%)	Year 2(%)	Year 3(%)
Higher studies	45.4%	46.4%	38.09%
Employment (total)			
Teaching	54.5%	53.5%	61.9%
Non Teaching			

23. Is there a placement cell in the institution?
Yes [√] No [ ]

24. Does the institution provide the following guidance and counseling service to students?

- Academic guidance and Counselling Yes [√] No [ ]
- Personal Counselling Yes [√] No [ ]
- Career Counselling Yes [√] No [ ]

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	**Three**
Staff Council	**Ten**
IQAC/or any other similar body/committee	
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)Academic Advisory Board	**Two**

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

Loan facility	Yes	[√]	No	[ ]
Medical Assistance	Yes	[√]	No	[ ]
Insurance	Yes	[ ]	No	[ ]
Other (specify and indicate)	Yes	[ ]	No	[ ]

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

	0	**2**

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 **Two**

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

National | International

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

0	0	1

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

0	0	3

e. Research development programmes attended by the faculty

0	0	1

f. Invited/endowment lectures at the institution

0	0	8

Any other area (specify the programme and indicate)

0	1	2

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

a)	Self Appraisal	Yes	√	No	
b)	Student Assessment of faculty performance	Yes	√	No	
c)	Expert Assessment of faculty performance	Yes		No	
d)	Combination of one or more of the above	Yes		No	
e)	Any other (specify and indicate) Peer Observation	Yes	√	No	

7. Are the faculty assigned additional administrative work? Yes √ No

If yes, give the number of hours spent by the faculty per week 5 Hour

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

Grant-in-aid	
Fees	**4167000**
Donation	
Self-funded courses	
Any other (specify and indicate)	**438088**

9. Expenditure statement (for last two years)

	Year 1(07-08)	Year 2(08-09)
Total sanctioned Budget		
% spent on the salary of faculty	**41.74%**	**38%**
% spent on the salary of non-teaching employees	**21%**	**29%**
% spent on books and journals	**2.48%**	**00.31%**
% spent on developmental activities (expansion of building)	**4.85%**	**8%**
% spent on telephone, electricity and water	**1.30%**	**1%**
% spent on maintenance of building, sports facilities , hostels , residential complex and student amenities etc.	**0.72%**	**1.50%**
% spent on maintenance of equipment, teaching aids , contingency etc.	**0.69%**	**0.46%**
% spent on research and scholarship (seminars, conferences , faculty development programs , faculty exchange etc.)	**0.40%**	**0.70%**
% spent on travel	**1.31%**	**1.64%**
Any other (specify and indicate)	**25.51%**	**19.39%**
Total expenditure incurred	**5000746**	**6685803**

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.
391073	
	490875
	2080714

11. Is there an internal financial audit mechanism? Yes [ ] No [√]

12. Is there an external financial audit mechanism? Yes [ ] No [√]

13. ICT/Technology supported activities/units of the Institution:-

Administration	Yes	[√]	No	[ ]
Finance	Yes	[ ]	No	[ ]
Student Records	Yes	[√]	No	[ ]
Career Counselling	Yes	[ ]	No	[ ]
Aptitude Testing	Yes	[ ]	No	[ ]

Examinations/evaluation Yes [√] No [ ]

Assessment Yes [√] No [ ]

Any other (specify and indicate)

14. Does the Institution have an efficient internal co-ordinating and monitoring mechanism?
Yes [√] No [ ]

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff? Yes [√] No [ ]

16. Are all the decisions taken by the institution during the last three years approved by a competent authority? Yes [√] No [ ]

17. Does the institution have the freedom and the resources to appoint and pay temporary/adhoc/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 [√] No [ ]

Criterion VII: Innovative Practices

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

Yes [√] No [ ]

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

Yes [√] No [ ]

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

	Category	Men	%	Women	%
a	SC	-	-	**06**	-
b	ST	×	×	×	×
c	OBC	×	×	**10**	-
d	Physically challenged	×	×	×	×
e	General category	**09**	-	**116**	-
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	-	-

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

	Category	Teaching staff	%	Non Teaching Staff	%
a	SC	**01**		-	
b	ST	-		-	
c	OBC	**01**		-	
d	Women	**08**		**03**	
e	Physically challenged	-		-	
f	General category	**03**		**05**	
g	Any other (specify)				

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

Category	At Admission		On Completion of the course	
SC	**10**		**10**	100%
ST				100%
OBC	**37**		**37**	100%
Physically challenged	**01**		**01**	100%
General category	**174**		**174**	100%
Rural	**127**		**126**	99%
Urban	**48**		**48**	100%
Any other (specify)				

SELF APPRAISAL REPORT

OF

KIIT COLLEGE OF EDUCATION

Sohna Road, Near Bhondsi

Gurgaon

FOR

INSTITUTIONAL ACCREDITATION

(AFFILIATED COLLEGE OF TEACHER EDUCATION)

Affiliated to M.D.U. Rohtak

PART II : Self Appraisal Report

- ✓ **Executive Summary & SWOT Analysis**
- ✓ **Criterion-wise Analysis**
- ✓ **Mapping of the Academic Activities**

Submitted to:-

National assessment and Accreditation council

July 2010

EXECUTIVE SUMMARY

INTRODUCTION

Vidyapati Sansthan, established in 1969 epitomizes the synergy of dreams, ideas and creativity of its Founders. It is a registered society under the Societies Registration Act of 1860. The **Vision and Mission of KIIT** is in tandem with the paradigm of excellence and sublime spiritual existence which go hand in hand here. We aim to be one of the foremost and premier institutes of quality education, learning, research and development, which provides diversified and value based quality education and world class and innovative opportunities to students to become successful entrepreneurs and leaders. The society firmly believes that: ***'technology without spiritual life is blind, while spiritual life without technology is lame'***

KIIT College of Education aims at developing into a pace-setting self-financing college in teacher education in the NCT. The college is developing state - of - art facilities for imparting innovative teacher education programmes to fulfill the quality teacher requirements of schools in the region. The institution does not compromise on two fronts: one ensuring maximum attendance of faculty and students and second making all out efforts to achieve quality in teaching-learning with attaining 100% results in university examinations. The college is affiliated to the M.D.University and recognized by NCTE. It continuously strives to create a landmark by ensuring punctuality, regularity and highest standards of achievement.

The college offers the following Courses as a composite college of teacher education**.**

(i) B. El. Ed (Bachelor of Elementary Education) –a four year integrated course to prepare elementary teachers.
(ii) B. Ed (Bachelor of Education) – one year course to prepare secondary school teachers.
(iii) M. Ed (Master of Education) - one year P.G. Course to prepare secondary teacher educators.

CAMPUS

The KIIT Campus is basking amongst the pollution free and lush green environs with beautiful landscaping and a backdrop of the scenic beauty of Aravali Hills. The Campus located in a rural setting, has elegant buildings, shady trees and spacious playgrounds. There are separate hostels and mess facilities for boys and girls. Power backup facility is available round the clock. Fresh potable water for drinking is available. KIIT has well maintained playgrounds for games and sports. Excellent facilities are available for Hockey, Football, Cricket, Basketball, Volleyball, Tennis and Indoor games including Table Tennis. It has a power gym equipped with latest machinery. The College provides comprehensive learning experiences through its well equipped Laboratories and Resource Rooms.

FACILITIES

The College of Education has good infrastructural facilities in terms of spacious and elegant building with its own library, resource rooms, play ground, hostels and laboratories. The College library contains, in addition to, usual collection of books for all the three courses, a special corner devoted to research publications. These include Ph.D Theses from different universities, M.Ed dissertations, synopses and summaries of researches, volumes of survey of educational research, a set of educational encyclopedia and many other latest books and journals helpful in not only understanding but also doing research with due rigour.. The corner is quite popular particularly amongst M.Ed faculty and the students.

TEACHING-LEARNING

KIIT College of Education consciously attempts to provide experience to its students so that teaching becomes a reflective practice. The College of Education in addition to developing the teaching skills of students through micro-teaching and practice teaching, engages students in several other activities like conducting the morning prayer, self study, reporting and public speaking, gardening, candle-making, interior-decoration, preparing teaching-aids, arranging exhibitions, involving in performing arts and cultural activities, celebrating festivals, playing games, taking part in competitions- within and outside the college, street-play, extensive use of library, decorating, providing hospitality and many such activities. These are in addition to ICT skills, which they acquire as a part of curricular experiences.

Attendance of every student is monitored meticulously. It is specially ensured that no class goes unattended. The teaching sessions are interspersed with discussions, activities, presentations, library periods, field work, interactive sessions and group work to do away with any monotony.Students throughout the year take part in variety of activities. The Institute ensures a democratic environment. Student centered methodologies of learning along with the conventional lectures, dialogue method, discussions, seminars, classroom workshops, quizzes, and cooperative learning are encouraged. Emphasis is given on active learning. Active learning environment is created through individual and group projects, role play, simulations, team teaching and collaborative peer teaching, giving assignments

ALL ROUND DEVELOPMENT

- ✓ KIIT World values all round development of its students. The institution encourages students to participate in extra curricular activities including sports and games. The students participate in cultural activities like, dance- drama, skit, singing, debate, declamation, technical events, essay writing and in sports & games,
- ✓ In the month of March 2008, KIIT College of Education girls cricket team participated in inter college tournament held at KIIT campus and achieved 1st position out of three colleges.
- ✓ In March 2010, the College of Education girls volleyball team won the second prize.
- ✓ After success in Inter-College tournament, KIIT College of Education represented in Table Tennis tournament held in March 2010 at Ansal Institute of Technology and Management and got participation certificate.

INNOVATION

The College of Education has taken up peer observation and evaluation as an innovative activity. KIIT initiated on an experimental basis a series of lectures by the faculty to their own colleagues to provide them an opportunity to express in an effective manner and also to get enriched on the latest topics within the curriculum. Other innovations / best practices in the College curriculum are:

- Organizing seminars, workshops, extension lectures and talks on latest educational developments.
- Peer observation and evaluation of faculty lectures.
- Daily Performa filled by every faculty member indicating the work done.
- Student daily proforma submitted by class representatives about lectures delivered.
- Online journal software for assisting in conduct of researches by faculty and students.
- Newsletter publication every quarter and Souvenir publication every year.
- A nearby Government school adopted for academic and infrastructural improvement.
- Practice teaching for 21 days in nearby schools and getting feedback from the schools.
- Morning assembly including prayer, thought for the day, reading news, recitation of poems, news analysis, announcements, attendance, etc.
- News and advertisements about recruitment and placement are displayed.
- An annual compulsory get-together with family free of cost for developing team spirit.
- Extensive use of ICT in teaching-learning.
- An innovative 4-year course of B.El.Ed. introduced in the college as the only one in the State.
- Weekly research seminars with students of M.Ed. on their dissertation topics.
- Huge collection of Ph. D. thesis, M. Ed. thesis, synopses and summaries from different universities available on open access system in the library.

FACULTY

The faculty is well qualified and the faculty strength is as per prescribed norms. There are five faculty members with Ph.D degree (including Principal), two M.Phils and five NET qualified. One faculty is on leave for doing Ph.D. Principal of the College is the main functionary. He provides leadership in both academic and day to day administration. He keeps a liaison with the management on the one hand and the University and other regulatory bodies on the other. Policy level decisions are taken at the management level in which CEO, Registrar, Executive Director and Principal meet as equals. The Management on its part gets direction from College Governing Board and Academic Advisory Boards and advice from the advisors. Principal implements the decision with the active help from course In-charges and In-charges of other committees. The whole ethos of the College at any point of time is democratic and participative. All decisions are taken in faculty meetings and carried out through In-charges and committees.

FACULTY WELFARE MEASURES

Welfare measures for the staff and faculty include:

(a) Free transport facility to and from home.
(b) Cash award to best faculty and staff based on performance annually.
(c) Free bonding / get together with family in an appropriate venue e.g. year before last it was done in Hotel Rajhans, Surajkund, last year the venue was Fun and Food Village, Delhi.
(d) On acceptance of paper, a faculty is allowed to attend national / international conferences. Registration fee is also borne by the organization.
(e) Faculty is encouraged and allowed to enhance qualifications.
(f) Facilities of long leave available on health/medical grounds.
(g) Medical facilities are made available in emergency.
(h) Faculty achievements in academic fields are highlighted and published in Newsletters and the Souvenir.

PROFESSIONAL DEVELOPMENT CENTRE

A 'Professional development center' has been specially created to take care of professional development needs of the teaching staff. Orientation and training programmes are organized regularly for both faculty and students by the Professional Development Centre.

RESEARCH

The major focus of the college is on training, research, development and extension. The college being in its early phase consolidation of training and research activities is the priority. Faculty guides Ph.D. and M.Ed. Research, attends research seminars, deliver lectures on research Methodology at different forums like NCERT, MPBOU, Universities, edits research journal, publishes research papers, etc. Three faculty members have completed Ph.D. in the last session. Research evidences are extensively used in classroom teaching.

PLACEMENT SERVICES

At the KIIT World level there is a Training and Placement Cell. The Dean (Students Welfare) in consultation with the Principal and Executive Director has constituted a committee in which two faculty members from Education have been included. The Cell prepares data base of students, updates the Website regularly, interacts with potential employers, assists in the conduct of campus interviews, etc. In addition, there is a vocational guidance committee in the college. The committee displays on a regular basis information about occupations, weekly vacancies as reported in national news papers, related paper cuttings, articles, etc.

PHYSICALLY CHALLENGED

For **physically challenged** students following arrangements are made:

a. Doctor visits the college for health check up. Special discussions are held with such students to understand their problems. Accordingly remedial actions are taken e.g. for an orthopedically handicapped student wheel chair facility was provided, his class was shifted to the ground floor.
b. Special arrangements were made for visually handicapped student for conduct of his practical examinations, practice teaching, craft work, etc.
c. Besides this the Principal and In charge faculty continuously interact with such special need students to give them all required facilities for successful completion of the course e.g. arranging audio cassettes etc.

ENLIGHTENED MANAGEMENT

- The chairman, an alumni of BITs, Pilani, his son Dr Harsh Vardhan a Ph. D. in English from Delhi University, his daughter Dr. Sangeeta Bhatia a National Awardee for best teacher and daughter in-law Ms. Neelima V. Kamrah, a State Awardee for best teacher are fully committed to excellence with value and professionalism. This is evident from their active involvement, academic guidance and clear goal. College enrichment process in terms of faculty and infrastructure goes on continuously. The faculty is competent and appointed on a regular basis with payment of salary through bank account.
- Dr. Harsh Vardhan, the CEO, Ms. Neelima V. Kamrah, Registrar along with Prof. S. S. Agrawal, a research scientist are providing working leadership to the College. They not only accept all good suggestions but also organize various content and information enrichment programmes by contacting the best of resources available in NCR, Delhi. Two Advisors namely Prof. L. C. Singh, a veteran Teacher Educator and Dr. Sangeeta Bhatia, a Principal continuously direct the activities and motivate the faculty and students for best results. The Principal is always taken into confidence before taking any decision about the College. In fact it is the Principal who has been Principal of Regional Institute of Education (RIE) NCERT, Bhopal who is relentlessly striving to make the college the best in the whole region by his academic disposition.

FINANCE

The KIIT College of Education is a self-financed institution.The Government has allowed to collect the fees from the students.The collection of fee is done according to the allowed/permitted schedule of fees fixed by the fee committee under the chairmanship of retired High Court Chief Justice. Apart from the collections from student fees, the society has passed the resolution to meet all the deficits, if any for KIIT College of Education. The college itself is in the budding stage and financial resources in the form of student's fees, as permitted by the fees committee become short sometimes. But as per resolution passed by the parent body i.e. Vidyapati Sansthan, it meets all the requirements quite liberally as it has its own resources- apart from the donations, the income from the schools being run in the NCR.

SWOT ANALYSIS OF THE INSTITUTION

INTRODUCTION

The KIIT College of Education is recognized by the National Council for Teacher Education (NCTE), New Delhi and is affiliated to the M.D. University, Rohtak. Consequently, it has to follow the norms and standards set by the NCTE and the M D University from time to time. Certain elements like the syllabus, the examination system, the text books and infrastructural facilities should therefore, normally be a common feature in all State colleges. However, variations are possible in the transacted and attained curriculum, innovative methodologies, motivation of the staff and students, faculty development programmes, enriched / remedial academic and co-curricular activities, etc.

It is a self financed institution striving to attain professionalism through quality education. As a matter of fact within the group of self financed colleges one can find large qualitative variations depending on the management - its enlightened motivation, its vision of teacher education and of the institution as a whole. Quality of curricular instruction and co-curricular activities largely depends upon the leadership of Principal and the faculty. KIIT is fortunate to have a far sighted, quality conscious and value oriented management. The College of Education is making all efforts to provide quality teacher education on modern lines. The college has a highly qualified and experienced Principal who leads a qualified and devoted group of faculty members who discuss, plan and implement in unison every activity of the college. Adequate investment on development of infrastructure facilities, library, laboratories and resource rooms and games and sports facilities further provide a distinct character to the KIIT College of Education in the vast ocean of sub-standard colleges all around.

A SWOT Analysis of this oasis is being done in the following pages which will bear the claims made in the above paragraph. The analysis made needs to be seen against the background of the majority of self financed colleges within the State. Seen in this backdrop one will appreciate that KIIT College of Education does not yet boast of reaching its zenith, although the inspection team of M.D. University has categorically adjudged this college as ‘one of the best institutions providing teacher education’ (The inspection report by M.D. University enclosed). The institution has come to this status in a span of a little over three years. With the enthusiasm of the management and dedicated result oriented faculty, it can be expected that it will be able to rise to the expectations of the community. The quality of students the college is getting, the positive feedback from the parents and alumni and with the cooperation of the University and the standard regulating institution of NAAC, it can be expected that the College will reach its goal of producing quality teachers and teacher educators nurturing higher aspirations and imbibing in the process, good moral and ethical values.

STRENGTHS

1. The institution is situated in a rural setting. But it is very near to the city of Gurgaon and is not far off from Delhi as well. A number of prosperous villages are also there around. Since the campus is by the side of the highway connecting Delhi, Gurgaon and Sohna access to the institution is not a problem.

2. The College of Education being one of the four colleges in the KIIT World Campus, exchange of material and manpower resources are conveniently done for mutual benefit. Frequent meetings and working together on a common platform enrich the knowledge and thinking of the faculty and diversify the activity areas.

3. Within 10-15 km radius of the Institute there are Government, Private and Aided schools. These schools are approached for 'Practice teaching'. The College of Education also provides them a platform to come together and compete through organization of interschool debate, quiz, exhibitions and other competitions. The cooperation received from the schools has been quite good in yester years.

4. The College of Education has on its own adopted a school in village Bhondsi. The Chairman, Principal and the faculty of the College frequently interact with the school. The management of KIIT provides financial assistance and consultancy for improvement of infrastructure in the school.

5. The management of the institution is quite enlightened and quality conscious. Right from the beginning Vidyapati Sansthan, of which the college is a constituent unit, has been engaged in establishing schools and colleges for providing quality education to students. This rich educational experience of the management gives a realistic and forward look to the College of Education.

6. The College of Education has good infrastructural facilities in terms of spacious and elegant building with its own library, resource rooms, play ground, hostels and laboratories.

7. The College begins at 8.30 a.m. with a morning assembly. It is conducted by a house in turn. Every house does so for a week. It brings a competitive spirit that is manifested in a variety of innovative and inspirational presentations. The college uses the morning assembly as a training strategy such that the students can replicate the concept in schools later in life.

8. The College of Education library contains, in addition to, usual collection of books for all the three courses, a special corner devoted to research publications. These include Ph.D Theses from different universities, M.Ed dissertations, synopses and summaries of researches, volumes of survey of educational research, a set of educational encyclopedia and many other latest

books and journals helpful in not only understanding but also doing research with due rigour.. The corner is quite popular particularly amongst M.Ed faculty and the students.

9. The organization is alive to the professional development of its faculty. Induction programmes, training programmes, extension lectures, conferences and seminars, visits of experts from foreign universities and research organizations are periodically arranged in which the students and faculty of College of Education participate. These programmes sometimes are also inter-disciplinary in nature.

10. The Institute has good facilities for indoor and outdoor games along with trained physical instructors to guide. Field trips and excursions for both faculty and students are arranged in which management gives full cooperation.

11. Every year the organization chooses the best teacher from among the faculty of College of Education and awards him / her a cash award of Rs 11,000/-

12. The faculty with the help of the students runs guidance and counselling services and collaborates with the Training and Placement Cell of KIIT to facilitate the placement of its alumni. The institution monitors the placement as well as the progress of the alumni regularly.

13. The College has a dress code for the faculty as well as students.

14. There has been no case of ragging in the college till date from its inception.

15. The Principal Prof. M. Sen Gupta who is an alumni of Regional Institute of Education (RIE) Ajmer rose to the post of Principal of One of the best teacher training colleges in the country namely the Regional Institute of Education (RIE) Bhopal. Prof. M. Sen Gupta has been the Joint Director of PSS Central Institute of Vocational education, NCERT and finally retired as Head Department of Educational research and Policy Perspectives of NCERT. He has extensively worked on research, development, training and extension in NCERT and with MHRD and other national level institutes like IGNOU, NIOS, NCTE, PSSCIVE, D.U. & DERPP (NCERT).

Similarly Prof. L.C.Singh, Advisor to the college was formerly in NCERT as professor in the Department of Teacher education. He was the person who initiated NCTE within NCERT before it became a full-fledged Statutory Council. Prof. Singh again is active with NCTE, Jamia Milia Islamia, NCERT and almost all teacher training colleges in Haryana and U.P.

Both the academics have enriched the Institute by their own scholarship, donations in the form of books and research literature to the library and establishing contacts with national level institutions to bring expertise and facilitate access of students to latest information in these institutions.

16. Being in the vicinity of Delhi and Gurgaon it is easy to attract good Resource Persons for Seminars, workshops and for delivering lectures.

17. Transport facility for faculty and students to and from Gurgaon and Delhi is quite advantageous to both. It is free for the faculty.

18. The college has full strength of faculty as per norms. The faculty is duly qualified. There are five faculty members with Ph.D. Degree in Education. Every member of the faculty is enthusiastic, ready to take responsibilities and complete the tasks given in time.

19. In order to continue professional development of the faculty of the institute and to empower it such that they become responsive to the demands of global canvas created by concepts of 'learning society', 'learning to learn' and inclusive education, a Professional Development Centre has been conceptualized in KIIT World. It will take care of conduct of seminars / panel discussion, extension work, guest lectures, induction course, use of ICT, special services to alumni and action research and innovation.

WEAKNESSES

1. The College being in the private sector as a self financing one the M.D. University does not consider it fit to be the centre for examinations. Nor they give paper setting work to the faculty in private institutions. As a matter of fact we can conduct examinations much better having good infrastructure and faculty with good integrity. Due to this our students have to go to a Government College in Sohna for final examinations which is not only far off but also poorly equipped in terms of manpower and facilities. Last year half a dozen of our students got hurt in an accident while returning from examinations. This was especially because of crowded market place and bad road outside the College.

2. The college working hours are from 8.30 am to 4 pm for faculty and up to 5pm for non-teaching staff. Some find it a bit too long.

3. Holidays observed by the college are also not many. Two Saturdays are working for alll and others working for non-teaching staff. Summer vacations are calculated as per the number of years put in the college.

OPPORTUNITIES

1. The B.El.Ed Course is a potential course on teacher education. It is very popular in Delhi but not so in Haryana. Our College being the only one offering B.El.Ed in the State it is an opportunity to show its potential in action by training the students in a rigorous manner for four years.
2. The management of the institution encourages the faculty to do research, for improving their qualifications, to do Ph.D and also to present papers in outside conferences and seminars. The faculty members therefore, can avail these opportunities for their own professional development and career improvement.
3. Since three professional teacher –education courses are running simultaneously in the college there is a competitive spirit among students of various courses and the students of B.Ed and B.El.Ed aspire to do M.Ed from the College. Interaction among the students provides opportunities for learning to the faculty. Even some good students with good academic records have been given opportunity to work here as a faculty.
4. One or two faculty members take classes in other college also in the field of their subject specialization. This helps them to keep in touch with the latest in their subject areas. Similarly, faculty from other college also gets opportunity to teach in B.Ed. or B.El. Ed. as and when required to provide to students some special inputs.

THREATS

1. Since employment opportunities for B.El.Ed are available in Delhi Municipal Schools but not included in recruitment policy of State of Haryana the college could not get adequate number of students last year resulting in no admission in B.El.Ed (I year) during the session 2009-10.
2. In a tiny State of Haryana there are more than 400 institutions providing B.Ed course. It is said that there are many unscrupulous institutions around. This scenario presents to the KIIT and its College of Education much challenges since it believes in basic human values and quality education.
3. This mushrooming of institutions has in fact resulted in a chasm between students who want to pay and get a degree without attending classes and those who can pay the minimum amount but require quality education through better teaching and learning.
4. As a consequence of the above a query more often than not is received from the students that whether they have to attend the classes regularly? Is it possible to complete B.Ed. either without coming or by just coming for few days? This allurement by other institutions is making it very difficult for the college to maintain the strength and ensure 100% attendance which is the goal towards which KIIT wants to move.
5. Most of the students are girls from reasonably well to do houses. Most of them acquire degree either for getting a good match or for a possible job at some later date as and when required. This leaves little motivation on their part to excel and compete. When the faculty once pressed for better performance a girl categorically said “I want only 45% marks and get the B.Ed. degree why do you want me to try for 70% marks?” Still we are trying to raise their aspiration level and see that they gain more professional attitude.

CRITERION I: CURRICULAR ASPECTS

Curricular Design and Development

INSTITUTIONAL OBJECTIVES

KIIT College of Education is a constituent college of KIIT World. It aims at developing into a pace-setting self-financing college in the area of teacher education in the NCT. It is developing state - of - art facilities for imparting innovative teacher education programmes to fulfill the quality teacher requirements of schools in the region. Well qualified Principal and faculty are continuously striving hard to enrich the curriculum transaction by adding new features every year like revamping of morning assembly, ensuring optimum utilization of library, increasing use of ICT in classroom transactions, closer contact with students and their parents on a regular basis and enhancing capabilities of students by competing with other colleges in the region in different academic and cultural activities. Good quality research work by M.Ed. students is a major concern of M.Ed. faculty. ***The institution does not compromise on two fronts: one ensuring maximum attendance of faculty and students and second making all out efforts to achieve quality in teaching-learning with attaining 100% results in university examinations.*** The general objectives of the college and specific objectives of individual courses are detailed below:

A. GENERAL OBJECTIVES

The major objective of the College of Education is to prepare quality teachers both at the elementary and secondary levels and also to prepare teacher educators for secondary level teacher education institutions. The college is affiliated to the M.D.U. It continuously strives to create a landmark by ensuring punctuality, regularity and highest standards of achievement.

The objectives of the college can be stated as:

- To attract academically serious and professionally willing students for the three courses.
- To use various motivational strategies for improving the attendance of students.
- To provide value based professional teacher education for national reconstruction.
- To develop into an excellent professional college for teachers with emphasis on research and learner oriented pedagogy.
- To prepare self disciplined, knowledgeable, skilful and confident professionals who are ready to learn and change.
- To use active methods and technology oriented teaching aids for better communication and comprehension.
- To keep a good liaison with the co-operating schools for quality practice teaching.

- To engage students in activity methods, co-curricular activities and games and sports in a way so that they can transfer the same in their later working life.
- To inspire the future teachers to be life long learners.
- To develop a research culture in M. Ed. Students.
- To prepare teacher educators who not only preach but use ICT in classrooms.
- To establish active academic and professional collaboration with higher education institutions in India and abroad to enable exchange of ideas, resources and to enrich the teaching learning process.

B. COURESE-WISE OBJECTIVES

The college offers the following Courses as a composite college of teacher education.

(i) B. El. Ed (Bachelor of Elementary Education) –a four year integrated course to prepare elementary teachers on the lines of B. El. Ed. course being run in Delhi University colleges.

(ii) B. Ed (Bachelor of Education) – one year course to prepare secondary school teachers.

(iii) M. Ed (Master of Education) P.G.Course for one academic year to prepare secondary teacher educators.

Objectives of B. El. Ed.

The Bachelor of Elementary Education (B. El. Ed.) Programme is a four-year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (class XII or equivalent) stage of school. The B. El. Ed. is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme offers compulsory and optional theory courses, compulsory practicum courses and a comprehensive school internship experience. Both professional and academic options are available to students who graduate with a B. El. Ed. degree. B. El. Ed is a programme that allows one to put into practice many of the theoretical ideas that one has on elementary education. It provides sound theoretical understanding of the work carried out in practice. Exploration, discovery learning and problem solving are integral parts of the programme and are the methodological devices used in the classroom. The programme allows students to interact continuously with the outside world and also within the classroom. The course offers immense scope for incorporating inter-disciplinary ideas through projects, colloquia and other such activities. The course has following special features:

- A critical and questioning view of the prescribed knowledge, leading to an alternative framework;
- Capability to evolve pedagogy in consonance with the emerging and alternative view of knowledge;
- Establishing meaningful school-community linkages;
- Supporting social processes towards gender sensitization and empowerment of the deprived sections of society and the disabled children.
- Catalyzing a community based micro planning exercise for UEE.

Specific Objectives

- To inculcate scientific temper and research oriented disposition in the field of education.
- To expand and refine the student's teaching and leadership skills.
- To broaden students' understanding of the psychological, social and research foundations of education.
- To explain modern trends in education in various fields like psychological, philosophical, sociological foundations of education, educational evaluation, curriculum development, educational administration and educational statistics.
- To motivate the students to take up leadership role in developing a collaborative work environment that incorporates the use of research based best practices.
- To integrate technology into the learning process.

Objectives of B. Ed.

B. Ed prepares effective secondary school teachers who are capable of responding to the changing needs of the modern Indian society.

Specific Objectives:

The Programme seeks to prepare well- trained, value oriented and conscientious school leaders who can:

- Provide sound instructional leadership at all levels;
- Use qualitative and quantitative data as a basis for school improvement;
- Employ ethical and professional practices;
- Effectively administer fiscal, curricular and personal resources;
- Exhibit strong written and oral communication skills;
- Participate effectively in educational practices, policy analysis, and development;
- Critically and strategically analyze school problems;
- Demonstrate effective leadership at the school and district levels;
- Demonstrate competence in educational management.

Objectives of M. Ed.

The Master of Education programme designed to improve an individual's competency as teacher educator, provides opportunities to acquire additional knowledge in professional education and in their teaching specialties. The programme is organized so that each student takes a foundation of core courses and a programme of supporting coursework with an underlying purpose and clear rationale. KIIT College of Education provides four choices of optional subjects to choose from Special Education, Teacher Education, Educational Technology and Educational and Vocational Guidance.

Specific Objectives:

- To prepare competent and efficient teacher educators for the system;
- To inculcate scientific temper and research oriented disposition in the field of education;
- To expand and refine the students' teaching and leadership qualities;
- To broaden students' understanding of the psychological, social and research foundations of education;
- To explain the modern trends in various fields of education and also the psychological, philosophical, sociological foundations of education, educational evaluation, curriculum development, educational administration and educational statistics;
- To motivate the students to take up leadership role in developing a collaborative work environment that incorporates the use of research based interventions and best practices;
- To integrate technology into the learning process.

➢ MAJOR CONSIDERATIONS ADDRESSED

KIIT-its Infrastructure and Focus

Vidyapati Sansthan, established in 1969 epitomizes the synergy of dreams, ideas and creativity of its Founders. It is a registered society under the Societies Registration Act of 1860. The society was formed to bring about a paradigm shift in the working life of the coming generations through diversified and value based quality education – both general and professional. KIIT World is one of the latest and most ambitious offshoots of the series of educational institutions run by the society in the National Capital Region. It was conceived in line with the vision of quality education by eminent educationists of the country. It is the dream realized of Sh. Baldev Raj Kamrah & Late. Smt. Satya Kamrah who being greatly influenced by the Gandhian philosophy fully devoted and committed themselves in thought, deed and action to serve the nation and its people by achieving excellence in providing value oriented professional education to cater to the life and livelihood needs of the next generation. The spiritually inclined couple's strong determination, vision, single minded dedication and perseverance have brought the society to its present state. All developments within the society are

based on the firm belief of the couple that: ***'technology without spiritual life is blind, while spiritual life without technology is lame'.*** Vidyapati Sansthan first set up a strong network of schools in NCT and Delhi. This long and rich experience fortified by a strong urge to bring quality in higher education led to the establishment of KIIT World that is strongly embedded in basic human values.

The KIIT Campus is basking amongst the pollution free and lush green fields with beautiful landscaping and a backdrop of the scenic beauty of Aravali Hills. The Campus located in a rural setting, has elegant buildings, shady trees and spacious playgrounds. There are separate hostels and mess facilities for boys and girls. Power backup facility is available round the clock. Fresh potable water for drinking is available. KIIT has well maintained playgrounds for games and sports. Excellent facilities are available for Hockey, Football, Cricket, Basketball, Volleyball, Tennis and Indoor games including Table Tennis. It has a power gym equipped with latest machinery. These outstanding facilities of the Institute are utilized by the students under the able guidance of trained sports instructors.

A cafeteria with modern facilities is available where fresh and hygienic eatables/soft drinks are served. There are separate hostels for boys and girls. Transport facility is available for interested students from Delhi, Gurgaon and nearby localities through a fleet of new and comfortable buses. This facility is provided free to the faculty members. An Incubation Center has been specially created for active collaboration between the institute and the industry. It provides opportunities for the development of software packages with the help of students and field engineers. It also serves as a centre for interdisciplinary research. Faculty and students of College of Education have been assisting in this research endeavour.

The four colleges namely the College of Engineering, the College of IT and Management, the College of Higher education and the College of Education have separate buildings with spacious classrooms and fully furnished and well equipped laboratories / workshops and separate libraries to meet the modern teaching – learning requirements. KIIT College of Education is one of the nearest colleges to NCT Delhi. It is situated 11 kms away from the Rajeev Chowk (NH-8 Jaipur Highway) on the road leading to picturesque Sohna. The College has an elegant building of its own beautifully landscaped and having spacious lawns and playgrounds. In keeping with the modern requirements of teacher education, there are spacious classrooms fitted with green glass boards and flannel boards and fully furnished and well equipped laboratories and Resource Rooms. The Resource

Rooms include Psychology laboratory, Science Resource Center, Information and Communication Technology Resource Centre, Mathematics Resource Center, Social Science Resource Center, Work Experience Resource Center and a Language Resource Center. These fully functional resource centres are maintained and utilized by the faculty and the pupil teachers to make the classroom teaching-learning lively and effective.

The College has well furnished and fully automated library. The library with adequate set of textbooks, educational journals – Indian and International, a good collection of Ph.D and M. Phil. theses and synopses from different universities, instructional materials from national organizations like NCERT, NCTE, IGNOU , MPBOU along with newspapers and magazines is a major source of inspiration to students and the faculty. The teacher trainees freely use the excellent facilities available on the campus. The library has a free access system with ample space for reading and referring.

The College provides comprehensive learning experiences through its well equipped Laboratories and Resource Rooms

Academic Facilities and Resources

A bird's eye view of the academic facilities and resources is as follows:

➢ Psychology Resource Centre

The Psychology Laboratory of the College of Education has a rich collection of psychological tests and their manuals, different scales, inventories and checklists. These are enriched and updated on a regular basis. Education students in general and students of M.Ed in particular use the available standardized tools and equipment for collecting field data as per their research / investigation / study requirements. Extensive use of Psychology Laboratory goes to enrich the teacher trainees and helps them in arriving at objective and standardized description of behaviour quantified by numerical scores thereby making the teaching-learning process more realistic, educative and effective.

➢ Science Education Resource Room

The College has a spacious, fully equipped secondary level science Resource Room. It provides the pupil-teachers with first hand experience of laboratory experimentation, demonstration and practical skill development to handle with dexterity different scientific tools, equipment and apparatus. The Science Resource Centre caters to experimental needs in the areas of physical science and life sciences. All pre-requisites of a secondary school science programme being available, these are optimally utilized by our teacher trainees throughout the year to obtain enriched hands on experiences. The laboratory becomes especially useful during their practice teaching sessions when they demonstrate experiments in their classrooms. Students who opt for 'teaching of Science' gain laboratory experiences that substantially enhance their teaching-learning effectiveness in their later working life.

➢ ICT Resource Centre

Information and Communication Technology has influenced education in a big way in both content and transaction. In order to enable our teacher trainees to keep pace with the latest advances in educational technology the College has a fully furnished ICT laboratory. It is equipped with latest technological aids like

multimedia projector, Computer system, Overhead projectors and software. The laboratory is utilized by the teacher trainees for obtaining hands-on experience on technological aids as well as to use these practically in classroom situations during practice teaching sessions. In addition, there are full-fledged computer labs. that are used by the teacher trainees on a collaborative basis. ICT Lab. too has a computer section of its own for training purposes.

➢ Mathematics Education Resource Center

Today Mathematics laboratory has become a reality in many progressive schools. The phobia associated with Mathematics can be removed to a great extent by making the students understand the basic mathematical concepts using abacus, mathematical games and teaching aids. It is in this context that the College Mathematics Resource Room assumes a significant role in providing the trainees an opportunity to integrate theory and practice. The B. Ed students every year enrich the Resource Room by their own creations. Variety of resources like mathematical kits, charts, models, devices for geometrical construction and student - prepared teaching aids make the Resource Room an interesting place for practical mathematical activities.. Many of these resources are used by our students during their practice teaching in cooperating schools.

➢ Teaching of Social Studies Room

The Social Science Resource Room provides various resources consisting of written, audio and visual materials pertinent to social studies instruction. The room is well equipped with teaching aids, maps, charts. Working models, pictures, files etc. These resources are gainfully used by the faculty and pupil teachers to make their teaching –learning more realistic, interesting and effective.

➢ Arts and Craft Resource Room

Education without work is theoretical and bookish. It is during schooling that the foundations of work habits and work ethics are to be laid. This is done through instruction in socially useful and productive work like interior decoration, gardening, candle making, etc. The methodology of 'learning by doing' is used for instruction in work oriented education. All the resources in terms of tools, equipment and raw materials are provided to students for the purpose. They perform these activities and also learn the methodology of transferring the same to children when they become teachers. The resource Room displays all the artistic and aesthetic creations of pupil teachers for motivation to the new entrants. Students of B. Ed as a part of their curriculum participate actively in three major Work Experience activities. B.El.Ed. students also use the Resource Room extensively since they have Arts and Craft as practicum to be performed by every student. It is a good medium for learning at the elementary stage.

➢ Teaching of Languages Room

The development of effective communication skills in children particularly in English has become absolutely essential today in the context of liberalized and global economy. Theory and practice of teaching English and Hindi are integral part of B. Ed curriculum. Student-teachers learn reading, writing, speaking and listening skills using variety of devices in the Resource Room. The Room has unique collection of models, charts and other teaching learning materials that can be used to make learning of languages interesting. Language games and a host of language related activities make the resource room a lively place. Here trainees participate in group discussions and thus overcome their inhibitions improving at the same time their communication skills. The resource materials by virtue of their variety enable the trainees to broaden the base of knowledge regarding preparation of teaching aids especially during their practice teaching. Student-teachers are motivated to prepare simple but effective teaching aids. These are later displayed in the Resource Room. Both audio and video aids are used to make language learning interesting and effective.

Regularity and punctuality

The institute in line with the organizational philosophy has evolved certain norms of behaviour for the students and faculty e.g. All staff, faculty and students including the Principal arrive at the college by 8:40 AM sharp and join in morning assembly. The morning assembly is common for the three courses where attendance is taken daily and the same is communicated to the Executive Director/ Management immediately after.

Academic Considerations

- The College gives highest importance to curriculum transaction in classrooms. In the beginning of the session the syllabus is thoroughly analyzed by the faculty and all activities like field work, assignments, practice teaching, dissertation, etc. are meticulously planned by each Course In - charge. The Principal keeps a close watch on lectures being delivered. Covering of syllabus by each faculty is monitored periodically as per faculty proforma submitted every day.. Students are asked for any hard spots. The Principal himself deals with such difficult concepts in B.El.Ed. B.Ed. & M.Ed in addition to his own classes in each course that he takes on a regular basis. Besides class tests two full fledged sessional examinations are conducted – one in January and the other in May.

- The classes are held as per time table. No class remains unattended. In case a faculty member is on leave arrangement periods are arranged and the same is put up on the Notice Board and kept in record. Record of attendance is kept and shortage of attendance is duly notified every month. Parents of such students are informed accordingly. In difficult cases parents are asked to meet the Course In - charge and the Principal. Students are encouraged to sit in the

library. Many a times the Principal and faculty accompany them for helping in finding out the references. Students prepare papers on topics of the syllabus and present the same to the class for discussion.

Orientation and Training

Orientation and training programmes are organized regularly for both faculty and students by the Professional Development Centre. Some of the programmes organized are as follows:

1. **Faculty Inducation Programme** (15, 16, 17 July 2009) was organized for three days in which Resource Persons from within KIIT and invited experts addressed the faculty. Topics discussed were *quality education and academic excellence, education and professionalism, goal, mission, values and thrust of KIIT, teacher as a role model, Ph. D. research, becoming a good human being, employer's expectations in changing work environment, self discipline, techniques of effective communication, analytic approach to classroom teaching, student centred teaching and changing role of teachers, practical way of learning in laboratories and workshops, some pedagogical aspects of teaching.*

2. A **Personality Development Programme** by Hero Mind Mine was held for the faculty on 12 Aug. 2008 in which modules on *communication skills, confidence building, spoken English, personality development, interview skills, resume writing, transactional strategies were discussed.*

3. Invited Lecture on **Stress Management** was delivered by Sh. Shashikant Sadaiv (Jan. 2008).

4. Special lecture was delivered by Dr. M. Sen Gupta, Principal to faculty and students on 23 Aug.2008and Nov. 2009. The topics were **Teaching- A Mission and Complete Teacher in the Contemporary World.**

5. Special lecture was delivered by Prof. Grover (9 Aug. 2008 & 30 Nov. 2009). The topics discussed were *effective teaching, professional performance appraisal and indicators and conducting research.*

6. Invited interactive talk was given by Ms. Neera Chopra, a veteran education specialist and Director Academics, Togore International Group of Schools (Dec. 2009). The topic was "**How to make Teaching Effective!**" She also touched upon evaluation practices.

7. Workshop on **Continuous and Comprehensive Evaluation** (8 Feb. 2010) was specially organized in view of CBSE decision to introduce CCE in a big way in schools. *Concept of CCE, Formative & Summative Evaluation and related implementational aspects were discussed*.

8. A panel discussion on **resume writing and interview** was organized (Jan.2010) in which five panelists dealt in detail the nuances of resume writing and the art of facing the interview.

9. Symposia on '**Preparing Pre Service Teachers for the Real World. How Video cases will help?**' by Dr. Aman Yadav (13 Dec. 2007).

10. Seminar on '**Flender's Interaction Analysis**' by Prof. Ajit Singh (4 Jan. 2008).

11. Seminar on '**Say NO to Corporal Punishment'** by Dr. P.S.Sharda (20 Dec. 2007).

12. Workshop on '**Addressing Adolescent concerns'** by Ms. Sudha Ravi (23 Feb. 2008).

13. Faculty Development Programme**:** Peer lectures by Dr. Poonam ad Ms. Anjana (12/12/2009 and 14/11/2009), Lecturers on **Parenting and Role of a Teacher in Igniting & Developing Creativity**.

14. Invited lecture by Girdhar J. Gyani (15 May 2009) General Secretary, Quality Council of India on **Building and Leading High Performance Team**.

15. Presentation by NIIT on '**Personality Development Programme'** (25 August, 2009).

Access to the Disadvantaged

Facilities like ramp, wheel chair and moral support and encouragement are provided to disabled students. One blind student, another severely orthopedically handicapped student successfully completed the B.Ed. course from the college in the last session. A slightly speech impaired student is taking B.El.Ed. course who has improved dramatically after encouragement and motivation by the faculty. Obviously they need recognition and not mercy.

Self Development

- Everyday each faculty member submits the daily proforma meant for faculty members mentioning name, timing, course taught, paper number, topic covered, assignment given, remarks regarding quantum and quality. These are duly scrutinized daily by the Principal and the Management and suggestions made, if any for further improvement.

- Similarly everyday students fill up the students daily proforma mentioning timing, name of lecturer, paper number, course covered, topic covered, remarks regarding quantum, quality and assignment given. These too are duly

scrutinized daily by the Principal and the Management and suggestions made, if any for further improvement.

- For keeping the faculty up-to-date orientation, training and extension programmes are arranged frequently in which faculty and students participate and interact willingly and actively. They are involved in activities like analysis of syllabus, peer evaluation, conceptualization of theme based cultural programme and exhibition.

- As a proof for positive environment for self development in the college it can be mentioned that three faculty members cleared NET and three others were awarded Ph.D. for their research theses. Another two faculty members have cleared test for doing Ph.D. and are now pursuing the same.

Employment

- The issue of employment is of paramount importance. KIIT College of Education believes in strong content, modern methodology and soft skills like interpersonal relations, leadership, communication skills and team work. This is probably the reason why a number of our students get a promise of job even during internship from the respective schools. Our alumni have got good employment as Principals, Lecturers, Teachers and are serving the cause of education. The College organizes lectures on professional development. It organized a panel discussion in February 2010 in resume writing and interview.

- The College has earmarked a Notice Board for vocational guidance. Advertisements, news items on education and employment, news paper cuttings, etc. are displayed regularly with the help of students. All possible help is provided to the students to present themselves well prepared before the employers. The KIIT Placement Cell too organizes student-employer interaction. A full fledged placement committee has started functioning in which Education Faculty is also represented by two of its members.

- Training and Placement Office of KIIT has been revamped by forming a faculty committee consisting of, among others two faculty members from the College of Education. A complete database of students of B.Ed. and M.Ed. is being made using MS Access as the database platform. The target is to have the database in position for the entire College fully populated and stabilized by July 2010. The database will be updated regularly. The committee members will contact and interact with the potential employers. The whole project is being monitored by the Dean (Student's Welfare) and the Executive Director. Principal, College of Education is a member of this committee.

ECOLOGY AND ENVIRONMENT

- Cleanliness is one of the hall marks of the College. In-charges of every Lab. and Classroom keep a watch on the cleanliness and give their observations. The chairman himself monitors the cleanliness and beautification of the campus. The campus is full of greenery. All over one can see nature in its full grandeur. Flowers, Fruits, Creepers, variety of florae, green lawns and play fields present ideal setting. Havan is organized every day in which students also participate voluntarily. Students plant and nurture plants as a part of their gardening activity. Imaginatively created lawns, sitting spaces, shady trees present a calm learning environment to students.

- The environmental concern and awareness can be gauged from the importance given to the concept of environmental degradation in KIIT Souvenir 2010 and in the Essay Competition organized by the College of Education. The souvenir contained write ups on **Medicinal Plants- A boon to mankind** by Ms. Neelima V. Kamrah., **Transfer of Technology** by Prof. Luthra, **Depletion of Natural Resources** by Anjali Tiwari B.Ed. (1^{st} in Essay Competition) and **Depletion of Natural Resources A Challenge to Mankind** by Ms. Seema Yadav, B.Ed. (2^{nd} prize in Essay Competition)

VALUE ORIENTATION

- The campus itself reverberates of values. Magnificent busts of Mahatma Gandhi, Swami Vivekanand, Netaji Subhash Chandra Bose, Acharya Vinoba Bhave and Nirmala Deshpande have been installed. All Staff and students assemble and pay homage on birthday and nirvana day of each personality. Chairman Sir, a true Gandhian himself exudes values in his thought, speech and action on every possible occasion. In KIIT Values are caught by staff and students from its ethos.

- Morning assembly is another occasion when students are asked to be regular and punctual. Inspirational stories, poems, anecdotes are narrated by the staff and students. Today's Thought is mainly related to different values. It is written on the Board by the house daily for all to see. The whole campus has numerous sayings written on both sides of the streets and lanes that are seen by every one leading to internalization of values. Behaviour of every faculty is maintained as exemplary for the future teachers. A dress code is in vogue for both students and the staff. The same is strictly enforced.

GLOBAL TRENDS AND DEMANDS

- In this age of globalization, teacher education has to fallow global trends through curricular activities like discussion of issues under comparative education, experiences of other countries. In the past, a number of foreign professors particularly from USA, UK, France, Japan have visited and discussed with the faculty and the students the global trends and demands in different fields of specialization. A presentation was specially organized from United States-India Educational Foundation, Fulbright Commission in India to provide information about Ph.D. and post doctoral studies in U.S institutions. Information was also

given on IFST i.e. International Fulbright Science and Technology Programme designed for students, researchers, and mid-career professionals in the field of science and technology.

- Much of latest academic information is downloaded from internet and websites and made available to students. Education systems of different countries, their vocational, elementary and secondary education systems are browsed on the internet. Essay competition had topics related to globalization, liberalization and privatization. While discussing concepts like curriculum development, vocational education, education for all, life long learning, etc. international commission recommendations, international trends and their status in different countries are thoroughly discussed using latest information. The library has the volumes of 'Survey of Research in Education' which deal with National and International trends in Educational research. Students of M.Ed. are particularly asked to refer them in preparing their dissertations.
- The Principal himself is working on writing 'Trend Report on Vocational and Technical Education' for the Seventh Survey of Educational Research by NCERT in which national and International trends and researches are being discussed. He is also involved in developing National Vocational Qualifications for IGNOU that requires a survey of international trends in this regard. These inputs naturally are reflected in his teaching.

Curricular Development Processes

NEED ASSESSMENT AND FEEDBACK INFORMATION

- At the beginning of every session special orientation programmes are organized separately for every course. In these programmes concerned syllabus and curriculum are discussed in detail. Later the Principal makes it a point to take at least one class per week in every course not only to teach but also to assess their needs in every paper. Many times students give in writing or else they express their needs which are then taken care of either in regular classes or by taking extra classes. Students are also referred to the library and at times faculty or principal accompany the students to library and help the students in finding the references.
- As being discussed subsequently, feedback from students, faculty, alumni, experts and practice teaching schools are sought in writing about the institution, curricular processes and classroom teaching. These feedbacks on special proforma are analyzed and the management is apprised of them. These feedbacks are extensively documented and circulated widely through the quarterly newsletter and the annual souvenir. These are all available in the computer with the Principal. Obviously through these documents and also through the progress report presented by the Principal the College Governing Board members and The Academic Advisory Board members come to know of these and thereby they either appreciate or suggest remedial steps to be taken.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

- Owing to advancements in information and communication technology (ICT), the whole curriculum transaction is experiencing a dramatic change. There is a growing realization now that education of a minimum level and quality is a precondition for development and to withstand global competition. Consequently, much investment is being made in the education sector to make the future generation competitive in a global context. School buildings, particularly in the private sector are being specially designed keeping in view the use of ICT, computers, Internet, Input from 'EDUSET' and Education Portals. Technological skills and devices are enriching the teaching learning process at the school level. In such a changing scenario the teacher training can not lag behind. In other words the process of teacher training has to move away from mere '*Shruti'* and '*Smiriti*' of traditional classrooms.

- KIIT College of Education has taken note of the changing developments and has equipped its laboratories and classrooms for maximum use of ICT resources. The College has the advantage of its proximity to the College of Engineering and College of IT and Management within the same campus. It can therefore, draw the required expertise and also utilize their modern resources whenever necessary. The College of Education freely utilizes the two computer labs. along with its own ET Laboratory with a computer section attached to it.

- In addition to Power Point presentations, slide shows and over head projections the faculty uses resources provided by the computer and internet in their day to day classroom transactions. Faculty and students are encouraged to browse the Internet both within and outside the Institution. In the last session specific efforts were directed to ensure that every student of M. Ed. prepared his/her own Power Point Presentation and transact the same in a simulated condition. Similar efforts were made in B. Ed. In order to ensure that trainee gets hands own experience on computers and over Head Projector, special orientation programmes were organized. In their Field Work and Dissertations B. Ed and M. Ed students go for e-presentation and e-learning.

Academic Flexibility

TEACHING – A REFLECTIVE PRACTICE

A. Practice Teaching

- KIIT College of Education consciously attempts to provide experience to its students so that teaching becomes a reflective practice. In this context the first example can be taken of 'Teaching Practice' to the students.
- The whole programme of 'teaching practice' is divided into three parts such that at the end of each part students can reflect upon their performance and bridge the gaps that remain to be taken care of.
- In the first segment called 'pre - practice teaching' students undergo teaching practice in simulated conditions. At every step feedback is given to them for mastering the teaching skills using micro teaching as a training strategy.
- In the second segment students again get an opportunity to reflect upon their performance when they deliver lessons in actual school - classrooms during their regular practice teaching sessions. Students are given feedback after every lesson by the supervisors as well as cooperating teachers / Principals. They also get an opportunity to discuss their shortcomings in the post practice teaching session.
- An elaborate 'post-practice teaching session' is organized as a third opportunity in which all students and staff participate. Students give their reactions, difficulties faced and strategies adopted to solve them. The faculty gives their generalized comments on the practice teaching as a whole. The whole session becomes quite lively and reflective.

B. Teaching-Learning Process

From time to time experienced educationists like Ms. Neera Chopra, Dr. L. C. Singh, Dr. Pritam Singh, Dr. Sangeeta Bhatia, Mrs. Nilima Kamrah, Prof. M.Sen Gupta, Shri J.R.Kaim and many others have been interacting with the students on topics like the complete teacher, interactive teaching, participatory learning, analytic approach to classroom teaching, formative & summative evaluation and the like. In these sessions students are invited for participation, discussion, demonstration and question-answer sessions so that they have enough opportunities to reflect upon the process of teaching learning and also understand 'how can it be made more effective.'

C. Variety of Experiences

Students of the College of Education are given hands-on-experience on computers. In addition students of M. Ed. are required to prepare PowerPoint presentations on different topics. They also present them to their peers. These experiences enable the students to reflect upon the use of technology and technological aids for making their teaching more effective. Students in the last session participated in essay writing competition, Power Point Presentation competition, painting competition. They are taken for educational excursion every year. These opportunities give fillip to their thinking and imagination thereby developing a reflecting thought process.

VARIED LEARNING EXPERIENCES

Students are given varied learning experiences both within and outside the classroom by using following strategies.

1. Using activity methods in the classroom like preparing projects, making teaching aids, participating in research seminars, collecting information from reference books / internet, etc.
2. Using educational technology like overhead projector, PPP, charts, models, etc. for teaching in the classroom. Students are required to prepare their own presentations. Group discussions are regular feature especially in M.Ed.
3. Organizing exhibition of teaching aids. Students are given the opportunity to explain their teaching aids in terms of the concept it depicts.
4. Participation in inter-college competitions. e. g. Students participated in street play competition held at Ansal Institute of Technology.
5. Motivating to write articles, essays, poems and rewarding them for the same. Many students participated in essay competitions, power point presentations, su doku, painting competition and got prizes. Their best essays were also published in the KIIT Souvenir.
6. Organizing educational talks, presentations, extension lectures and induction programmes for students. All anchoring is done by the students. They ask questions and contribute to discussions.
7. Organizing talent search for freshers. These talents are later used while planning functions and cultural programmes.
8. Celebrating festivals and functions with students' active participation like Lohri, Independence Day, Christmas, Diwali, etc.
9. Students compete in games, sports and win prizes.
10. Educational excursion is an annual feature in which all students are taken to the field for live experiences e.g. in Craft Mela at Suraj Kund.
11. All College programmes like conduct of morning assembly, conduct of Seminars, Workshops or Induction Programmes, etc. are planned and executed by the students themselves. Faculty only provides them guidance as and when asked for.
12. Students are also engaged in Work Experience activities of Gardening, Interior Decoration and Candle Making.
13. All students are required to go to schools compulsorily to collect data, take interviews, prepare reports, meet students, teachers and parents as part of thei school experience programmme and practice teaching.
14. School Experience Programme is compulsory for every student. B.El.Ed. students under their practicum prepare project reports on children, School activities etc. M.Ed. students collect data for their Dissertation and Field Work, They administer tests, prepare case study of institution, do interaction analysis, etc. B.Ed. students deliver lessons and also collect information for their field work.

INTRODUCTION OF NEW COURSE IN COLLEGE OF EDUCATION

The Government of India has laid great emphasis on elementary education through its programmes of UPE, UEE, DPEP and SSA. In order to prepare competent teachers for elementary level the Delhi University started a four year course of Bachelor of Elementary Education (B. El. Ed) in some of its selected colleges. It is quite popular in Delhi but there was no such professional course at elementary level in the state of Haryana. KIIT took up this important social cause and showed courage in initiating a course of B. El. Ed. with only eleven students. This is a four year integrated innovative course for which KIIT developed the curriculum under the aegis of M. D. University. The university has since given affiliation to the course. The course was started in 2008-2009. The students are now in the second year. This is a bold initiative which fulfils the specific need of elementary teachers but it needs encouragement and attention from the University and the State Government. In spite of many hurdles the college is continuing with the innovative course only to fulfill a social responsibility.

Curriculum Aspects Included

The institution ensures, through its curriculum inclusion of the following aspects:

A. Interdisciplinary / Multidisciplinary

KIIT as an organization is in a very happy position for inter-disciplinary / multidisciplinary activities. This is because the College of Engineering, College of Higher Education, College of IT & Management and College of Education are functioning in the same campus under the same management. The faculty and students of all the colleges often meet together for planning and conducting technical, cultural and literary activities on a common platform. For example, we had common competitions for essay writing, Power Point presentations, debugging, sudoku, games and sports, dramatics and many others. Efforts are being made and the thinking is gaining momentum for developing inter-disciplinary research projects as has been advised in the College Advisory Board Meetings. At present, the Executive Director has requested for developing such projects. Hopefully it will become a reality sooner than later. A Nokia research project on speech identification that is going on in the Institute has inducted Education faculty and students for recording as part of the research process.

B. Multi-Skill Development

- ✓ This is the age of multi-skilling. Teachers in order to be an asset to the employing institution have to be skilled in more than one activity. With this realization the College of Education in addition to developing the teaching skills of students through micro-teaching and practice teaching, involves them in several other activities like commanding the morning prayer, reading, reporting and public speaking, gardening, candle-making, interior-decoration, preparing teaching-aids, arranging exhibitions, performing arts and cultural activities, celebrating festivals, playing games, taking part in competitions- both within and outside the college, street-

play, deliberate use of library, floor decorations, providing hospitality and many such activities. Thus the students acquire multiple skills in the process. These are in addition to ICT skills, which they acquire as a part of curricular experiences.

- ✓ Students of College of Education are intimately involved in all activities.Participation in activities mentioned above including welcoming dignitaries, anchoring of academic activities, preparing and display of exhibits, collecting data, taking interview and involvement in a variety of cultural activities throughout the year are examples of some diverse activities in which students participate. They learn many life skills in the process. A full scale exhibition every year is a regular feature where students participate enthusiastically.

- ✓ They also learn life-skills in an active manner when they are placed in local schools for about 3 weeks.

- ✓ KIIT College of Education conducts seminars, extension lectures and hands on computer classes for the students from time to time to develop communication skills (verbal and written), ICT skills, community orientation and so on. This can be observed in the following activities conducted in the last session.

  1. In Jan 2009 Prof. M. Mehta of College of Engineering addressed the students and faculty of College of Education on essentials of communication. She discussed aspects like pronunciation, errors in communication, local influence in verbal and written communication, etc. This lecture was specially organized to improve the communication skills of students.

  2. College of Education has been emphasizing on developing ICT skills in a systematic manner.

  a) The faculty has access to computer and internet for surfing and downloading essential information for academic reference.

  b) Students get an opportunity to obtain hands-on experience on computer for a minimum of three days each **(Annexure**)organized in the computer labs of KIIT College of engineering.

  c) PowerPoint presentations, OHP Presentations are a regular feature of teaching-learning both within the classroom and through special presentations.

  d) M. Ed students are required to prepare at least one PowerPoint presentation and present the same to their peers.

e) Under the Faculty Development Programme, the College of Education faculty gave lecture cum discussion session using PPP e. g. Anjana Behal delivered an illustrated talk on role of teacher in igniting and developing creativity to the KIIT faculty on 14.11.2009 Dr. Poonam Nangru using PowerPoint presentation and OHP illustrated on the topic 'Parenting' on 12/12/2009. They also get motivated when they see other faculty from College of Engineering, IT & Management using ICT in their presentations.

f) PowerPoint presentation competitions are held at the KIIT level in which students of College of Education participate.

The College of Education therefore, is conscious of the fact that multi-skilling is essential in today's world of work. The teacher has to be a subject specialist, an efficient communicator, an experienced practitioner, a manager, a curriculum and Instructional Material Developer, a Counsellor, A motivator for entrepreneurship and a link between the school and the community. Accordingly students are trained to take up all such activities efficiently and effectively.

C. Inclusive Education

The College has kept special Education for the disabled as one option out of the several options in the M. Ed. Curriculum for the students. A good number of students every year opt for special education in which the concept of Inclusive Education is thoroughly discussed. In the last session, the college took a bold step of admitting one blind and one orthopaedically handicapped student in B. Ed. The curriculum had to be suitably modified for meeting their requirements. Special care was taken to give them equal status. Principal and the In - Charge consciously encouraged and kept an eye on their performance to ensure that they perform well. Both of them passed with good marks. Thus, the college believes in Inclusive education and practices it. In B. El. Ed. for which students are selected by the College, a slightly speech-impaired student has been admitted and through counseling and encouragement, he is doing well in the course.

D. Practice Teaching

KIIT College of Education considers Practice Teaching as an essential and most important component that needs maximum attention in the process of developing teachers. It is done in three stages with all seriousness at every stage. The first is the Pre-Practice Teaching Stage within the college in simulated conditions through Micro-Teaching strategy. Second is the Practice Teaching stage done in cooperating schools with about ten students per school. In the third stage a Post Practice Teaching session is organized for reflection and remediation.

Practice Teaching at School

Practice Teaching is an important component of B. Ed. Teacher Training. The students of B. Ed. are expected to deliver at least 15 lessons in each teaching subject i.e. in all at least 30 lessons in actual school situation. Similar assignments are also prescribed in the curriculum of M. Ed. and B. El. Ed. The university prescribes a number of tasks to be performed during the Practice Teaching by each student in school situation like preparing a Time Table, organizing co-curricular activities in the school, checking home assignment, maintaining attendance register etc. in addition to delivering 30 lessons (15 lessons per subject). They also have one discussion lesson at the end of Practice Teaching in school.

School Experience for B. El. Ed. & M. Ed. Students

Along with B. Ed. trainees B. El. Ed. and M. Ed. trainees go to the schools for 2 weeks and 1 week respectively. During their stay in the school B. El. Ed. students complete their assignments prescribed in the syllabus as part of their school contact programme. A file is prepared by every student for each assignment. Due permission is taken before hand from the schools to allow the students to collect data for research purposes. M. Ed. students too have sessional assignments like Flander's Interaction analysis of classroom interactions, conducting a case study of the school and administering the psychological tests and interpreting their results. B. El. Ed. and M. Ed. faculty guide them continuously in schools. KIIT has earned much required goodwill through its value based quality teaching-learning because of which Principals and managements have been cooperating well. KIIT keeps good liaison with the schools through exchange of visits, inviting for functions and organizing inter-school competitions.

Every mentor teacher or research guide ensures that the student actually collects data, makes observation or takes interview in actual school situation before he / she prepares the file for field work or report for dissertation.

Work Experience – SUPW

The college has a separate Work Experience / SUPW room which is fully furnished and adequately equipped with necessary tools and raw materials for the conduct of the following Work Experience / SUPW programmes:-

1. Candle making
2. Interior Decoration
3. Gardening
4. Paper Work

Two regular faculty members are involved with these activities. Also, part time guest lecturers are engaged for the purpose. The items prepared by the students are exhibited

in the craft room. The Resource Room particularly gets enriched during exhibitions and annual functions. In addition Rangoli, flower arrangement, buntings, garlands, file covers, etc. are prepared by students at different functions / occasions.

Feedback on Curriculum

KIIT values quality in all its activities. Therefore, obtaining feedback from stakeholders comes handy as a source for monitoring and further improvement. Feedback is obtained at different levels by different people regularly. Getting feedback for every major activity and regarding the transacted curriculum is a regular and important feature of KIIT. The same is true for KIIT College of Education as well. The Principal, Faculty and the Management regularly obtain feedback on the curricular and co-curricular activities of the college from concerned sources. These sources include students, teachers, peers, alumni, parents, participates in various programmes, employers and the practice-teaching schools.

Feedback From:

1. Students

Students being the most important stakeholders their feedbacks are obtained both formally and informally, by the faculty and the management. The college has devised a student daily proforma **(Annexure)** for every course indicating timings, name of the lecturer, paper numbers, course covered, topic covered, remarks regarding quantum, quality and also assignments given. Every class-section has an elected student representative who in consultation with his or her peers fills up the proforma on a daily basis. It is submitted to the Principal every day who after scrutinizing the same forwards it to the management. Remedial measures are taken accordingly.

2. Faculty Member

Feedback from the faculty members is obtained in three different ways. The first involves filling up of a specially designed daily proforma for faculty members. The second is related to peer observation and evaluation once in a month by each faculty. A peer observation and evaluation schedule consisting of items for objective and subjective assessment has been worked out with mutual discussion with a view to induce improvement and professional development. There is yet another form of feedback mechanism (Annexure) evolved by the college in which a faculty presentation on a topic of academic interest to all the faculty peers of the four colleges is evaluated after each presentation. This serves dual purpose of ensuring keen attention to the presentation and also feedback for further improvement.

Daily proforma for faculty member

The college has devised a daily proforma for faculty members (**Annexure** indicating name, date, timing, and course taught, paper number, topics covered, assignment given and remarks regarding quantum and quality. This proforma is filled by every faculty member and is submitted to the Principal on a daily basis. The Principal scrutinizes them, seeks clarification and offers advice accordingly, before submitting it to the management.

PEER OBSERVATION & EVALUATION

The College of Education has taken up peer observation and evaluation as an innovative activity. Under this activity every faculty observes a peer lesson and submits his/her observations on a prescribed proforma (**Annexure)** This is done every month. Major components included for peer observation / evaluation are:

- **a.** The quality of transaction.
- **b.** Appropriateness of methodology used.
- **c.** Students' participation.
- **d.** Interaction pattern.
- **e.** Classroom climate.
- **f.** Suggestions for further improvement.

The objectives of peer evaluation were detailed as:

- **i)** To identify the strengths and weaknesses of the transacted lesson.
- **ii)** To observe the extent and quality of student participation.
- **iii)** To observe teacher – pupil interaction.
- **iv)** To comment on the appropriateness of the teaching methodology.
- **v)** To observe overall ethos of the class.
- **vi)** To suggest alternative strategies and steps for further improvement.

OBSERVATION SCHEDULE

An observation schedule was developed through mutual consultations with the faculty which indicated the name of the faculty and peer classes and periods to be observed and subjects to be taught. Every faculty observes the lesson of other nominated faculty and submits the report in the proforma. The proforma has dimensions like classroom climate, teacher – pupil interaction, participation, building emotional climate and evaluation. There are a number of categories for making observations. These categories include entering the class, starting the class, methodology of teaching, T-L material, reinforcement, activities done in the class, assignment / home work, ending the lesson, organization and management of the class, teacher's movements, discipline, style of addressing, questions asked, answers of children, instructions given, involvement of children, teacher – student interactions, exercises and assignments. This forms **Part-A of the schedule.**

In **Part-B** the faculty member grades the lesson on a 5-point scale and gives his/her opinion on the following questions:-

1. Suggest alternative strategy / strategies to transact the lesson to make it more effective.

2. If you were to teach the same lesson, how will you introduce the lesson? Which teaching aids would you use?,
3. Which examples / illustrations are likely to make the lesson more effective?.

4. How was the overall reaction of the students to the lesson?.

5. Give your critical assessment of the lesson / the peer you observed.

This strategy provides good feedback and at the same time helps the faculty members to improve upon their lessons by knowing the shortcomings.

FACULTY PRESENTATION

KIIT initiated on an experimental basis a series of lectures by the faculty to their own colleagues to provide them an opportunity to express in an effective manner and also to get enriched on the latest topics within the curriculum. Lectures on role of a teacher in igniting and developing creativity and on parenting were given by lecturers in College of Education. A specially designed feedback proforma **(Annexure)** is filled up by the peer faculty of all the colleges after each presentation. The feedback concerns the aspects like content of the topic, communication skills, query-handling, body language followed by remarks and suggestions. This feedback is analyzed at appropriate level and communicated to the presenter for further improvement.

PROGRAMME FEEDBACK

KIIT College of Education conducts seminars, workshops, extension lectures and talks on educational topics quite frequently particularly on latest developments like those in the areas of continuous and comprehensive evaluation, interactive teaching, use of PowerPoint presentation, changing role of teacher and career guidance. All these programmes are attended by the faculty as well as the students. At the end of each programme a specially designed feedback proforma is distributed. The feedback obtained is analyzed and discussed in faculty meetings for future improvement.

FEEDBACK FROM PRACTICE TEACHING SCHOOLS

As said earlier, the college takes up practice teaching very seriously. The faculty members visit local schools in the beginning to fix schools, then during the practice teaching sessions on a full time basis. At the end of the practice teaching a specifically designed feedback proforma is distributed to all the Principals and cooperating teachers. These proformae are duly collected from each school and a systematic analysis is done of the responses. This feedback is discussed at different levels and corrective measures or new initiatives are taken at the college and management levels.

- **Analysis of Feedback Proforma (Session 2009-10)**

Responses

Item 1. The pupil teachers have complemented our task.

5/16(Strongly Agree)
9/16 (Agree)
2/16 (Undecided)

Inference

✓ All teachers except two (who were undecided) agree that pupil teachers have complemented their task.

Item 2. Pupil teachers fulfilled all duties and responsibilities assigned to them.

6/16 (Strongly Agree)
10/16 (Agree)

Inference

✓ All teachers agree that pupil teachers fulfilled all duties and responsibilities assigned to them.

Item 3. Pupil teachers have received good response from students

6/16 (Strongly Agree)
8/16 (Agree)

Inference

✓ All teachers agree that the Pupil teachers have received good response from the students.

Item 4. Pupil teachers have been useful to the institution

3/16 (Strongly Agree)
13/16 (Agree)

Inference

✓ All the sixteen teachers agree that Pupil teachers have been useful to the institution.

Item 5. Satisfied with the performance of our pupil teachers.

5/16 (Strongly Agree)
11/16 (Agree)

Inference

✓ All the teacher are fully satisfied with the performance of our pupil teachers.

Item 6. Would like our pupil teachers to be part of your school in the future.

3/16 (Strongly Agree)
10/16 (Agree)
3 (Undecided)

Inference

✓ All the teachers except three (who were undecided) would like our pupil teachers to be part of their school in the future.

Item 7. Like to continue this cooperation with KIIT in future also.

16/16 (Yes)

Inference

✓ All teachers unanimously were happy to continue this cooperation with KIIT in future also.

Item 8. Your experience of our pupil teachers this year.

- Teaching has been up to the mark.
- Pupil teachers have been friendly to students.
- They have been very cooperative.
- Nice experience with pupil teachers.
- Wish them good luck and best future.
- Students were happy.
- Pupil teachers are hard working, quite able, sincere and committed to their jobs.
- Good class control.
- Their behaviour with students and teachers has been good.
- They have been helping hand to us.
- Fruitful to institution.
- Duties assigned were done in time.
- Involved students.
- We refreshed our methods.

Item 9. Suggestions for improving Practice Teaching programme.

- Very well done. Fully satisfied. No suggestions.
- Used good teaching aids. Try to use more working models.
- Black Board writing needs improvement.
- Should give practical examples.
- Improve communication skill and class control.
- Efforts were good.

SUGGESTION BOX

In addition to the above formal feedbacks on every floor of the college a Suggestion Box has been fixed in which any one can put his/her suggestions. These are duly collected and analyzed by the management from time to time.

DISSEMINATION OF FEEDBACK

All feedbacks after due analysis and discussion are published in KIIT Newsletters and finally in the KIIT souvenir annually.

FEEDBACK FROM ALUMNI

The College gives due weightage to the feedback received from the alumni. Suggestions given through the feedback are considered for introducing new features in the curriculum, if any.

Feedback from Alumni published in KIIT souvenir 2010.

- *KIIT Mahavidyalaya Haryana mein shiksha ka utkrishtha Kendra hai, Jo Vyakti ki chhupi hui Pratibhaon Ko Ujagar Karne Ka Bharsak Pryatna Karta Hai***.** ***Ekta, B.Ed. 2008-09***

- KIIT has given me vast exposure and various opportunities which have helped in grooming my personality. I am very proud to be a part of its alumni. **Swati, M. Ed. 2009-10**

- KIIT has played very important role in building my career. It has led to my professional as well as personal development. **Manita, M. Ed. 2008-09**

- KIIT is one of the best colleges a student can have where not only academic but professionally an individual can grow. After joining KIIT as student I felt much more knowledgeable. My confidence level, analytical skills, decision making skills have enhanced by leaps and bounds. **Anjana, M. Ed. 2008-09**

- KIIT is a college which needs no introduction. It has a wonderful ambience, experienced faculty and ensures full fledged development of personality of students. The college identifies and nurtures the talent in the students and gives them ample opportunities for their all round development. I am very fortunate to be part of it. **Garima Singh, M. Ed. 2009-10.**

- KIIT helps in academic as well as professional development of a student. **Aditi, B. Ed. 2008-2009.**

- I am very proud of my Alma mater KIIT. KIIT is a real temple of learning with environment conducive for development in all phases of life. **Rina, B. Ed. 2008-09.**

FEEDBACK FROM PARENTS

The College of Education as a matter of policy remains in constant touch with the parents of the students. Sometimes we have even been criticized of perpetuating the school culture. The parents are formally invited to the institute on different occasions like Annual function, Parent Teacher Meet, Inter – school / college competitions, Founder's Day, etc. The parents are kept posted with the attendance and progress of their wards through frequent letters from the Principal. In the past, parents have been visiting the college and have got impressed by the sincerity of the faculty. Parent's feedbacks have been published verbatim in KIIT Souvenir 2009.

FEEDBACK FROM ACADEMIC ADVISORY BOARDS

Members of the Academic Advisory Boards keep a close watch on the working of the college and duly make their recommendations in the meetings. In the last meeting more than one member expressed concern over placement of students. This feedback has been taken very seriously by the management and actions initiated. Under the leadership of Dean (Students' Welfare) the Placement and Training Office has been revamped by forming an expert committee by drawing faculty members from each of the colleges including College of Education. Tasks have been planned, distributed and a duty roster prepared. Creation of a complete database of students is in progress.

MECHANISM FOR FEEDBACK ANALYSIS

The feedback received is duly analyzed and discussed among Ms. Neelima V. Kamrah, the Registrar and Management Representative, the Executive Director and the Principal. Positive and negative points are taken note of and strategies devised for future action. The feedback is compulsorily disseminated through quarterly newsletters and the annual Souvenir. One of the follow up action based on feedback has been that on every important occasion letters of invitation are invariably sent to teachers and Principals of practice teaching schools. Similarly, the college remains in constant touch with the alumni and parents and are invited to the college on different occasions. As a matter of fact the management takes the feedback particularly from parents and alumni very seriously and actions initiated immediately e.g. to come in touch with them on phone and through correspondence to redress their grievances, if any.

CONTRIBUTION TO CURRICULUM DEVELOPMENT

As said earlier the College of Education being affiliated to M. D. University, Rohtak, it has to follow the curriculum developed by the university. The college follows the prescribed curriculum for B. Ed. and M. Ed.

- However, KIIT College of Education took an initiative in this direction and decided to introduce a course on Bachelor of Elementary Education (B. El. Ed.).

Since it is the first of its kind, in M. D. U. as well as in the State of Haryana, the KIIT College had to prepare the curriculum with the help of invited experts under the aegis of the university. The course on B. El. Ed. is a 4-year integrated course which has been categorized as an innovative course by NCTE, was first introduced in Delhi University in some of its selected Colleges. Thus, the DU syllabus formed a base for developing curriculum of B. El. Ed. by suitably modifying it to accommodate the needs and requirements of the State of Haryana. The College got syllabus approved by the Board of Studies of M. D. U. and started the course in 2008-09. With dedicated work of KIIT, the ordinance for B. El. Ed has also been issued by the university. Students of B. El. Ed. are now in the second year.

- The Principal and the faculty of KIIT College of Education are continuously trying to enrich the transacted curriculum by using innovative methodologies and newer activities involving students, local schools and the community. It is because of this that the inspection report of KIIT College of Education, Gurgaon by M. D. University, Rohtak states "we have no hesitation in stating that the college is one of the best institutions providing teacher education" **(Annexure)**

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Curriculum Update

The syllabus for all the courses is prescribed by the M. D. University and hence the college has little role to play in this regard. However, many features have been coined and introduced over the years for making the college curriculum lively and vibrant. These include:

1) Compulsory and Comprehensive morning assembly conducted by the students House-Wise.
2) Every Friday a slot of four periods has been earmarked for seminar on dissertation and research for M.Ed.
3) Attendance of the students is monitored on a daily basis. The shortage of attendance is notified at the end of every month. Parents are informed accordingly.
4) Educational excursion is a regular feature every year.
5) Presentation by students is encouraged in classrooms.
6) Project work, Field work and craft work are meticulously planned and rigorously implemented.
7) Every student has to be in the college from 8.30 A.M. to 4.00 P.M. everyday.
8) Library has been strengthened and enriched that has substantially enhanced students' attendance in the library.
9) Students are encouraged to write essays, poems and participate in debate, declamation, PowerPoint presentation and in cultural activities.
10) Students observe and celebrate major festivals and national days.
11) Two full fledged sessional examinations are conducted in a year on the lines of university examinations.

BEST PRACTICES IN CURRICULAR ASPECTS

Since KIIT College of Education intends to become a pace setting institution on the region by providing value based quality professional education, it continuously strives to do a task in a better mode in a professional manner.

Quality systems and quality enhancement measures

- ✓ KIIT vision and mission right from the very beginning is based on two pillars. These are quality education and moral and ethical values. The KIIT vision states that, "We aim to be one of the foremost and premier institutes of quality education, learning, research and development, which provides world class and innovative opportunities to students to become successful entrepreneurs and leaders". The first tenet of KIIT Mission is to "maintain high quality academic standards". In keeping with KIIT vision and mission the College of Education has taken several measures for quality enhancement. For example although the university conducts the annual examinations of all the three courses, the college on its own conducts minimum one and maximum two sessional examinations which are almost the dress rehearsal of Annual examinations. These sessional examinations are in addition to the unit tests and periodical assignments.

- ✓ As said earlier attendance is one of the important considerations for being eligible to sit in the final examinations. Daily attendance of every student, every class and every faculty is monitored centrally. Any shortage in attendance of students is immediately informed to the concerned parents by post as well as through telephone. **In the session 2008-2009 a student of B. Ed named Archna was awarded because she maintained more than 95% attendance throughout the year.** This is a measure adopted to motivate other students to be regular. **One student each was detained in last and before last session because of shortage of attendance and were not allowed to take university examinations.**

- ✓ The College of Education has an Academic Advisory Board consisting of eminent educators from other universities and national level research institutions, The Advisory Board meets once or twice in a year and takes a stock of the college activities and suggests measures to improve the quality of curriculum/ infrastructure etc.

- ✓ The College of Education in collaboration with other constituent colleges brings out KIIT Darpan – A Newsletter (Quarterly) and a souvenir (Annually) showcasing both curricular and co-curricular activities and highlights of other major events. It can be seen that activities are increasing every year both quantitatively as well as qualitatively.

Innovations/Best Practices

KIIT College Education has planned and implemented the following innovations / best practices in the College curriculum.

- Organizing seminars, workshops, extension lectures and talks on latest educational developments.
- Peer observation and evaluation of faculty lectures.
- Daily Performa filled by every faculty member indicating the work done.
- Student daily proforma submitted by class representatives about lectures delivered.
- Online journal software for assisting in conduct of researches by faculty and students.
- Newsletter publication every quarter.
- Souvenir publication every year.
- A nearby Government school adopted for academic and infrastructural improvement.
- Practice teaching for 21 days in nearby schools and getting feedback from the schools.
- Morning assembly including prayer, thought for the day, reading news, recitation of poems, news analysis, announcements, attendance, etc.
- A placement notice board to display news and advertisements about recruitment and placement.
- An annual compulsory get-together with family free of cost for developing team spirit.
- Extensive use of ICT in teaching-learning.
- An innovative course of B. El. Ed. being conducted in the college as the only one in the state.
- Weekly research seminar with students on their dissertation topics.
- Collection of Ph. D. thesis, M. Ed. thesis, synopses and summaries from different universities and making available on open access system in the library.

Criterion II: Teaching-Learning and Evaluation

Admission Process and Student Profile

ADMISSION PROCESS & POLICY

Admission to course of study is based generally on merit as per University rules. Reservations are made as per the reservation policy of the State Government / University. Reservations for the wards of ex-servicemen, physically challenged, sports persons and wards of employees are integral part of the admission policy. Due consideration is also given to the student's involvement in co-curricular and extra curricular activities. These factors and Student's course choice are considered by a faculty committee constituted by the Principal before the admission

ADVERTISEMENT

The programmes are advertised in three newspapers - dailies, radio and metro pillars. Information provided to prospective students include:

- Location of institution
- Website address
- Phone numbers
- Brief about activities of institution
- How to apply
- Fee details
- Transport
- Affiliation and collaborations
- Syllabus and scheme of examination

MONITORING ADMISSION DECISIONS

The college ensures equity and access of students from disadvantaged community/ women/ physically handicapped/ economically weaker sections/ sports personnel, etc. following State Government reservation policy.

STRATEGIES ADOPTED

Strategies adopted by the institution are:-

- Orientation programmes and talent search of freshers are organized.
- Peer educators are made.
- Mentoring of students is done.
- Cooperative and team teaching is encouraged.
- Extension lectures are arranged.
- Career Counselling is continuously done.
- Special care is taken of physically challenged students.

ASSESSING STUDENT'S PRIOR KNOWLEDGE/ NEEDS AND SKILLS

The orientation/ talent search programmes conducted at each department / subject before the commencement of teaching programmes helps in assessing and understanding the knowledge base and skills of the students. The merit and performance of students in qualifying examination as well as their earlier career is also considered.

- The performance of students in the first and second internal tests which are a part of continuous internal assessment also helps in understanding the students' level of understanding of the subject.

- It is proposed to have Induction Analysis cum orientation classes to all the newly admitted students before the actual commencement of teaching programmes in order to assess the status of current knowledge of subject, general knowledge, reasoning and skills. It is expected that this analysis and the performance of students at qualifying examinations are likely to create a base for monitoring the future progress of students.

Catering to Diverse Needs

õ CREATING LEARNING ENVIRONMRNT

In order to create an over all environment conducive to learning and development of the students the institution works in the following ways:

1. During the induction programme itself students are given clear understanding that they have to be punctual, regular and get themselves involved in variety of curricular and co-curricular activities. No student is admitted if he or she declines to attend the college on a regular basis.
2. The college has its own prospectus which is given to every student at the time of admission. It provides an introduction to the institution giving details about institutional values, vision, mission, college campus, college laboratories, courses offered, and other necessary information.
3. All religious festivals are celebrated and cultural activities have a multicultural character.
4. The students are encouraged to interact with the faculty. They are also given an insight into the syllabus and total curriculum for the year so that they prepare themselves for the rigorous routine.
5. A conscious effort is made by the faculty and especially the course incharges and House Masters to develop personal rapport with each student. They get acquainted with the social, financial and religious background of the students under their charge.
6. During the "talent search" activity every fresher student is asked to display his/her talent in one way or the other. This exercise helps the faculty in knowing their potentialities and using them in college activities later.

7. Following the induction programme classes start immediately after. The college has full strength of experienced faculty. Teacher student ratio in B. Ed. Is 1:7 and it is 1:4 in M.Ed. The classes are held regularly as per time table. Daily proforma by faculty and students indicate the quantity and quality of transactions.
8. The morning assembly, by prayer and variety of interesting activities, sets the tone for the whole working day.
9. Attendance of every student is monitored meticulously. It is specially ensured that no class goes unattended.
10. The teaching sessions are interspersed with discussions, activities, presentations, library periods, field work, interactive sessions and group work to do away with any monotony.
11. Students throughout the year take part in variety of activities like games, sports, creative writing, painting, interior decoration, exhibition, cultural activities, celebration of functions and days, preparing and practicing new items for morning assembly, etc.
12. Faculty and students together plan and follow implementation of practical / sessional / dissertation / projects prescribed in each course. Thus they remain totally engrossed in doing one activity or the other through out the session. Every Friday a slot is set apart for students' seminar on Dissertation.
13. Students are given latest information on subjects and hence they have to go beyond the text books. This necessitates referring reports, research literature, internet and lessons developed by NCERT, IGNOU, MPBOU etc in the library.
14. Regular class tests, assignments, two sessional examinations make the students study on a continual basis.
15. The classrooms are spacious with good comfortable furniture. There are good facilities of OHP and Power Point Presentations in the classroom/ ET lab./ conference room/ Auditorium. Students have easy access to all these facilities.
16. Library is quite rich with latest editions of books, journals, reports, newspapers and magazines, Students spend much time in the library to complete their assignments and prepare their class topics/ Dissertation.
17. The campus, the college environment and ambience is such that students enjoy learning and have a close contact with their teachers.
18. The college organizes seminars, panel discussion, introduction with foreign and national level dignitaries, inter college competitions, literary activities and many opportunities for students and the faculty to learn informally.

õ DIVERSE LEARNING NEEDS

The college uses following ways to cater to the diverse learning needs of the students:

1. Students are helped to develop a clearer sense of their own ethnic and cultural identities.
2. Instruction is embedded in a group setting that provides both intellectual challenge and social support.
3. Varieties of teaching and training strategies are used to suit different learning needs. Lecture, discussion, group work, preparing individual papers and presenting them in the class, Power Point Presentations, Over Head Projections, charts etc. are freely used in classrooms for better understanding and student participation.
4. For visually and physically handicapped students individual attention was given to their respective needs. Many adjustments were done in the curriculum to suit their needs.
5. Remedial or extra classes are taken for slow learners. They are also given individual attention.
6. Above average students are duly encouraged to do even better. They are involved in enriched activities where they can use their talents.
7. Wherever required materials are not available in books, notes and handouts are given. This specially happens with B. El. Ed. and in teaching areas which are new to the curriculum.
8. Students are taught how to assess the relationships between the methods they use in the classroom and the preferred learning and interaction styles in the students' homes and communities. They are taught how to use various instructional strategies and assessment procedures sensitive to cultural and linguistic variations, and how to adapt classroom instruction and assessment to accommodate the cultural resources that their students bring to school.
9. Hindi medium students were specifically guided how to prepare their notes particularly in those areas in which Hindi medium books are either not available or are deficient in content.
10. Each course has a different clientele group and their objectives are also different. For example B. El. Ed. course is of four year duration in which students are admitted after higher secondary. Their age group is 17+ and the curriculum is an innovative one. Obviously their needs are quite different. These are taken care of by earmarking exclusive faculty members to take care of curricular and practicum work. These students are regularly counselled by the faculty and a counsellor. Part time faculty is also appointed to take care of their specific needs e.g. in Arts and Crafts, Language Across the Curriculum etc.
11. B. Ed. students come after graduation/ post graduation and their basic aim is to become a teacher. Since most of the students are girls of varying age their self needs, family needs and needs of the in-laws often create problems with the strict regulation of the college. These are dealt with on a case to case basis.
12. The M. Ed. students are relatively quite mature and hence all efforts are made to introduce higher level thinking abilities like analyzing, synthesizing, evaluating and judging. They are given enough freedom for self study and research. There is a distinct paper on special education in M. Ed. in which they learn about inclusive education and ways and means of dealing with the disabled as well as gifted students.

õ DIVERSITY AND EQUITY

Activities envisioned in the curriculum are:

i. Following activities envisioned in the B.Ed. Curriculum (new) will make the student teachers understand the role of Diversity and Equity:

- ✓ Socio-economic educational survey
- ✓ Study of education & Income patterns
- ✓ Role of education in Empowerment of weaker sections of society
- ✓ Educational pattern among rural families in relation to their caste and income in Haryana
- ✓ Relevance of Indian Schools of Philosophy in present times
- ✓ Promoting inclusive education
- ✓ Sensitization against child labour
- ✓ Sensitization against gender bias, minimizing dropouts etc.
- ✓ Role of education in modernization of community
- ✓ ICT enabled practicals

ii. There are optional papers on 'Gender Sensitization and School', 'Human Rights Education', 'Inclusive Education',
iii. Community based projects include Out of school children enrolment drive, Polio Drive and First Aid, Out Reach Programme (Marginalized children, children with special needs), Economically weak / SC / ST / Girls, Mid Day Meal Programme.
iv. Identify and demonstrate a variety of teaching skills and teaching strategies. These would include mini-lectures, interactive lectures, case studies, small and large group work, and discussion/criticism lessons.
v. Identify and clarify diversity terminology (i.e., multicultural education, multiculturalism, unity in diversity, etc.).
vi. Design and demonstrate activities that support the multicultural competence model.
vii. As said elsewhere school experience is a compulsory part for every student where they have an opportunity to deal with the diversity and concerns of equity in the classrooms and in other activities.
viii. Use ice-breakers to help students build a class community.
ix. Encourage dialogue as an alternative to debate.

õ ENSURING KNOWLEDGE & SENSITIVITY

For ensuring that teacher educators are sensitive and knowledgeable about diverse student needs the Institution takes care of the following:

1. Provides leadership that contributes to creating a school climate that is 'welcoming of all students' and establishes a culture of respect that is evident in all school policies, programmes and practices.
2. All work collaboratively to embed an inclusive approach to curriculum development, teaching, learning, assessing and resource selection based on an understanding of diverse student needs.
3. Identify and resolve barriers to student access to and engagement with programmes and activities through consultation and collaboration.
4. Demonstrate through curriculum plans and professional development opportunities, strategies for responding to diversity in classrooms and across whole college.
5. Build institutional capacity to support all students by collaborating and networking with other service providers.
6. Establish open and positive relationships with parents/carers and community to improve access to programmes, facilities, information and expertise.
7. Develop a positive culture that reflects high expectations for all students.
8. Treat all students with dignity so that they enjoy benefits of education and general rights and opportunities through enrolment, participation, access to curriculum and achievement.
9. Develop and implement strategies and programmes to prevent victimisation and harassment.
10. Gather institution-based information on student achievement, retention, and participation to evaluate progress and identify priorities for improvement with a particular focus on those groups of students who have been educationally disadvantaged.

õ PRACTICES TO DEVELOP KNOWLEDGE & SKILLS

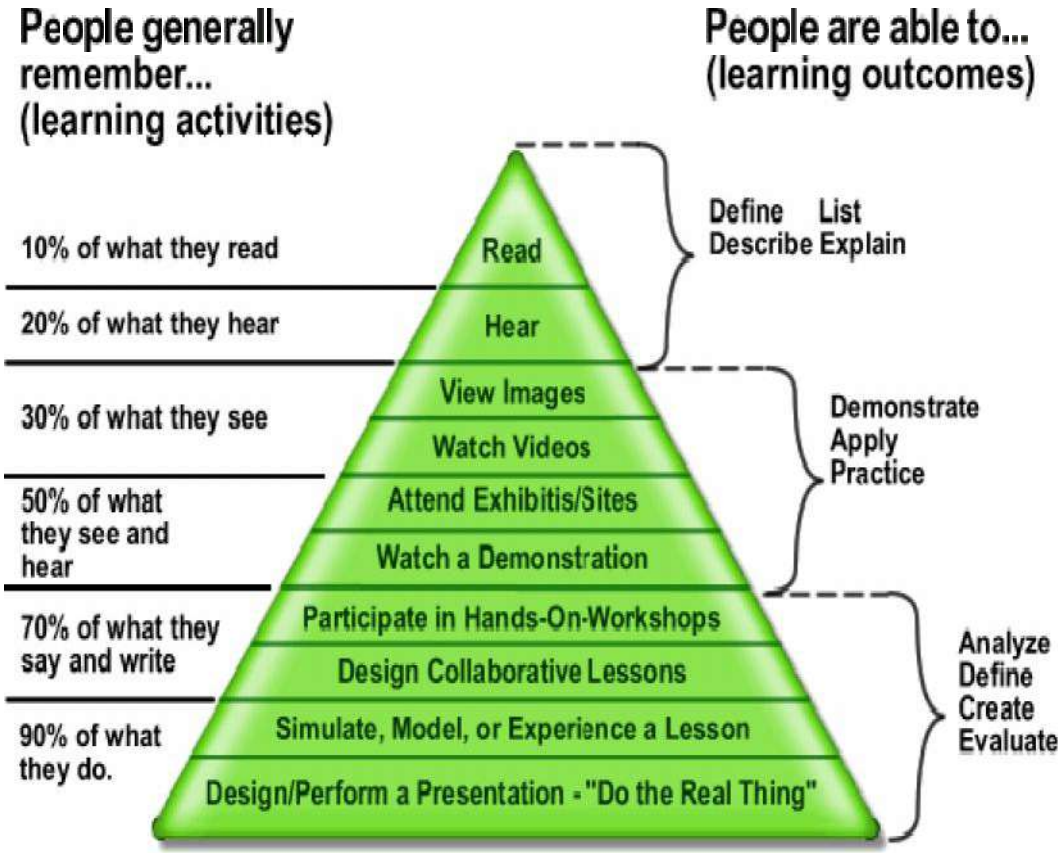
Various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations are:

i. Provide curriculum that is intellectually challenging and built on students' background knowledge and cultural understandings.
ii. Develop and use a range of classroom practices, strategies, materials, individual and classroom curriculum plans, assessment and reporting processes that give all students opportunities to demonstrate and communicate their knowledge, understandings and skills.
iii. Develop curriculum experiences for students to further develop their interest in and knowledge of a range of social and cultural groups.
iv. Provide all students with teaching and learning that they need for success in the course and beyond.
v. Facilitate opportunities in consultation with parents/carers, guidance officers and/or other specialist staff for individualised assessment, curriculum planning and adjustments to assist students who are or who are at risk of underachieving, disengaging or are at a juncture in their education that would benefit from individualised planning.
vi. Enable improvements to student outcomes by using a range of information and evidence based practices to inform, and develop curriculum programmes, including authentic and productive teaching approaches.
vii. Work with parents and broader community to improve student participation in social, recreational, vocational and academic pursuits.
viii. Monitor students' progress and provide regular formal and informal feedback to parents in accordance with relevant college and/or departmental policies
ix. Individual problems of students are heard sympathetically and all efforts are made to solve them amicably in consultation with the concerned faculty.
x. Majority of students being girls their problems are culturally loaded. Their needs are accomodated in an inclusive manner so that a balance is struck between their family requirements and the requirements of the college.

Teaching-Learning Process

ACTIVE LEARNING – LEARNING RESOURCES

"Engaged learning is the process in which students actively participate in their learning. Students are involved, beginning on the first day, in the decision making of the course of their study. Students vigorously research, discuss, create projects, and use technology to make discoveries based on their choices. Students are active participants in the learning process. The teacher serves as a "coach or facilitator," guiding students to the desired goal.



At KIIT we are constantly using active and engaged learning to instruct the class by using the following methods:

- Using examples and anecdotes, case studies, group discussion, peer presentation and interactive sessions by guest speakers to engage students in active learning. Examples can be seen in our last year's activities.
- Asking students to reflect on their opinion and support their argument based on the lecture and real life experiences
- Using peer review and student assessment of classroom interaction.

- Collaborative learning groups are formed and topics assigned for collecting information and preparing a paper to be presented to the whole class. This methodology is intensively used in M.Ed.
- Technology is of paramount importance in engaging students in active learning. Students particularly of M.Ed. are asked to prepare Power Point Presentations on curricular topics. They present them to the class. Thus active learning takes place in interactive learning situations . Technology assisted active learning is made possible by using computers, internet applications and much more.
- **Website**: Websites are commonly used to surf the internet. Students surf the net by entering web address or website name: Google.com, Yahoo.com, Digg.com, MSN.com… etc.
- **Online Forum**: When students are looking for a certain topic, most of the time they will reach a forum i.e. talk about the topic. Students can post a question in the forum and someone with the answer is likely to respond at any given time.
- **Educational Games**: This is a highly competitive game that allows students to critically think, collaborate, and make essential decisions. Students are encouraged to ask questions, raise questions, and post ideas in an active group discussion among the team members.
- **Blogs**:(weB LOG): Blogs allow people to log and write down what they are doing or what happens. Everyone can use it as a journal to keep track of their everyday life or even their activities.
- **Email**: Email is very important communication tool. It's a useful tool that encourages student's interactions with other students and instructors. Students of M.Ed. have been using e-mail to send their draft dissertations for viewing and correction.
- **Microsoft Office**: Microsoft Office includes a variety of tools that can be used: Words, PowerPoint, Excel and Access. Students of B.Ed. have been given hands on experience on computers where they learn about these tools.
- **Adobe Acrobat**: this application allows to open and save PDF files(commonly used by instructor for lectures, and notes), Adobe Photoshop allows students to edit pictures, multi-medias, artworks to incorporate to what they are learning.

With basic knowledge of computers that students receive many of them further practice at home and use the above thereby activating their learning process. Use of ICT is gradually being enhanced by the Principal and the faculty to trigger thinking, an urge to use ICT and diversify the teaching and learning resources.

STUDENT CENTRED LEARNING

The students right at the time of induction are told that the emphasis has to be on learning and not on teaching alone. Aurobindo's saying that 'the first principle of true teaching is that nothing can be taught' is made explicit to them. Classroom teaching is suitably modified based on the needs, abilities, and interests of prospective teachers and teacher educators. The participatory activities as suited to the school situations are demonstrated to them. The trainees get involved in such activities that facilitate student centered learning. Some of the participatory learning activities adopted by the institution are as follows:

1. **Institute Ensures a Democratic Environment**: For increased responsibility and accountability on the part of the students, democratic practices are propagated and practced in the institution.
2. **Student Centered Methodologies of Learning**: Along with the conventional lectures, dialogue method, discussions, seminars, classroom workshops, quizzes, and cooperative learning are encouraged.
3. **Emphasis on Active Rather than Passive Learning**: Active learning environment is created through individual and group projects, role play, simulations, team teaching and collaborative peer teaching, giving assignments thereby enabling them to manage and share their knowledge and consequently have equal responsibility for learning
4. **An Increased Sense of Autonomy**: The use of various learning resources mainly computer laboratory, language laboratory, information and communication technology resource centre, art and craft resource centre, mathematics resource centre, science resource centre etc. is made by the prospective teachers and teacher educators for skill development and knowledge enhancement. Students develop self confidence and self autonomy by engaging themselves in the learning process.
5. **Active Learning through the Experiential Mode**: There is an emphasis on in-depth first hand learning, planning and executing through a wide range of powerful field experiences.
6. **Reflective Approach to Teaching Learning**: Tutorial groups, mentor programmes and various groups/committees of prospective teachers and teacher educators enable them to discuss, deliberate and take up social, environmental and academic issues and programmes. For example students planned and organized an exhibition on the theme 'Indian Heritage'. Similarly they prepared a ballet presentation on the theme 'Emerging India'. A street play was devised by a group of students on 'environment and its pollution'. It was a treat to see the concepts that they brought and depicted through dramatics.
7. **Field Experiences**: Sustained and continuous efforts are made to shift the focus from classroom teacher-centered pedagogy to field work learner-centered approach by introducing project work, arranging educational tours, surveys, case studies, etc.
8. **Peer Teaching**: Prospective teachers and teacher educators prepare, plan and teach topics from the syllabus which contribute to self-management of knowledge generation.

9. **Assignments Based on Policies, Issues and Concerns in Education**: Dissertation work is taken by prospective teacher educators wherein research is conducted in identified thrust areas. Most of the topics are formulated on contemporary concerns and issues. CCE was yet another concern addressed by the College.
10. **Preparation of Teaching Aids**: Emphasis is laid on planning, preparing cost effective models, charts, maps, posters and power point presentations to be used as teaching aids by the prospective teachers in simulated and practice teaching classrooms.
11. **Activities during Practice Teaching**: The prospective teachers are encouraged and expected to use innovative methodologies. They also organize and participate in the school morning assembly, cultural programme, examinations and sports.
12. **Community Work**: Activities are organized to foster understanding of the social, cultural and economic realities; gender equality and other social values.

INNOVATIVE INSTRUCTIONAL APPROACHES

In order to ensure effective learning different approaches and techniques are evolved and implemented depending upon the content to be transacted and learning style of the students:

- Visual or spatial learning style: This style revolves around use of images and pictures to transfer the information and is well suited for learners with high spatial intelligence.
- Auditory style: Learners are taught using sound or music.
- Logical or mathematical style: In this style the transfer of information is done using logic and reasoning.
- Social or interpersonal style: Learners assimilate information better when it is transferred in a group environment.
- Solitary or Intrapersonal style: Here transfer of information is done on a solitary basis or ordinarily where self study is followed. E- learning uses solitary style of information transfer with great effectiveness.
- Verbal or Linguistic style: These learners score high in verbal skills and so information can be better assimilated through speech or in written form.

One of the faculty members who are doing research in the area of Multiple Intelligence under the guidance of the Principal Prof. M.sen Gupta has been experimenting with the seven intelligences in her classes.

✓ **Innovative Methodology in Teaching M.Ed. (Developed and Used) - 1**

Participatory Learning Approach

Teaching is intimately related to learning and the learner. It can neither be singularly defined for all times to come nor can it be applied uniformly to all types of students. Teaching has relevance only when it results in learning. Teaching becomes effective when it resonates with the needs of the learners. The quality of teaching also gets affected by the attitude of the Principal and other colleagues, cooperation of supporting staff, availability of instructional facilities, encouragement for progressive improvement and the kind of evaluation system. The developmental stage of the learner as well as the nature of the content decides the methods of teaching to be used. At the undergraduate and post graduate levels the method frequently adopted by an average teacher is either lecture or lecture cum discussion. Students are asked to make their own notes from available print and non-print sources. It is generally observed that the teacher educators use the same yardstick in teaching M.Ed. classes as well. This is irrespective of the fact that M.Ed. is not a general academic course. Being a professional course it has to be applied in nature, demonstrative in effect and research based in its approach. The following distinctive points may elucidate the view a bit further:

- Students joining M.Ed. are generally those who already had their P.G. degree in a school teaching subject from a higher education institution.

- It is primarily intended to produce teacher educators.

- Being future teacher educators they have to be pace setters for teacher training institutions. Future teachers tend to emulate what the teacher educators do rather than what they say, in their later working life especially in the context of using specific teaching methods and strategies in their classrooms.

- The M.Ed. pass outs apart from becoming teachers or teacher educators in schools or teacher training institutions may join a research organization at the district, State or national level, get engaged in developmental tasks like textbook preparation, instructional material development, start their own schools or contribute in a variety of training, extension and research activities. They may work for the distance learning sector or in NGO's or even in the corporate sector as educators or coordinators of projects. These students being adults at this stage, they are generally found responsible and highly motivated. This is particularly true in the State of Haryana. Any method that gives scope for self learning, use of modern ICT equipment and discussion or presentation by their own efforts attracts their attention. They love to engage actively in the process of learning and are eager to contribute by collecting information, preparing discussion papers or participating in the process of learning and research. Dissertation work takes them to research libraries and schools for consultation and data collection.

The proposition of participatory learning was thoroughly discussed with the students. Once they agreed to the proposal the experiment went on as follows:

i. The syllabus was thoroughly analyzed into specific topics or issues related to each unit.

ii. The class was then divided into groups. Each group consisting of two students was assigned a topic/issue taking into consideration their interest and motivation. Thus all the topics/issues identified earlier were distributed almost uniformly to the class.

iii. The students were given required information about the available sources like names of related books, libraries and internet locations. They were asked to study, prepare notes, exchange notes, if necessary and ultimately come out with a comprehensive paper on the topic/issue.

iv. The author simultaneously consulted the best of libraries. By browsing over latest literature, encyclopedia and other classical sources he made detailed notes on each topic covering all the topics/issues. The focus was on latest and accurate information presented in a lucid manner.

v. Subsequently in a classroom situation each group presented the paper with its own analysis and interpretation. All others listened and discussed the paper as per their own knowledge of the topic. The author participated in the discussions along with students to clarify doubts or to straighten any differences of opinion.

vi. Finally the author presented his own notes on the topic/issue explaining difficult concepts and filling up the gaps observed in the presentations.

vii. Students also shared photocopies of their papers amongst themselves

viii. Author distributed his notes to the class.

The experiment continued for the whole year and now it has become a regular feature. Students quite enthusiastically participate in the presentations and in following discussions. The author also gains by way of brushing up his knowledge of the subject area. Finally it is quite encouraging to find that every student pass with very good marks in the university examinations. It may therefore, be implied and stated with fair amount of confidence that to students who are already postgraduates every piece of content need not be presented in lecture mode. Much of the syllabus can be covered with their active cooperation and participation using variety of strategies like discussion in groups, peer learning, giving assignments, presentation in seminars, panel discussion, use of ICT, team teaching, brain storming, Power Point presentations by students etc. The idea is to go beyond the lecture method and also beyond the prescribed text books. The methodology used creates much interest in student.. The students also remain active throughout the year.

- ✓ **Innovative Methodology in Teaching M.Ed. (Developed and Used) – 2**

Weekly Research Seminars

In M.Ed. classes every week a slot of four periods are devoted to' research seminar. It is aimed at the dissertation that they have to submit as partial fulfillment of M.Ed. requirements. In these Seminars every faculty member has to be present. The students initially present:

a. A list of possible topics one by one. These are thoroughly discussed, finalized and refined to state it as a researchable problem.
b. Objectives, Hypotheses and/or Research Questions are formulated by the students and presented in the seminar for discussion and finalization.
c. Tools and techniques to be used are similarly discussed and finalized.
d. Subsequently progress of work is reported by each student regularly in seminars.

The experience has been quite satisfying. These students while get a chance to obtain comments and suggestions from their peers and the faculty, continuous monitoring keeps them regular and help in timely completion with a qualitative edge. In the beginning students and even faculty hesitated but slowly they could see the intention and the seminars became regular and quite lively by inputs from the faculty and other peers.

INSTRUCTIONAL APPROACHES – MODELS OF TEACHING

Models of teaching are in fact models of learning. As we help students acquire information, ideas, skills, values, ways of thinking and means of expressing themselves, we are also teaching them how to learn. As a matter of fact, the most important long-term outcome of instruction may be the students' increased capabilities to learn more easily and effectively in the future, both because of knowledge and skills they have acquired and because they have mastered learning processes. The educators at KIIT especially those teaching M.Ed. recognize the importance of using strategies as 'skills-in-use' so that the would - be teacher-educators learn to internalize the skills applied to real-world situations and learn in a meaningful context.

Variety of instructional approaches and experiences are deliberately provided particularly at the M.Ed. level for ensuring effective learning. This is more so because when they will use these models in their classrooms the would be teachers will be motivated to use them in their own teaching in schools. Some of the Models of teaching used in this context are:

- ✓ Inquiry training model
- ✓ Mastery Learning model
- ✓ Gaming model
- ✓ Non Directive Model

- These models are used in classrooms to ensure effective learning. For different models different techniques are used. For example to provide additional training in Inquiry training model students are given different problems (situations).Subsequently after finding solutions for the problems they give presentation with the help of Power Point Presentations.
- Similarly for mastery learning model students first understand the concept of model then they teach with the help of this model.
- For gaming model under simulated situation they play game to understand the application of the model.
- While for non directive teaching model where human relations are built up the emphasis is on behaviour development than on teaching.
- Counselling is done by the teacher as facilitator students find the solution of their own problems.

Following is a PPP for teaching Inquiry Training Model:

THE INQUIRY TEACHING MODEL

Questioning and Problem-Solving

- Key delivery strategies for developing students' understanding

- Bloom's taxonomy identifies 6 levels of cognitive knowledge

  - Knowledge
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation

- **MAJOR THEME**

  - LEARNER AS PROBLEM SOLVER

    i. Teacher frames the problem
    ii. Students solve the problem cognitively, then formulate a "movement answer"

- **5-STEP PROBLEM-SOLVING**

  1. Identification of the problem
  2. Presentation of the problem
  3. Guided exploration of the problem
  4. Identifying & refining the final solution
  5. Demonstration for analysis, evaluation, and discussion

- **Inquiry-based teaching is prominent in Physical Education**.
  1. Movement Education
  2. Educational Gymnastics
  3. Skill Themes
  4. Group Initiatives & New Games
  5. Dance
- Higher order cognitive outcomes cannot be effectively achieved with direct instruction

- Inquiry techniques facilitate student learning without supplying the answers

- **PREDOMINANT ENGAGEMENT PATTERNS**
  - Think and move:
  1. individually
  2. in pairs
  3. in small groups
  4. in temporary teams
  5. in large groups
  6. as an entire class

- **INCLUSIVENESS**
  - Inquiry teaching is highly inclusive.
  - All students have an opportunity to devise their own solutions
  - When inductive reasoning is the focus, most answers are acceptable to some degree

- **TASK PRESENTATION AND TASK STRUCTURE**
  - Teacher frames the task and asks the question
  - Demonstrations rare
  - Provides only enough information to understand the task and problem
  - Task structure provides parameters
  - Space to be used
  - Equipment to use or select from
  - Grouping; Safety; Time Limit

- **TEACHER EXPERTISE**
  - TEACHER NEEDS KNOWLEDGE IN SEVERAL AREAS
  - Learners
  - Learning Theories
  - Developmental Appropriateness
  - Learning Domains & Objectives
  - Task Analysis & Content Progression
  - Assessment
  - P.E. Content
  - Curriculum Models

- **EFFECTIVE TEACHING SKILLS**
  - PLANNING
  - TIME & CLASS MANAGEMENT
  - TASK PRESENTATION & TASK STRUCTURE
  - COMMUNICATION
  - INSTRUCTIONAL INFORMATION
  - REVIEW & CLOSURE

- **CONTEXTUAL NEEDS**
  - ACTIVITY SPACE
  - SUFFICIENT EQUIPMENT TO PREVENT WAITING TURNS
  - ADEQUATE TIME FOR PROBLEM-SOLVING

- **TEACHER/STUDENT ROLES & RESPONSIBILITIES**

TEACHER ⟷ **STUDENT**

  - Starting Class
  - Bringing Equipment
  - Content Listing
  - Task Presentation
  - Task Structure
  - Content Progression
  - Assessment

- **ASSESSING LEARNING**
  - Informal Assessment
  - Formal & Traditional Assessment
  - Alternative Assessment

- **ADDITIONAL TRAINING IN MODELS**
  - Students are required to prepare content based lessons through PPP using models of teaching as the teaching approach. These are then presented by them in a simulated condition. Discussion and Question-answer sessions follow.
  - The interesting manner in which the Teaching models are taught has led to the students to take up research on teaching models as part of their dissertation. This is evident from the topics as mentioned below on which students have worked:

    ✓ **Amita Rani** M.Ed. 2007-08 *'A comparative Study of Effectiveness of Concept Attainment Model and Traditional Method of Teaching in Relation to Student's Achievement in English Grammar.'*

- ✓ **Swati** M.Ed. 2007-08 'A *Study of Effectiveness of Mastery Learning Model for teaching of Economics as compared to Conventional Method.'*

- ✓ **Neelima Kamrah** M.Ed. 2007-08 *'Relative Effectiveness of Computer Assisted Instruction (CAI) and Inquiry Training Model in Teaching Science at Secondary level'*.

➢ USE OF MICRO-TEACHING TECHNIQUE

Student teachers use micro teaching technique for developing teaching skills. Visual feedback (through watching a recorded lesson) has been found to provide one of the most effective means of evaluating teaching strengths and identifying areas of improvement. Microteaching enables both intrinsic (self-assessment) and extrinsic (peer review) assessment of teaching behaviours. Two week's time is provided for the practice in micro teaching skills to all the students. Students are given training in the planning of composite and micro lessons, writing of behavioural objectives and designing of strategy, etc. The subject teachers monitor this practice week. Micro-teaching is done in simulated conditions.

➢ SKILLS PRACTICED BY EACH STUDENT ARE:-

- Oral presentation skills (voice modulation and articulation, enthusiasm, gestures, non-verbal cues, clarity of explanations and examples).
- Organization skills (structure of lesson, strong opening and closing, good transitions between sections, clear learning objectives, effective use of time, good pacing)
- Relating to the student (speaker engages audience, material is audience-appropriate, effective questioning, use of real-life examples)
- Effective use of teaching aids (handouts, blackboard, presentation software, overhead transparencies, props, charts, etc.)

➢ We may summarize the list of skills practiced by the students as:

- Skill of Probing Questions
- Skill of Explaining
- Skill of Illustrating With Examples
- Skill of Stimulus Variation
- Skill of Reinforcement
- Skill of Classroom Management
- Skill of Using Blackboard

Pupil teachers are given training as envisaged in the B.Ed. Curriculum. In micro-teaching students are groomed in at least five teaching skills. Every student teacher delivers at least one micro-lesson for each skill in the presence of concerned supervisor and peers. Similarly five mega simulated lessons are delivered by each pupil teacher in the presence of peers and the supervisor.

➢ PRACTICE TEACHING IN SCHOOLS

The college plans practice teaching by the pupil teachers in a very comprehensive manner. It is much more than simply delivering lessons in the classrooms. The whole exercise is modeled on the 'Internship Programme' as practiced in Regional Institutes of Education of NCERT. It is preceded by pre practice teaching including micro teaching sessions. It is followed by a post practice teaching evaluation discussion and exhibition.

➢ PRE-PRACTICE TEACHING OF B.ED.

Following components constitute the pre practice teaching for B.Ed. students at the institution.

1. Training in teaching skill through micro teaching as the training strategy.
2. Preparation of lesson plans under the guidance of concerned faculty member.
3. Training in teaching methods-general as well as subject specific.
4. Writing of instructional objectives in behavioural terms.
5. Delivery of Micro and mega lessons in simulated conditions by the pupil teachers.
6. Preparation of teaching aids.
7. Two Demonstration/Model lessons by teacher educators. Every subject teacher gives two demonstration lessons in composite and two in micro skills to their teaching subject groups. A new idea is being mooted such that the whole process is video recorded to demonstrate the procedure of Micro Teaching.
8. Ten micro and ten mega lessons in each subject are prepared by pupil teachers.
9. Orientation of pupil teachers on the following.
    - Preparing time table
    - Conducting morning assembly
    - Organization of co curricular activities
    - Maintaining attendance register
    - Maintaining discipline in the practice schools.

➢ PRE-PRACTICE TEACHING FOR B. EL. ED. & M. ED. STUDENTS

Although B. El. Ed (1st Year & 2nd Year) & M. Ed. Students do not have practice teaching per se in their curriculum but the B. El. Ed. students have to go for Colloquia, school contact programme in the 1st year. They have practicum on observing children in the 2nd year. Similarly M. Ed. Students have to complete a number of activities for their field work. We in KIIT believe and also practice that the students must have a feel of the field i.e. the school, school-children, parents and the teachers and also that colloquia and field work of B. El. Ed & M. Ed. respectively must be done in actual school situations,

Accordingly B. El. Ed. Students make prior preparations by preparing craft items and creative art objects. They are also given training in theatre, role playing and preparing observation and interview schedules so that they could use them during their school contact programme. M. Ed. Students also are given thorough orientation in developing a case study of institution, the application of flander's Interaction analysis and on administration of psychological tests.

➢ SCHOOL EXPERIENCE PROGRAMME

- In the last academic session eleven nearby schools (**Annexure** were identified through mutual consultation between the school Managements / Principals and our faculty members. While selecting the schools following points are kept in mind:

  1. School should be willing to receive our students.
  2. There should be rural as well as urban schools, Hindi medium and English medium schools.
  3. Secondary or Higher Secondary schools of good reputation are given preference.
  4. Number of schools is decided as per the number of B. Ed. students such that not more than a maximum of ten students are placed in a school.

- The staff and students make their own arrangements to reach the school during the practice teaching period. The whole process is coordinated by a coordinator and the faculty works as a team to make it intensive and a professional experience. The Principal provides all necessary support in this regard. He also goes to each school and observes students at work twice during the 15 days (Working days) duration. Every lesson is observed by a concerned faculty and the cooperating teacher and suggestions / remarks are given. Group discussion sessions are organized in a planned manner to discuss the strengths and weakness of lesion delivered. At the end of practice teaching a feedback from the concerned school principal and cooperating teachers is taken on a feedback Performa specially prepared for the task.

- The exercise of practice teaching is taken very seriously by the college and the principals of the schools are requested to treat our pupil teachers at par with regular teachers of the school. In other words they are given responsibilities of taking attendance, conducting morning assembly, beautifying school bulletin boards, taking care of arrangement and remedial classes and also work as invigilators if the school examinations are on. Our pupil teachers are invariably associated in cultural programmes, annual day functions and games & sports activities of the school. One can find many encouraging comments on the behaviour of our students in the feedback Performa received from co-operating schools. At the culmination of practice teaching the pupil teachers organize a thanks giving session in each school. In this session they not only exchange views and ideas and express their gratitude to the school but also contribute by presenting mementoes to the school authorities. By and large every school has asked for continuation of this partnership year after year.

- During teaching practice pupil teachers deliver 15 lessons in each teaching subject in the real school settings. They also deliver two discussion lessons per teaching subject. Detailed lesson plans are prepared for each lesson in advance. Supervisors stationed in the school on a continual basis observe the delivery of the lessons along with the cooperating teachers. Critical remarks (Verbal as well as written) are given with a view to improving the lesson and its delivery progressively.

- The lessons delivered are observed by the Principal, concerned faculty members for content and pedagogy, cooperating teacher of the school and peers. Feedback in three stages. In the first stage supervisors give their comments and suggestions on the lesson plan note book, At the end of the day supervisors discuss with individual students the ways and means of improving their lessons further. Finally the Principal visits every school at least once and if possible twice. He takes a combined session of students and the faculty and discusses various points related to school requirements, lessons delivered and suggestion regarding assignments.

- An elaborate post-practice teaching session is organized in the third stage wherein all students and staff participate. Students give their reactions, difficulties faced and strategies adopted to solve them. The faculty gives their generalized comments on the practice teaching as a whole. The whole session becomes quite lively and reflective.

In addition to the above mentioned activities, students of the college are also given practice in following activities (both within the college and in the practice teaching school) as a part of gaining experience in school functioning:

a. Planning and Organizing morning assembly
b. Organizing competitions and other literary and cultural activities.
c. Preparation of exhibits, models and teaching aids
d. Organizing games and Sports activities
e. Maintaining Stock Registers
f. Maintaining Attendance Register
g. Observe the teaching of good teachers.
h. Maintaining records
i. Preparing Time Table
j. Checking home work.
k. Preparing cumulative progress of students.

➢ BLOCK TEACHING/INTERNSHIP OF STUDENTS IN VOGUE

a. **I block teaching practice** (30 days) – The first block of teaching practice consists of :
   - ✓ Micro teaching lessons (Five per subject)
   - ✓ Planning mega lessons (Five per subject)
   - ✓ Delivery of mega lessons in simulation (Five per subject)
   - ✓ Model lessons by the teacher educator (Two lessons in each subject)

b. After the first block teaching practice, discussion lessons (Two in each subject) are planned wherein the subject teachers monitor the performance of the students and evaluate the teaching of the students on the basis of parameters in lesson note books which are specially designed for the college students.

c. **II Block Teaching Practice** – the teaching practice is organized for 21 days. During teaching practice programme, the students are required to complete the requisite conditions of the university, which are as follows:

   - ✓ Real teaching in the school (15 lessons per subject)
   - ✓ One discussion lesson per subject at the end of practice teaching in the school.

d. The second discussion lesson is scheduled during the second block teaching practice

➢ COLLEGE – COOPERATING SCHOOL PARTNERSHIP

The college-cooperating school partnership has been quite encouraging in the State of Haryana. Of course we have found that the reputation of the Teacher Education College and the sincerity of purpose are two important factors in cementing this collaboration. The College has been able to obtain willing cooperation by and large so far because of following efforts:

- ✓ The faculty and students visit the schools in advance to discuss and plan the whole practice teaching programme.
- ✓ The curricular needs of the schools are accommodated as far as possible.
- ✓ The Principal visits each school and talks to the Principal of the school and the members of the Management. He clarifies the objectives of the Practice Teaching and seeks their cooperation.
- ✓ Cooperating teachers are taken into confidence. All lessons are planned in line with their suggestions and directions. They are requested to observe each lesson and give their comments/suggestions.
- ✓ Student teachers are thoroughly oriented for the task. They are clearly told 'how to behave in a school set up' so that the cooperation is strengthened for future batches.
- ✓ Any complaint from the school is taken seriously and Principal and Dy. Registrar visit immediately to resolve the problem, if any.
- ✓ The college organized inter-school competitions and gave prizes for best performances. This helped in creating a mutual partnership.
- ✓ The schools are invited to the college on every important occasion.
- ✓ The college souvenir, college calendar, College Diary etc. are supplied as gifts to school management/Principals.
- ✓ In feedback encouraging responses have been received like –

➢ Pupil teachers have been friendly to students.

- ✓ They have been very cooperative.
- ✓ Nice experience with pupil teachers.
- ✓ Wish them good luck and best future.
- ✓ Students were happy.
- ✓ Pupil teachers are hard working, quite able, sincere and committed to their jobs.
- ✓ Good class control.

- ✓ Their behaviour with students and teachers has been good.
- ✓ They have been helping hand to us.
- ✓ Fruitful to institution.
- ✓ Duties assigned were done in time.
- ✓ Involved students.
- ✓ We refreshed our methods.

➢ MANAGING DIVERSE LEARNING NEEDS

- New teachers view classroom management and meeting the varying learning needs of children in their classrooms as the most challenging aspects of their new profession. So we gave them a concept of Responsive Classroom Approach (RC) and Differentiated Instruction (DI). *RC* offers a set of strategies for establishing efficient and constructive classroom management and for creating classrooms that are conducive to social and academic learning. DI offers principles, practices, and strategies to help teachers address academic diversity (e.g. varying levels of student's prior knowledge and readiness to learn, variety in interests, and ranges of learning styles) inherent in classrooms today.
- The students are asked to identify gifted and slow learners in their classes and accordingly provide them enriched inputs or remediation.
- The techniques of questioning, individual attention, developing rapport with every student, etc. are practiced during first block of teaching practice.

➢ MAJOR INITIATIVES TO ENCOURAGE USE OF TEACHNOLOGY

- ✓ Students during their training attend many lectures and presentations in which speakers use variety of power point presentations.
- ✓ Students witness presentations using latest technology by experts of other colleges in the campus and also those visiting from foreign countries.
- ✓ A three day hands on computer course was arranged by the college in collaboration with the 9+College of engineering.
- ✓ Students are encouraged to prepare presentations themselves and present.
- ✓ ICT enabled teaching is done in college classrooms.
- ✓ It is ensured through the cooperating teachers that students optimally use facilities of technology in the school or that can be arranged easily.
- ✓ Students are especially given the understanding of the role that ICT plays in teaching and learning.
- ✓ They also discuss possibilities of the use of ICT in a school situation.

- ✓ Students reflect on their own practice to observe ICT use in schools in establishing one's identity as a teacher.

Teacher Quality

- ✓ **PRACTICE TEACHING PLANS**

  - Students prepare practice teaching plans as per the needs and requirements of the respective schools/ classes. Faculty and students visit at least two days in advance to the schools and have discussion with the Principal and cooperating teachers along with mentor teachers regarding mutual cooperation, the syllabus to be covered, lessons to be delivered, availability of classes, etc. The cooperating school teaching staff of every class is requested to sit in every lesson, give his/her assessment and also advice about the lesson plan for the next day. Mentor Teachers/ the college faculty are always available in the school during the total practice teaching duration. He or she facilitates the process of coordination and ensures cooperation.

  - The college of Education took 99 students for practice teaching in local schools based on prior visits suitability of the school as per one needs and consent of the school concern eleven secondary and senior secondary school where selected these schools where situated in Gurgoan & Bhondsi. This makes the ratio of student teachers to identify practice teaching schools 1/9. However Marginal adjustment had to be made here and there.

  - The students are given feedback both by the supervisor and the cooperating teacher after every class. A generalized discussion with specific instances takes place at the end of the day in group. Remarks are given in writing in the lesson note book. Finally, a summative feedback is given along with student's impressions, experiences and comments from the faculty in the Post practice teaching session. It includes peer feed back and also feed back by the supervisor. A specially designed Performa (**annexure**) to obtain feedback is distributed to school Principals and cooperating school Teachers. The feedback thus received are analyzed and circulated/published for information and necessary further action.

  - Majority of the B. Ed. students are from the same State. They are by and large knowledgeable about the school syllabus. School syllabus is also collected before the practice teaching starts. Students being fresh graduates and post graduates with good percentage of marks are able to tackle the topics quite confidently.

➢ PERSONAL, PROFESSIONAL/ CAREER DEVELOPMENT OF TEACHING STAFF

- The teaching staff is encouraged to attend seminars, workshops held at the state or national level, once the paper is prepared by the concerned faculty and is accepted for presentation he or she is given the registration fee and academic leave to attend the same.

- KIIT organizes induction training programme in the beginning of the session and also the faculty development programmes during the session in which expert from within KIIT, Peer faculty and outside experts take part.

- A 'Professional development center' has been specially created to take care of professional development needs of the teaching staff.

- Faculty members are encouraged to write papers, articles in Journals and also in KIIT souvenir. Ms. Neelima wrote a paper on multiple intelligence. It was published in MERI – Journal of Education, New Delhi. The Principal Prof, M. Sen Gupta has published articles in NCTE Journal, FOERA, Dayal bagh and also a book on 'Early Childhood Care and Education'.

- Couple of faculty members delivered lectures in FDP programme and participated in essay competitions for the faculty.

➢ REWARD FOR GOOD PERFORMANCE

- The institution has a mechanism to give excellence awards for the BEST college faculty every year. Last year Ms. Priyanka Sabharwal, Lecturer (Education) was selected as the best teacher of College of Education and was given an excellence cash award of Rupees 11000/-. She was selected for the award for her dedication towards work and versatility.
- Last year along with the competitions arranged for the students competitions were also organized for faculty in sports, singing, essay writing, etc. to motivate for competition and good performance.

➢ EVALUATION PROCESS AND REFORMS

The Barriers to learning are identified based on the feedback obtained from the students, faculty and the parents. Question-answer, lesson end evaluation, sessional evaluation and oral probing help the faculty members in identifying the barriers. These are removed systematically through collective decision making. The barriers normally confronted relate to environment, infrastructure, use of technological aids and quality of teaching.

- ## REAL EXAMPLES OF BARRIER REMOVAL

1. **Educational Environment** – It was observed in the B.El.Ed. class that students failed to learn effectively as they could not see the writing on the green board due to strong glare from the windows. A number of steps were tried to solve the problem like putting up curtains, pasting paper on the glass panes, etc. but the problem persisted. The Principal then mooted the idea that it is due to the wrong positioning of the board with reference to the windows. Prof. Sen gupta then surveyed some class rooms elsewhere and ordered the removal of the green board and asked for putting it up on another wall such that window is on the side and not in the opposite. This worked and the barrier was removed.
2. **Infrastructure** – In the absence of any stand/table faculty found it difficult to put their notes, books or papers while lecturing. Lecture stands were therefore, got prepared and placed in each class. Also the toilets were visible from the class that distracted the attention of the students. Prof. L. C. Singh got erected walls with proper doors at all floors thus solving the problem.
3. **Use of Technology** – The students after joining the college said they had never seen or used technological aids like OHP or PPP. The Principal immediately arranged demonstration of such aids while simultaneously delivering lecture on latest topics. Later students were encouraged to prepare their own presentations. They received hands on experience on computers. This satisfied their learning needs.
4. **Quality of Teaching** – Many topics rated difficult by the students/faculty were dealt with by using strategies like a. Principal himself transacted the topic b. Prof. L. C. Singh interacted with students on such topics. c. Students were asked to prepare notes on each topic .and present them to the class. Discussion followed to clarify doubts. d. seminars held with outside experts e.g. on CCE

- ### EVALUATION OF STUDENTS

Right at the beginning of the session photocopies of curriculum are provided to the students. In every class faculty members help students analyze the curriculum in terms of content, activities, assignments, sessionals, files, dissertation etc. Prototypes are made available to them in the library. Obviously the scheme of examination and year long evaluation are discussed in detail with the students in special sessions.

In the College of Education students are evaluated continuously through informed contacts, unit tests and common sessional examinations. These sessional examinations are conducted internally on the lines of final university examination. Students of B. Ed are awarded grades separately for work education, community work & social service, co-curricular activities etc. Internal marks awarded in each paper are communicated to the University.

The Evaluation scheme for year and Examination for B. Ed, M. Ed and B. El. Ed are as follows:-

a. B. Ed.

University written examination are held for a total off 540 marks in Theory Papers and external Examiner evaluate the students Performance for the whole year through Viva, Practical activity and assessment of Field work reports. The final lessons (one each in respective teaching subject) are observed and evaluated by the external examiners in actual or simulated classrooms.

b. M. Ed.

The evaluation at this stage is done under three categories. The first is the Written Examinations for a total of 600 Marks. The M. Ed students, as the second requirement, have to conduct a research study and write the Dissertation for which a weightage of 100 marks is allotted. Another 100 marks are earmarked for the field work done in the whole session consisting of a case study of an Institution, administration of psychological test and drawing of inferences, along with observation of classroom interaction through Flander's Classroom Interaction analysis strategies.

c. B. El. Ed.

In the First year of B. El. Ed. there are six theory Papers for which external examinations are held. A weightage of 320 marks is given for external examination and the rest 80 marks are earmarked for internal assessment. In addition separate weightages of 100 and 50 marks are given to Performing and Fine arts, Crafts, Participatory work, Colloquia and academic enrichment activities. The total works out to 550 marks. The above therefore, indicates that the evaluation is divided into three components namely external, internal and Practicum, Similarly, in the Second Year external theory Papers are held for 280 marks leaving 70 marks for internal assessment. 200 marks are allotted to Practicum consisting of observing children, self development workshops Physical Education, Colloquia and Academic enrichment activity.

➢ INTERNAL ASSESSMENT

Internal assessment is done by the college faculty based on the set criteria. It however, differs from course to course. For example in B.El.Ed. it is done based on class tests, workshops, school experience, sessional examination marks etc. In B. Ed. it is done by a committee as per the performance of each student in participation in community service and co- curricular activities like literary, cultural, sports, exhibition etc. In M.Ed. there is no provision for internal assessment but still the college conducts class tests, two sessional examinations and gives assignments.

➢ MID TERM ASSESSMENT

Two mid term assessments were conducted last year on the lines of year end examinations conducted by the University. Students found these quite useful in revising their course and in the process getting much needed writing practice.

➢ EXTERNAL EVALUATION

External evaluation is done by the M. D. University. Center for examination is always in some Government College. Practicals are held for all the three courses by external examiners appointed by the University. They visit the college as a team and conduct the viva-voce and judge the Field Work and Disseratation.

➢ Communication of Evaluation assessments for improvement

Students' performances are evaluated on the basis of rubrics devised for the assessment. The parents are intimated about the students' performance through letter and e-mail. Sessional examination answer books are shown and discussed giving tips for improvement of answers. Special classes ,guidance from experts are provided to them in their weak areas. Gifted students get special assignments and reading material to better their performance. They are trained for time management. For motivation scholarships/awards are given to them e.g. last year cash award was given to the student who had maximum attendance throughout the year.

➢ BEST PRACTICES IN TEACHING LEARNING AND EVALUATION

1) KIIT College of Education keeps an open mind to introduce better and effective practices to transact the content and improve the modes and methods of teaching. With this in view the material developed by IGNOU, NCERT, NCTE, State open Universities are freely made available to students through the open access library. Every effort is made to make available to the teacher-trainees latest content over and above what is available in books.

2) Students are encouraged to refer more than one book to prepare their notes. Faculty members personally arrange the books and monitor the library functioning.

3) Ph. D. theses from different universities, M. Ed./M.Phil Dissertation, Summaries, synopses, field work have been specially collected and openly made available to faculty and students.

4) Computers, multimedia, power point presentation, OHP are frequently used both by faculty and students.

5) Students have been given hands-on-experience on computers. M. Ed. students are required to prepare PPPs and present in simulated condition.

6) Course of B. El. Ed being enriched and new often material is searched on internet and other websites and downloaded e.g. material on Hidden Curriculum, Privatization and Poverty alleviation, New economic policy, Multiple Intelligence, Peer Learning Modes etc. Similarly 'truth and its theories', Research in Vocational Education and many such topics of B. Ed. & M. Ed. were updated through Internet.

7) From Time to time renouned and responsible educationist interact with faculty and students to update their information base e.g. in the past UGC Chairman Prof. Thorat, DTU, VC Prof. Sharma, Dr. Pritam Singh, Veteran in the field of educational evaluation, Prof Hyle and prof. Mcclellan for College of Education University of Texas and many others interacted on latest developments.

8) Peer lectures in FDP series and many conferences on computers, mobiles, management organized by other sister colleges give an inter-disciplinary flavour to knowledge in education.

➢ SIGNIFICANT INNOVATION 1

Peer Evaluation among Teachers

A KIIT Innovation

We evaluate ourselves and our colleagues every moment. How do I look like? What do others think about me? He is making fool of himself. He should behave in a more responsible manner. These are not assorted comments. Observation and judgment are at their base. It is through such evaluations that we modify ourselves. Man has a basic human urge to receive recognition from others. They often seek their comments on the task performed by them. In our scriptures much has been said about Sangati. Good and enlightened Sangati has changed lives completely. Conversely bad Sangati ruins the life of promising young persons. It is on this premise that Ability Sections are organized in institutions. Students with enriched interactions with peers not only excel in studies but also decide their future course of higher education and later their career. The concept of cooperative learning is also based on the fact that students learn faster and better when their peers assist them with studies.

Keeping with the above realization the college of education under the advice from Ms. Neelima V. Kamrah, conceptualized and started the innovative idea of Peer Observation/Evaluation. To begin with staff meetings were held first to sell the idea and then to explain the process. After great persuasion it was decided that to begin with every faculty will observe a peer lesson and submit the report. Later however, it was extended to one observation every month. It was decided in a faculty meeting that the major components to be included for peer evaluation will be - the quality of transaction, appropriateness of methodology used, students' participation, interaction pattern, classroom climate and offering suggestions for further improvement. Accordingly following objectives were identified.

➢ Objectives

The Peer Evaluation was directed:

- To identify the strengths and weaknesses of the transacted lesson.
- To observe the extent and quality of student participation.
- To observe teacher-pupil interaction.
- To comment on the appropriateness of the teaching methodology.
- To observe overall ethos of the class.
- To suggest alternative strategies and steps for further improvement.

➢ Observation Schedule

An observation schedule was developed showing the names of the faculty, classes and periods to be observed along with the subjects to be taught. It was noted that each faculty had to make the observations of the other nominated faculty in the first week of every month and the report has to be submitted in the second week in the same month.

Following proforma was developed for the said observations:

Peer observation Proforma
Part A

Name of the peer:

Class	Section	Period	Time
Subject	Topic	Date	Day

No. of Students

Dimension	Category	Sub-Category	Observation
Classroom Transaction	Entering the class	With greeting / smiling, grave / serious / pleasant mood, irritating mood	
	Starting the class	Introducing the lesson, indirect/ direct approach	
	Methodology of teaching	Asking questions, showing charts, cards etc., writing on blackboard, one child or teacher does and the other repeats, reading, explaining, correcting	
	Teaching learning Material	TLM used., prepared by the teacher, prepared by students	
	Reinforcement	Positive / negative	
	Kind of activity teachers expect from the children in the class	Listen to the teacher, answers questions posed by the teacher, copy from book, copy from blackboard.	
	Home work / Assignment	Writing , Learning, Problem solving	
	Ending the lesson	Recapitulation, activity based, abrupt, writing work	
Classroom Climate	Organization and Management	Good (organized, warm / Friendly, Supportive, Pleasant, acceptance, Encouraging, helpful), Bad (Chaotic, disorganized, cold, Unfriendly, threatening, rigidly, controlled)	
	About the lesson	Most significant and important part, relevance to life, accuracy, examples given	
	Teacher's movement In the classroom	Amount of time spent in one section of the room. Amount of time spent in one place, amount of time utilized in going around the class	
	Discipline	Rigid lassies-faire, liberal	
Teachers pupil	Style of addressing children	Individually, by name, as a whole (group), pointing fingers at the child,	

interaction		using derogatory words (Hay, Suno)	
	Questions asked by the teacher	Subject related questions, object related questions, questions asking to write, read and draw etc., asking children for their participation, asking children to repeat and clarify doubts, teacher	
		asking general questions, ask students about their life outside school	
	Answers of children	All together in chorus, correct answer, wrong answer, teacher helps them answering/ correcting them, could not answer passive listener, teach& gives no chance to answer	
	Instruction given by the teacher	Subject related, discipline related, clues given by the teacher verbal, non-verbal (physical).	
Participation	Seeking Children attention and involvement in the classroom	Rapport building, voice modulation, resourcefulness, reinforcement	
	Types of vocal expressions of the students	Asking something, shouting/weeping, complaining, talking, explaining, making a noise	
	Participation of the students	Students answer, answer in chorus, not paying attention and doing some thing else, students respond positively to teacher's instructions	
Building emotional climate	Developing student's self confidence	Help students feel capable, minimize the effect of making mistakes, build confidence, focus on improvement, show faith in students, acknowledge the difficulty of tasks, focus on past success, recognize achievement, applause , acknowledge successful experiences	
	Helping students to interact and become involved with others	acceptance(accept sincerely and unconditionally, accept student's personal style) attention (greet/listen to students, spend time chatting, involvement in the project with students), appreciation, affirmation (acknow1edge the positive traits verbally or in writing), affection (showing affection while things go bad), showing kindness	
	Help students contribute	Encourage students, invite student's help with daily tasks, encourage students to help other students.	
Evaluation	Exercise/Assignment	Given question, assignment, task or project	

Part B

1. Please grade the lesson delivered on a five point scale :_____
(A, B, C, D or E)
(A - Excellent; B - Very Good; C - Good; D - Fair; E – Needs improvement)

2. Suggest alternative strategy / strategies to transact the lesson to make it more effective.

_____

_____

_____

3. If you were to teach the same lesson:
   - How will you introduce the lesson?
   - Which teaching aids would you use?
   - Which examples or illustrations are likely to make the lesson more effective?

_____

_____

_____

4. How was the overall reaction of the students to the lesson?

_____

_____

_____

5. Give your critical assessment of the lesson/ the peer you observed

_____

_____

_____

It may be seen that in addition to closed observations some open ended questions were added later. This was done to obtain a critical feedback in a subjective manner.

The experience worked quite well and proved to be blessing in disguise since faculty member reported that they have since become more conscious about the instructional objectives, classroom climate, interaction pattern and question-answers thus improving the effectiveness of their teaching in the process.

➢ SIGNIFICANT INNOVATION – 2

- **Innovative Methodology in Teaching M.Ed. (Developed and Used) - 2**

➢ ICT aided Instruction

The experience suggests that while teaching M.Ed. classes traditional lecture method is neither suitable nor desirable. This is because at this stage the intention is not simply to transact and transfer the content but to develop in students an insight into the problems and issues, an analytical and situational approach to understanding and to awaken their *Vivek* i.e. their ability to judge, to evaluate and to distinguish. In other words the teacher must be clear about the objective and outcomes of learning at a particular stage of education. M.Ed. students are distinctly different. They are mature and have access to large learning resources. They know how to process and utilize the available information to their advantage. What they probably require is imaginative and productive application of this information. They would like to understand the results of unusual combinations and implications of creatively synthesized and analyzed information thereby judging the appropriateness of events, strategies or decisions. Meal situations, interesting anecdotes, open ended questions on current problematic issues, interpretation of text and elaboration of ideas, participation in presentations and discussions are some other apt strategies to be considered by concerned teachers in this context.

Although much has been said and discussed about teaching and learning in lower classes, not much change is visible in real classroom transactional strategies. This is probably because the nature of teacher training in teacher education institutions is largely theoretical, bookish and examination oriented. No role models or living examples of demonstrative classroom strategies have practically been presented to the 'would be teachers' by the teacher educators in their own classroom transactions. It is also observed that the students of M.Ed. course in spite of holding an additional P.G. degree seldom display command ova any one language. In-depth understanding of a phenomenon, certain amount of commitment towards excellence, a rational way of approaching and solving problems, analyzing an issue from its philosophical or sociological perspective and a quest for knowledge and quality are some traits that one expects a student who has obtained a post graduate degree in any subject. But teaching - learning being based on *Shruti and Smriti* the critical faculties of mind remain largely untapped. This perhaps calls for wider discussion within the teaching community

in higher education as to how PG teaching - learning can be made research based with stress on 'doing' and 'performing' rather than simply 'telling' and 'knowing'.

'ICT aided Instruction' has been extensively used in M.Ed. classes. Instead of lecture most of the topics are presented through Power Point Presentation or through transparencies on OHP. Students have also been given hands on training in preparing and presenting PPP lessons. This practice generates interest among the students. They now feel confident to use these aids in their day to day classrooms later. It can be hoped that given the basic infrastructure in institutions our students will actually start using the modem aids for making their teaching interesting, objective and illustrative.

The preceding discussion makes it clear that the teaching methodology at M.Ed. level needs to be suitably varied, modified and transformed keeping in view the needs, aspirations and duties to be performed by the end product and the role they are expected to play in their later life. The students and their profile, the professional requirements in working life, the subject - matter - content to be transacted and the attitudes and values to be inculcated will ultimately determine the methodology of teaching to be adopted. It is essential to understand that a trained person behaves in later working life within the same training framework through which he/she has passed. Rarely new strategies are adopted or different combinations are tried by individuals. Therefore, during the Master of Education training period each student must frequently handle the latest technological aids, make live presentations, actively participate in seminars or symposiums, observe pupil teachers teaching in a class, organize various cultural events and conduct games and sports activities. The idea is to produce teacher educators who shun the word "should" and start doing what they normally preach. From preachers they have to emerge as role models. It is only then that they will become the change agents.

Criterion III: Research, Consultancy and Extension

Promotion of Research

The institution supports the faclty members in attending Faculty Development Programmes, Seminars, Conferences and specialized workshops to encourage and motivate them to take up research work and publish papers. Official support in terms of leave and finance is provided for this purpose. Eminent experts and research scientists are invited to deliver special lectures. Necessary infrastructure facilities for research are created within the institution itself.

Periority Areas of Research

The priority research areas include early childhood care and education, Pedagogic Practices and Learning Processes, Text- analysis and Text-learning dynamics, Child Centered Pedagogy, language learning and use of technology, special education, environmental education, Vocational Education, etc. Our faculty members are already engaged in doing or guiding research in these areas.

Action Research

The faculty is quite aware of the importance of Action Research as a systematic method of solving problems or making things better or more satisfactory from an unsatisfactory situation. The students of M.Ed., B.Ed. and B.El.Ed. courses are always encouraged to conduct action research and go for research based interventions in their working lives. This is mainly done through examples, illustrations and survey of researches done earlier. The pupil teachers are trained to interact with students in an organized way in classroom. This training they get through certain practicals that they do e.g. Flander's Interaction Analysis, case study of an institution, observation of gifted and problematic child, etc. These experiences prepare them for using action research approach to solve their day to day teaching-learning problems. At the M.Ed. level the research culture permeates all major activities viz: identifying the problem, finalizing the objectives, collecting relevant information, data analysis, drawing infrances and finally arriving at the results with a view to improve the situation. Action Research has been receiving due attention and encouragement at the M.Ed. stage under research methodology, field work and Dissertation. The faculty acts as guide for conduct of such research studies by the students.

Some studies using action research approach done by M. Ed. students in 2008-09 and 2009-10 respectively are as follows:

1. **Suman Sharma** *A comparative Study of Achievement in Mathmatics among Male and Female Students at Secondary Stage*.
2. **Rita Shokeen** *A Study of Awarenes and Attitude of Senior Secondary School Students towards Environmental Degradation.*
3. **Peeyush Malhotra** *A Study of Effectiveness of Computer Assisted anguage Learning (CALL) in Learning of English at the IX Grade.*

Conference / Seminar / Workshop Attended / Organized by the Faculty Members

Name of Faculty Members	Name of Conference /Seminar Attended	Place/Venue etc.	Paper presented if any
Ms. Priyanka Sabharwal	Intel workshop	KIIT College of Education	-
"	Workshop on 'NAAC"	G.V.M. College of Education Sonepat (Hry)	
"	Workshop on Continuous and Comprehensive Evaluation (CCE)	KIIT College of Education	
"	Panel Discussion on Interview and Resume Writing	KIIT World	
"	Workshop on VLSI and Embedded System	KIIT World	
"	Seminar on "Say no to Corporal Punishment"	KIIT World	
"	Seminar on Stress Management	KIIT World	
"	Teaching a Mission	KIIT World	
"	Micro Teaching	KIIT World	
"	Educational and Vocational Guidance	KIIT World	
Dr. Poonam Nangru	Parenting Workshop	Panchkula	
"	Safe schools – Safe India (Conference)	India Habitat Centre New Delhi	
"	Workshop on Continuous and Comprehensive Evaluation (CCE)	KIIT World	
"	Interview & Resume Writing (Workshop)	KIIT World	
"	Workshop on VLSI and Embedded System	KIIT World	
"	Seminar on Stress Management	KIIT World	
"	Seminar on Teaching – A Mission	KIIT World	

“	Seminar on Micro Teaching	KIIT World	
“	Educational and Vocational Guidance	KIIT World	
Ms. Sneh Lata	National Seminar on “Positive Perspective of Health & Behavior	Department of Psychology, M.D.U. Rohtak	“Role Juggling, Self-Esteem and Quality of Life: A Woman Focused Study
“	National Seminar on Positive Psy. & Health: Interventions & Strategies (2010)	Dept. of Psy. M.D.U. Rohtak	“Does Cognitive Style Influence Health?
“	International conference of Indian Academy of Applied Psy. (2010)	Dept. of Psy. M.D.U. Rohtak	
“	Participated in National Seminar on Health Psy.: Retrospect and Prospects (2005)	Dept. of Psy. M.D.U. Rohtak	
“	National Seminar on Psycho Physiology of well being (2006)	Dept. of Psy. M.D.U. Rohtak	
“	National workshop on Research Methodology , Statistics & use of SPSS (2006)	C.R. College of Education Rohtak	
“	Workshop on Continuous and Comprehensive Evaluation (CCE)	KIIT College of Education	
“	Panel Discussion on Interview and Resume Writing	KIIT World	
“	Workshop on VLSI and Embedded System	KIIT World	
“	Seminar on “Say no to Corporal Punishment”	KIIT World	
“	Seminar on Stress Management	KIIT World	
“	Teaching a Mission	KIIT World	

"	Micro Teaching	KIIT World	
"	Educational and Vocational Guidance	KIIT World	
Ms. Anjana Behal	Seminar on Stress Management	KIIT World	
"	Conference – Emerging Trends of IT in Management & Library System (22 Oct 2009)	KIIT World	
"	Extension Seminar on Faculty Development Programme (27 Nov. 2009)	KIIT World	
"	Extension Lecture on Teaching Methodology (12 Jan 2010)	KIIT World	
"	Workshop on orientation about SUPW (12 Jan 2010)	KIIT World	
"	Workshop on Continuous and Comprehensive Evaluation (8 Feb. 2010)	KIIT World	
"	Workshop on Interview and Resume Writing (March 2010)	KIIT World	
"	Lecture by Prof. Hyle A and Prof. Rhonda (19 April 2010)	KIIT World	
Ms. Rekha Sharma	Seminar on In service teacher (8-10 Dec. 2006)	Fairdabad	
"	Workshop on Continuous and Comprehensive Evaluation (CCE)	KIIT College of Education	
"	Panel Discussion on Interview and Resume Writing	KIIT World	

“	Workshop on VLSI and Embedded System	KIIT World	
“	Seminar on “Say no to Corporal Punishment”	KIIT World	
“	Seminar on Stress Management	KIIT World	
“	Teaching a Mission	KIIT World	
“	Micro Teaching	KIIT World	
“	Educational and Vocational Guidance	KIIT World	
“	Workshop on “Breast Cancer Awareness”	Samvit Health Care, Islampur	
Ms. Komal Sharma	Conference- Emerging Trends of IT in Mangement & Library System (24 - 10-2009)	KIIT World	
“	Extension Seminar on Faculty Development Programme (27-11-2009)	KIIT World	
“	Extension Lecture on Teaching Methodology (12-01-2010)	KIIT World	
“	Workshop on Orientation about SUPW (12-01-2010)	KIIT World	
“	Workshop on VLSI & Embadded System 22-23/01/2010	KIIT World	
“	Workshop on Continuous & Comprehensive Evaluation (08/02/2010)	KIIT World	
“	Panel Discussion on Interview and Resume Writing 24 Match 2010	KIIT World	
“	Lecture by Prof. Hyle & Prof. Rhouda (19-04-2010)	KIIT World	

(a) Conference/Seminar/Workshop

Prof. M. Sen Gupta, Professor & Principal

- ✓ Attended brainstorming session for the development of document on 'National Vocational Qualifications Framework' (May, 13, 2010.) at School of Vocational education and Training, IGNOU, New Delhi.

- ✓ Participated as NCERT representative in the ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Seminar on 'Succeeding in a Globalizing World: Improving Access to High Quality Secondary Education' (6-9 Nov. 2007) at Jakarta (Indonesia) organized by UNESCO. Presented paper on' Universalisation of Secondary Education: Challenges.

- ✓ Delivered a lecture on 'Research in Education, Problems and prospects (Feb.2009) MPBOU, Bhopal.

(b) Important meetings organized / attended

- ✓ Being the member of the Executive Board of the National Open School Society nominated by the MHRD, attended the 17th Meeting of General Body of NIOS on 25th March 2009 held in the Conference Hall, Room No. 112, C-Wing, I Floor, Shastri Bhawan, New Delhi. Hon'ble HRM & Ex – officio President of NOS Society presided over the meeting.
- ✓ Attended the Screening Committee Meeting for award of 10 NCERT Doctoral Fellowships in Education conducted by the Department of Educational Research and Policy Perspectives, NCERT, New Delhi on 23 and 24 April, 2009.
- ✓ Has been nominated as the SPMC member of Educational Research and Innovations committee (ERIC), NCERT up to October 2012 taking into consideration his scholarship and eminence in the field. Attended Screening Committee Meeting for awarding 10 NCERT Doctoral Fellowships 2009 in the field of Education (23-24 April, 2009) at NCERT, New Delhi.

- ✓ Attended as Resource Person the National; Workshop on Equivalence and Vertical Mobility of Vocational courses at +2 level and Placement prospects of Vocational students held from November 24-26, 2009 at NCERT, New Delhi.

- ✓ Published a book entitled 'Early Childhood Care and Education'. Written in a conversational style the book has comprehensive and up to date content coverage with sample activities. Appropriate figures and illustrations have been given for better understanding of the concepts.

Integration of theory and practice coupled with practical approach provides conceptual clarity.

- ✓ Attended Planning Meeting for B.Ed. Textbook 'Basics in Education' (4-5 Jan. 2010) at NCERT, New Delhi.

- ✓ Attended Screening cum Progress Monitoring Committee of ERIC (Educational Research and Innovations Committee) of NCERT, (25 Jan. 2010 at NCERT, New Delhi.

- ✓ Chief Guest at St. Angel's School Annual Function and Prize Distribution (24 Dec. 2009) at Gurgaon.

- ✓ Chairman, Selection Committee, Kendriya Vidyalaya Sangathan, New Delhi (16-18 June, 2009.)

- ✓ Attended Expert Group Meeting of Education (context) Course of B.VET Programme (9-10 July, 2009) at SOVET, IGNOU, New Delhi.

- ✓ Conducted Viva –voce of M.A. (Education) I Semester examination (17 Jan. 2009), Barkatullah University, Bhopal.

- ✓ Attended Advisory Committee Meeting of B.VET Programme (8, Jan. 2010) at IGNOU, New Delhi.

- ✓ Attended Meeting of Experts/Chairpersons of B.VET Programme (29-30, Jan. 2010 IGNOU, New Delhi.

- ✓ Attended Brain Storming session to discuss Vision of KIIT 2015 (18 April, 2010 at Hotel Radisson Suits, Gurgaon.

- ✓ Conducted Ph.D. Viva of Smt. Hemlata Dinkar (24, Oct. 2008), Barkatullah University, Bhopal.

- ✓ As Principal, RIE, Bhopal (2003-2006) conducted and attended many Research and developmental programmes.

- ✓ As Joint Director, PSSCIVE, Bhopal (2006-06) conducted and organized many National programmes on Vocational Education at New Delhi and Bhopal.

- ✓ As Head, Department of Educational Research and Policy Perspectives and International Relations Division (2006-2008) conducted and organized many National and State level Research Seminars, Research Methodology Course, editing of Research Journal etc. at NCERT, New Delhi.

Research and Publication Output

Instructional Materials / Teaching Aids Developed

Various types of charts, models and power point presentations are prepared by the faculty members for different subjects. Teaching aids such as OHP, Computer Systems and other electronic teaching aids are used to facilitate in teaching learning process.

Facilities Available

For development of instruction materials a modern & high quality infrastructure has been developed in the form of ICT labs, mathematics models, arts & craft centre etc..

ICT / Technology Related Materials

Specialised software and database for teaching complex subjects, PPT's, simulated models etc. were developed by the institute.

Training Programs Material Development

(a) Organized and attended by the institution/staff of the college Orientation and training programmes are organized regularly for both faculty and students by the Professional Development Centre. Some of the programmes organized are as follows:

1. **Faculty Inducation Programme** (15, 16, 17 July 2009) was organized **(Annexure** for three days in which Resource Persons from within KIIT and invited experts addressed the faculty. Topics discussed were quality education and academic excellence, education and professionalism, goal, mission, values and thrust of KIIT, teacher as a role model, Ph. D. research, becoming a good human being, employer's expectations in changing work environment, self discipline, techniques of effective communication, analytic approach to classroom teaching, student centered teaching and changing role of teachers, practical way of learning in laboratories and workshops, some pedagogical aspects of teaching.

2. **Personality Development Programme** by Hero Mind Mine was held for the faculty on 12 Aug. 2008 in which modules on communication skills, confidence building, spoken English, personality development, interview skills, resume writing, transactional strategies were discussed.

3. **Invited Lecture on Stress Management** was delivered by Sh. Shashikant Sadaiv (Jan. 2008)

4. **Special lecture was delivered by Dr. M. Sen Gupta**, Principal to faculty and students on 23 Aug.2008and Nov. 2009. The topics were Teaching- A Mission and Complete Teacher in the Contemporary World.

5. **Special lecture was delivered by Prof. Grover** (9 Aug. 2008 & 30 Nov. 2009). The topics discussed were effective teaching, professional performance appraisal and indicators and conducting research.

6. **Invited interactive talk was given by Ms. Neera Chopra**, a veteran education specialist and Director Academics, Tagore International Group of Schools (Dec. 2009). The topic was "How to make Teaching Effective!" She also touched upon evaluation practices.

7. **Workshop on Continuous and Comprehensive Evaluation** (8 Feb. 2010) was specially organized in view of CBSE decision to introduce CCE in a big way in schools. Concept of CCE, Formative & Summative Evaluation and related aspects for effective implementation were discussed.

8. **A panel discussion on resume writing and interview** was organized (Jan.2010) in which five panelists dealt in detail the nuances of resume writing and the art of facing the interview.

9. **Symposia on 'Preparing Pre Service Teachers for the Real World**. How Video cases will help?' by Dr. Aman Yadav (13 Dec. 2007)

10. **Seminar on 'Flender's Interaction Analysis**' by Prof. Ajit Singh (4 Jan. 2008).

11. **Seminar on 'Say NO to Corporal Punishment**' by Dr. P.S. Sharda (20 Dec. 2007).
12. **Workshop on 'Addressing Adolescent concerns**' by Ms. Sudha Ravi (23 Feb. 2008).

13. **Faculty Development Programme:** Peer lectures by Dr. Poonam and Ms. Anjana (12/12/2009 and 14/11/2009), Lecturers on Parenting and Role of a Teacher in Igniting & Developing Creativity.

14. **Invited lecture by Girdhar J. Gyani** (15 May 2009) General Secretary, Quality Council of India on Building and Leading High Performance Team.

15. **Presentation by NIIT on 'Personality Development Programme**' (25 August, 2009).

In addition to the above

Prof. M. Sen Gupta, Principal of the college, wrote and edited the course material of the following courses:-

- Elementary education for National M.Ed. programmed IGNOU 2005-07
- B.ET, IGNOU, 2009
- M.Ed. programme, RCI, 2009
- MPBOU, 2009

Faculty of the college developed the following lesson plans for teaching in their respective courses for enrichment of learning of the students

Faculty	Course	Subject
1. Dr. Poonam Nangru	M.Ed.	Research Methodology & Statistics in Education
	M.Ed.	Education Technology
	B.Ed.	Environmental Education
2. Dr. Arun Kumar	B.Ed.	Education in Emerging Indian Society
	B.Ed.	Secondary Education & School Management
	B.Ed.	Teaching of Social Studies
	B.El.Ed.	Contemporary India
3. Ms. Rekha Sharma	B.Ed.	Educational & Vocational Guidance
	B.Ed.	Teaching of Mathematics
	B.Ed.	Education in Emerging Indian Society
	B.El.Ed.	Core Mathematics
4. Ms. Anjana Behal	B.El.Ed.	Nature of language
	B.El.Ed	Core Natural Science
	B.Ed.	Educational Technology
	B.Ed.	Teaching of physical science
	B.Ed.	Teaching of life science
5. Ms. Reeta Sharma	M.Ed.	Philosophical & Sociological Bases of Education
	M.Ed.	Comparative Education and Curriculum Development
	B.El.Ed.	Nature of language

Published Papers

Prof. M. Sen Gupta, Professor & Principal, KIIT College of Education

1. Educational Research- Status and Trends **DEI, FOERA**, Dayalbagh Educational Institute, Agra Jan 2009.
2. Excellence in Teaching Learning Process, **Indian Journal of Teacher Education Anweshika**, NCTE, New Delhi, Vol. 5 No. 2. Dec. 2008.
3. A book 'Early Childhood Care and Education' (2009). PHI learning Pul Ltd. New Delhi.
4. Writer and Content Editor of Elementary Education (Four Volumes) 2007 DEC-NCTE National M.Ed. Programme, IGNOU, New Delhi.
5. Seekhne- Sikhane ki Prakriya Ka Shiksha Shastriya Vivechan, Bhartiya Adhunik Shiksha Year 24 No.4, NCERT, April 2006.
6. Teacher- Student Relationship of the University Level, University News (AIU) Vol. 43, No.26 June 27-July 3, 2005.
7. Schools as Nurseries of Peace, **Journal of Indian Education**, Vol. XXXIII No. 4 NCERT, February 2008.
8. Teacher-Student Relationship of the University Level, **Book Chapter** in Education in India Vol.4. Atlantic Publisher and Distributors (P) Ltd. 2007.
9. Vocational Teacher Preparation **Book Article** in Vocational Education and Training Challenges and strategies, PSSCIVE, Bhopal March 2005.
10. NECRT Doctoral Fellowship- An Eye Opening Experience, **DEI, FOERA** Dadyalbagh Educational Institute. Jan 2010.
11. Empowering the Unreached Through Open Vocational Education. **OSAC Journal of Open Schooling**, NIOS, Communication of Learning Canada Vol. No.2. Dec. 2005.
12. Vocational and Technical Education- A Trend Report (August 1997) in **Fifth Survey of Educational Research 1988-92 Volume I,** NCERT**,** New Delhi**.**
13. Vocational and Technical Education – A Abstracts (May 2000) **Fifth Survey of Educational Research 1988-92 Volume II,** NCERT**,** New Delhi**.**
14. Project Coordinator- **Sixth Survey of Education Research 1993-2000 Volume II** September 2007 NCERT, New Delhi.
15. Teacher-Student Relationship at the University Level. **University News,** Volume 43 No. 26, June 27 to July 03, 2005 AIU, New Delhi.
16. **Vocationalization of Education in Chandigarh- A Case Study** (July 2002), ESSCIVE, NCERT, Bhopal.
17. In Service Pedagogy Training Package for Vocational Teachers-Guidelines for Trainers (Unpublished Report February 2004), ESSCIVE, NCERT, Bhopal.
18. Special Target Groups-VET A Frame Work (May 2008), NIOS, New Delhi.
19. Peer Evaluation Among Teachers- A KIIT Innovation, KIIT Souvenir 2010.
20. Teaching M. Ed. Classes- My Experiences, KIIT Souvenir 2009.

Honors, Awards, Patents Received by the Faculty

(in Last 5 years.)

Name of Faculty	Award/Honors
Ms. Rekha Sharma	M. Phil (Education)
	UGC-NET (Education)
Ms. Manita Yadav	UGC-NET (Education)
Ms. Anjana Behal	UGC-NET-JRF (Education)
Ms. Sneh	M. Phil (Psychology)
Poonam Nangru	Awarded Ph.D (Education)
Arun Kumar	Awarded Ph.D (Education)
Gyanender Kumar	Awarded Ph.D (Education)
	UGC-NET (Sanskrit)
Shuchi Sharma	Awarded Ph.D (Education)
Ms. Priyanka Sabharwal	M. Phil (Education)
	UGC-NET (Education)
	"Best teacher Award" in the KIIT College of Education for the year 2008-09

Research Projects by Faculty

Dr. Poonam Nangru, Lecturer

Dr. Poonam Nangru (2009) conducted **'A study of family relationship in relation to emotional intelligence, social acceptability and academic achievement'** for her doctorate of philosophy in education. The key objectives of here study aware to find out correlation between family relationships dimensions (Acceptance, Concentration and avoidance) with EI, SA and AA. Also to find out significance of difference between groups of parental acceptance group and parental concentrated group. The major findings showed significant correlation between Family relationship with E.I and S.A and no significant relationship with AA. Within parental avoidance group significant difference were seen.

Ms. Manita Yadav, Lecturer

Ms. Manita Yadav conducted "A study of emotional intelligence and social competence as predicting variables to learning achievements". The main objectives of her study were to study the significant difference in the mean scares of the respondents in emotional intelligence in relation to sex wise variation. To study the significant differences in the mean scares of the respondents in social competence in relation to sex wise variation. The main findings were Boys and girls were more or less equal in emotional intelligence. Both boys & girls ware having almost the equal social competence with respect to their social tolerance, openness to change, social commitment cooperation, and associability social acceptance.

Ms Garima Singh, Lecturer

Ms Garima Singh (2009) conducted a study of creativity in relations to teaching effectiveness of post graduate female teachers. Major objectives of the study were to find out the relationship between creativity and teaching effectiveness of the postgraduate female teachers and to find out the difference between mean scares of effective teachers with love & high creativity. It was found out that there is high positive correlation between creativity and teaching effectiveness of postgraduate female teachers and a significant difference was found between mean scares of teaching effectiveness among love and high creativity. Thus, the creativity more would be the teaching effectiveness with respect to higher qualification of teachers.

Dr. Shuchi Sharma, Senior Lecturer

Dr. Shuchi Sharma 2005, Analytical study on Creative Thinking, Achievement Motivation and Risk-taking Behavior of Hearing Impaired Students in Relation to their Hearing Peers.

The major objectives of the study were to compare quantitatively significant differences between hearing impaired and general category students in relation to the creative functioning achievement motivation, risk taking tendency and academic achievement. On the basis of analysis of date it can be stated that the hearing impaired and normal category students were not significant by different in their verbal creative functioning and non-verbal creativity. While the normal students perform better on achievement motivation and risk-taking behavior. As far the academic achievement is concerned the normal students lead the hearing impaired counterparts.

Ms. Priyanka Sabharwal, Lecturer

Ms Priyanka Sabharwal conducted a study on "Evaluation of Prescribed XII class geography text book of Board of School Education Haryana". The major objectives of the study were to evaluate the text book qualitative and quantitatively. To study its strengths and weakness. It was concluded that the aims of Geography text books are fulfilled to average as satisfactory extent only and organization of subject matter is accepted by a good number of teachers and student.

Dr. Arun Kumar, Lecturer

Dr. Arun Kumar (2009) completed his research work on "Parayavaraniye Sambandhi Samasyaon Ke Prati Sevapoorv Evam Sevaratt Shikshkon Ki Jagrukta ka Tulnatmak Adhyan". Major objectives of his study were to study the environmental inquisitiveness of pre-service and in-service teachers of secondary school education and also to compare the same. Main findings showed that pre-service teachers who were receiving teacher training showed higher environmental awareness towards environment problems as compared to in-service teachers.

Ms. Anjana Behal, Lecturer

Ms. Anjana Behal (2008) conducted a study on "A study of relationship between teaching aptitude and professional interest among in service teachers at secondary level in the schools of Faridabad". The main objectives of her study were to study relationship between teaching aptitude and professional interest of male and female in-service teacher of secondary level. To compare teaching aptitude and professional interest of male and female in-service teachers of secondary level. The main findings were there was a significant correlation between Teaching Aptitude and Professional Interest of in-service-teachers working in government schools at secondary level. It was found male and female teachers did not differ in their teaching aptitude. But male and female teachers differ in their professional interest.

Ms Rekha Sharma, Lecturer

Ms. Rekha Sharma (2008) conducted "A study of Evaluation of Mathematics text books for secondary classes as prescribed by CBSE". The main objective of the study was to assess the qualities of mathematics text books for secondary classes from teacher's view. The main finding was that the subject and content of the mathematics text books are relevant.

Dr. Gyanendar, Lecturer

Dr. Gyanendar (2009) completed his research on "Rashtriya Rajdhani Dilli Pradesh ki Shahari aur Gramin Varishtha Madhyamik Vidalayon ki Balikao ka Jansankhya Shiksha ke Prati Drishtikon ka Tulnatmak Adhyayan". The main objective of the study was to compare the attitude of rural and urban Sr. Secondary School girls of NCT Delhi towards population education. The main finding was urban Sr. Secondary School's girls have more attitude towards population education than rural Sr. Secondary School's girls.

List of Practice Teaching Schools

(1) C.D. Sr. Sec. School Fazilpur, Gurgaon
(2) Happy Model Sr. Sec. School Rajiv Nagar, Gurgaon
(3) Hansraj Public School Madanpuri, Gurgaon
(4) Happy Model Sr. Sec. School Sheetla Mata Road, Gurgaon
(5) St. Anzel Public School, Gurgaon
(6) Atul Katariya Public School, Gurgaon
(7) Jeevan Jyoti Public School, Gurgaon
(8) Govt. Girls High School, Bhondsi, Gurgaon
(9) Vidya Niketan School, Alipur, Gurgaon
(10) CCA Public School, Gurgaon
(11) Aravali Vidya Niketan, Bhondsi, Gurgaon
(12) Indian Convent Public School, Gurgaon
(13) R.B.S.M. Public School, Bhondsi, Gurgaon
(14) Vivek Bharti Public School Ghamroj, Gurgaon
(15) Ryan International Public School, Maruti Kunj, Gurgaon
(16) S.D. Public School, Sohna Dhani, Gurgaon
(17) Royal Greenfield School, Sohna, Gurgaon
(18) Marumal Public School, Sector-4, Gurgaon
(19) Govt. Girls Sr. Sec. School, Jacabpura, Gurgaon
(20) Govt. Boys High School, Badshahpur, Gurgaon
(21) Indira Gandhi Public School Bhim Nagar, Gurgaon
(22) Gyan Deep Sr. Sec. School Sec-5, Gurgaon
(23) DAV Public School Khandsa Road, Gurgaon
(24) S.D. Public School Santaur Dhaul Khandsa Road, Gurgaon
(25) Shaheed Rajesh Khurana High School, Khandsa Road, Gurgaon
(26) Shiksha Bharti Public School Badshahpur, Gurgaon

Consultancy

Consultancy Provided

- Prof. M. Sen Gupta, Professor & Principal, KIIT College of Education

    1. As nominated members of Executive Board of NIOS Prof. M. Sen Gupta provided consultancy on vocation Education 2005-2010.

    2. As Screening Committee member screened application for NCERT Doctoral Fellowships and as expert member finalized the list of Ph.D. Research Scholars for 10 NCERT Doctoral Fellowships through interview cum seminar as NCERT, 23-24 April 2009 & 25-27 May 2009.

    3. Assisted IGNOU in preparing course on General Competency based Course under B.VET programmed Sept-Oct. 2009.

    4. Coordinated the publication of Sixth Survey of Educational Research (1993-2000) Vol. II, Sept. 2007.

- Prof. M. Sen Gupta, The Principal of the College has about 43 years of experience in Work Education, Vocational Education, Teacher Education and Academic Editing. By virtue of this expertise he has been doing consultancy work right from 1970 onwards at the National as well as Internationa Levels. Few examples of consultancy undertaken by him are listed below:

➢ **Consultancy Projects Undertaken by Prof. M. Sen Gupta**

Apart from usual consultancy work with the States and UTs, took up and completed four specific consultancy projects as Consultant. These are:

- ✓ Introduction of Vocational Curriculum at 10+2 level in Madhya Pradesh (November, 1986) Educational Consultants India Ltd. (Ed. Cil.)
- ✓ Study on Introduction of Vocational Education in the Seven North Eastern States (NEC Funded Project, December, 1989)
- ✓ Preparation of a text book and work book on Pre-school Education Teacher Training for the State of Karnataka (1994). Ed. CIL.
- ✓ Prepared and submitted to Ministry of External Affairs, Government of India- The Project Report ***"Establishment of A Bal Bhawan Type Institute in Mauritius***" (March, 1997). Completed as a consultancy project for the ***Educational Consultants India Ltd.***

- ✓ Studied and evaluated the working of ***Community College Movement*** in Tamilnadu as Team Leader. Submitted to NCERT/MHRD, July – Aug. 2001.
- ✓ Writer and Editor of the course on ***Elementary Education*** for National M.Ed. Programme, IGNOU, 2005 – 2007.
- ✓ Course author,B.VET Programme, IGNOU, 2009
- ✓ Course Writer, M.Ed. Programme, RCI, INDIA, 2009.
- ✓ Course Writer, M.Ed. Programme, MPBOU,2009.

- o Prof. M. Sen Gupta Joined the College about two years back and the college itself is developing and consolidating its gains. The faculty is quite young. However, it can be expected that revenue generating consultancy may become possible in not too distant future.

Extension Activities

Benefit to Community

- o A number of activities were organized for the benefit of local community and their development. These include workshop, seminar, street play, camps etc. on the following topics:

    1. Awareness about noise pollution
    2. Living condition & Health Hazards
    3. Importance of education
    4. Blood Donation Camp
    5. Nukkar Natak
    6. Partibimb (Ecoclub)

- o As said elsewhere the college has adopted a local girl's school and has contributed significantly in improving its infrastructural facilities.

- o Practice School in Bhondsi and Gurgaon have benefited from the teaching by the Pupil Teachers of the College. This fact has been mentioned by the Principals and Teachers of the Practice Schools in their feedback proforma.

Benefit to Institution

(a) Getting experience in developing solutions by the problems of local people and providing solutions to them

(b) Association & Networking with the schools has benefited the institute in getting students for higher education and training.

(c) Getting assistance of the community in developing a serene environment and solving local problems.

Activities for Community Orientation

1. Social Awareness Programmes
2. Vocational Training programmes
3. Adult Education
4. Avenues for job opportunities

Community Development Project

The college is contineuing with its assistance programme to the local girl's school adopted by it one and half years back.

Social and Citizenship Values

By organizing seminars and special lectures by eminent educationists and social workers on "Value based education", "Values in life", Duties towards society and our country etc.

Collaborations

List of Nation Level Organization with which the Institution as establishes linkages in the last five years are as follows

a. Jamia Milia Islamia, New Delhi

b. National Council Education of Research & Training, New Delhi

c. Indira Gandhi National Open University, New Delhi

d. NIOS

e. CIE, Delhi University

f. Kurukshetra University (Education Department)

g. BM Birla College of Engineering & Technology, Pilani

h. Dayal Bagh University Agra

- Getting experts in various fields for organizing lectures, seminars w/s etc.
- Members of Academic Advisory Committee,
- Visits of our faculty members to these institutes
- Undertaking collaborative projects

➢ Linkage with Internation Organizations

i. Texas University Arlington, USA

ii. Grenoble School of Languages, France

(a) Visits of experts, collaborations etc.

➢ The Linkage Developed with Greatly Contribute to:

- **Curriculum Development -** Yes
- **Teaching –** Getting experienced faculty
- **Training –** our students
- **Practice Teaching –** of our faculty/students
- **Research –** Collaboration research of mutual interest & guidance
- **Consultancy -**
- **Extension**
- **Publication -** Yes
- **Student Placement** - Yes

➢ Linkage with School

- Strong linkages have been developed with about 10 schools in this area. The list of school is attached. (Annexure V)

- Our faculty members visit the schools and participate in practical teaching. Details of visits to the schools are attached.

- The faculty collaborates with school and other college or university faculty. By mutual visiting and interaction

➢ Best Practices in Research, Consultancy and Extension

The college gives highest priority to actual doing of research by the students. Following measures enable them to bring quality:

1. Library has been enriched by research literature like books, Theses, Synopses, Research Summaires, etc.
2. Weekly Research Seminars are held to discuss each proposal.
3. Guides go through each report meticulously before it is bound.
4. The dissertation are sent to the University well in time.

Criterion IV: Infrastructure and Learning Resources

➢ PHYSICAL FACILITIES

- The institution has all the required physical amenities as per norms. It has an elegant building of its own that is beautifully landscaped. It has an aesthetically carved out ambience having spacious lawns and playgrounds. In keeping with the modern requirements of teacher education there are spacious classrooms fitted with green glass boards and flannel boards. The college has fully furnished and well equipped laboratories and Resource Rooms. The Resource Rooms include Psychology laboratory, Science Resource Center, Information and Communication Technology Resource Centre, Mathematics Resource Center, Social Science Resource Center, Work Experience Resource Center and a Language Resource Center.

- The College library has an open access system and is well furnished and fully automated. It has adequate sets of textbooks, educational journals, a good collection of Ph.D and M. Phil. theses and synopses, instructional materials from national organizations like NCERT, NCTE, IGNOU. The library subscribes newspapers and magazines that are freely available to students and the faculty. The teacher trainees extensively use the excellent facilities available on the campus like the playgrounds, cafeteria, hostels, transport facility, medical facility and the like. Transport facility is available to students and staff. There are two big Auditoriums that can be used for any seminar, workshop, Invited lecture, meetings, induction programmes, etc.

- The institution has adequate facilities for the present and even enhanced strength in future. With academic growth the resources are augmented in a regular and planned manner and kept up to date e.g. latest edition of books are added periodically, Indian and international journals are subscribed, Psychological tools, inventories and scales are added as per modern research needs of M.Ed. and Ph.D. students. Resource rooms' equipment are replenished to keep them in tune with the latest school curriculum. The space available is optimally used and physical facilities are properly maintained and additions/alterations done as per need.

- The institution has a well maintained large sports play ground for games like Hockey, Football, Cricket, Basketball, Volleyball, Tennis , Kho-Kho Ground, Badminton Court, Indoor games room (Table Tennis Room) along with a power gym. Equipped with latest machinery. All these are under the able guidance of trained sports instructor – male and female. In addition there is an enclosed but open courtyard that is used for bigger cultural and Annual day functions. Within the college building itself there is an open stage and ample space for Prayer and morning assembly of the students. There is an A.C and

LCD equipped seminar/conference room. As said earlier, there are two spacious auditoriums - one on ground floor and the other on second floor. The latter being A.C. equipped with LCD projector and comfortable seating arrangement.The above mentioned infrastructure is also shared with other institutes of parent society for curricular as well as co-curricular activities, as and when combined competitions are held.

- For health, hygiene and sanitation requirements of the staff and students there is medical/rest room. Separate wash rooms are there for men & women and for students and faculty. There is an upto the mark canteen dispensing the faculty and students with daily requirement of food and refreshments. There is a spacious faculty room with intercom facility. First aid kit is readily available at the reception for any emergency.

➢ HOSTEL FACILITIES

KIIT World has separate hostels for boys and girls situated on the campus. These have excellent infrastructures and elegant buildings and a pollution free environment. Both the hostels are well secured with 24 hours security guards. Students are provided fully furnished rooms. Mess facilities under hygienic conditions at moderate mess charges are available. Hostels have water coolers with R.O. plant and Aqua Guard fitted. Each hostel has recreation facilities in the form of T.V.Room, cable facilities, home theatre, reading room and Table Tennis room. Landline BSNL telephone facilities are available in each hostel. Frequent fumigation is carried out as a precautionary measure in hostels to protect inmates from mosquitoes. Hostel inmates can get full reimbursement of traveling expenses and registration fees for presentation of research paper at National conferences. Concession in the mess bill is granted to needy students on request. Immediate medical attention is given to hostel inmates in local hospitals.

Hostel Rooms	**Carpet Area Per Room**	**No. of Rooms**
Girls 2 seater Rooms	20	6
Girls 3 seater Rooms	30	14
Girls 4 seater Rooms	45	12
Others	24	1
Boys 1 seater Rooms	8	4
Boys 2 seater Rooms	10	45
Others	24	3

MAINTENANCE OF INFRASTRUCTURE

Budget Allocation and Utilization

KIIT COLLEGE OF EDUCATION

Year >	2005-06		2006-07		2007-08		2008-09		2009-10	
PARTICULARS	BUDGETED AMOUNT	ACTUAL EXPENDITURE	BUDGETED AMOUNT	ACTUAL EXPENDITURE	BUDGETED AMOUNT	ACTUAL EXPENDITURE	BUDGETED AMOUNT	ACTUAL EXPENDITURE	BUDGETED AMOUNT	ACTUAL EXPENDITURE
BUILDING & BUILDING REPAIR & MAINTENANCE	NA	NA	40,000	2,699	50,000	54,850	60,000	2,95,074	70,000	38,781
LABORARTORY	NA	NA	25,000	72,430	30,000	14,243	35,000	5,800	40,000	5,000
FURNITURE	NA	NA	50,000	1,34,692	60,000	2,94,375	70,000	0	80,000	0
EQUIPMENT	NA	NA	55,000	45,240	65,000	14,000	75,000	2,69,138	85,000	0
COMPUTER	NA	NA	75,000	1,31,440	80,000	79,525	85,000	31,000	90,000	27,000
TRANSPORT VEHICLE'S	NA	NA	30,000	0	15,00000	18,21,829	40,000	19,902	50,000	24,809
TOTAL	**NA**	**NA**	**2,75,000**	**3,86,501**	**17,85,000**	**22,78,822**	**3,65,000**	**6,20,914**	**4,15,000**	**95,590**

KIIT COLLEGE OF EDUCATION

KIIT CAMPUS, SOHNA ROAD (NEAR BHONDSI) GURGAON

ESTIMATED BUDGET FOR THE YEAR 2010-11

INCOM E	AMOUNT	EXPENDITURE	AMOUNT
	2010-2011		2010-2011
Rs. in Lac		Rs. in Lac	
Total Estimated Income for the year 2010-11	58.95	Total Estimated Expenditure for the Year 2010-11	60.85
(As per Statement Enclosed)		(As per Statement Enclosed)	
Excess of Expenditure over the Income	1.90		
[DEFICIT]			
TOTAL	60.85	TOTAL	60.85

KIIT COLLEGE OF EDUCATION
KIIT CAMPUS, SOHNA ROAD (NEAR BHONDSI) GURGAON

ESTIMATED EXPECTED INCOME FOR THE YEAR 2010-11

PARTICULARS	COURSE	YEAR OF ADMISSION	NO. OF STUDENTS	FEE PER STUDENT	TOTAL FEE
				Rs. in Lac	Rs. in Lac
TUTION FEE					
[B.Ed. Course]	B.Ed.	2010-11	100	0.37	37.00
[B.EL.Ed. Course]	B.EL.Ed.	2010-11	35	0.37	12.95
[M.Ed. Course]	M.Ed.	2010-11	25	0.36	9.00
TOTAL FEE					58.95

KIIT COLLEGE OF EDUCATION
KIIT CAMPUS, SOHNA ROAD (NEAR BHONDSI) GURGAON

ESTIMATED EXPECTED EXPENDITURE for the year 2010-11

		2010-2011	
S.NO.	**PARTICULARS**	**AMOUNT**	**NET AMOUNT**
		Rs. in Lac	**Rs. in Lac**
A.	**Establishment Expenditure**		
1	**Salary to Faculty Staff**	**23.50**	
2	**Salary to Supporting Staff**	**10.90**	
3	**Salary to Visiting Staff**	**2.45**	
4	**House Keeping Expenses**	**3.37**	
5	**Accounting Charges**	**1.27**	
6	**PF Expenses & HLWB Expenses**	**0.09**	**41.58**
B.	**Operation & Maintenance Expenses**		
1	**Bank Charges**	**0.02**	
2	**Notification & Information Expenses**	**5.64**	
3	**Audit & Legal Charges**	**0.20**	
4	**Computer Repair & Maintenance**	**0.32**	
5	**Conveyance**	**0.30**	
6	**Examination Expenses**	**0.35**	
7	**Telephone Expenses**	**0.55**	
8	**Labortory Expenses**	**0.06**	
9	**Library Expenses**	**0.10**	
10	**Postage & courier**	**0.02**	
11	**Printing & Stationery**	**0.05**	
12	**Membership & Subscription**	**0.01**	
13	**Rent**	**0.68**	
14	**Scholarship & Award**	**0.27**	
15	**University Expenses**	**7.07**	
16	**Function & Event Expenses**	**0.70**	
17	**Vehicle Repair & Maint . & Insurance**	**0.26**	
18	**Repair & Maintenance - Building**	**0.31**	
19	**Repair & Maintenance - Others**	**0.11**	
20	**Depreciation during the year**	**2.30**	**19.28**
	T O T A L E X P E N S E S		**60.85**

➢ Optimal Utilization

The available infrastructure is optimally utilized. The specious rooms are used for examination purpose. During mega simulated teaching the same lecture rooms are used. These rooms are also used for the purpose of house meets and for microteaching sessions. All rooms are utilized for annual exhibition. Students opting for different teaching subjects receive their instructions in the respective resource rooms.

➢ Environmental Issues

The institution takes good care of environment. There is a water harvesting facility, lot of green surrounding with seasonal and perennial flora. The campus is eco-friendly. There is arrangement of safe drinking water by means of 'Aquaguard water purifiers'. Many dust bins are placed for the collection of garbage. For cleanliness of the campus it has been divided into two areas namely Red and Green. Each area has been outsourced for the purpose of cleanliness and hygiene. Further, the campus has good drainage system.

➢ LIBRARY AS LEARNING RESOURCE

- The Institution has adequate and qualified library staff to take care of open access library system.
- Following library resources are available to the staff and students.

Total Book - Volumes	=	5422
Total Titles	=	1793
Total Vol. B.Ed.	=	3167
Total Vol. M.Ed./B.El.Ed	=	2280
Total Titles B.Ed.	=	1221
Total Titles M.Ed.	=	718
Total Journals	=	14
Total Magazines	=	04
Encyclopedia	=	09
Theses	=	120
Dissertation M.Ed.	=	147
Field Reports	=	42
Synopsis & Summary	=	240
Area of Reading Room (Sq mts.)	=	250
Total Seating Capacity	=	50

The institution has in place a mechanism to systematically review the various library resources. It has OPAC (Online Public Access Catalog), **ALICE FOR WINDOWS 6.0**.

There is a functional library committee comprising of the Principal, Librarian and members of the faculty.

➢ Library Committee

Chairman: Principal

Convener: Librarian

Faculty Members

Mr. Arun

Mr. Gyanender

Ms Garima

Ms. Priyanka

The College of Education library unlike other libraries is maintained by the College faculty. The Library Committee sometimes directly and at other times with the help of librarian arranges the books, gets labels pasted properly on the stacks and categorises books as per the university papers. The involvement of faculty has been found quite useful in raising the readership level of the students. Other functions performed by the Library Committee are:

- ✓ To select books / journals to be purchased
- ✓ To ensure optimum utilization of library resources.
- ✓ To frame and review rules & guidelines for the use of library.

- The library is computerized. There are six computers in all with internet facilities.
- The library has computer, internet & reprographic facilities. There is a photocopier, fax machine. On everyday basis students and staff access them.
- The institution makes use of Delnet facilities.
- The library is working six days a week. It opens from 8 A.M. to 6 P.M. everyday. On Sunday it opens from 9 AM to 1 PM.
- Staff and students come to know about new arrivals through regular notices and also through display on the Arrival stands in the New Arrival section.
- The college library is yet to develop a Book bank for the students.
- The library is situated at ground floor. There are ramps in the building for easy movement and also wheel chairs are available for physically challenged persons.

➢ ICT AS LEARNING RESOURCE

- The college has an ICT Resource Room with a computer section attached to it. For day to day requirements the following facilities are available in the ICT Resource Room. However, for any special programme like computer literacy programmes or preparing PPPs the college students can always use advanced computer labs, of the college of Engineering and IT and Management. Many times consultations are done with the specialized resource persons available on campus for special assistance. The ICT Resource Center has:

Computers	15
OHPs	2
Screens	2
Slide Projectors	2
TV	1
VCD	1
Tape Recorder	1
CD's (Educational)	35

  Internet connectivity is also there. All these facilities are used for the purpose of instructional transaction.

- In B. Ed. Educational Technology is a subject in which there is a full unit on computer and information technology. Students are supposed to make a practical file related to computer including basic computer skills i.e. word, internet use, slide making, preparing PPT, creating their own e-mail ID, etc.

- The institution makes use of multimedia approach, PowerPoint presentations and gadgets of Technology in imparting instructions to the pupil teachers. Topic-wise number of set of transparencies available with the ICT Lab. are as follows:

  - ✓ Psychological Test & Apparatus- 30
  - ✓ Teaching Aids- 30
  - ✓ Teacher in Emerging Indian Society- 30
  - ✓ Educational Technology- 30
  - ✓ Research Methodology- 10

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- **The Lab. also has the following as Consumables**
  - ✓ Micro Floppy Disk
  - ✓ Blank transparencies

The various general and methods laboratories available with the institution are as follows:

- ✓ Science Resource Center
- ✓ Mathematics Resource Center
- ✓ Arts and Craft Resource Center
- ✓ Psychology Resource Center
- ✓ Information and Communication Technology Resource Center
- ✓ Health and Physical education Resource Center
- ✓ Teaching of Social Studies Room
- ✓ Teaching of Languages Room

- The facilities are augmented periodically as per modern needs, needs expressed by the students and faculty and as recommended by the Incharges. All such requirements are forwarded to the college Advisor who scrutinizes them and submits for final puchase.

- The institution has all the required facilities like there are 2 A.C. and LCD equipped auditoriums, one seminar/conference hall that too is equipped with A.C. & L.C.D. Within the college building the M.Ed. classroom has been developed as a multipurpose hall. It can be used for conducting seminars, meetings and also as a classroom. The college has access to modern and best of facilities with regard to sports and music. Transport service is a great asset to college faculty and students. Transport is free for the faculty and for senior staff cabs are also there.

- The institute has installed LCD projector and screen in the seminar room for M.Ed. classes. Each faculty member is required to make optimum use of technology for instructions. Students are also required to give presentations and assignments laced with technological elements. All classrooms and Labs. are being modernized in the light of revised NCTE norms and the new curriculum of B.Ed. being introduced from the 2010-11 session.

➢ BEST PRACTICES INFRASTRUCTURE & LEARNING RESOURCES

- The College of education has an updated ICT resource centre. The key objectives of ICT resources centre are to give students first hand experiences of the software & hardware gadgets available in the lab. All teacher educators are motivated to use best instructional aids viz. OHP slide projectors and multimedia packages. For few topics students are made to submit projects and assignments in soft copy or PowerPoint presentation form. The presentations on PowerPoint by teachers as well as students have become quite a parlance in the College of education.

- The auditoriums of the KIIT world are scientifically made for best of audio-visual effectivity. The LCD projectors bring about the magnificent display of the audio-visual structured material with optimum affectivity. Faculty and students in the past had a number of chances to listen to many eminent educationists, administrators and researchers from India and abroad who used latest technology to place their view points.

- The infrastructure is so built in order to give students first hand experience of technology. The Educational Technology lab serves as a resource centre of Information and communication technology for the optimum usage by pupil teachers & teacher educators. The faculty and students have round the clock access to information ladder research engines as provided through internet services. The ET lab is rightly designated as ICT resource centre.

- As described in detail elsewhere Power Point presentation by students is an innovation that has worked quite well in teaching-learning and revising the syllabus.

Criterion V: STUDENT SUPPORT AND PROGRESSION

➢ STUDENT PROGRESSION

- For the assessment of student's preparedness regarding programme and to ensure that students receive appropriate academic advise the institution does the following:

  a. The college organizes an induction programme for the new entrants to each course separately.While the freshers are oriented towards the facilities and the curriculum, a closer interaction and expressive presentations by each fresher makes the faculty to understand their previous background and their needs and requirements.

  b. A talent search invariably follows the induction that gives a broader view of their individual talents and potentialities for future grooming.

  c. Class tests are conducted by the teachers. A clearer picture emerges about the students' scholastic preparedness only in the first sessional examination that is of exploratory in nature.

- Institution maintains an academic and stimulating environment throughout. Efforts are made to promote motivation, satisfaction, development and performance improvement of the students in following manner.

(i) Motivation

a. Scholarships are given to the students for their academic achievement.

b. Prizes and certificates are given for different activities conducted by the institution.

c. Student having highest percentage of attendance at the end of the year is awarded prize and certificate to motivate others to maintain regularity and punctuality.

(ii) Satisfaction

a. Student's feedback performas are taken from the class representatives to check whether students are satisfied with the teching or not.

b. Students' welfare association is formed to sort out the problems of students.

c. Photographs, contributions with names, names of awardees, etc. are duly published in Newsletters and the Souvenir which gives the students satisfaction of their achievenments and creations.

(iii) Development of students

a. Participation in various co-curricular activities like inter-college essay competition, thematic painting competitions, sports activities and writng of poems and articles were encouraged. Students participated in dance competition held in a local college.
b. Group discussions, power point presentations by students, paper presentations by them, anchoring of programmes, preparing and presenting thematic cultural programmes and skits, organizing exhibition, celebrating festival and national days and many other scholastic and creative activities help in total development of students as effective teachers and teacher educators.
c. Their mental horizon is broadened by arranging Gust lectures, invited lectures, extension lectures, interactive sessions, panel discussion on various issues. Students learn strategies like micro teaching, continuous and comprehensive evaluation, ways of facing interview, writing of resume and many other practical tips to make their teaching – learning more effective.

➢ GENDER-WISE DROP-OUT RATE

Batch (2007-08)

B.Ed.	**M.Ed.**	
No case of dropout but there were some cases of migration to other colleges as those students were facing problems of transportation from their native places	Male	Female
	Nil	Deepika Bhardwaj
		Reason: Family problem regarding her marriage.

Batch (2008-09)

B.Ed.		**M.Ed.**	**B.El.Ed.**	
Male	Female		Male	Female
(Inder Singh) He was not interested in pursuing the course.	(Pankaj Sisodia) Her family was not interested in pursuing B.Ed.	No Case of Migration but some cases of mutual migration were there.	Nil	Ramanjeet Kaur Jyoti Arora

Batch (2009-10)

B.Ed.	**M.Ed.**	**B.El.Ed.**
No case of drop out	Nil	Nil

- The institution keeps regular contact with students and their parents by conducting Parent - teacher meetings. Warning letters, counseling sessions, message on telephone, SMS, etc. are sent to the students/ parents to make them aware of their absence and to enable them to remain regular and punctual.

- Different services like placement cell, vocational guidance committee and talks on career issues etc. are provided by the institution to the students for enabling them to compete for the jobs and progress to higher education. In the past it has been found that students have got selected based on their performance in practice teaching by the respective schools.

- A database of students is being developed and all efforts are made to keep contact with the alumni for any help and also to know their status.

➢ LIST OF STUDENTS WHO QUALIFIED NET EXAMINATION

In the last two years (Batch 2007-08, 2008-09)

✓ **(2007-08)**

(i) Anjana Behal (JRF)

(ii) Promila Solanki

(iii) Ekta Tyagi

(iv) Manita Yadav

✓ **(2008-09)**

(i) Seema Rani

(ii) Kanchan Khatreja

(iii) Kiran Chillar

➢ SELECTED FOR CENTRAL / STATE SERVICES

(i)	Seema Rani	State Bank
(ii)	Dharmraj	S. I. in C.B.I.
(iii)	Ranjana	Selected as elementary teacher
(iv)	Rachna	Selected as elementary teacher in U.P.
(v)	Dhirender	Kendriya Vidyalaya Sangathan, Ranchi
(vi)	Jai Parkash	S.I. , Delhi Police
(vii)	Kiran Chiller	M.C.D. School, Delhi
(viii)	Vikram	Govt. aided school, Delhi.

➢ FURTHER STUDIES/TEACHING CAREER

Almost 50% of students go for further studies and remaining 50% choose teaching as a career.

Details as available are presented below:

✓ Batch (2007-08 M.Ed.)

Chose Teaching as Carrier

(i) Parmila Solanki
(ii) Manita Yadav
(iii) Anjana Behal
(iv) Reena
(v) Ruby
(vi) Kailash

Went for Higher Studies

(i) Ekta Tyagi
(ii) Neelima Puri
(iii) Nirmala
(iv) Garima Singh

✓ Batch (2008-09 M. Ed.)

Chose Teaching as Carrier

(i) Reena Bhargava
(ii) Kanchan
(iii) Anu
(iv) Santosh
(v) Neetu
(vi) Swati Khandelwal
(vii) Reeta Shokeen
(viii) Monica
(ix) Garima
(x) Manisha Batra

✓ Batch (2006-07 B.Ed.)

Chose Teaching as Career

(i) Joya Gulati
(ii) Nidhi
(iii) Ruby
(iv) Manju
(v) Raghav
(vi) Vikram
(vii) Somya
(viii) Jyoti Dager (Guest Teacher)
(ix) Neeru Sodhi
(x) Rajni Raghav
(xi) Aarti
(xii) Sanjay

Went for Higher Studies

(i) Vibha
(ii) Asha
(iii) Suman Thakran
(iv) Preeti
(v) Vinita
(vi) Reena
(vii) Parveen
(viii) Anjali yadav
(ix) Monika Nagpal
(x) Raj Yog (MBA)

✓ Batch (2007-08 B.Ed.)

Chose Teaching as career	Went for Higher Studies
(i) Anupama Chaudhary (Garg International)	(i) Anuradha (MCA)
(ii) Iti Gulati	(ii) Khushboo
(iii) Bhupender	(iii) Aditi (MBA)
(iv) Sangeeta (Gyan Deep)	(iv) Usha Tanwar (JBT)
(v) Meekansha	(v) Manoj Kumar
(vi) Rachna (Govt. Job in U.P.)	(vi) Ishita (MBA)
(vii) Ranjana (JBT teacher Haryana)	(vii) Pinky Kariti
(viii) Neerja	(viii) Priya (M.A.)
(ix) Reena Bhargava (K.V.S. Delhi)	(ix) Juhi (MA English)

✓ Batch (2008-09 B.Ed.)

Chose Teaching as career	Went for Higher Studies
(i) Shweta Sharma (Ryan Bhondsi)	(i) Sachin (M.Ed.)
(ii) Kavita Devi (R.B.S.M)	(ii) Neha Arora (M.Com)
(iii) Sanjeev Verma	(iii) Pinki Raghav (M.A.)
	(iv) Kavita Devi (Ph.D)
	(v) Anuradha Saini (M.Ed)
	(vi) Shweta Mittal (M.Com)

✓ Batch (2008-09 M.Ed.)

Chose Teaching as Career	Went for Higher Studies
(i) Swati Khandelwal (Principal)	(i) Monica
(ii) Kanchan Khotreja (Edu. College)	(ii) Garima Ph.D
(iii) Reena Bhargave (KVS)	
(iv) Kapila Vashisth (Rose Land)	
(v) Garima	
(vi) Reeta Shakeen (Meharishi Public School)	
(vii) Kiran Chiller	
(viii) Santosh (Lord Krishna)	
(ix) Neetu (Lord Krishna)	
(x) Monica (Marumel)	

➢ PROVIDING RESOURCES AFTER GRADUATION

- Alumni can ask for special library membership. They can ofcourse consult the libray and many of our alumni have been visiting. Alumni's are invited to attend all the seminars, functions and workshops organized by the institution.

- Proper guidance about higher studies and other related matters are intimated to the student teachers through letters and telephonically. In the past a number of queries about joining Ph.D., topic for research, etc. have been entertained on phone as well as personally when the alumni visited the institution.

- Student teachers can avail of internet facilities from the college in any of the working days after graduating from the institution. However, internet being very common in the area hardly any request is received in this regard.

➢ PLACEMENT SERVICES

- At the KIIT World level there is a Training and Placement Cell. The Dean (Students Welfare) in consultation with the Principal and Executive Director has constituted a committee in which two faculty members from Education have been included. The Cell prepares data base of students, updates the Website regularly, interacts with potential employers, assists in the conduct of campus interviews, etc. The Placement Cell is in place since the year 2008.

- In addition, there is a vocational guidance committee in the college. The committee is formed with the vocational guidance students under the concerned faculty. It maintains a separate Notice Board to display information about occupations, weekly vacancies as reported in national news papers, related paper cuttings, articles, etc.

- Few alumni were appointed in KIIT World itself from previous batches. These are:

  (1) Ms. Somya Saini (K.C. E)

  (2) Ms. Anjana Behal (K.C. Ed)

  (3) Ms. Manita Yadav (K.C. Ed)

  (4) Ms. Garima Singh (K.C. Ed)

- Continuous efforts were made by the Placement Cell as well as management for the recruitment of student teachers in nearby good schools. More than 50% of the students benefited from the placement cell and in the coming years the activities will further get activated.

➢ DIFFICULTIES FACED AND STRATEGIES TO OVERCOME

(a) Placement-cell did not have good liasion with nearby schools, so management helped in creating good relations between placement-cell and nearby schools by providing opportunities for frequent interaction.

(b) Most of the students are from rural background which is the hindrance for their recruitment as their communication skills are not upto the mark. Efforts are being made to improve their communication skill through training and wider exposure.

(c) It was experienced that one Training and Placement Officer can not make the dent needed. Hence under the covenership of Dean (Students Welfare) a committee has been formed and activated with representatives of faculty from every constitutent college. Help of senior students is also taken as and when it becomes necessary.

➢ ROLE OF PRACTICE TEACHING SCHOOLS

Practice teaching schools found our students quite useful and competent because of which not only many queries are received by the college but also students have been promised to be absorbed as soon as they complete their B.Ed. However, there is no formal arrangement as most of the schools are private and do not offer job security or commensurate pay.

➢ RESOURCES TO PLACEMENT CELL

The Placement cell has been provided with four computers, internet facility, one multifunctional machine i.e. Printer, Fax and Zerox and two telephones. It is ably assisted by ten faculty coordinators including faculty members nominated from the College of Education. The Conference Room with video projection system has also been made available to the Cell. Required financial assistance is provided by the Institute.

➢ STUDENT SUPPORT

- In the beginning of the session an academic calendar is prepared mentioning all the curricular activities, major co-curricular events, time table, tutorials, micro-teaching classes, practice teaching, sessional examinations, etc. Most planning of college events is done in faculty meetings by consensus. Committees are formed through participation of students to implement the decisions taken. It is always a collective decision. The events may include peer evaluation, celebration of functions, planning a thematic cultural event, conduct of sessional examinations, conduct of practice teaching, Morning Assembly and House activities, organizing invited lecture, educational excursion, etc.
- Events that are of inter-college nature the Executive Director along with management representative, Advisor take meeting of Principals and faculty of all colleges where planning is done, committees are formed and frequent monitoring meetings follow till the event takes place. The monitoring meetings are basically meant to obtain feedback on the work done so far. These may include Convocation, organizing Exhibition, Founder's Day, Annual Day or a big conference involving other colleges and industries, schools etc.

- For **physically challenged** students following arrangements are made:

  a. Doctor visits the college for health check up.

  b. Special discussions are held with such students to understand their problems. Accordingly remedial actions are taken e.g. for an orthopedically handicapped student wheel chair facility was provided, his class was shifted to the ground floor.

  c. Special arrangements were made for visually handicapped student for conduct of his practical examinations, practice teaching, craft work, etc.

  d. Besides this the Principal and In charge faculty continuously interact with such special need students to give them all required facilities for successful completion of the course e.g. arranging audio cassettes etc.

➢ MENTORING ARRANGEMENTS

- The institution provides maintoring to the students of B.El.Ed. B.Ed. and M.Ed. courses. For every 10-15 students a mentor is assigned. They closely interact with the students, keep them motivated and keep a watch on their progress. Mentors periodically meet the Principal for assistance, if need be. In M.Ed. course students are able to complete their Dissertation in time and systematically complete their field work with the help of their mentors. In case of B.El.Ed. and B.Ed. courses tutorial sessions are conducted in a participatory mode to help the students to sort out their academic problems. Mentors help them in completing their school experience programme and the teaching practice. Students take necessary guidance from their mentors to complete the different projects and assignments prescribed in the curriculum.

- As said elsewhere the institute has a Faculty Development Center that plans FDP programmes like Induction programme, workshops on latest academic issues, invited lectures, In-service seminars, etc. to keep the faculty motivated and up to date.

- A Faculty Lecture Series is organized to enable the faculty to prepare their presentations on need based topics and deliver the same to the total faculty of all colleges.

- On special occasions the mentors are invited by the management along with other dignitaries. For example In KIIT Vision – 2015 held at Radison Suits our mentors were invited to have lunch and also participate in the vision workshop.

➢ INSTITUTE WEBSITE

The Institute has a website that is visited by many aspirants, students and parents. It can be accessed by www.kiit.in it is updated half-yearly.

➢ INSTITUTION'S WEBSITE INFORMATION

College Facilities

KIIT College of Education is located in serene, tranquil and pollution free environment at Bhondsi, Gurgaon (Haryana) and is on the main road leading to Sohna.

KIIT Campus

The Institute has its own **spacious building** and campus located on Sttate Highway (Gurgaon-Sohna) with excellent approach.

Sports complex with Volley Ball, Basket Ball & Cricket ground is being set up. Hostel facility and transport are available.

Classroms

The Classrooms and syndicate rooms have been ergonomically designed for the comfort of the students developed as learning halls to create the **right ambiance befitting the study of professional courses**.

Computer Lab

The Computer lab has been designed to suit the requirements of the students at postgraduate level and is equipped with latest softwares.

Computerized Library

Institute has latest books in the spacious and automated computerised library.

KIIT Libraries

KIIT World has two fully functional well lit and spacious libraries. One of them that caters to Engineering faculty and students, has huge collection of books (total 9593) on engineering, science, technology and management. This fully computerised library acts as an information resource center. In addition to course specific books there are reference books, general books on personality development, books on general knowledge, handbooks, year books etc. It subscribes to national and international journals, magazines of current interest along with national and regional dailies to keep the students and faculty abreast with the latest developments in the world and in their fields of study. The other equally rich library is situated in the College of Education premises. It caters to the students and faculty of education, IT and management. Course specific books , general books in both English and Hindi, reference books(total 14416) and instructional material from national institutions like NCTE, UGC, IGNOU, NCERT and many others have been systematically stacked. Besides there are journals, magazines, news papers and other leaning resources. The calm and serene atmosphere in both the libraries attracts students in large number for serious study, research and for supplementing class notes. The latter Library also has a large collection of Ph.D. theses, synopsis, and research summaries in areas in education from different universities for helping students and faculty in doing research at P.G. and Doctoral levels.

Hostel Facility

KIIT World with four colleges under its fold has always a great demand for a seat in its hostels from outstation. In order to provide Hostel facilities to the maximum number of admission seekers, the college has a provision for two separate hostels one each for boys & girls with a capacity of 130 to 150 seats. Both the hostels are on its campus. Admission in the hostels is granted on first come first serve basis. Outstation students are given preference. A student seeking a seat in the hostel has to complete certain fomalities. Each hostel is placed under the direct control of warden. Both the hostels are well secured with 24 hours guard at the gate.

Since the hostel is a home away from the home for the students, all efforts are made to make their stay as comfortable as possible. A student is provided seat according to availability in Single/Double/Four seated or dormitory rooms. Students are provided with a host of facilities, Maximum attention is paid to provide nutritious food cooked under highly hygienic conditions. Hostellers follow a strict time schedule. No student is permitted to leave the hostel without the prior permission from a competent authority, except under extreme emergency.

Girls Hostel

Girl's hostel is situated in a building which is a marvellous piece of architecure, very spacious, airy and sunny rooms, maintained very neatly & hygenically by the in-house house-keeping services. Special care has been given to ensure that girls students feel the hostel as their second home. There is round-the-clock security and an atmosphere which is very peaceful.

Boys Hostel

Boys hostel is also situated in the main block, well guarded area, good quality of food etc.

KIIT Networks

Computer Networking in KIIT Colleges

KIIT has a highly sophisticated fully equipped air-conditioned computer labs with high quality peripherals to provide heterogeneous environment for maximum support to the students and faculty members.

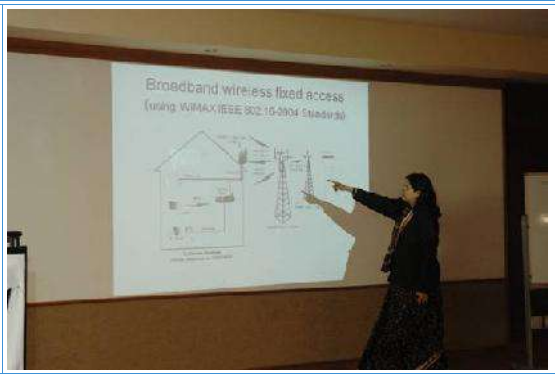
Highligths of Our Network

* More than 400 desktops of IBM and HP have been connected to high-speed IBM 3200 series servers (Each workstation consists of 19" LCD's , floppy disk drive and 52X CDROM drive with full multimedia and Internet capabilities.

* Licensed software like Windows XP, 2000 professional , Microsoft Office 2003, Microsoft Visual Studio .NET, complete pack of MSDN, ED winxp, oracle 9i,10g, Xilinx (G)

* Campus network is managed by proxy servers and Domain controller, FTP servers, having windows 2003 server Enterprise based OS.

* Multimedia projector, Slide Projector and OHPs.



➢ REMEDIAL PROGRAMME

- The Institution has a remedial programme for academically low achievers. Special lectures, small group discussion and tutorials (15-15 students are assigned to each of the faculty member) are arranged to counsel the student teachers as well as communicate directly with their parents regarding the problems faced by the student teachers during the whole session.

- Provisions like term teaching, peer group discussion are organized by the institution. Sometimes special lectures are given by alumni students for sharing their experiences as well as to motivate them to work hard.

➢ SPECIFIC TEACHING STRATEGIES:

a. Slow learners

i Slow learners often are given special assignments and projects to be completed and submitted for evaluation. This is based on the assumption that slow learners require other strategies than mere verbal instructions.

ii Individual attention is given by mentor teachers.

iii Pace of instruction is kept slow i.e. concepts, definitions etc. are repeated several times till slow learners understand the same.

iv They are engaged in Constructive and Creative work like preparing charts, flash cards, etc.

b. Advanced learners

i In the last session a small group of advanced learners prepared Power Point Presentations and delivered the same for further discussion.

ii Brain storming sessions are organized on specific issues/problems.

iii In M.Ed. some advanced topics were allocated to advanced learners. It was found that they enjoyed the task although they took a bit more time than others as the material was to be searched and extensive data were to be collected.

iv A student who topped the list in B.Ed. has been appointed as lecturer in the college which serves as an incentive to others.

➢ GUIDANCE AND COUNSELLING

- Guidance and counseling is an integral component of any teacher preparation. In this college students have opted for special paper in Guidance and Counselling at B.Ed. and M.Ed. level. In order to give them practical understanding the students maintain a separate Notice Board to display information about occupations, weekly vacancies as reported in national news papers, related paper cuttings, articles, etc. There is a vocational guidance committee in the college. The committee is formed with the vocational guidance students under the concerned faculty.

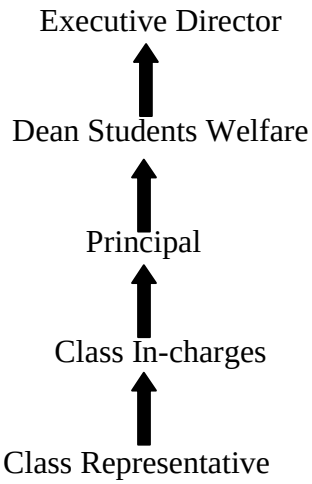
- In the last session Panel discussion was organized on 'Resume writing' and 'facing an interview'. Students not only appreciated the initiative buit also extensively participated in the discussions.

- Education faculty conducts P. D. Classes for students. The students find them quite useful.

- Occupational information is given by by Indian and foreign providers like USIEF, Professor Coordinators from Universities in U.S. and other employers who are invited by the institution to interact with the faculty and the students.

➢ GRIEVANCE REDRESSAL

- The college has a Dean (Students Welfare) who is supposed to take care of the welfare of the students, in general. The institution has the provision for grievance redressal. Basically it is the Course In -charges and the Principal who are always available and ready to solve any problem faced by the students. However there is a full group of responsible persons that can be contacted for any grievance:



- Also there is a provision of suggestion box on every floor which is being checked weekly and possible actions are taken by the authorities.

➢ MAJOR GRIEVANCES REDRESSED

- Last year inadvertently there was some mix up in the Annual prize distribution because of which Education students were not given the prizes they won in games and sports. Students got agitated and the next day they met the Principal with their grievance. Principal patiently listened to them. He found the complaint quite genuine. He immediately met the Executive Director who in turn contacted the management. The same day it was decided to have another formal prize distribution function on Founder's Day. The students were satisfied and on the designated day prizes were duly distributed by the Chairman to students in a grand function specially organized.

➢ PROGRESS MONITORING

- The progress of the candidates at different stages of programme is monitored with the help of following:

  (i) Class tests
  (ii) Presentation by students
  (iii) Surprise tests
  (iv) Two sessional examinations Half Syllabus in first
  Full Syllabus in the second
  (v) Micro-teaching and simulated teaching sessions
  (vi) Real class-room teaching practiced in schools.
  (vii) University Examinations

- During teaching practice at various stages mentors give the required advise and suggestions to improve teaching.

- Also after the correction of the answer sheets of tests and examinations the errors and shortcomings are discussed with the students individually and if required remedial classes are also arranged.

➢ PRE-PRACTICE DETAILS

Following components constitute the pre practice teaching for B.Ed. students at the institution.

i. Training in teaching skills through micro teaching as the training strategy.
ii. Preparation of lesson plans under the guidance of concerned faculty member.
iii. Training in teaching methods-general as well as subject specific.
iv. Writing of instructional objectives in behavioural terms.
v. Delivery of Micro and mega lessons in simulated conditions by the pupil teachers.
vi. Preparation of teaching aids.

vii. Two Demonstration/Model lessons by teacher educators. Every subject teacher gives two demonstration lessons in composite and two in micro skills to their teaching subject groups.

viii. Ten micro and ten mega lessons in each subject are prepared by pupil teachers.

ix. Orientation of pupil teachers on the following.

- Preparing time table
- Conducting morning assembly
- Organization of co curricular activities
- Maintaining attendance register
- Maintaining discipline in the practice schools.

✓ PRE-PRACTICE TEACHING FOR B. EL. ED. & M. ED. STUDENTS

Although B. El. Ed (1st Year & 2nd Year) & M. Ed. Students do not have practice teaching per se in their curriculum but the B. El. Ed. Students have to go for Colloquia, school contact programme in the 1st year. They have practicum of observing children in the 2nd year. Similarly M. Ed. Students have to complete a number of activities for their field work. We in KIIT believe and also practice that the students must have a feel of the field i.e. the school, school-children, parents and the teachers and also that colloquia and field work of B. El. Ed & M. Ed. respectively must be done in actual school situations,

Accordingly B. El. Ed. Students make prior preparations by preparing craft items and creative art objects. They are also given training in theatre, role playing and preparing observation and interview schedules so that they could use them during their school contact programme. M. Ed. Students also are given thorough orientation in developing a case study of institution, the application of flander's Interaction analysis and on administration of psychological tests.

- Just before the beginning of practice- teaching student's competence is judged in the following manner :

a. Students are asked to prepare the micro lesson plan as per the curriculum of their respective teaching subjects. Then corrections are done by the respective subject experts.

b. Presentations are given by the students which help them to remove their hesitation and class-fear. These are useful for them in real teaching. Before sending the students for real teaching their lesson plans are checked by the subject experts.

c. A similar procedure is followed for mega teaching also.

d. In practice- teaching the total strength of students is divided according to the availability of number of schools along with the faculty members. When students deliver there lessons faculty members supervise his/her performance and give the remarks in their lesson-plan files. In order to have more objectivity in practice teaching the faculty members are rotated on weekly basis.

e. The Principal goes to each school at least twice during the period of practice teaching and talks to school authoritie, faculty and students to sort out any outstanding issues.

f. The college remains in continuous contact with cooperating schools through visits, invitations, organizing competitions, etc.

➢ STUDENT ACTIVITIES

The institution has an Alumni Association. Current office bearers are as follows:

President- Anjana

Secretary- Ms. Manita

Member- Garima

Treasurer- Rina

The college makes efforts to keep in contact with its alumni. They are invited on important occasions. Their feedback is published in the Souvenir annually.

➢ PROMINENT ALUMNI

(i)	Promila Solanki	Lecturer Maharaja Surajmal College of Education, Janakpuri
(ii)	Ekta Tyagi	Pursuing Ph.D. in Education (From Jamia Millia Islamia University)
(iii)	Nirmla	Pursuing Ph.D. in Education (From Jamia Millia Islamia University)
(iv)	Rina	PGT Economics Kendriya Vidyalaya, Aaya Nagar.
(v)	Shweta	PRT Teacher Ryan International Public School
(vi)	Anuradha	Pursuing Higher Studies (M.Ed) M DUniversity Rohtak.
(vii)	Swati Khandelwal	Principal, Marumal Public School, Gurgaon.
(viii)	Anjana Behal	Lecturer KIIT College of Education, Gurgaon.
(ix)	Garima Singh	Pursuing Ph.D. in education (From Jamia Millia Islamia University)
(x)	Ruby Yadav	Lecturer Jindal College of Education, Sohna.

➢ ALUMNI ACTIVITIES (Last 2 Years)

i Blood donation Camp 15 Nov. 2009.

ii "Banding" family interaction 13 June 2009.

iii Junior – senior Interaction 31st Dec. 2008. (Christmas Celebration, New year celebration)

iv 16 Jan 2010 – Session for planning out activities for coming year.

➢ CONTRIBUTIONS OF ALUMNI

i Serving college from last 2 years. (Anjana, Manita, Garima)

ii Away as camp (to make people aware about the facilities provided by KIIT)

iii Guided B.Ed. students to take admission in M.Ed.

iv Guided B.Ed. students about vocational areas.

➢ PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

i KIIT World values all round development of its students. The institution encourages students to participate in extra curricular activities including sports and games. During the last two years the institution organized many co-curricular activities. The students participated in cultural activities like, dance- drama, skit, singing, debate, declamation, technical events, essay writing and in sports & games,

ii KIIT organized many sports activities for students. They participated in volleyball, Table Tennis, long jump, cricket and won prizes.

iii In the month of March 2008, KIIT College of Education girls cricket team participated in inter college tournament held at KIIT campus and achieved 1st position out of three colleges.

iv In March 2010, the College of Education girls volleyball team won the second prize.

v After success in Inter-College tournament, KIIT College of Education represented in Table Tennis tournament held in March 2010 at Ansal Institute of Technology and Management and got participation certificate. Thus participation of and going for a win is the spirit inculcated in the KIIT students under the able guidance of our teachers and sports instructors.

➢ COLLEGE OF EDUCATION CO-CURRICULAR ACTIVITY

Year 2008-09 (Participation of Students in Annual Function)

Co-Curricular (Cultural Activities)	**Prize**	**Sports Activities Cricket**	**Prize**
Swati Gupta Kanchan Neelam Rani Seema Rani Shikha Gairola Deepika Sharma Kavita Devi	Participatory Certificate	Reshma Sharda Durga Shaveta Anita Pankaj Geeta Sarita Priyanka yadav . Durga Saini . Anita Kataria . Rekha	First Prize

Year 2009-10 (Annual Function in KIIT) (26th March 2010)

Co-Curricular Activities	Prize
Sushila Peeyush Sunita Krishnanand Rachna Renu Rajender Brijesh Sandeep . Neelam . Archna Pathak . Pooja Sahu . Priyanka Goyal . Priyanka Malhotra . Swati Sharan . Aarti Shakya . Aarti Tanwar . Ratan Kumari . Shailza . Preeti Sehrawat . Pooja Arora . Aabash Kumar . Sachin Yadav . Parveen . Neelam	Got Participatory Certificate

- **Debate Competitions** **Prize**

  1. Poonam First Prize
  2. Peeyush First Prize

- **Painting Competitions** **Prize**

  1. Meena First Prize
  2. Pooja Sahu Second Prize
  3. Peeyush Third Prize

- **Cultural Programme organized in Ansal Institute of Technology and Management**. **KIIT College Participated in street play & classical dance**.

- **Street Play** **Prizes**

  1. Peeyush (Participation Certificate)
  2. Sushila
  3. Rachna
  4. Renu Bala
  5. Poonam
  6. Sachin Yadav

- **Classical Dance** **Prizes**

  1. Priyanka Mehrotra (Participation Certificate)

- **Sports Activity (2009-10)** **Prizes**
  (Volleyball team)

  1. Neelam Second Prize
  2. Sushila (Got Certificate Won Silver Medal)
  3. Archna
  4. Pooja Sahu
  5. Swati Sharam

- **Table Tennis** **Prizes**

1. Neelam Fist Prize Gold Medal and certificate

Table Tennis Team Went to Ansal Institute

1. Neelam Singh Got Participation Certificate
2. Pooja Sahu

➢ PUBLICATION

- There is an 'Editorial and Publications Committee' of KIIT. The Principal, Prof. M.Sen Gupta of KIIT College of education is the Chairman of this committee. The college publishes KIIT Darpan (Newsletter) quarterly and a Souvenir (KIIT Magazine) Annually. The work is done with the help of students and the faculty members. KIIT Souvenir provides an opportunity to the students as well as the staff to give vent to their creative urge by expressing their literary creations in the form of Poems, articles, stories and collection of useful titbits, famous quotes, innovations, research papers, etc. That is how literary talents become visible and in some cases get highlighted.

- Similarly the Newsletters have inputs both from faculty and students. The achievements of staff and students in academic and games&sports activities are duly highlighted thus motivating others to excel.

- Students are encouraged through conduct of morning assembly and house duties to maintain bulletin boards and class notice boards. Inter house competitions are also held. All national days & National festivals are celebrated and bulletin boards and corridors decorated with the participation of students.

➢ STUDENTS COUNCIL

The Students' Council activities go concurrently with House activities. Representatives are elected Housewise. Last year the elected representatives were as follows:

i.	**Sanyam**	Jasneet & Kumud
ii.	**Satya**	Peeyush & Poonam
iii.	**Sahyog**	Pratibha & Harleen
iv.	**Sadbhavna**	Fatima & Krishnanand
v.	**Ahinsa**	Apporva & Ritu

➢ Activities

- **Planned and organized different co-curricular activities. These included:**
  - ✓ Organization of Teachers' Day celebrations
  - ✓ Organization of Lohri celebrations
  - ✓ Organization of Diwali celebrations
  - ✓ Organization of Chrismas and New Year celebrations.
- **Competitions organized were:**
  - ✓ Rangoli competitions
  - ✓ Painting competitions
  - ✓ Poster Making competitions

➢ VARIOUS BODIES & THEIR ACTIVITIES

Different student bodies include:

(1) Alumni body
(2) Student council
(3) Editorial Body

Alumni Body

Alumni body looks after the alumni meets, invitation to alumni and feedback.

Student Council

Student council looks after the welfare of students. It acts as a bridge between teacher, students and management. It is represented by all the class/House representatives of various courses as active members. Through election from within class representatives the student council president is chosen.

Editorial Committee

Editorial committee is constituted by student editor. The student editor collects creative and literary inputs from students, edits them for publication in quarterly newsletter and souvenir.

➢ IMPROVEMENT THROUGH FEEDBACK

- The institution continuously takes the feedback from its graduates and from employers. The alumni association is watchful and keeps updated information with the help of ex-students of our college; their feedback regarding the status of the institution and their own professional growth in the respective fields.

- On everyday basis students and teachers fill up feedback performa. In this manner appraisal is done on regular basis. At the end of day's instruction the teacher records her working w.r.t plan, time spent, course taught, topic covered, assignments given and feedback in terms of quality and quantity of the class.

- At the end of each classroom instruction the class representative fills the feedback w.r.t. teachers, topic taught, assignments given and remarks of the class about the quality of teacher instructional method.

All these feedback are carefully scrutinized and analysed at appropriate levels and correctives introduced from time to time. It is only through this rigorous process the college has risen to become 'one of the best teacher education institutions' in the State.

➢ BEST PRACTICES

A Training and placement cell of all colleges and a Professional Development Center have been constituted where faculty members of college of education are duly represented. They have been assigned the task of preparing a comprehensive database of the students leaving the college after successful completion of their respective course and receiving resume of the ex- students and e-mailing the same to suitable institutions where the students could be well placed. Same procedure is followed for students appearing in the final examination. Their resume are collected and forwarded to best educational institutions including those where the students have undergone their practice teaching.

Criterion VI: Governance and Leadership

INSTITUTIONAL VISION & LEADERSHIP

➢ Introduction to KIIT (Stated Purpose)

"A Journey of a thousand miles begins with a single step". In this endeavour of great significance, the initial step of igniting the lamp of educational excellence was taken by the great thinkers and eminent visionaries Shri B.R. Kamrah and Smt. Satya Kamrah wayback in 1969 with the establishment of 'Vidyapati Sansthan', a progressive and philanthropic organization with a vision to impart quality, value based and holistic education to the new generation - transforming them into meaningful citizens of tomorrow. Today the seed of the dreams of these great luminaries has materialized in the form of a magnificent tree of learning which holds under its canopy, a network of four premier educational institutes imparting a dynamic learning environment coupled with competitive spirit. The confluence of four specialized professional colleges namely the **KIITCollege of Engineering, College of Information Technology and Management, College of Higher Education and College of Education** symbolizes the pursuit of excellence and the specialized and sustained efforts that go towards achieving it.

KIIT has been set up as a unique institution having strong linkages with schools, industry, business and other specialized institutions. As an institute of higher learning it encompasses academic and professional standards - par excellence. It strives towards the enrichment and churning of the creative zeal of students and the faculty. KIIT World, established in 2002, has crossed the stage of infancy which is evident from the awe - inspiring green campus and by the number of institutions of higher technical and professional education that have come up in such a short span of time. It has moved further towards synthesis and creation of highly acclaimed professionals who at the same time are well rounded global citizens with spiritual and moral values.

The **vision and mission of KIIT** is in tandem with the paradigm of excellence and sublime spiritual existence which go hand in hand here. The main thrust of KIIT is to provide knowledge and world class technical education in the important areas of Information Technology, Management and Engineering as well as its commitment towards producing competent and dedicated teachers and teacher educators. It goes to create professionals who will be employable and successful in their working life. This is made possible with the state of art infrastructure and facilities made available to support the .educational and research enterprises. KIIT actively collaborates with industries, business, research organizations and higher institutions in India and abroad. Enshrined in this multifaceted dynamics, are the tenets of morality and spirituality which serve as an anchor to the rudderless current generation and keeps them grounded to their roots without hampering their unbridled passion to explore new horizons.

a. KIIT Vision

- We aim to be one of the foremost and premier institutes of quality education, learning, research and development, which provides world class and innovative opportunities to students to become successful entrepreneurs and leaders.

b. KIIT Mission

1. Maintain high quality academic standards.
2. Provide student-centered academic and personal enrichment opportunities to enhance lifelong learning.
3. Create environments for holistic development and growth of our students and teachers.
4. Instill moral and ethical approach among students to face challenges.
5. Ensure the availability of efficient academic and student support services.
6. Provide the technology, infrastructure and facilities to support teaching and learning of highest standards.
7. Faster a positive and conducive campus climate and support system.
8. Follow progressive and prudent development policies and practices.
9. Support continuous professional development for faculty and staff.
10. Create educational, business and community partnerships.

- **KIIT Values**

Our highest value is placed on our students and their educational goals. Interwoven in that value, is our recognition that the faculty and staff of the college are its source of strength, stability and driving force. With this in mind, our core values are:

Excellence:
We aspire to deliver quality and excellence in all we do.

Integrity:
We act ethically and honestly toward our students, colleagues and society.

Respect:
We work in a spirit of co-operation, while recognizing our differences.

Lifelong Learning:
We foster opportunities for learning that continue for a lifetime.

Assessment Self Auditing:
We assess our programmes and services to identify our strengths and opportunities for improvement.

Technology Adoption:
We adopt technology as a tool for training and enhancing learning, expediting employee tasks and overall improvement.

Human Care:
We are always concerned and strive to balance the social and human needs of our students, faculty, employees and society.

INTRODUCTION TO KIIT COLLEGE OF EDUCATION - STATED PURPOSE)

A teacher preparation programme is to be presented to the trainees as a coherent whole rather than narrow skill based programme. Apart from content specific competencies the teacher requires a set of general competencies to properly discharge his/her multi-faceted duties and responsibilities. These general competencies can be categorized under broad heads of communication, evaluation, foundations and principles of education, guidance and counselling, classroom instructional strategies, etc. In addition he/she has to manage laboratories, plan for placement, identify and tackle the special needs of students and use and maintain the records, software and hardware. In a school set up teacher performance is the most crucial input. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers, as much through personal examples as through teaching-learning process.

It is in this contextual backdrop that KIIT College of Education, like a light house in the ocean is striving to carve out a road map of teacher education which is at the same time modern as well as traditional, global as well as local, theoretical as well as practical, and morally imbued as well as academically sound. The vision is to transform the college into one of the best self financed institutions not only in the State of Haryana but as a matter of fact, in the whole of NCR. KIIT College of Education is a constituent college of KIIT World. It aims at developing into a pace-setting self-financing college in the area of teacher education in the NCT. It intends to develop state-of-art facilities for innovative teacher education to fulfill the quality teacher requirements of schools in the region. Well qualified and highly experienced Principal (Formerly Principal, RIE.Bhopal,NCERT and Ex. J.D. PSSCIVE,NCERT, Bhopal) and regular faculty are continuously striving hard to enrich the curriculum transaction by adding new features every year like revamping of morning assembly, ensuring optimum utilization of library by students and the faculty, increasing use of ICT in classroom transaction, closer contact with students and their parents on a regular basis and enhancing capabilities of students by competing with other colleges in the region in different academic and cultural activities. Good quality research work by M.Ed. students is a major concern of M.Ed. faculty. The institution does not want to compromise on two accounts: one ensuring maximum attendance of faculty and students and second, making all out efforts to achieve 100% results in university examinations. The College has an elegant building of its own beautifully landscaped and having spacious lawns and playgrounds. In keeping with the modern requirements of teacher education there are spacious classrooms and fully furnished and well equipped laboratories and Resource Rooms. It has well furnished fully automated library. The teacher trainees use the excellent facilities available on the campus. KIIT is fortunate to have a far sighted, quality conscious and value oriented management. The college of education is making all efforts to provide quality teacher education on modern lines.

COLLEGE VISION

The college has the following stated vision:

- To develop an excellent professional college for teachers with emphasis on research and learning.
- To prepare active, confident, self disciplined knowledgeable and skilful professionals who are ready to learn and work in a changing multi-cultural society.
- To maintain state-of-the-art library facilities and adequate modern infrastructure to support the educational and research enterprise.
- To understand the societal needs and develop selected "Target Research Thrust" by utilizing the latent and encompassing the aspirations of the faculty.
- To establish active, academic collaboration with higher Institutions in India. And to foster the attributes which contribute to the development of education, of literature and to the growth of education as a discipline.
- To be responsive to the social economic and environmental needs of the society.

COLLEGE VALUES

The KIIT college of Education stands for quality education with value orientation. Its campus has been designed and developed to nurture the eternal values amongst students. We believe that values are caught and not taught. Hence every activity of the college is planned and executed keeping the values of truth, non-violence, peace, respect and excellence. More specifically the values cherished by the college are the same as the KIIT Values already stated above. How the values in KIIT permeate into the college ethos is something to be felt rather than described. Just to mention few things:

- ✓ The Chairman Sh. B. R. Kamrah who is an octogenarian himself is a Gandhian in thinking (Man, Vachan, Karma), Idealist in morality and Pragmatist in Governance. He personifies these qualities in his life and interacts with faculty and students which is frequent.
- ✓ The campus has been purposefully designed to reverberate values. Flowers, fruits, creepers, variety of flora and fauna with green lawns and play fields present an ideal setting for learning and meditation.
- ✓ Campus is kept clean and tidy by outsourcing the services and continuous monitoring.
- ✓ The magnificent busts of the father of the nation, Mahtma Gandhi, Swami Vivekanand, a resonant voice and brilliant intellect, the springing tiger, Netaji Subhash Chandra Bose, Acharya Vinoba Bhave, the initiator of Bhoodan Movement and Didi Nirmala Deshpande, Padma Vibhushan at appropriate places provide spiritual and ethical backdrop.
- ✓ All over the lanes and bi-lanes the moral saying are continuously watched and read by faculty and students.
- ✓ Every function, every activity is planned and implanted strictly in line with the vision, mission and values.
- ✓ Vision, Mission is displayed on corridors for everyone to see.
- ✓ Stakeholders study them in college prospectus and the newsletters culminating into annual souvenir. KIIT website too displays them.

COLLEGE MISSION

College has a definite mission towards developing quality teachers and teacher educators who are committed, competent and continuously strive for excellence. It may be described as follows:

- ➢ To provide a continuously improving educational and research environment in which faculty, administrators and staff work together to educate our students to excel, to have impact, and to make significant contributions to their professions, industry and society.
- ➢ To attract diverse, outstanding students and to motivate and educate them to reach their full potential as leaders in their own profession.
- ➢ To be leaders in preparing professional administrators and supervisors for the positions of responsibility in educational institutions, departments of education, educational planning and in supervisory educational services.
- ➢ To be committed to maintain our vision of the college in regular consultation with our students and their families, our alumnae & many parties in academia industry and government.

- A look at the mission statements clearly indicate that they explicitly include the institution's goals and objectives in terms of:
  - ✓ Addressing the needs of society.
  - ✓ The students it seeks to serve.
  - ✓ The school sector.
  - ✓ Education institutions' traditions and value orientations.

MANAGEMENT'S COMMITMENT, LEADERSHIP ROLE AND INVOLVEMENT

- The initial step of igniting the lamp of educational excellence was taken by great visionary Sh. B. R. Kamrahji who along with Late Smt. Satya Kamrah established in 1969 the Vidyapati Sansthan as progressive and philanthropic organization to impart quality and holistic education to the new generation transforming them into meaningful citizens of tomorrow. In a recent interview published in souvenir 2010 Shri Kamrah Ji reiterated his commitment to make KIIT an educational hub which came into existence in 2003. He said "The Mission of KIIT world is to create a world class educational institute catering to all round development of the students in both tangible and intangible manner". He further said "We started with a dream to conceptualize an organization which aims at all round development of youth today with whatever surplus we had at that moment of time. Our primary motive was always to utilize it in the fulfillment of this dream". Since it all started with commitment to a cause with humble beginning the family is emotionally involved in the project.

- The chairman, an alumni of BITs, Pilani, his son Dr Harsh Vardhan a Ph. D. in English from Delhi University, his daughter Dr. Sangeeta Bhatia a National Awardee for best teacher and daughter in-law Ms. Neelima V. Kamrah, a State Awardee for best teacher are fully committed to excellence with value and professionalism. This is evident from their active involvement, academic guidance and clear goal. Inspite of the fact that College of Education is financially not self sufficient yet but its enrichment process goes on and faculty is competent and appointed on a regular basis with payment of salary through bank account.

- Dr. Harsh Vardhan, the CEO, Ms. Neelima V. Kamrah, Registrar along with Prof. S. S. Agrawal, a research scientist are providing working leadership to the College. They not only accept all good suggestions but also organize various content and information enrichment programmes by contacting the best of resources available in NCR, Delhi. Two Advisors namely Prof. L. C. Singh, a veteran Teacher Educator and Dr. Sangeeta Bhatia, a Principal continuously direct the activities and motivate the faculty and students for best results. The Principal is always taken into confidence before taking any decision about the College. In fact it is the Principal who has been Principal of Regional Institute of Education (RIE) NCERT, Bhopal who is relentlessly striving to make the college the best in the whole region by his academic disposition.

➢ DISTRIBUTING RESPONSIBILITIES

Management, particularly the CEO, Registrar and Executive Director work very closely with the Principal and the faculty. Everyone remains in touch with each other. The routine responsibilities are distributed by the Principal in consultation with the advisor by calling faculty meeting. All decisions are taken democratically and with consensus. The duties and responsibilities are subsequently notified for records. In case of any special responsibility like cultural function, Annual Day Celebrations, Visit of dignitaries or emergent task, special meetings are called by the Principal/ Management/ Executive Director. The whole process is kept transparent with mutual trust and without any feeling of imposition.

➢ INFORMATION SHARING (FEEDBACK RELATED)

- All feedback e.g. daily proforma by faculty, daily proforma by student representatives, feedback from practicing schools, feedback at the end of a programme, etc. are duly collected, analyzed by the Principal and same is immediately communicated in writing to Ms. Neelima V. Kamrah, the Management nominee for College of Education. She is very particular to ensure that the feedback reaches all the faculty/students, if required, others come to know of the feedback through the medium of Newsletter, KIIT Souvenir, etc.

- On every floor of the building a suggestion box has been put up in which anyone is free to drop his/her suggestions. Ms. Neelima religiously looks into them and takes necessary steps.

➢ ADDRESSING THE BARRIERS

- So far hardly any barriers have been noticed particularly in the case of College of Education in achieving the Vision/ Mission/ Goals.

➢ ENCOURAGEMENT BY MANAGEMENT

Management is pleased by the performance of College of Education particularly in the backdrop of **University inspection team declaring "we have no hesitation in stating that the college is one of the best institutions providing teacher education" (2009).** It always motivates the faculty and students for better performance. The management rewards the best teacher of the college by awarding cash prize of Rs. 11000/- every year on Founder's day. Recently there was a round table on KIIT vision for next five years in which many external exports participated in Radisson Suits over a lunch. The Principal and Incharges of M. Ed., B. Ed. and B. El. Ed. were invited cordially to participate in discussions and lunch. Similarly full faculties with their families are entertained in a nice spot/ resort every year followed by lunch. These act as great motivators for giving out best to the institution.

LEADERSHIP ROLE OF HEAD OF THE INSTITUTION

➢ Duties / Responsibilities of Principal

The duties / Responsibilities of the Principal as delegated by the Executive Director are as follows:

1. Teaching one of the subjects (full paper) to P.G. / U.G. classes. 4 to 8 periods per week as the case may be.
2. To supervise the preparation of the time table of the college and allocate teaching assignment to the faculty as per norms.
3. To evaluate and regulate the quantum of work of the faculty regarding the completion of syllabus, assignment, sessionals etc. for all the courses. Lesson plans may be prepared by the faculty.*
4. Be responsible for the overall functioning and organization of the College in academic & extra curricular and disciplinary activities.
5. To monitor the training and placement of the students with the help of Training and Placement cell and the faculty members.
6. To promote R & D activities and Academic -Industry Interaction through collaboration.
7. To implement different decisions / recommendations of the Governing Council, Management and Academic Advisory Committees.
8. To assess the needs / requirements of the College in respect of faculty, staff and laboratories and other facilities and follow up to fulfill them.
9. To assist the institute/management in organizing important functions/events of the institute.
10. Any other duty/responsibility assigned by the Executive Director/Management from time to time.
11. Responsible for the overall development of students so as to enable them to take their rightful place as responsible citizen.
12. Promoting and coordinating continuing education activities.
13. Participate in policy and system planning at state, regional and national level.
14. Determine the number of working days & holidays within the framework of schedule prescribed by the University & implement new time-table of Institute every session

* Depending upon the no. of working days within the framework of the schedule prescribed by the University.

➢ LEADERSHIP ROLE DESCRIPTION

- The Head of the Institution is the real leader and prime mover of the College. The College and all its activities revolve around him. He provides leadership in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students; particularly he being the most experienced faculty having more than 43 years of experience in Research, Development, Teaching, Training and Extension in both General (Liberal) and Vocational Education at National Council of Educational Research & Training (NCERT) and KIIT.

- The Principal Prof. M. Sen Gupta has worked as teacher, researcher, teacher educator, liaison officer, administrator, Head of Educational Research and Policy Perspective Department, International Relations Division of NCERT, was Principal, Regional Institute of Education (RIE), Bhopal, Jt. Director, PSS Central Institute of Vocational Education, (NCERT) Bhopal.

- He has been a Fulbright scholar, an ITEC Expert to Mauritius, a scholar on fellowship at Bristol University (U.K.) and many other UNESCO assignments (short term). He has written many books, edited educational journals like Indian Education Review, Journal of Indian Education, and Bhartiya Adhunic Shiksha of NCERT. His latest book published by PHI Learning is titled 'Early Childhood Care & Education'.

- The Head of the Institution provides leadership in all activities of the college particularly because of the faculty being young and gaining experience. The fields of Leadership are:

1. Academic

- He takes classes of M. Ed., B. Ed. & B. El. Ed. on a regular basis.
- Any and every topic described as new or difficult by any faculty member is directly taken by the Principal e.g. behaviourist and Humanist Perspective, Community Involvement, Peer Learning, Cognition, etc. in B. El. Ed., Education, Knowledge, Vocational Education, agencies of education in B. Ed., Sociological Perspectives, V. E. in USA, Curriculum Development, Modernization/globalization, etc. at M. Ed.
- He also guides M.Ed. Dissertations of students allotted to him.
- Faculty is given guidance on new topics, taken to library for reference, provided written material as and when required particularly in B. El. Ed. & B. Ed.
- Principal and Ms Neelima frequently use ICT aids in classrooms to motivate the faculty to use the same.
- He frequently visits the library and informs faculty as well as M. Ed. students about latest material on the syllabus.

2. Professional

- The Principal takes at least two extension lectures every session for all students and faculty.
- He gives induction lecture, motivates faculty to give lectures/presentations and prepare PPPs on different academic occasions.
- He motivates students to express themselves in morning assembly and in arranged academic programmes.
- He motivates students to ask probing questions and to participate in competitions. Students have a free access to both Principal and the faculty any time.
- The Principal last year conceptualized and directed the conduct of Essay Competition for faculty, Essay Competition for students and Painting Competition for students.
- The Principal leads from the front by bringing out three newsletters and a souvenir every year in time. He is the Chief Editor and is particular about bringing them out in best quality.

3. Co-Curricular Activities

- During participation of students in games, sports, cultural activities the Principal along with Ms. Neelima, the Management Representative and the concerned faculty invariably motivate them in Playground and auditorium.
- The Principal is the Chief Guest in celebration of all festivals, days, etc. by students.
- The Principal continuously tries to see that all facilities are made available to students and not remain under lock and key.
- All necessary decisions are cleared by him from the management through the Executive Director. It all happens in a cooperative manner.
- The Principal is the first person on the prayer ground at exactly 8.30 A.M. in the morning and is last to leave the campus at 5.15 in the evening.

4. Administrative

- The Principal conducts following meetings:
  - ✓ Faculty meetings
  - ✓ Meeting of Incharges of B. Ed., M. Ed. & B. El. Ed.
  - ✓ Souvenir Committee Meetings.
  - ✓ Newsletter Committee Meetings.
  - ✓ Examination Committee Meetings, etc.
- The Principal himself works on computer and thus sets examples for other faculty members to work a computer themselves. The results are encouraging.

➢ ORGANIZATIONAL ARRANGEMENTS

- **List of different Committees**

1. College Governing Body

2. Academic Advisory Board

3. College Academic Committee

4. Time Table Committee

5. Attendance Committee

6. Examination Committee

7. Anti-Ragging Committee

8. Computer Literacy Committee

9. Faculty Meeting minutes Secretary

10. Co-Curricular Activities Committee

11. Educational Excursion Committee

12. Admission Committee

13. Newsletter Committee

14. Vocational Guidance Committee

15. Library Committee

16. Cultural Committee

17. Housemasters Committee

18. College Selection Committee

19. Exhibition Committee

Brief information about these committees, their meetings and decisions taken are given below:

COLLEGE GOVERNING BODY

- **Names of the members of the College Governing Body are:**

Shri B. R. Kamrah Chairman, Vidyapati Sansthan	Chairman
Prof. (Dr.) P. S. Grover, Ex-Dean & Director, Computer Science, Delhi University	Member
Prof. (Dr.) L. C. Singh Advisor, Formerly in NCERT	Member
Prof. (Dr.) S. S. Agrawal Executive Director, KIIT	Member
Prof. R. K. Jain Principal, KIIT College of IT & Management	Member
Dr. (Mrs.) Sangeeta Bhatia Advisor, KIIT	Member
Dr. Harsh Vardhan CEO, KIIT	Member
Shri. G. R. Luthra HOD, KIIT	Member
Ms. Neelima Kamrah Registrar, KIIT	Member
Ms. Shashi Tyagi Principal	Member

- The College Governing Board (CGB) which is a policy planning body meets at least once in a year. So for the CGB met three times during April 2008, December 2009 and March 2010 after the College started functioning from the session 2006-2007.

➢ Details of the First Meeting

The first meeting of the CGB was held in April 2008 in the Conference Room. All the members attended the meeting.

The Chairman, Shri B.R.Kamrah welcomed the members of the College Governing Body and asked the Principal to present the Progress Report about the KIIT College of Education.

It was a matter of great satisfaction that the College was founded on August 2006. It got NCTE recognition to run B.Ed. course with effect from the academic session 2006-07 with an intake of 100 students. The college also got affiliation of M.D. University for 2006-07 and admitted 100 students of B.Ed. course.

The College also got NCTE recognition for running B.El.Ed. course with effect from the session 2007-08 with an intake of 35 students. The College though got affiliation of M.D. University for admitting B.El.Ed. students for the session 2007-08, but could not launch the Course because only two students could register for admission.

The Governing Body expressed satisfaction about the starting of M.Ed. programme by the College. It got recognition of NCTE to-run M.Ed. Course for the academic session 2007-08 with an intake of 25 candidates. It got affiliation from M. D. University and started the M.Ed. Course with 25 candidates.

The College Governing Body noted with satisfaction the result of the B.Ed. Course (2006-2007). It recommended that the college should advertise at appropriate time the Notification for admission to B. El. Ed. Course for the session 2008-09. Since it is an integrated teacher education programme of four years for elementary stage, placement opportunities are better in NCR Delhi as B. El. Ed. is considered a better teacher preparation programme.

The meeting came to an end with a vote of thanks to the Chair.

➢ Details of Second Meeting

The Second meeting of the College Governing Body was held on 30th December 2009 in Conference Hall of KIIT College of Engineering.

Ms. Neelima V. Kamrah, the Registrar, KIIT presented the Agenda items one by one.

The following points emerged from the ensuing discussion:

- After the conclusion of Academic Advisory Board meetings the items and related decisions were brought before the CGB for approval. The same were duly approved.

- The CGB approved the proposed estimated budget of the KIIT Colleges for the year 2010-2011. Further.

    1. Dr. Harsh Vardhan along with other Board members very much appreciated the gesture of the Management in organizing "Bonding" activity for the faculty and their families. Considering it a positive development it was suggested that the Board members may also be invited to attend future "Bonding".
    2. Awards given to best teachers and supporting staff is a good practice. It should continue. The Board felt that efforts should be made to increase the number of teachers receiving awards.
    3. Dress code is a practice which should continue. However, two days off can be given every week to make it more acceptable among staff and students.
    4. KIIT may bring out a Research journal once in a year in which research articles and papers can be published.

- The meeting concluded with Shri O. P. Bhatia. Dy. Registrar proposing a hearty vote of thanks. All the members were then invited to lunch in the lawns.

➢ Details of the third meeting

The third meeting of CGB was held on 26 March 2010. Following were the Agenda Items for College Governing Board that were presented and passed.

Ms. Neelima V. Kamrah placed the agenda items

ITEMS:

1. Confirmation of the Minutes of the Previous meeting- minutes are confirmed
2. Completion Certificate for all the building- Noted with satisfaction
3. 2 Level Basement parking
4. Addition of one floor on Engineering building
5. Open Air Theatre
6. Administrative Block
7. One National Level Badminton Hall
8. Accreditation by NAAC
9. Accreditation by NBA
10. M. Tech Courses
11. Required Labs for sanctioned course
12. PGDBM

Items 3 to 12 were accepted in principle, the details will have to be worked out separately.

The meeting ended with a hearty vote of thanks to the Chair.

ACADEMIC ADVISORY BOARD

Names of members of Academic Advisory Board
List of Members

Prof. L. C. Singh Retd. Prof. NCERT B-5/134 Safdarjung Enclave New Delhi 110029	Chairman
Prof. Indra Dhull Head and Dean Department of Education M. D. University Rohtak Haryana Mob. 9896091448	Member
Prof. V. P. Garg Consultant, National Council for Teacher Education (NCTE), Bahadur Shah Zafar Marg, Near ITO, New Delhi- 110002	Member
Prof. K. K. Vashistha, Head, Depart. of Elementary Education N. C. E. R. T., Sri Aurobindo Marg, New Delhi 110016 Mob. 9350706884 E-mail dee.ncert@nic.in	Member
Prof. B. R. Goyal 41/2Gmelia 1, Jasmine Street, Vatika City, Near Badshshpur, Gurgaon. Mob. 9811458882	Member
Mr. J. R. Kaim (Dy. Dir., MCD)	Member
Ms. Neelima V. Kamrah (Vidyapati Sansthan) Email: nvk@yahoo.in Mob. 9899046465	Member
Prof. K. K. Goswami Advisor, CDAC Anusandhan Bhawan C-56/1 Institutional Area Sector 62 NOIDA	Member
Prof. M. Sen Gupta, Principal (Member Secretary)	Member

➢ Details of Meetings

Minutes of the Academic Advisory Board Meeting of KIIT College of Education held on 30 December, 2009.

At the outset the Chairman Shri B. R. Kamrahji formally welcome the esteemed chairman and members of the Academic Board. This was followed by inaugural remarks by the Executive Director, Dr. S. S. Agrawal. Later Prof. Agrawal introduced each member attending the meeting.

Prof. M. Sen Gupta presented the agenda items one by one. Following points emerged regarding diversification of activities from the discussion that followed:

1. Prof. L.C.Singh, Advisor threw some more light on the activities of the college.
2. Prof. B.R.Goyal stressed the need for taking up action research projects like designing furniture for different levels of students.
3. Prof. Vashist enquired about the quality of instruction at M.Ed. level. Prof. M. Sen Gupta explained that ICT is extensively used in teaching and learning. Last year every M.Ed. Student was asked to prepare a power point presentation and discuss it in the class. Also Seminars are held every Friday on different aspects of M.Ed. Dissertation. The efforts were then lauded by other members as well. Prof Goswami and Shri Kaim also participated in the discussion. Some points that emerged were:
   - ✓ KIIT should use the e-learning facilities available.
   - ✓ KIIT should be a centre of Faculty Development Program. College of Education faculty can give pedagogical inputs to such programmes.
   - ✓ Let M.Ed. students use ICT tools. Give stress on Multimedia learning.

The Advisory Board appreciated the progress made by the college. Prof. Dalip Singh of MDU felt that it deserves to receive “A” grade.

Board later approved the agenda items.

Minutes of the Academic Advisory Board Meeting of KIIT College of Education held on 26 March, 2010

AGENDA ITEMS

Item 1 To confirm the minutes of the previous meeting.

Item 2 To report action taken report on the decisions/recommendations made in the previous meeting.

Item 3 To consider the Progress Report of the KIIT College of Education for the session 2009-2010 (Jan. to March).

Item 4 Presentation of the letter received from NAAC on accreditation for information.

Item 5 Enrichment of library and laboratory.

Item 6 Suggestions/ comments by the members.

Item 7 Any other with the permission of the Chair.

MINUTES

Item 1 The minutes of the previous meeting were confirmed.

Item 2

(Action Taken)

As suggested by the Board in the previous meeting, every effort is being made to enhance the use of ICT in the college. In the month of March a three days programme on hands on experience on computer to B.Ed. students was planned and executed in collaboration with the College of Engineering. Plans are a foot to extend the same to other courses. Four students of M.Ed. have taken part in PPP competitions held at KIIT level. Ms. Neelima V.Kamrah has been extensively using ICT in her teaching of M.Ed. We believe that if teacher educator starts using ICT teachers will automatically emulate.

KIIT College of Education faculty, in line with the suggestion made in the last meeting, have given two sessions One by Ms. Anjana Behal on 'Role of a Teacher in Igniting & Developing Creativity' and Dr. Nangru on Parenting.

Item 3

Progress Report of the college was presented by the Principal highlighting its achievements.

Item 4

The Institutional Eligibility for Quality Assessment (IEQA) status committee of National Assessment and Accreditation Council (NAAC) after reviewing our application has informed that the College of Education has earned the Institutional Eligibility for Quality assessment (IEQA) status of NAAC. Now SAR (Self Appraisal Report) is to be prepared and sent within six months.

Item 5

Earlier Libraries of College of education and College of IT & Management were functioning under the same roof. But now the College of education has its exclusive library. It has been further enriched by adding more research literature and latest books on education and related areas. Psychology Lab. too has been enriched by adding some more tests and inventories particularly keeping in view the needs of the M.Ed. students for their Dissertations.

➢ COLLEGE ACADEMIC COMMITTEE

The Principal primarily works through this committee. It looks after all academic matters of the courses and reports back to the Principal. The committee consists of three In-charges for the three courses namely:

1.	Dr. Shuchi Sharma	In-charge M. Ed.
2.	Ms. Priyanka Sabhrawal	In-charge B. Ed.
3.	Dr. Poonam Nangru	In-charge B. El. Ed.

The Committee takes care of syllabus completion, practice teaching, arrangement classes, correspondence with university, requirements for university examination etc.

➢ TIME TABLE COMMITTEE

Time Table Committee, as the name suggests meets and discusses all relevant aspects before drawing up a time table. It also revises the time table as and when required.

Details of a Meeting

KIIT COLLEGE OF EDUCATION

Minutes of Time-Table Committee Meeting

Date: 11th September 2008
Time: 11.00 am

A meeting of the time-table committee for the session 2008-2009 for the course namely B.El.Ed., B.Ed. & M.Ed. was held on 11th September 2008. The following members were present:

1. **Dr. L. C. Singh Chairman**
2. **Dr. Shuchi Sharma I/c B.Ed./M.Ed.**
3. **Ms. Poonam Nangru I/c B.El.Ed.**
4. **Dr. M. Sen Gupta, Convener.**

The workload for each course per faculty and per subject was calculated separately Accordingly, a tentative time-table has been worked out. The committee felt that decision may be taken on the following concerns of the KIIT College of Education:

1. Two part time faculties (as already discussed in the chamber of ED) will be required to look after Art & Crafts and Teaching of Hindi. Dr. Rekha Gupta for Art & Crafts and Hindi teacher from Ryan International School are to be contacted for purpose.

2. It was also agreed that some portion of Educational Statistics of M. Ed. programme can be shared by Mrs. Neelima Kamrah.

3. Ms. Rehana Parveeen Khan and Mrs. Poonal Dhull are on long leave. While the former expressed her inability today, on phone, to join in this session, the latter is also not likely to join in this session. Therefore, both of them are to be excluded from the faculty list of this session.

4. Further, Dr. Shuchi Sharma is also proceeding on long leave soon.

5. In view of the situation described under No. 3 & 4 above, it is necessary to advertise the following three posts to be filled on regular/ adopt basis for one academic year:

   I. One Reader in Education with specialization in Comparative Education/ Educational Research with Educational Statistics.

   II. One Lecturer in Education for Teaching of English with M. A. (Eng) M. Ed.

   III. One Lecturer in Education for M. Ed. programme with specialization in Educational Psychology and Special Education

It is requested that the necessary action may be taken so that the faculty may join from 1st October 2008 when the classes begin.

Sd/	Sd/	Sd/
Sign.	Sign.	Sign.
Dr. L. C. Singh	**Dr. Shuchi Sharma**	**Ms. Poonam Nangru**
Chairman	I/c B.Ed/M.Ed.	I/c B.El.Ed.

Sd/
Sign
Dr. M. Sen Gupta
Convener

The minutes are sent herewith for kind information and further necessary action please. As per the schedule of counseling of B.Ed. and M.Ed. for the session 2008-2009 it has been decided to start B.Ed. & M.Ed. classes from 1st October 2008.

To:
Dr. S. S. Agarwal
Executive Director

➢ ATTENDANCE COMMITTEE

This committee is responsible to take common attendance during the morning assembly, compile attendance every month and report the name of students having shortage of attendance. It also contacts parents by post and on phone to seek their cooperation in making the children regular and punctual. (Please see the (i) shortage of attendance sheets (ii) letter to parents as sample in Vol. III)

➢ EXAMINATION COMMITTEE

Examination Committee consists of two faculty members. This committee prepares sessional examination schedule and implements it. The committee with the help of other faculty members makes detailed practical examination schedule for the external examiners for its smooth conduct. All faculty members in turn remain available at external examination centre voluntarily for any last minute exigencies. The committee prepares the schedule and monitors the visits. The committee takes the help of College Academic Committee in analyzing the final examination results for introducing correctives.

➢ ANTI-RAGGING COMMITTEE

This is a KIIT level committee functioning under the Dean (students welfare) in which a representative of College of Education is included. The committee keeps a close watch on the newly admitted students and takes necessary preventive measures in this regard.

➢ COMPUTER LITERACY COMMITTEE

Hands- on- experience on computer has become absolutely essential for everyone including the teacher trainees. Realizing this need, the college encourages the trainees to use computer not only for word-processing but also for preparing presentations and internet surfing. The computer committee collaborates with the College of Engineering for arranging computer literacy classes for the students of education. Incidentally there are three computer labs. of Engineering college. These are used by our college for the purpose in their spare time (please refer to the time-table for computer classes prepared by the committee in volume III).

➢ FACULTY MEETINGS

The Principal calls faculty meetings more often than not to plan activities, discuss problems, give instructions or for evolving a new idea. A look at the minutes of the faculty meetings as enclosed in volume III will indicate the spread of issues and the type of decisions taken during these staff meetings.

➢ CO-CURRICULAR ACTIVITIES COMMITTEE

Every year the college has to send grades of the B. Ed. students in respect of their participation in community service and co-curricular activities like Work Education, Sports, Social Service, Cultural and Literacy Activities. For this purpose, the college has constituted a standing committee (please see Vol. III) to conduct and monitor these activities of students throughout the year and finally award grades on a five-point scale to be forwarded to the University. This Committee is chaired by the Principal.

➢ EDUCATIONAL EXCURSION COMMITTEE

Educational Excursion is a regular feature of the College of Education. This committee in collaboration with KIIT Administration and other faculty members of the college plans the excursion to the minutest details and implements the same so that the excursion is safe but eventful and educative. The Craft Mela at Suraj Kund, an yearly feature is a popular event liked by the students.

➢ ADMISSION COMMITTEE

Admission to the B.Ed & M. Ed. is primarily done by the university but there is provision for the college to collaborate in the admission process particularly those coming from the other states. The admission of B.El.Ed is done by the College itself. The process also involves filling up of university forms, etc. In view of this, the Committee of faculty members has been constituted for taking care of all such formalities. This committee is particularly active during the admission time.

➢ NEWSLETTER COMMITTEE

KIIT brings out KIIT Darpan- A Quarterly Newsletter showcasing all the activities and achievements periodically. The Principal, Prof. M. Sen Gupta of College of Education is the Chief Editor and he is assisted by the editing and publication committee which consists of faculty members from all the three colleges. The Committee members of the College of Education provide information about the College activities.

➢ VOCATIONAL GUIDANCE COMMITTEE

Vocational Guidance is an optional paper in B.Ed. as well as in M.Ed. In addition, both the courses being of one year duration the students continuously require guidance and placement information to be made available to them. With this in view this Committee has been formed which with the help of students collects, collates and displays the material on the vocational guidance notice board on a regular basis. It also arranges talks, discussions on vocational guidance. Last year, a talk on guidance & counseling was delivered by Prof. M. Sen Gupta and a panel discussion was held on resume writing and interview in which five expert panelists presented thei viewpoints.

➢ LIBRARY COMMITTEE

The College of Education library unlike other libraries is maintained by the College faculty. The Library Committee sometimes directly and at other times with the help of librarian arranges the books, pastes labels on the racks and categorises books as per the university papers. The involvement of faculty has been found quite useful in raising the readership level of the students.

➢ CULTURAL COMMITTEE

KIIT administration basically looks towards the College of Education for cultural activities on different occasions throughout the year. The Cultural Committee regularly prepares students for presentation of cultural items in morning assembly, during celebration of festivals, during visits of foreign dignitaries and of course, the annual day function. This Committee also prepares the students for participating in cultural competitions within and outside the college.

➢ HOUSE MASTERS COMMITTEE

The College is divided into 5 houses for the purpose of conducting co-curricular and social service activities. Houses have been named as Ahimsa, Sanyam, Sadbhawna, Sahyog and Satya. Every day the morning assembly is commanded and conducted by a particular house under the guidance of the housemaster. Every house on its own vie with the others in presenting activities like yoga, news, thought for the day, poems and songs, health tips, news from the educational world, motivational stories and the like to inspire the students and prepare them early in the morning for better studies during the day.

➢ COLLEGE SELECTION COMMITTEE

The College has constituted a selection Committee as per the university norms for selecting faculty members for the College from time to time.

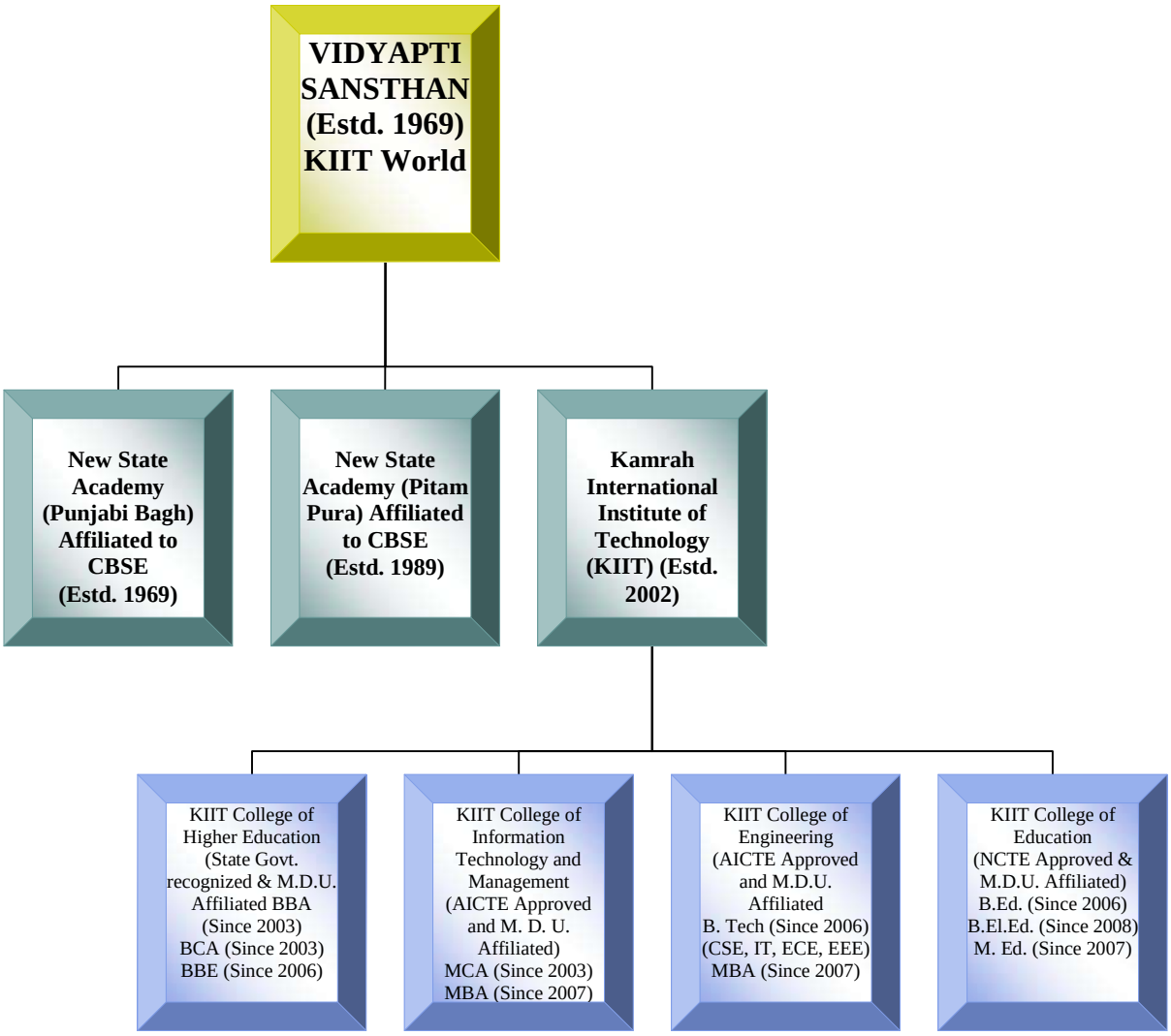
➢ EXHIBITION COMMITTEE

The college organizes exhibition every year on a particular theme for eg, in 2008-2009, the theme was ‘Indian Heritage’. The Exhibition Committee plans and organizes the exhibition, collaborates with other colleges from within the KIIT and outside to participate in the exhibition. A write-up of the exhibition can be seen in the Souvenir.

KIIT COLLEGE OF EDUCATION

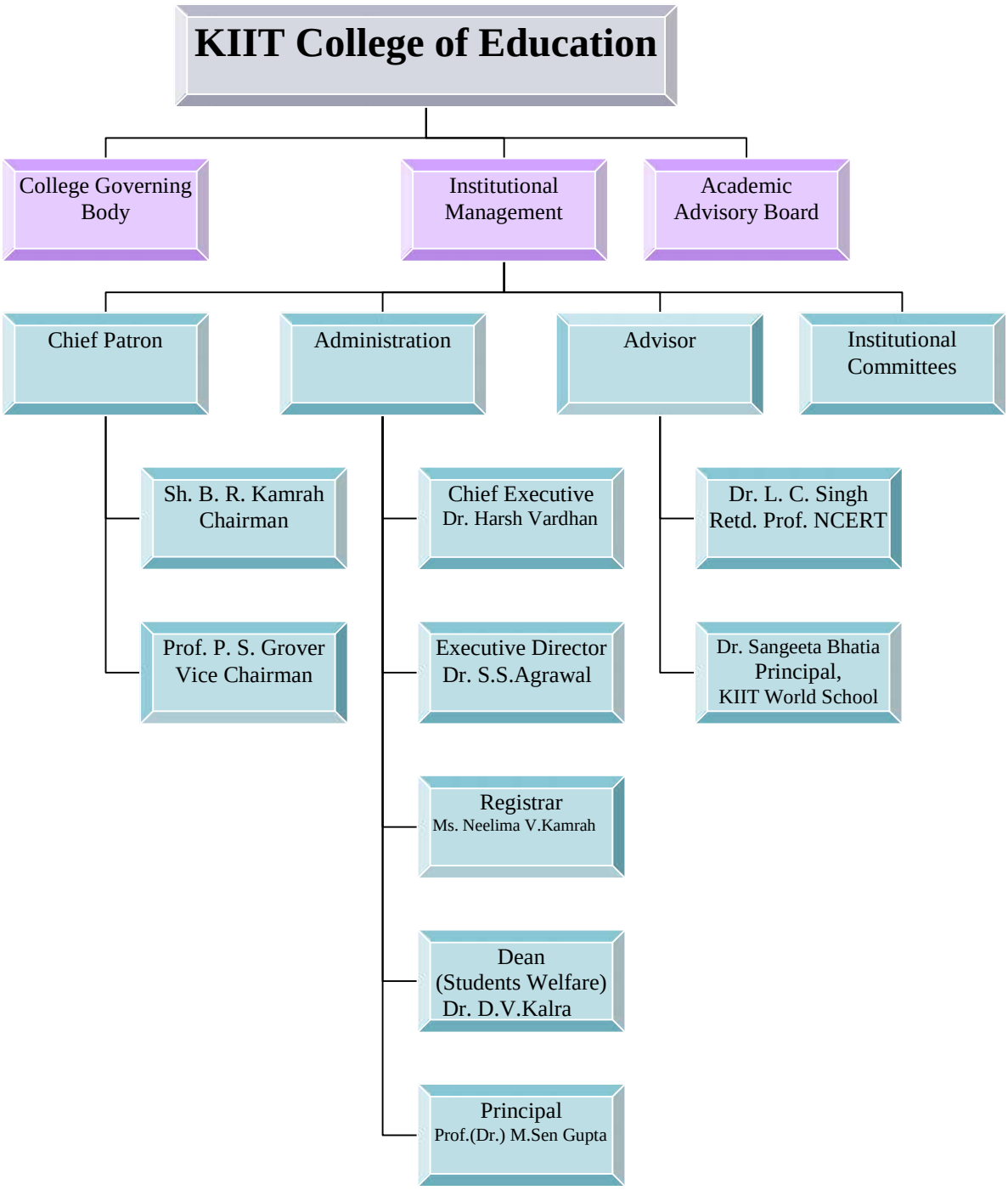
Organizational Structure

(Level I)



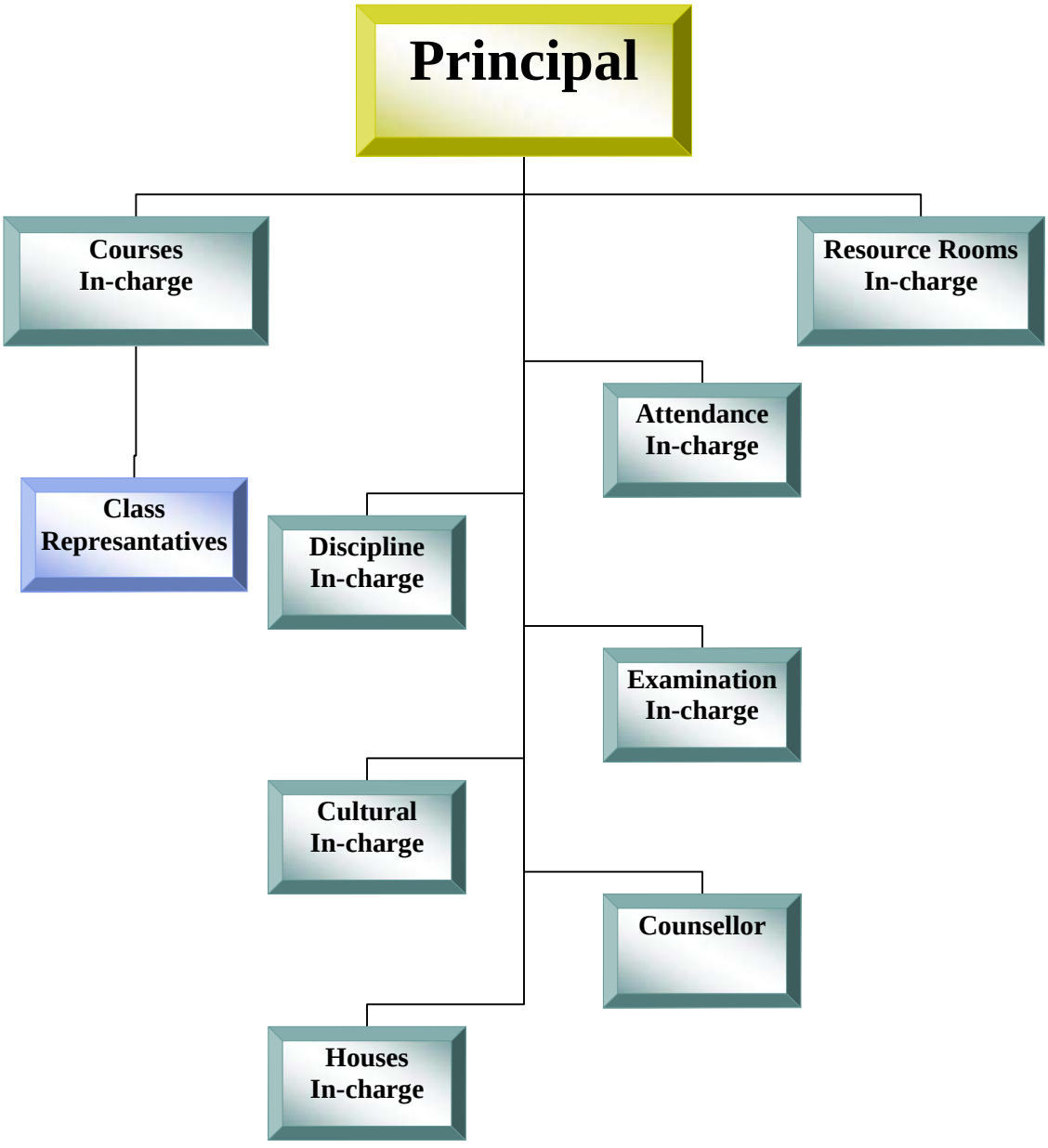
Organizational Structure

(Level II)



Decentralized Administration

(STRUCTURE)



➢ DETAILS OF FUNCTIONING

Principal of the College is the main functionary. He provides leadership in both academic and day to day administration. He keeps a liaison with the management on the one hand and the University and other regulatory bodies on the other. Policy level decisions are taken at the management level in which CEO, Registrar, Executive Director and Principal meet as equals. The Management on its part gets direction from CGB and Academic Advisory Boards and advice from the advisors. Principal implements the decision with the active help from course In-charges and In-charges of other committees. The whole ethos of the College at any point of time is democratic and participative. All decisions are taken in faculty meetings and carried out through In-charges and committees. Willing participation of every faculty and student in ensured by the Principal. It is done through persuasion and mutual discussion. Any suggestion from faculty or students is taken seriously, discussed and implemented accordingly. The faculty is free to innovate. However, at times ideas are floated by the Principal or Registrar to make the college open to outside expertise and newer dimensions of education/ teacher education.

➢ COLLABORATION

Collaboration takes place mainly at three levels. First, Collaboration with other constituents, Second, Collaboration with schools around and third collaboration with specialized organizations/ experts.

(i) Collaboration with other constituents:

The college collaborates with the College of Engineering, College of IT & Management and KIIT World School to enrich its academic activities and also in the conduct of programmes that are of collaborative in nature. Few examples are given below:

a. Students of B. Ed. were given hands-on experience on computers in computer labs of the engineering college.
b. Mathematics/ statistics staff of College of engineering helped M. Ed. students in analysis of their data for dissertation.
c. During annual day celebrations the college of education conducted cultural programme, essay competition for faculty and students, painting competition, souvenir preparation and other similar academic activities involving all the colleges. Similarly, it took up activities like organizing exhibition, extension lectures, panel discussion, etc. The faculty and the Principal plan the activities collectively, contact all concerned, have meetings and distribute responsibilities and thus collaboratively all such activities are conducted.
d. The students of B.El.Ed. for their colloquia: School Contact Programme in 1st year went to New State Academy School and interacted with staff and students to complete their assignments..

(ii) Collaboration with Schools around

Schools are the laboratories for College of Education. The faculty and the management keep a close liaison with the schools situated in Bhondsi and Gurgaon.

The Collaboration takes different forms like:

a. The Principals of cooperating schools are invited to all major functions in the KIIT.

b. One Government Girls School in Bhondsi has been adopted by the college. KIIT has substantially contributed to augmentation of infrastructure in the school. Meeting has also been held by the Principal with the village education committee for the school to discuss coolaboration possibilities.

c. Faculty visits the schools and meets the Principal and staff.

d. Schools too invite the Principal in their activities/functions.

e. KIIT College of Education organized Debate, Quiz and banner competitions for these schools. Best teams were given cash awards.

(iii) Collaboration with special organization/ experts

The College collaborates with specialized organizations like NCERT, Jamia Milia University, IGNOU, etc. Collaboration works in following ways:

a. The college library has specially made a collection of books published by NCERT, IGNOU, NCTE and UGC.

b. All NCERT journals are subscribed by the library.

c. The Principal participates as:

- SPMC (ERIC) Member in DERPP (NCERT).
- Course writer and Editor of D.VET and B.VET Courses of School of Vocational Education & Training, IGNOU.

d. Two college faculty members have got registered for Ph. D. in Jamia Milia Islamia University.

e. Expert faculty from NCERT and Jamia Milia Islamia have been nominated on our College Academic Advisory Board.

➢ USE OF FEEDBACK

As said elsewhere feedback is one thing that is taken very seriously by the management. Feedback is not only widely shared through Newsletter and Souvenir but also feedback either in the form of views, examination results, observations or comments are thoroughly analyzed and discussed in faculty meetings to introduce correctives accordingly. For example, feedback from students about library books led to special drive to revamp the library with books demanded by the students. Similarly based on analysis of university results obtained last year, this year with a view to preparing students better an additional sessional examination has been planned and executed on the university pattern devoting the same amount of time. Conduct of 'Panel discussion on Resume Writing and Interview' too was based on feedback from students who wanted a comprehensive view about both. The Registrar and Management representative looking after College of Education activities plans and advises the Principal from time to time taking care of the feedback received.

➢ SHARING OF KNOWLEDGE / INNOVATIONS AND EMPOWERMENT OF FACULTY

✓ Faculty Development Programme is done on a regular basis in the College of Education. A variety of modes are employed to keep the faculty abreast of the latest trends and developments. For example:

a. A three day Faculty Induction Programme was planned and conducted on 15th, 16th and 17th July 2009. Resource Persons from within the KIIT and invited experts from outside conducted the programme.

1st Day Topics

- Quality education for academic excellence.
- Goals, Mission, Values and Thrust of KIIT.
- Core ideals based on honesty, trust and integrity.
- Teacher as a role model.
- Preparing for Ph.D

2nd Day Topics

- Key to good health and a good human being.
- Employer's expectations in the changing work environment.
- Self Discipline and techniques of effective communication.
- Analytic approach to classroom teaching.

3rd Day Topics

- Students Centric Teaching.
- Changing paradigms in world of work and world of school.
- Practical way of learning in laboratories and workshops.

A session was then devoted to mutual discussion by the faculty on the topics discussed. Feedback was later taken on a specially prepared proforma.

b. On 12 August 2009 an interactive talk 'Some Pedagogical Aspects of Teaching' was organized for the faculty.

c. The Principal through a Power Point Presentation titled 'Teaching in the Contemporary World' illustrated the following major points

- Teaching as a soul to soul exchange of ideas.
- Concept of a Complete Teacher.
- Challenges due to changing occupational scenario.
- Shift from teacher driven to learner driven system.

d. Workshop on Continuous and Comprehensive Evaluation was conducted by two external experts in an interactive mode and through multi-media presentations. Points discussed included.

- Developing critical thinking and creative thinking skills in children.
- Stress on application of knowledge.
- Philosophy and historical perspective of CCE.
- Implementation of CCE.
- School Based Assessment as a total school concept.
- Formative and Summative Evaluation.

e. Panel discussion on Resume Writing and Interview was organized. Five expert panelists dealt in detail the nuances of resume writing and art of facing the interview.

✓ In order to facilitate sharing of knowledge KIIT has provided a formal forum for faculty members to present their viewpoints, talks on topics of common interest to fellow faculty members. In the last session two faculty members of Education namely Dr. Poonam Nangru and Ms Anjana Behal delivered talk on Parenting and Role of Teacher in igniting and Developing Creativity respectively.

✓ Recognising the need for continuing professional development of teachers at the tertiary level KIIT World has created a **Professional Development Center** for organizing activities like seminars, panel discussion, guest lectures, action research, etc.

➢ PROMOTING COOPERATION

- ✓ The College faculty is a cohesive group. They take up every activity like organizing exhibition, developing and presenting cultural Programme, organizing seminars / conferences and work as one person to complete the same, assisting and enriching each other. Cooperation is thus a hall mark of Education faculty of the College.

➢ INNOVATIONS

- ✓ Innovations, described in detai earlier like Peer Evaluation, use of ICT for curricular purposes, motivational morning assembly, research seminars, student presentations in groups, etc. have been successful only because of positive attitude and cooperation of the faculty.

➢ STRATEGY DEVELOPMENT AND DEPLOYMENT

- ✓ The institution has fully computerized its finance management system. All student and faculty related data are computerized. The development of a comprehensive MIS for institution along with those for other constituent colleges is being contemplated. All records of academic, administrative and account related matters are kept both in the hard copy and as soft copy by respective branches. So far no difficulty has been experienced in collection and retrieval of information for day to day requirements.

- ✓ Well developed infra-structural facilities are in place as per curriculum. As and when the need arises e.g. latest editions of books, computer facilities or modifications in the building, classrooms or labs. the advisor, Principal and concerned in-charge sit together, discuss, plan and prepare lists with estimates. These are submitted to the administration that makes necessary allocations. Due procedure is then followed to get the work done or procure the materials. Inspection is done at the College level for adequacy and appropriateness of the supply.

- ✓ Every year towards the end of the session the lean period is used to discuss and develop academic plan for the next year. Advisor, Principal, Faculty and Management all participate in the exercise. After series of meetings distribution of work and formation of committees take place to put the plan into action. Academic Advisory Committee guidelines help in the process.
- ✓ The faculty being small the Principal approaches every faculty individually to communicate important action points. Common items are always discussed in staff meetings. Both formal and informal discussions at different levels take care of monitoring, evaluating and revision.

- ✓ The main planning for human and financial is done at the management and advisor level. Principal and the faculty give their academic inputs. Courses and Resource Rooms in-charge prepare plans for academic and infrastructural requirements. For these they utilize University, NCTE documents and resources available in NCERT, IGNOU and Delhi University are also consulted.

- ✓ New technology has been adopted expeditiously by the faculty as they are young and ready to learn. Principal and Management take the lead in demonstrating the use of new technology. Being a composite institution new technology used in Management or Engineering prompts education faculty to learn and use the same.

➢ Human Resource Management

• Faculty Development

Faculty development is an important agenda of the management. Besides conducting faculty improvement programmesdescribed elsewhere faculty is continuously motivated to improve their qualifications and contribute papers in conferences, seminars and journals. Three faculty members were awarded Ph.D. in the last session. Two more have enrolled for Ph.D. this year. Three faculty members cleared the NET examination last year. All this has been possible because of academic guidance by the Principal and encouragement from the Management.

• Performance Assessment

Performance of the faculty is assessed regularly by the Principal in consultation with the advisor and suggestions for improvement given. Peer evaluation, self evaluation and student's evaluation are in place as described elsewhere. Best Teacher award of Rs. 11000/ is given every year based on self appraisal and evaluation of performance by a committee consisting of the Principal, Executive Director and Management representative.

• Welfare Measures

Welfare measures for the staff and faculty include:

a. Free transport facility to and from home.

b. Cash award to best faculty and staff based on performance annually.

c. Free bonding / get together with family in an appropriate venue e.g. year before last it was done in Hotel Rajhans, Surajkund, last year the venue was Fun and Food Village, Delhi.

d. On acceptance of paper, a faculty is allowed to attend national / international conferences. Registration fee is also borne by the organization.

e. Faculty is encouraged and allowed to enhance qualifications.

f. Facilities of long leave available on health/medical grounds.

g. Medical facilities are made available in emergency.

h. Faculty achievements in academic fields are highlighted and published in Newsletters and the Souvenir.

- **Faculty Development Programme**

As said earlier faculty development is an in-built activity. Following programmes were organized for training and skill up gradation:

a. Faculty Induction Programme (3 days).

b. Invited Lectures on topics related to quality enhancement, educational research, communication, teacher, teaching and learning, evaluation etc.

c. Seminars/Workshops e.g. workshop on continuous and Comprehensive Evaluation, Emerging Trends of IT a national conference, Seminar by Prof. Hyle and Dr Mcclellan from University of Texas, Arlignton (USA).

d. Peer Lectures on Pedagogy and interdisciplinary topics- a forum for the faculty by the faculty.

e. Special sessions by the Advisor Prof. L.C. Singh on Practice Teaching, Research at M. Ed. and Ph.D. levels, Resource Rooms-need and facilities.

f. Interactive talk by Prf. M.Sen Gupta on 'Changing Vocational World-Challenge to Education', Vocational Guidance, Educational Research - status and trends, Indian Pedagogy etc.

g. Demonstration and participation in organizing Panel Discussion, conducting M.Ed. research seminars, organizing exhibitions, planning and developing Theme Based Cultural programmes, writing reports and dispatches for Newsletter and the Souvenir.

- **Faculty Recruitment**

  Recruitments are done strictly as per prescribed qualifications by the regulatory bodies like the affiliating university and NCTE. As per requirements the posts are advertised in national newspapers. Applications received are duly scrutinized and short listed. These candidates are then required to appear before the selection committee. The Faculty/staff selection committees are constituted as per stipulations of the University. The University scrutinizes the selection procedure and also verifies original documents of every recruited faculty member in their inspections which are now surprise inspections. The conditions of percentage of marks, NET and Ph.D. are particularly adhered to.

- **Part-Time/Adhoc Faculty**

  Whenever there are some specialized activities to be done for which regular faculty specifically trained is not available. For example Fine Arts and Craft Practicum in B.El.Ed. or dance, drama specialist for cultural programme the part-time faculty is selected through open advertisement on hourly basis or period basis (block periods) per week. Part-time engagement of faculty from other college is also done e.g. for English communication/ teaching.

➢ POLICIES RESOURCES AND PRACTICES FOR PROFESSIONAL DEVELOPMENT

A. The policy of the management is to encourage every faculty for individual and professional development.

B. Any faculty can attend seminars, conferences, workshops in their fields of specialization. Once they prepare the paper and the paper is accepted by the organizers, registration fee is paid by the institution and leave granted on duty.

C. Adequate financial resources are allocated for inviting outside experts and conducting seminars, conference and workshops within the institution. Norms for payment are worked out by the committee headed by the Executive Director. The faculty is given leave for official work with full salary when they are invited for being an examiner, attending national level conferences, attending high level meetings or for conducting viva-vice.

D. Non teaching staff is entitled for compensatory leave. The faculty is encouraged to take up research studies or to do Ph.D. for which required facilities are provided on case to case basis.

- ## PHYSICAL FACILITIES TO THE FACULTY

Every faculty has been provided with adequate sitting space. Most of the faculty members being incharges of the resource rooms/laboratories have the rooms allotted to them with all necessary facilities and furnishing. In addition, there are faculty rooms with separate cubicles for the faculty members. The faculty room and senior faculty are provided intercom facilities. The Principal has a well-furnished room with AC/room heater facilities. Every faculty is provided with adequate furniture, stationery and access to common facilities. There are separate washrooms for gents and ladies. Toilets for girls, boys, staff (male and female) are clearly marked. These are kept clean and are equipped with modern fittings and toiletaries. All resource rooms/labs (six in number) are fitted with blackboard, flannel boards and proper space for carrying out academic work effectively.

- ## MECHANISM TO SEEK INFORMATION

✓ The faculty and stakeholders have free access to the Principal, Executive Director and management representatives for seeking any information or making any complaints. Suggestion boxes are also available in which any body can put their suggestions. Most of the problems get resolved at the level of the Principal. However, The Principal refers the matter to the Executive Director, Dean Students Welfare, Administrative Officer or to the management as and when need arises. The faculty being small practically they have direct access to every level in case of any need. The pupil-teacher ratio in the institute is approximately 1:12.

✓ Any complaint or suggestion from the faculty or students is given immediate attention by the Principal/Executive Director. No complaint is kept pending in any case.

- ## WORKLOAD POLICY

Workload of the faculty is allotted well within the limits prescribed by the university. Those who have special assignments like in placement committee or incharges suitable rebate is given in their workloads. The time devoted for guiding research at the PG level is included within the workload of the faculty. While working with the schools, the faculty need not attend to the college and is treated as on duty.

- **REWARD AND MOTIVATION**

    a. As already said Excellence awards in cash is given to the best faculty every year.
    b. The course inchages are invited to important meetings, get togethers.
    c. Achievements of the faculty are highlighted through newsletters and souvenirs.
    d. Competitions for the faculty are specially organized to motivate them. In the last session, competitions on singing, easy writing, sports were specially held for the faculty and awards were given during annual function.
    e. To be precise, the institution believes in self-motivation.

➢ FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

- The KIIT College of Education is a self-financed institution under Vidyapati Sansthan which is a registered society under the Societies Registration Act of 1860. The Sansthan got registered in 1969. The institution does not get any financial support from the government. As regards source of revenue and income generated, it may be mentioned that Vidyapati Sansthan runs various schools in the NCR. Consequently, surplus finances in the form of reserved funds have been accumulated. Such accumulated funds have been utilized for establishing the KIIT College of Education on the land purchased by the society for this purpose.

- The Government has allowed to collect the fees from the students.The collection of fee is done according to the allowed/permitted schedule of fees fixed by the fee committee under the chairmanship of retired High Court Chief Justice. Apart from the collections from student fees, the society has passed the resolution to meet all the deficits, if any for KIIT College of Education.

- Voluntary Contributions are also received under proper declaration from the donors.

- The college itself is in the budding stage and financial resources in the form of student's fees, as permitted by the fees committee become short sometimes. But as per resolution passed by the parent body i.e. Vidyapati Sansthan, it meets all the requirements quite liberally as it has its own resources- apart from the donations, the income from the schools being run in the NCR.

- The Governing Body of the KIIT College of Education meets quarterly and approves the budget as well as audited income expenditure statements.

- The accounts of the college are audited regularly and duly approved by the governing body of the institute.

- The institution has fully computerized its finance management system.

➢ BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

- The College frequently invites outstanding personalities to deliver messages to students. It provides sufficient exposure to students and ample opportunities to present their talents in different areas. In the past Chairman UGC, Vice Chancellors, University Professors, Professors from USA, France, Japan have interacted with the faculty and the staff.

- Working leadership is provided by the Principal as he takes regular classes in all the three courses as per time-table. He also guides the same number of M. Ed. students for dissertation as by the other faculty members. He, in a year, delivers atleast three lectures specially prepared on contemporary issues leaving open threads for further exploration. The institution is governed in a democratic and participative mode such that faculty and students feel free to express, innovate and evaluate.

CRITERION VII: INNOVATIVE PRACTICES

➢ INTERNAL QUALITY ASSURANCE SYSTEM

✓ Establishment and Composition

The institution has an Internal Quality Assurance Cell (IQAC). It was established in the year 2008. The IQAC has the following composition:

(a) Dr. S.S. Agrawal -Director

(b) Prof. L.C. Singh -Chairperson

(c) Prof. M.Sen Gupta -Member

(d) Dr. Harsh Vardhan Kamrah-Member

(e) Ms. Neelima Kamrah-Member

(f) Maj. Gen, D.V. Kalra-Member

(g) Dr. Sangeeta Bhatia -Member

(h) Sh. J.R. Kaim -Member

(i) Dr. Shuchi sharma - Member

(j) Dr. Poonam Nangru -Member

✓ Major Activities undertaken

(a) Faculty development centre- In order to motivate the faculty different activities are planned and conducted like;

- Seminars, workshops, extension lectures and talks on latest educational developments.

S.No	Topic/Title	Resource Person
1	Building and Leading high performance team	15th May 2009 , Dr. Girdhar J. Gyani , General Secretary , Quality council of India
2	Page three vs Chapter 3	29th May, 2009,Sh. Vishwa Mohan Tiwari (Air Vice Marshal Retd.)
3	Art of Living	June 12, 2009, Ms. Vandana Aadesh
4	Innovate to Stay Ahead	June 17, 2009, Mr. Anand Sehgal
5	Cross Culture Management	June 23, 2009., Ms. Meenakshi
6	Game theory	June 27, 2009, Mr. Rajeev Kumar
7	Parenting	12 Dec. 2009, Dr. Poonam Nangru
8	How to save Income tax	July 1, 2009, Ms. Anita Sharma
9	Employability Skill	August 27, 2009, Sh. Vipin Makhija
10	Emerging Trends in IT	Oct. 24. 2009, Sh. Sudeep Verma , Almamate
11	Soft skills	August 22, 2009, Sh. Dhruv Khanna
12	English Communication and Personality development	Advait
13	Say No to Corporal Punishment	Prof P.S. Swardave , Child Right advocate Supreme Court
14	Duties and Responsibilities of students	Sh. Balkavi Bairagi , M.P. Rajya Sabha
15	Patriotism	Sh. Rajeev Singh known as Krantikari
16	Preparing Pre service teacher for the real world How video cases can help	Dr. Aman yadav , NCERT
17	Education	Prof. K.K. Goswami, Advisor CDAC , noida
18	Integration of SAP with technology	Sh. Harish Luthra , Vice President SAP
19	Career Opportunities in Science and Engineering	Dr. Naresh Chand Ex Sr. Scientist AT& T Bells Labs
20	Panacea for stress	Mr. Shashikant Sadaiv, Editor
21	How to make teaching effective	Ms. Neera Chopra, Director Academics , Tagore International School

(b) Taking up Research Projects

(c) Promoting interdisciplinary research

(d) Innovative Programmes like Orientation programmes for freshers, Talent Search of Students, Induction programme for teachers, Peer presentations.

(e) Selection for Excellence Awards to institute Functionaries , Planning Educational Excursions,

(f) Organizing Bonding, Convocation, Exhibition, Vision for next five years.

(g) School visit for the students

(h) Use of Latest Technology

(i) Collaborations with national and international universities

(j) Assisting Training and placement cell

✓ Mechanism for evaluation of Achievement

Mechanism used by the Institution to evaluate the achievement of goals and objectives can be described as follows:

Step 1: Establishing learning goals and objectives

Examples of Learning Goals and Corresponding Objectives:

Learning Goal: *Our graduates will understand the importance of behaving ethically in their professional lives* (i.e., has an ethical perspective).

Corresponding Objectives:

Students will know the professional code of conduct within their discipline.
Students will identify the activities / issues in their chosen profession that may present ethical challenges, and will articulate the consequences associated with unethical behaviour.
Students will identify an ethical dilemma in a scenario case and apply an ethics model or framework to propose and defend a resolution.

Learning Goal: *Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques.*

Corresponding Objective:

In a case setting, students will use appropriate analytical techniques to identify a problem, generate and compare alternatives, and develop a solution.

In a case setting, students will recognize and analyze ethical problems, choose, and defend a solution.

Learning Goal: *Our graduates will be effective communicators.*

Corresponding Objectives:

Students will produce professional quality documents.

Students will deliver a professional quality presentation accompanied by appropriate technology.

Students will demonstrate effective interpersonal communication skills in a team setting.

Learning Goal: *Our graduates will have a global perspective.*

Corresponding Objectives:

Students will define key components of countries' business environments and give examples of how environmental components differ across countries.

Students will diagnose cross-cultural communication issues in a case setting and propose appropriate solutions.

Step 2: Alignment of curricula with adopted goals:

Since the learning goals are established within an "across the curriculum" context, the next step is to ensure that the curriculum addresses the learning goals.

Step 3: Identification of assessment instruments and measure

Variety of acceptable approaches is available for directly assessing student learning:

- Selection
- Course-embedded measures
- Demonstration through stand-alone testing or performance

Step 4: Collection, analyzing, and dissemination of assessment information:

Once data are collected on student performance through the outcomes assessment process, it is shared with and analyzed by the appropriate faculty committees and the Principal. A standing faculty committee is the actual mechanism for evaluating assessment results.

Step 5: Using assessment information for continuous improvement

The Assessment results are properly documented. This process of documentation is being carried out on an ongoing, systematic basis. Implementing an assurance of learning program is a challenging task and requires a commitment of the administrators and faculty to be successful.

✓ Quality of Academic Programme

Institution ensures the quality of its academic programmes by adopting the following ways:

- Team teaching
- Providing hands on experience
- By inviting guest lectures for various topics
- Daily Feedback proforma filled by every faculty member
- Student feedback Performa submitted by class representatives
- Simulation
- Presentation by students on specified topics
- Two sessional examinations on lines of University examinations
- Group discussions and panel discussions
- Enriched library interactions
- Weekly Research Seminars for M.Ed.
- Closer liaison with mentor teachers particularly in B.El.Ed.

✓ Quality of Administration and Accounts

The institution ensures the quality of its administration and financial management processes by outlining clear policies. The College Governing Body and Academic Advisory Board provide policdirections and monitors implementation periodically. Day to day administration is looked after by the Principal who is highly experienced and quality conscious. Accounts are very ably handled by the Accounts Officer under the overall direction of the Chairman himself. Every decision is taken democratically by constitutiong proper committees and regular monitoring by the Advisor and the management.

✓ Identifying and sharing good practices

The college is sensitive to good practices published in educational journals, newspapers and the media. Many good practices evolved and implemented in Regional Institutes of Education (NCERT) are available through the Principal himself like research seminars, peer presentations, peer evaluation etc. Good practices are discussed in the faculty meetings, implemented one by one with full preparation and consolidated over a period of time. Once we are convinced about its efficacy it is shared with others on different platforms and through various means like:

(a) Presentation in College Governing Body meeting

(b) Discussion in Academic Advisory Board meeting

(c) Sharing achievements during Annual Function

(d) Sharing through Newsletters every quarter

(e) Sharing and publicizing through Annual Souvenir.

(f) Frequent parent-teacher interaction

(g) Sharing with pratice teaching (cooperating) schools.

➢ INCLUSIVE PRACTICES

Inclusion defined clearly and succinctly by Webster, is simply "including all." The practice of inclusion, however, is complex and requires significant change in the attitudes and beliefs of everyone involved. Incorporating diverse people into a truly inclusive community requires vision, commitment, and the belief that each and every individual has a significant contribution to make. ***Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability and their motivation.***

The institution has been getting students both boys and girls, both rural and urban, both intelligent and below average even visually impaired and physically disabled. Basic premise of the college here is that it can not, should not and will not deny anyone who wntas to become a teacher. But the college has to prepare him/her in an inclusive manner with focus on quality and individual attention. Pupil -teacher ration being very favourable individualized attention to students has been largely possible so far. Through mutual discussion strategies are framed and implemented to enrich each according to his/her abilty. Some of them are:

✓ *Staff Development*

Programs that promote the professional development of teachers are ongoing and well planned. Training / induction addresses the needs of the student community and incorporates effective interventions that support the needs of individual students. Staff development addresses multisensory instruction, learning differences, study-skills instruction, social-skills instruction, co-teaching or the use of collaboration and cooperative learning. KIIT basically sensitizes the faculty to issues of inclusion by developing in them the following:

1. ***A Sense of Community*** - In order to achieve that sense of belonging for each child, KIIT have found that fostering a sense of community is of primary importance.

2. ***A Common Vision*** - A shared vision that sees each child as a respected member of the community. Such a vision brings a common goal and connectedness to every participant—parent, administrator, school staff, or student.

3. ***Problem Solving Teams*** - Teams comprised of significant participants in every child's program are formed to make decisions concerning how a student's individual needs may be met. Problem-solving teams determine the type and extent of special education adaptations and services needed for each child and develop the implementation plan for inclusive policies for each child.

4. ***Parents as Partners*** - A significant addition observed in inclusive schools is the solid
inclusion of parents as full members of the school team. Recognizing the valid perspective of parents, addressing their concerns and dreams for their child, and incorporating their wishes into the educational plan are all aspects of a successful problem-solving team in KIIT.

5. ***Students as Problem Solvers*** – The College allow students a greater participation in the day to day working of the institution. They become more responsible and effective in the inclusive process. Keeping this in mind following are encouraged:

    a. **Peer Mediators** – students' help solicited to resolve disputes among other students.
    b. **Peer Tutoring** - students help other students learn and review material.
    c. **Cooperative Learning** - teams of students work together on a common topic/issue.
    d. **Buddy System** - two children who agree to help each other.

6. ***Using a Common Language*** - A sense of community is created by establishing a common language without the use of intellectual and confusing terms, so that all participants can equally understand.

7. ***Time for Planning*** - Inclusive practices require additional planning time and scheduling for collaboration. Hence, for inclusion to be effective increased time for planning plays a significant role in college programmes – academic as well as co-curricular..

8. ***Bringing Services to the Student*** - Considerable success is being experienced by providing individualized services for children with special needs.

9. ***Flexibility-*** Flexibility in the learning environment is essential. Placement decisions must be based on the specific needs of the student, as identified in the student's individualized education program. Alternative strategies are devised based on the specific needs. e.g. special need students are continuously motivated, learning systems are suitably modified and due facilities as per special needs are made available for better results.

➢ Inclusion and Gender Differences

Following are the provisions in academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning:

- In the last syllabus of B.Ed. under Paper II Psychiol;ogy of Teaching and Learning students are apprised of the concept of disability – its identification, courses and management. Under practical students conduct case study of special or problem child in a school.
- At the M.Ed. level there is an optional paper opted by our students on Special education. This paper includes problems of Visually Impaired, Hearing Impaired, Orthopedically Handicapped, Learning Disabled, Gifted and creative children. Also in the paper on Psychol;ogy students learn about gifted, creativs as well as mentally retarded children.
- The students while doing Field Work and Dissertation take up case studies and researches on disabled children.

  For Example In the year 2007-2008 a student Divya's research topic was **'A study of Academic Interest among Visually Imppaired and Normal Students in Relation to Academic achievement of class VIII students in Delhi'.** Similarly another student Medha Gupta's topic was ' **A Study of Literate and Illiterate People of Gurgaon towards the Physically Challenged Children and Their Education'**.Yet another student of the same batch took up the research topic as ' **A Study of Educational Programme for the Speech and Hearing Impaired Children in Selected Special Schools of Gurgaon'.**

- In B.El.Ed. 1st year Under Child Development a complete Unit is devoted to children with special needs.viz:

  Unit 5 **Children with Special Needs**: concept of special children, talented, creative, gifted children, slow learners and under achievers, emotionally disturbed children culturally and socially disadvantaged children. Similarly under paper 'Contemporary India Under Social and Cultural Issues **Gender related issues** have been dealt with in detail.

Under Practicum students study

a. **A neighbourhood Child,**

b. **The child from Basti,**

c. **A child from an affluent Home,**

The above description clearly shows that students of all the three courses intensively learn about special and exceptional children and their learning needs.

➢ ACTIVITIES

To foster positive social interaction

- ✓ Power Point Presentation
- ✓ Sports Activities like playing Cricket, Football, Basketball,Volleyball, Table Tennis, Athletic Events,
- ✓ Debate Competition, Painting Competition, Exhibition,
- ✓ Receiving Guests on special occasions,
- ✓ Participatory classroom interactions
- ✓ Educational Excursion

Active engagement in Learning

- ✓ Preparation of charts, diagrams, Models as teaching aids.
- ✓ Paper writing and Presentation.
- ✓ Field Work in Practice Schools.
- ✓ Simulation and real class teaching.
- ✓ Hands-on experience on computers.
- ✓ Anchoring in Programmes
- ✓ Observing Children

Self Motivation

- ✓ Creative Writitng for publication in Souvenir.
- ✓ Sessional Examination preparatory to University examinations.

Working with Children

- ✓ By monitoring teaching practice
- ✓ Group discussions on diverse and special needs of children

Addressing Special Needs

- ✓ Student (Visually Impaired) got Audio Cassettes from Kurukshetra University for B.Ed.
- ✓ In Craft visually impaired student was given Cane work instead of Craft/ Iinterior Decoration
- ✓ Provision of ramps, wheel chair, classes on Ground Floor for orthopedically handicapped student.
- ✓ Senstisation of the students, faculty and administration is attempted about the problems of differently- abled student.
- ✓ Classrooms are made comfortable according to their needs.
- ✓ Special attention is given to them.
- ✓ Tutorials and special assignments are given to them.
- ✓ Teachers understand their problems and help in bridging the gap between the parent, students and the college.

Handle and Respond to Gender Issues

- ✓ So far no such issue reported probably because Majority of students are girls who are quite mature and many of them are married.
- ✓ There is a composite Women Cell in KIIT. It has representatives from each college. All issues related to gender and women related are supposed to be dealt by this cvcommittee on case to case basis. In the College of Education the following committee works as a watchdog on gender issues:

Chair person	Ms. Neelima Kamrah
Co-ordinator	Ms. Priyanka Sabharwal
Member	Ms. Anjana
Member	Ms. Komal

Women Cell conducts various meetings, seminars, lectures and power point presentations to sensitize advice and if required, solve the gender sensitive issues.

➢ STAKEHOLDER RELATIONSHIPS

• Access to Information

(a) Students' attendance, their behaviour performance report are regularly shared with the parents by e-mail, telephone and letters. An in-depth analysis of the results of students is done and the same is widely disseminated for bringing about improvement. The exercise includes subject-wise as well as faculty –wise analysis of results. Accordingly feed back is given to students and the faculty with an appeal to bridge the gap, if any.

(b) The college gives much weightage to the feedback received from the Principals and cooperating teachers of the practice teaching schools. These are duly analysed and disseminated to all stake holders.

(c) College Governing Body meets quarterly to take stock of college performance both academic and administrative. All information about organizational performance is also placed before the Academic Advisory Board meetings.

(d) Information on organizational performance is also discussed and disseminated by arranging get together for faculty and advisors from time to time.

(e) Bulletin boards are used for passing daily information to students through circulars. It is also done by texting.

(f) Release of Newsletter (quarterly) and an annual Souvenir is a regular feature. All relevant information about the organization, feedback received from schools, alumni, parents are prominently published for all to take notice.

Thus, Self Improvement is attempted at every step in KIIT.

- **Bringing Qualitative Improvement**

We first try to understand their problem. Discuss amongst ourselves on alternative solutions. Most of the time the problem relates to academic, managerial or infra-structural issues.

✓ ***If it is academic steps taken in the past include:***

- Revising the topic by the Principal or Advisor.
- Giving special assignments and evaluating the same
- Providing tutorials
- Peer presentations and group discussions.
- Giving hand-outs

✓ ***If the problem is related to the infrastructure then that is taken care of by:***

- Introducing Changes or modifications like the doors before the toilets, changing the placement of Greenboard in the classroom, repairing chairs or giving lecture stands in each class.
- Creating new facility like the seminar room cum M.Ed. class.
- Addition in Infrastructure like bulletin board in each class, computer center in ET lab. etc.
- Technology aided learning equipment installed for better projection in Conference room and in auditorium.

✓ ***If the problem is of managerial in nature:***

- Suitable changes in faculty distribution, time allocation, and grant of leave or in distribution of duties and responsibilities are done through common consensus. Hardly any unilateral decision is taken in the college.

- **Feedback Mechanism**

  a. We have suggestion boxes placed at each floor; we open them every week for the feed back.
  b. Daily student feedback proforma - submitted by class representatives,
  c. Daily Faculty Performa - filled by every faculty member and submitted.
  d. Parents' feedback on PTM. And also individual meetings.
  e. By holding various Quality linked workshops
  f. Alumni visit the college and give their inputs on various aspects of working of college.
  g. Feed back from practice schools.
  h. Feedback from College Governing Body and Academic Advisory Board members.
  i. Feed back from University Inspection Team.
  j. Feed back by Students' Council / House representatives.
  k. Feed back from Peer Observation.

- **Use of Information**

  The information thus received is duly analysed, discussed and disseminated. The conclusions drawn help the institute to:

  a. Obtain a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture.
  b. The need for enhancement and integration among the various activities of the institution and institutionalize many good practices.
  c. Provide a sound basis for decision making to improve institutional functioning.
  d. Organize need based programmes.
  e. Introduce correctives in practice teaching sessions.
  f. Allocate faculty subject-wise and class-wise.

Index

EXECUTIVE SUMMARY 1
- **INTRODUCTION** 2
- **CAMPUS** 2
- **FACILITIES** 3
- **TEACHING-LEARNING** 3
- **ALL ROUND DEVELOPMENT** 3
- **INNOVATION** 4
- **FACULTY** 4
- **FACULTY WELFARE MEASURES** 5
- **PROFESSIONAL DEVELOPMENT CENTRE** 5
- **RESEARCH** 5
- **PLACEMENT SERVICES** 5
- **PHYSICALLY CHALLENGED** 6
- **ENLIGHTENED MANAGEMENT** 6
- **FINANCE** 6

SWOT ANALYSIS OF THE INSTITUTION 7
- **INTRODUCTION** 7
- **STRENGTHS** 8
- **WEAKNESSES** 10
- **OPPORTUNITIES** 11
- **THREATS** 11

CRITERION I: CURRICULAR ASPECTS 12
- **Curricular Design and Development** 12
  - **INSTITUTIONAL OBJECTIVES** 12
  - **GENERAL OBJECTIVES** 12
  - **COURESE-WISE OBJECTIVES** 13

MAJOR CONSIDERATIONS ADDRESSED 15
- **KIIT-its Infrastructure and Focus** 15
- **Academic Facilities and Resources** 17
  - **Psychology Resource Centre** 17
  - **Science Education Resource Room** 17
  - **ICT Resource Centre** 17
  - **Mathematics Education Resource Center** 18
  - **Teaching of Social Studies Room** 18
  - **Arts and Craft Resource Room** 18
  - **Teaching of Languages Room** 19
- **Regularity and punctuality** 19
- **Academic Considerations** 19
- **Orientation and Training** 20
- **Access to the Disadvantaged** 21
- **Self Development** 21
- **Employment** 22

ECOLOGY AND ENVIRONMENT.....23
VALUE ORIENTATION.....23
GLOBAL TRENDS AND DEMANDS.....23
Curricular Development Processes.....24
NEED ASSESSMENT AND FEEDBACK INFORMATION.....24
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY.....25
Academic Flexibility.....26
TEACHING – A REFLECTIVE PRACTICE.....26
Practice Teaching.....26
Teaching-Learning Process.....26
Variety of Experiences.....26
VARIED LEARNING EXPERIENCES.....27
INTRODUCTION OF NEW COURSE IN COLLEGE OF EDUCATION.....28
Curriculum Aspects Included.....28
Interdisciplinary / Multidisciplinary.....28
Multi-Skill Development.....28
Inclusive Education.....30
Practice Teaching.....30
Practice Teaching at School.....31
School Experience for B. El. Ed. & M. Ed. Students.....31
Work Experience – SUPW.....31
Feedback on Curriculum.....32
Feedback From:.....32
Daily proforma for faculty member.....33
PEER OBSERVATION & EVALUATION.....33
OBSERVATION SCHEDULE.....33
FACULTY PRESENTATION.....34
PROGRAMME FEEDBACK.....34
FEEDBACK FROM PRACTICE TEACHING SCHOOLS.....34
Analysis of Feedback Proforma (Session 2009-10).....35
SUGGESTION BOX.....37
DISSEMINATION OF FEEDBACK.....37
FEEDBACK FROM ALUMNI.....37
Feedback from Alumni published in KIIT souvenir 2010......37
FEEDBACK FROM PARENTS.....38
FEEDBACK FROM ACADEMIC ADVISORY BOARDS.....38
MECHANISM FOR FEEDBACK ANALYSIS.....38
CONTRIBUTION TO CURRICULUM DEVELOPMENT.....38
Curriculum Update.....39
BEST PRACTICES IN CURRICULAR ASPECTS.....40
Quality systems and quality enhancement measures.....40
Innovations/Best Practices.....41
Criterion II: Teaching-Learning and Evaluation.....42
Admission Process and Student Profile.....42
ADMISSION PROCESS & POLICY.....42
ADVERTISEMENT.....42
MONITORING ADMISSION DECISIONS.....42

STRATEGIES ADOPTED 42
ASSESSING STUDENT'S PRIOR KNOWLEDGE/ NEEDS AND SKILLS 43
Catering to Diverse Needs 43
CREATING LEARNING ENVIRONMRNT 43
DIVERSE LEARNING NEEDS 45
DIVERSITY AND EQUITY 46
ENSURING KNOWLEDGE & SENSITIVITY 47
PRACTICES TO DEVELOP KNOWLEDGE & SKILLS 48
Teaching-Learning Process 49
ACTIVE LEARNING – LEARNING RESOURCES 49
STUDENT CENTRED LEARNING 51
INNOVATIVE INSTRUCTIONAL APPROACHES 52
Innovative Methodology in Teaching M.Ed. (Developed and Used) - 1 53
Innovative Methodology in Teaching M.Ed. (Developed and Used) – 2 55
INSTRUCTIONAL APPROACHES – MODELS OF TEACHING 55
Following is a PPP for teaching Inquiry Training Model: 56
THE INQUIRY TEACHING MODEL 56
Questioning and Problem-Solving 56
USE OF MICRO-TEACHING TECHNIQUE 59
SKILLS PRACTICED BY EACH STUDENT ARE:- 59
PRACTICE TEACHING IN SCHOOLS 60
PRE-PRACTICE TEACHING OF B.ED. 60
PRE-PRACTICE TEACHING FOR B. EL. ED. & M. ED. STUDENTS 61
SCHOOL EXPERIENCE PROGRAMME 61
BLOCK TEACHING/INTERNSHIP OF STUDENTS IN VOGUE 63
COLLEGE – COOPERATING SCHOOL PARTNERSHIP 64
Pupil teachers have been friendly to students. 64
MANAGING DIVERSE LEARNING NEEDS 65
MAJOR INITIATIVES TO ENCOURAGE USE OF TEACHNOLOGY 65
Teacher Quality 66
PRACTICE TEACHING PLANS 66
PERSONAL, PROFESSIONAL/ CAREER DEVELOPMENT OF TEACHING STAFF 67
REWARD FOR GOOD PERFORMANCE 67
EVALUATION PROCESS AND REFORMS 67
REAL EXAMPLES OF BARRIER REMOVAL 68
EVALUATION OF STUDENTS 68
INTERNAL ASSESSMENT 69
MID TERM ASSESSMENT 70
EXTERNAL EVALUATION 70
Communication of Evaluation assessments for improvement 70
BEST PRACTICES IN TEACHING LEARNING AND EVALUATION 70
SIGNIFICANT INNOVATION 1 72
Peer Evaluation among Teachers 72
A KIIT Innovation 72
Objectives 72
Observation Schedule 72

Peer observation Proforma 73
SIGNIFICANT INNOVATION – 2 76
Innovative Methodology in Teaching M.Ed. (Developed and Used) - 2 76
ICT aided Instruction 76
Criterion III: Research, Consultancy and Extension 78
Promotion of Research 78
Periority Areas of Research 78
Action Research 78
Conference / Seminar / Workshop Attended / Organized by the Faculty Members 79
Conference/Seminar/Workshop 83
Important meetings organized / attended 83
Research and Publication Output 85
Instructional Materials / Teaching Aids Developed 85
Facilities Available 85
ICT / Technology Related Materials 85
Training Programs Material Development 85
In addition to the above 87
Published Papers 88
Honors, Awards, Patents Received by the Faculty 89
Research Projects by Faculty 89
Dr. Poonam Nangru, Lecturer 89
Ms. Manita Yadav, Lecturer 90
Ms Garima Singh, Lecturer 90
Dr. Shuchi Sharma, Senior Lecturer 90
Ms. Priyanka Sabharwal, Lecturer 90
Dr. Arun Kumar, Lecturer 91
Ms. Anjana Behal, Lecturer 91
Ms Rekha Sharma, Lecturer 91
Dr. Gyanendar, Lecturer 91
List of Practice Teaching Schools 92
Consultancy 93
Consultancy Provided 93
Consultancy Projects Undertaken by Prof. M. Sen Gupta 93
Extension Activities 94
Benefit to Community 94
Benefit to Institution 95
Activities for Community Orientation 95
Community Development Project 95
Social and Citizenship Values 95
Collaborations 95
Linkage with Internation Organizations 96
The Linkage Developed with Greatly Contribute to: 96
Linkage with School 96
Best Practices in Research, Consultancy and Extension 96
Criterion IV: Infrastructure and Learning Resources 97
PHYSICAL FACILITIES 97

HOSTEL FACILITIES 98
MAINTENANCE OF INFRASTRUCTURE 99
Budget Allocation and Utilization 99
Optimal Utilization 102
Environmental Issues 102
LIBRARY AS LEARNING RESOURCE 102
Library Committee 103
ICT AS LEARNING RESOURCE 104
The Lab. also has the following as Consumables 105
BEST PRACTICES INFRASTRUCTURE & LEARNING RESOURCES 106
Criterion V: STUDENT SUPPORT AND PROGRESSION 107
STUDENT PROGRESSION 107
Motivation 107
Satisfaction 107
Development of students 108
GENDER-WISE DROP-OUT RATE 108
LIST OF STUDENTS WHO QUALIFIED NET EXAMINATION 109
SELECTED FOR CENTRAL / STATE SERVICES 109
FURTHER STUDIES/TEACHING CAREER 110
Batch (2007-08 M.Ed.) 110
Batch (2008-09 M. Ed.) 110
Batch (2006-07 B.Ed.) 110
Batch (2007-08 B.Ed.) 111
Batch (2008-09 B.Ed.) 111
Batch (2008-09 M.Ed.) 111
PROVIDING RESOURCES AFTER GRADUATION 112
PLACEMENT SERVICES 112
DIFFICULTIES FACED AND STRATEGIES TO OVERCOME 113
ROLE OF PRACTICE TEACHING SCHOOLS 113
RESOURCES TO PLACEMENT CELL 113
STUDENT SUPPORT 113
MENTORING ARRANGEMENTS 114
INSTITUTE WEBSITE 115
INSTITUTION'S WEBSITE INFORMATION 115
College Facilities 115
KIIT Campus 115
Classroms 115
Computer Lab 115
Computerized Library 115
KIIT Libraries 116
Hostel Facility 117
KIIT Networks 118
REMEDIAL PROGRAMME 119
SPECIFIC TEACHING STRATEGIES: 119
Slow learners 119
Advanced learners 119
GUIDANCE AND COUNSELLING 120

GRIEVANCE REDRESSAL 120
MAJOR GRIEVANCES REDRESSED 121
PROGRESS MONITORING 121
PRE-PRACTICE DETAILS 121
PRE-PRACTICE TEACHING FOR B. EL. ED. & M. ED. STUDENTS ...122
STUDENT ACTIVITIES 123
PROMINENT ALUMNI 123
ALUMNI ACTIVITIES (Last 2 Years) 124
CONTRIBUTIONS OF ALUMNI 124
PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES 124
COLLEGE OF EDUCATION CO-CURRICULAR ACTIVITY 125
Debate Competitions 127
Painting Competitions 127
Street Play 127
Classical Dance 127
Table Tennis 128
PUBLICATION 128
STUDENTS COUNCIL 129
Activities 129
VARIOUS BODIES & THEIR ACTIVITIES 129
Alumni Body 129
Student Council 130
Editorial Committee 130
IMPROVEMENT THROUGH FEEDBACK 130
BEST PRACTICES 130
Criterion VI: Governance and Leadership 131
INSTITUTIONAL VISION & LEADERSHIP 131
Introduction to KIIT (Stated Purpose) 131
INTRODUCTION TO KIIT COLLEGE OF 133
EDUCATION - STATED PURPOSE) 133
COLLEGE VISION 134
COLLEGE VALUES 134
COLLEGE MISSION 135
MANAGEMENT'S COMMITMENT, LEADERSHIP ROLE AND INVOLVEMENT 136
DISTRIBUTING RESPONSIBILITIES 137
INFORMATION SHARING (FEEDBACK RELATED) 137
ADDRESSING THE BARRIERS 137
ENCOURAGEMENT BY MANAGEMENT 137
LEADERSHIP ROLE OF HEAD OF THE INSTITUTION 138
Duties / Responsibilities of Principal 138
LEADERSHIP ROLE DESCRIPTION 139
ORGANIZATIONAL ARRANGEMENTS 141
COLLEGE GOVERNING BODY 142
Details of the First Meeting 143
Details of Second Meeting 144
Details of the third meeting 145

ACADEMIC ADVISORY BOARD 146
Details of Meetings 147
AGENDA ITEMS 148
MINUTES 148
(Action Taken) 148
COLLEGE ACADEMIC COMMITTEE 149
TIME TABLE COMMITTEE 149
Details of a Meeting 150
ATTENDANCE COMMITTEE 152
EXAMINATION COMMITTEE 152
ANTI-RAGGING COMMITTEE 152
COMPUTER LITERACY COMMITTEE 152
FACULTY MEETINGS 152
CO-CURRICULAR ACTIVITIES COMMITTEE 153
EDUCATIONAL EXCURSION COMMITTEE 153
ADMISSION COMMITTEE 153
NEWSLETTER COMMITTEE 153
VOCATIONAL GUIDANCE COMMITTEE 153
LIBRARY COMMITTEE 154
CULTURAL COMMITTEE 154
HOUSE MASTERS COMMITTEE 154
COLLEGE SELECTION COMMITTEE 154
EXHIBITION COMMITTEE 154
Organizational Structure 155
(Level I) 155
Organizational Structure 156
(Level II) 156
Decentralized Administration 157
(STRUCTURE) 157
DETAILS OF FUNCTIONING 158
COLLABORATION 158
Collaboration with other constituents: 158
Collaboration with Schools around 159
Collaboration with special organization/ experts 159
USE OF FEEDBACK 160
SHARING OF KNOWLEDGE / INNOVATIONS AND EMPOWERMENT OF FACULTY 160
1st Day Topics 160
2nd Day Topics 160
3rd Day Topics 160
PROMOTING COOPERATION 162
INNOVATIONS 162
STRATEGY DEVELOPMENT AND DEPLOYMENT 162
Human Resource Management 163
Faculty Development 163
Performance Assessment 163
Welfare Measures 163

Faculty Development Programme 164
Faculty Recruitment 165
Part-Time/Adhoc Faculty 165
POLICIES RESOURCES AND PRACTICES FOR PROFESSIONAL DEVELOPMENT 165
PHYSICAL FACILITIES TO THE FACULTY 166
MECHANISM TO SEEK INFORMATION 166
WORKLOAD POLICY 166
REWARD AND MOTIVATION 167
FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION 167
BEST PRACTICES IN GOVERNANCE AND LEADERSHIP 168
CRITERION VII: INNOVATIVE PRACTICES 169
INTERNAL QUALITY ASSURANCE SYSTEM 169
Establishment and Composition 169
Major Activities undertaken 169
Mechanism for evaluation of Achievement 171
Quality of Academic Programme 173
Quality of Administration and Accounts 173
Identifying and sharing good practices 173
INCLUSIVE PRACTICES 174
Staff Development 174
Inclusion and Gender Differences 176
ACTIVITIES 177
To foster positive social interaction 177
Active engagement in Learning 177
Self Motivation 178
Working with Children 178
Addressing Special Needs 178
Handle and Respond to Gender Issues 178
STAKEHOLDER RELATIONSHIPS 179
Access to Information 179
Bringing Qualitative Improvement 180
Feedback Mechanism 181
Use of Information 181