



Institute of Professional Studies
Department of Education, Gwalior

A. Profile of the Institution

1. Name and address of the institution:

Institute of Professional Studies,

P.O. – IPS College, Shivpuri Link Road, Gwalior.(MP)

2. Website URL

www.ipsgwalior.org

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr. Rama Tyagi	0751-3052444	0751-2427806	principalipsgwalior@gmail.com r30tyagi@gmail.com
Head Mr. Satish Chandra	0751-3052414	0751-2427806	info@ipsgwalior.org
Self - appraisal Co-ordinator Dr. Rama Tyagi	0751-3052444	0751-2427806	principalipsgwalior@gmail.com r30tyagi@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head Mr. Satish Chandra	NA	08718805029
Self - appraisal Co-ordinator Dr. Rama Tyagi	0751-2233018	09425757659 08718805004



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4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

10.26

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

7. Date of establishment of the institution:

Month & Year

MM	YYYY
May	2005

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

Jiwaji University, Gwalior

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

Month & Year

2f	MM	YYYY
	09	2013

Month & Year

12B	MM	YYYY
	NA	NA



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11. Type of Institution

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

12. Does the University / State Education Act have provision for

autonomy? Yes ☒ No ☐

If yes, has the institution applied for autonomy? Yes ☐ No ☒



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

Sl. No.	Level	Program me / Course	Entry Qualifica tion	Nature of Award	Duratio n	Medium of instruction
i)	Pre-primary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
ii)	Primary/ Elementary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
iii)	Secondary/ Sr. secondary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		B.Ed.	Graduati on	Degree	1 year (2014-15) 2 years from 2015-16	Hindi/ English
iv.	Post	-	-	Certificate	-	-
	Graduate	-	-	Diploma	-	-
v.	Other	-	-	Certificate	-	-
	(specify)	-	-	Diploma	-	-
		-	-	Degree	-	-



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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/ Elementary	-	-	-	
Secondary/ Sr. secondary	B.Ed. (One Year)	WCR/5- 6/APW01268/22 3231/2007/C- 16500 dated 19/05/07	Till 2014- 15	100
	B.Ed. (Two Years)	WRC/APW01268 /223231/2015/ 144754 dated 31.05.15	From the session 2015-16	2 Basic Units (50 each unit)
Post Graduate	-	-	-	-
Other (specify)	-	-	-	-



B. Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
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Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
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2. a) Does the institution offer self-financed programme(s)?

Yes	✓	No	
-----	---	----	--

If yes,

How many programmes?

One

a) Fee charged per programme

Rs. 32000/-

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

04



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

D.Ed.

--

B.Ed.

07

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	NA
--------	----

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

Yes	✓	No	
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Number	One
--------	-----

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	NA
--------	----



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

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

Yes	✓	No	
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Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

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

5 years

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

Yes		No	✓
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12. Are there courses in which major syllabus revision was done during the last five years?

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

Yes	<table border="1"><tr><td>✓</td></tr></table>	✓	No	<table border="1"><tr><td></td></tr></table>	
✓					

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

Yes	<table border="1"><tr><td>✓</td></tr></table>	✓	No	<table border="1"><tr><td></td></tr></table>	
✓					



Criterion II: Teaching-Learning and Evaluation

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

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

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

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

a) Date of start of the academic year	01/07/2014
b) Date of last admission	28/06/2014
c) Date of closing of the academic year	30/04/2015
d) Total teaching days	194
e) Total working days	271



3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	33	65	98	16	09	25	17	56	73
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	✓
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If yes, how many?

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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

15669.02

b) Unit cost including salary component

48082.70

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



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

Programmes	Open		Reserved	
	Highest (%) (Opening Rank)	Lowest (%) (Closing Rank)	Highest (%) (Opening Rank)	Lowest (%)(Closing Rank)
D.Ed.	-	-	-	-
B.Ed.	496	81997	1082	100916
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐



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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	
B.Ed.	71.58%	14.76%	11.07%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

3	0
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b) Minimum number of pre-practice teaching
lessons given by each student

0	5
---	---

11. Practice Teaching at School

a) Number of schools identified for practice
teaching

0	5
---	---

b) Total number of practice teaching days

4	0
---	---

c) Minimum number of practice teaching

4	0
---	---



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lessons given by each student

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. 05	No. of Lessons Pre-practice teaching	No. 05
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	25	75
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

0	2
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b) Number of assignments for each paper

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



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	All
--------	------------

Does the institution offer computer science as a subject?

Yes	✓	No	
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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	05	62.5	%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
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If yes, provide the following details on the ongoing research projects

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

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

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

NA

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

○ Teachers are given study leave

✓

○ Teachers are provided with seed money

X

○ Adjustment in teaching schedule

✓



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☐ Providing secretarial support and other facilities

√

☐ Any other specify and indicate

x

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.

NA

b. M.Phil.

NA

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	√		05
National journals – referred papers			
Non referred papers	√		19
Academic articles in reputed magazines/news papers	√		01
Books	√		01
Any other (specify and indicate)			



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

Yes		No	✓
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Number	NA
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10. Number of papers presented by the faculty and students (during last

five years):

	Faculty	Students
National seminars	15	X
International seminars	00	X
Any other academic forum		X

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

(Mark `✓' for yes and `X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching	✓
Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate)	X



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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

☐

- Social useful productive work (SUPW) Program held regularly in villages and campus

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

Two

Blood donation camp by Red Cross society and Summer camp with JCI, Gwalior.

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

Free Consultancy



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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.)

2934.5

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?

40

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

20000/-

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

13675/-



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

3448/-

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

200000/-

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

Yes

☒

No

☐

9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

M	F	M	F
3	5	-	-
9	2	-	-

10. Total number of posts vacant

Open Reserved

Teaching

Non-teaching

M	F	M	F
-	-	-	-
-	-	-	-

11. a. Number of regular and permanent teachers

Open Reserved

(Gender-wise)

Lecturers

Readers

Professors

M	F	M	F
3	4	-	-

M	F	M	F
-	-	-	-

M	F	M	F
-	-	-	-



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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	-	-	-	-

c. Number of teachers from

Same state

3

Other states

4

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:15
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-



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13. a. Non-teaching staff

Open

Reserved

Permanent

M	F	M	F
5	0	2	-

Temporary

M	F	M	F
2	-	-	-

b. Technical Assistants

Permanent

M	F	M	F
2	-	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

01 : 1.5

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

59.50%

16. Is there an advisory committee for the library?

Yes

✓

No

☐

17. Working hours of the Library

On working days

6hrs

On holidays

-

During examinations

-



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18. Does the library have an Open access facility

Yes	✓	No	
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19. Total collection of the following in the library

a. Books	-	4871
- Textbooks	-	3473
- Reference books	-	1398
b. Magazines	-	06
e. Journals subscribed		
- Indian journals		14
- Foreign journals		NIL
f. Peer reviewed journals		14
g. Back volumes of journals		19
h. E-information resources		
- Online journals/e-journals		02
- CDs/ DVDs		14
- Databases		-
- Video Cassettes		-
- Audio Cassettes		02



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20. Mention the

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

141.50

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

☒



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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

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

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



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

1.5%

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

	I (2014-15)		II (2013-14)		III (2012-13)	
	Num ber	Total cost (in Rs.)	Num ber	Total cost (in Rs.)	Num ber	Total cost (in Rs.)
Text books	50	10619/-	106	18508/-	192	10800/-
Other books	-	-	-	-	75	10200/-
Journals/ Periodicals	14	7720/-	14	7670/-	14	6822/-
Any others specify and indicate	-	-	-	-	-	



Criterion V: Student Support and Progression

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

Programmes	Year 1 (2014-15)	Year 2 (2012-13)	Year 3 (2011-12)
D.Ed.	-	-	-
B.Ed.	02	03	01
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

- 2013-14 zero session by Jiwaji University.

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?

NIL

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---



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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100%	96%	98%						
Number of first classes	96	93	94						
Number of distinctions	39	34	41						
Exemplary performances (Gold Medal and university ranks)		5 th	2 nd						

- Session 2013-14 is zero session declared by Higher Education.

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

	I	II	III
CTET	6	7	
NET SLET/SET	X	X	X
Any other (specify and indicate)	X	X	X



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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	Bus Fees fully exempted	Bus Fees fully exempted	Bus Fees fully exempted
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	✓
-----	--	----	---



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

Yes	✓	No	
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If yes, number of students residing in hostels

Men

180

Women

50

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

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes	✓	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓	-	02	✓	-	03
Inter-university	-	✓	-	✓	-	01
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	X	X
Regional	X	X
National	X	X
International	X	X



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18. Does the institution have an active Alumni Association?

Yes	☒	No	☐
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If yes, give the year of establishment

2014

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

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

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

Yes	☒	No	☐
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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	-	-	-
Employment (Total)	30	20	23
Teaching	30	20	22
Non teaching	-	-	01



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23. Is there a placement cell in the institution?

Yes

☒

No

☐

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

1 (2014-15)	2 (2012-13)	2 (2011-12)
02	03	02

- Most of the students go directly for their placement.

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

☒	☐
☒	☐
☒	☐



Criterion VI: Governance and Leadership

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

Yes

☒

No

☐

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

Governing Body/management	03
Staff council	03
IQAC/or any other similar body/committee	01
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	BOM IQAC

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

Loan facility

Yes	☒	No	☐
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Medical assistance

Yes	☐	No	☒
-----	--------------------------	----	-------------------------------------

Insurance

Yes	☐	No	☒
-----	--------------------------	----	-------------------------------------

Other (specify and indicate)

Yes	☐	No	☒
-----	--------------------------	----	-------------------------------------



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

N.A.		
------	--	--

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

02

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

National

0	0	1
----------	----------	----------

International

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

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

0	0	3
----------	----------	----------

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

0	0	6
----------	----------	----------



e. Research development programmes attended by the faculty

0	5	4
---	---	---

f. Invited/endowment lectures at the institution

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

Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

2hrs Average



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

Grant-in-aid	-
Fees	3136000/-
Donation	-
Self-funded courses	-
Any other (specify and indicate)	1576104.29
(Bus Fee, Interest on FDRs and Loan from other sources)	

9. Expenditure statement (for last two years)

	Year 1	Year2
	(2014-15)	(2013-14)
Total sanctioned Budget	4712104.29	4055233.36
% spent on the salary of faculty	59.65%	68.45%
% spent on the salary of non-teaching employees	7.75%	8.43%
% spent on books and journals	0.63%	1.04%
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	3.45%	1.89%



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% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.94%	3.06%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.42%	0.31%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.27%	0.76%
% spent on travel	0.06%	0.27%
Any other (specify and indicate)	23.83%	15.79%
Total expenditure incurred	100%	100%

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.	Year
-	899253.29/-	2014-15
-	3797482.36/-	2013-14
-	729919.00/-	2012-13



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11. Is there an internal financial audit mechanism?

Yes

✓

No

☐

12. Is there an external financial audit mechanism?

Yes

✓

No

☐

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

Administration

Yes

✓

No

☐

Finance

Yes

✓

No

☐

Student Records

Yes

✓

No

☐

Career Counselling

Yes

✓

No

☐

Aptitude Testing

Yes

✓

No

☐

Examinations/Evaluation/

Yes

☐

No

✓

Assessment

Yes

✓

No

☐

Any other (specify and indicate)

Yes

☐

No

✓

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

Yes

✓

No

☐



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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐



Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance

Mechanisms ?

Yes

☒

No

☐

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

Yes

☒

No

☐

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

	Category	Men	%	Women	%
a	SC	11	11.22%	8	8.16%
b	ST	0	00%	1	1.02%
c	OBC	11	11.22%	11	11.22%
d	Physically challenged	-	-	1	1.02%
e	General Category	11	11.20%	44	44.92%
f	Rural	15	15.30%	22	22.45%
g	Urban	18	18.37%	43	43.87%
h	Any other (specify)	-	-	-	-



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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0%	01	9.09%
b	ST	0	0%	0	0%
c	OBC	2	28.57%	02	18%
d	Women	4	57.14%	02	18%
e	Physically challenged	-	-	-	-
f	General Category	5	71.42%	06	54.55%
g	Any other (specify)				



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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	14	10	14	10
ST	01	-	01	-
OBC	10	14	10	12
Physically challenged	01	01	01	01
General Category	73	76	70	71
Rural	63	68	62	62
Urban	35	32	33	31
Any other (specify)	-	-	-	-



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Summary

Institute of Professional Studies, Department of Education, Gwalior was established in 2005 by the dynamic group of “Deendayal Krishi Avam Gramin Prodyogiki Vikas Sansthan” consisting of vision any people with an aim to address the growing demand for high quality human resources worldwide. The group is headed by its Chairperson Mrs. Shobha Mishra. The Institute not only imparts value based education but an experience where everyone associated is a part of dream, a mission to see a qualitative change in the educational scenario of the state. The institution function with a self defined motive of the society by making their lenient contribution to education specially through teacher education. We believe that our youth have the intelligence, the talent and the potential to be the most successful people.

Institute of Professional Studies is one of the Institutions under the group of IPS Group of Colleges. The other colleges run by the group are Institute of Professional Studies-College of Pharmacy, Gwalior and IPS College of Technology & Management, Gwalior.

Institute of Professional Studies is located at Shivpuri Link Road. This college is affiliated to Jiwaji University, recognized by NCTE, Bhopal and approved by Madhya Pradesh Higher Education, Bhopal. The institute follow all the norms and decisions of the regulatory bodies such as NCTE, Jiwaji University, Gwalior and the Government of the



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Madhya Pradesh, recruitment of faculty, admission procedure, fee structure and curriculum to enact. The College runs Department of Education and Department of Physical Education. Department of Education has B. Ed. and IGNOU Programme Study centre. All the courses are self finance private and the resources are mobilized through fees and contribution from Management.

The building of the institution is a good example of architecture. The campus is spread over 80acre in which 10.26 acre is for Institute of Professional Studies. The Institution has tremendous infrastructure including spacious classroom for students, Girls Common Room a rich and well stocked Library, a large multipurpose hall, seminar room, new well equipped laboratories, a spacious conference room and open amphitheatre and comfortable faculty rooms. The college also offers facilities of Indoor and Outdoor games in addition to the facilities of canteen, provision for safe drinking water, first aid facility and uninterrupted power backup. The whole campus is equipped with internet Wi-fi and has fax and photocopier machines.

Providing a competitive environment, the College has adopted a dynamic, global and holistic approach to education, as well as research and development. Keeping abreast of modern developments, the Institution is constantly restructuring itself and renovating its physical infrastructure as well as its research and education facilities. The vision and mission of the college aims at the cultivation of a virtual culture.



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The trust of mission is in complete synchronization with the spirit of the emerging scenario in the present world.

1. CURRICULAR ASPECTS

The Department follows the curriculum designed and prescribed by the Jiwaji University. It offers the two years Bachelor degree course. The course is offered in yearly but from the session 2015-16 it is in semester mode. The Teaching-learning process aims at achieving not only professional/academic development of the students but also their overall personality. The course is designed to enable students perfect teaching skills which they subsequently put into practice as teachers at the secondary levels. The fundamental goal of the teacher education program is to prepare students for challenges by providing opportunities to attain skills and knowledge to be a good and efficient teacher. Guest lectures by eminent personalities in the relevant area, workshop, and seminar are also modes of importing quality education. This commitment towards education has enabled us to be consistently ranked among the finest Institution in Madhya Pradesh. Different committees like internal quality assurance cell, Admission Committee, Library Committee, Cultural and Sports Committee, Examination Committee, Women Ant Harassment Cell, Research Advisory Committee function effectively to improve the quality of curriculum.



2. TEACHING –LEARNING EVALUATION

The Teaching-Learning process is strengthened through lecture, seminars, paper presentations. The latest ICT equipment substantially contribute to the teaching-learning process.

The classes are handled by qualified full time faculty members. The teacher educators are encouraged to keep abreast of latest developments in their respective subjects through Well Equipped Library, Seminar, Participation, Writing articles in leading journals facilities of well equipped Computer Laboratory and Internet Facilities, Smart Class, good Indoor and Outdoor Stadium are extended to all teachers and students. Library has a good collection of books, encyclopedias, journals and reference books.

The pass percentage of students have been quite impressive and got place in University merit list also. Weaker students are given remedial teaching. The tutor mentor system is successfully conducted to elicit the problem of the students. Counseling is provided for the needed students. The student-teachers are continuously evaluated by conducting unit test, and pre sem. exam awarding internal marks 25 & external evaluates carrier 75 marks.

3. RESEARCH, CONSULTANCY AND EXTENSION

Being a self finance private institution it has no research projects from Govt. agencies, but the management has encouraged our faculty members providing incentives, to conduct national and international



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seminars, workshops publishing the journal totally financed by the management. The students are also motivated to present the paper in the seminar. Our staff members have presented papers in the seminars and workshops organized by other universities and colleges. Faculty members have availed the opportunity to attend the orientation and refresher courses on academic leave.

4. INFRASTRUCTURE AND LEARNING RESOURCES

The campus has **10.26 acres** of land which has a vast scope for expansion of academic activities. The total built up area of building is **7012.55sq. mts.** Well furnished, classrooms, sophisticated laboratories, multipurpose hall, smart class, ICT facilities, computer center, Indoor & outdoor stadium having Gym (lower & upper), shooting range, jacquee, sauna bath, steam bath, Indoor basketball, badminton, in outdoor 400mt. track, hockey & football, Kho-Kho grounds, boxing ring, swimming pool are utilized by staff & students on regular basis.

The college library has a very good collection of over 7000 books in which more than 4600 books are for education. Many magazines, periodicals, journals and technology aided learning which enable the students to acquire information, knowledge and skill required for the study are available. The library is kept open in all working days from 9:30 to 4:00pm. The library is automated with the help of library software Libsys.



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The college has both boys' & girls' hostel. Boys hostel of 180 capacity in college campus and the girls hostel with a capacity of 50 is in the city. Bus facilities are available to commute daily to and from the city. Wi-fi facility is available in hostel & department both.

5. Student Progression and Support

Since the above said programme, are activity and skill oriented. The candidates seeking admission in B.Ed., programme have to undergo a online entrance test conducted by Vyapam, Madhya Pradesh, by conducting these tests, the institute ensures preparedness of the candidate for the programme opted by them. University rank holders are given cash awards. Further incentives are given for sports achievements and other co-curricular activities. Our college has grievance redressal mechanism. The students have representation in various committees like, Mess Committee, Research Development Committee and the Journal Committee.

The college committee issues policy direction to the college. Various committees have been constituted for curricular, co-curricular and extracurricular activities. The IQAC also plays a role in quality assurance. The class coordinators with the help of the Students' Redressal Cell, the grievances of the students, if any are properly settled. The Women's Welfare Committee takes care of the women related activities. A constructive learning atmosphere prevails in the college.



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The institution has the following mechanism for Quality Assurance Management Committee, Constitution of Internal Quality Assurance Cell, Staff Counsel, Staff Selection Committee, Women's Welfare Committee and Parents Meet.

6. Governance and leadership

Our college has a number of bodies and committees which strive for the effective organizational set up and good management. These bodies and committees discuss various issues and complex matters in depth and recommend the decisions to the department through the Principal. This enables wider participation of the faculty and others in decision making. The practice of delegation of powers to the committees has led not only to a sense of involvement of faculty members but also for a speedy and effective administration.

Our Management deserves the right to strengthen the resources base of the college. All items of expenditure are budgeted and there is transparency in all transactions. It also deserves to initiate good welfare schemes for the faculty and the students. Training programme for the staff are arranged periodically for refreshing their subject matter.



7. Internal Quality Management

All academic and administrative officials of the college are committed to provide best quality education in line with requirements and satisfaction of the students and their recruiting bodies.



Criterion – I Curricular Aspects

1.1 Curricular Design and Development

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

Institute of Professional Studies has learning environment which was founded keeping in mind the long term goals of the society and community oriented objectives.

Objectives:-

The objective of the Institute therefore has been to produce competent and committed teacher, who can play significant role in achieving the national goal. The objectives of department are: -

- To identify, and nurture the potentialities and the universal values in the student teachers required for the welfare of the society and nation at large.
- To make them adapt and understand the olden educational system and its philosophy and the development in the current era matching the global needs and challenges.



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- To inspire and to make the student teachers skilled for excellence in teaching, learning, research and innovation.
- To innovate, adopt and execute the knowledge of ICT for teaching, learning and training of student teachers to meet the global as well as domestic emerging issues, needs and problems.
- To instill the confidence in the student-teachers to derive an everlasting capacity of realizing and executing their roles and responsibilities in learner's holistic development.
- To provide an encouraging environment to the professional growth of teacher educators and student teachers.

Our other considerations

- To develop a sense of responsibility and understanding about our ecology/environment, threats, challenges and roles.
- To develop a sense of respect in terms of gender equality, disadvantageous section of society and differently abled persons.



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- To generate the understanding and knowledge of our survival values which they can propagate and develop in the students.
- To orient and train the student-teachers with such contents through personal and group discussion/class teaching where they sharpen their intellect required for the ideal civil society for better tomorrow.
- To make the teaching environment conducive for enhancing their teaching skills and competencies so that they are able to translate this knowledge into action in the classroom as a school teacher.

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

Though it is the prerogative of the university and its apex bodies to make changes in the curriculum to be implemented by the affiliating colleges as such yet there is a scope to implement this curriculum with different methodologies and contents.



Feedback is taken every year from the faculty members, students' alumni, employers, academic experts and analyzed to find out different areas which require immediate attention for minor changes in the size of content, the methodologies used and the process and tools for internal assessments.

Practice sessions are also restructured making it more suitable and student friendly hence getting better result.

Despite the limitations of a department in making any major changes in the curriculum we forward our suggestions based on the feedback from the stakeholders to the Board of Studies of the University, where fortunately we are the member.

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

The institute regularly organizes international/national seminars/conferences to share the changes in the educational system/ contents/methodology as per the changing trends or needs in the education at the domestic as well as global front.

The large number of International/National journals and periodicals, subscribed in the college library are consulted for updating the knowledge.



As and when such important information is available we try it first in our department and then forward the same suggestions to the university.

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

The curriculum of B.Ed. course finalized by the university consist of all these thrust areas in one or the other way.

There was an exclusive paper, “Education in Emerging India” dedicated to these national concerns which includes units on Social Change, National Integration, Population and Environmental Awareness, Human Rights and Duties.

Besides this there are optional papers on:

- Environmental Education
- Women Education
- Value Education
- Population Education
- Health Education
- Education Technology

In addition to the classroom teaching on the given topics/papers as a regular part of curriculum, the institute ensured to inculcate a



sense of general understanding and responsibility about these national issues through debates, seminars, group discussions, cultural programmes, sports activities and community work.

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

Yes, the institution makes use of ICT for curricular planning. Our faculty members make maximum use of modern equipments like OHP, LCD, smart class, and Power Point with internet facilities. These tools help in showcasing the maximum content available in a more visible way and makes a platform for wider discussions and interactions hence helping the students to learn effectively and at a faster pace.

1.2 Academic Flexibility

The faculty of the institution is accountable for developing the students to understand theoretical concepts of the curriculum as well as its real life applications through various means. We follow the principle of both way learning. The students suggestions are also taken into consideration for better learning environment.



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

The system for teaching as a reflective practice in the institution involves the stages mentioned below:-

- Teacher educators are asked to identify the current issues.
- They devise changes for improvement to be made with the action plan.
- They implement the suggestions and monitor it on regular basis.
- Class seminars, practice teaching, demonstration classes, micro teaching sessions, models of teaching classes, teaching practice, guest lectures, workshops and simulated teaching form the basis of activities done in the college.

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

The Institute does not restrict the learning process to the stereotype classroom teaching only.



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The faculty members are given full freedom to devise the new techniques and contents for making their teaching more attractive and informative.

On the campus and off campus learning experiences are provided to the students in the excursions and operation of the curriculum framed with adequate flexibility and scope.

The institution organized seminars on different topics related to the B.Ed. curriculum in the presence of expert guest faculty in that particular area at regular intervals to add up to the students' learning experiences.

The teaching faculty maintains good interaction with the schools in the close vicinity. The principal of the schools are often consulted to improve upon practice teaching programmes.

Institution has organized a National Conference on "Role of Curriculum, Statutory Bodies and Policy Framework" as soon as the new set of NCTE regulations come into being.

Institution has also organized an International workshop for student-teachers and school teacher on "A Collaborative approach to delivering science teaching methods suitable for diverse classrooms" in collaboration with National Association for Research in Science Teaching (NARST) USA with resource person from Curtin University.



Thus the faculty members are free to use their wisdom for the best to give to the students.

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

For all these skills there is already a provision in the curriculum of the university. The institute is implementing the curriculum with all these value added courses and trying its level best to make maximum use of its resources related to the course.

The student-teachers are engaged in verbal and written communication skill sessions through group discussions and debates related to various issues of national importance. We organized, Poems, essay and story writing competitions now and then as part of the curriculum. Students were given an opportunity to enhance communication skills in small established Language Lab.

ICT skills are developed through well established computer labs/language lab using various tools.



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Personality development classes are organized where institution provides different personality development programmes such as debate competition, seminars, plays, dramas etc.

Research Development:– The institution has a well established research and publication department.

The functions of this department includes :-

- Publication of Bi-annual Research Journal – “Journal of Educational Chronicle.
- Guiding research scholars.
- Organizing national and International seminars, workshops and extension lectures.

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

Interdisciplinary/ multidisciplinary: - The faculty is encouraged to participate in seminars/workshops which focus not only on education but also on science and IT related issues. The eminent educationists are welcomed by the institution to disseminate their knowledge. In this way the institution has interactive way to augment the skills of lecturers and students.



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Multi–Skill Development:- At present we are passing through an era of globalization which require multi-talented workers in all the work settings. The institution includes the variety of activities and events for the all-round development of the students such as workshops, debate competitions, dancing and singing competitions, Rangoli Competition, essay and creative writing competition, plays, computer classes and life skills like health, and environmental programmes, awareness Programmes.

Inclusive Education: - The Institution provides indiscriminate and conducive teaching learning environment to all sections and all types of students teachers whether they are below poverty line, differently abled or belonging to any religion or caste.

Practice Teaching: - As B.Ed. course is a teacher training course, in it there is proper provision for practice teaching in simulation as well as in actual classroom situation. Every student teacher completes microteaching, practice teaching. During this period of 15 days of microteaching & 40 Lessons of practice teaching student-teachers are properly oriented towards teaching skills, lesson planning and effective teaching.

Work Experience/SUPW:- The aim of B. Ed. Course is to develop competent and skilled teachers. A teacher can become capable of contributing in various ways in the development to the



society. B.Ed. course/curriculum has the provision to develop certain skills through various work experience. In the syllabus of B.Ed. SUPW has been included as a compulsory activity to give various options to the students for developing certain skills through work experience. Student-teachers are encouraged to participate in various community services, extension activities. Apart from this student teachers are also encouraged to participate in sports activities, International and National Day celebrations, Literary activities, cultural activities etc.

1.3 Feedback on curriculum

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

The institution has adopted well oriented mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular aspects of the programme being run in the institution. For getting feedback on curriculum following practices are in vogue:



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The institution, after each session, gets online feedback from the students which covers all aspects from the teaching skill to the contents of the subject. This information is summarized and statistically analyzed from different angles for further use.

The faculty members, with the feedback from the students, formally meet to review and discuss the points raised by the students on strengths and weaknesses of the activities. They also discuss the points related to teaching skills of the teachers in terms of handling of the curricular contents. These suggestions are considered for further improvement in the curricular activities.

The same way, institute invites suggestions from the schools where our student-teachers go for teaching practice, in terms of the skills and competencies developed through the current curricular activities.

Alumni meet is also a good platform to gather feedback on the teaching outcomes in the schools they work.

Guest faculties and other resource persons working in different sectors are also invited to give their views and suggestions on the new thrust areas.

The institution has established extension linkages with Community and local educational institutions i.e. practice



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teaching schools. We also receive suggestions from the community members at that time.

The institution always invites Heads & staff of the practice teaching schools, parents of the student-teachers & community members in various activities, functions and sports meet etc., where they provide their valuable feedback & suggestions to the course.

The feedback from the school teachers, during practice teaching about the B. Ed. Course and their experience at practice teaching is collected and reviewed.

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

The feedback collected through the above mentioned formal and informal ways are placed in the periodical meetings of board of studies of the affiliating university, where discussions are held on all such suggestions and decisions are taken to make required changes for improvement in the curriculum every year.



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

The institution also plays a role in the curriculum development process through appropriate analysis of feedback given by the various stakeholders from time to time and forwards the suggestions to the affiliated university. Since there is curriculum regulatory body of the B. Ed. course is the Jiwaji University, Gwalior so there is not much scope for any self-financing institute in the development of the curriculum. But the institution, at its level, tries its best to communicate the urgent need & requirements for the modification in the curriculum.

The faculty of the institution have been contributing at University and education department level in designing, reframing and modification of curriculum. The summary of their contribution in the last years is given below:



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Summary of Contribution of Faculty Members in
Curriculum Development, Design, Change & Other
Educational Areas

S. No.	Name of faculty member	Area	No. of Area of Contribution
1	Dr. Rama Tyagi, Principal	Board of Studies, Curriculum Committee Member as VC Nominee for B.Ed., M.Ed. and M.A. (Education) Contributed as Resources person in Workshop of NCTE curriculum committee organized by Jiwaji University, Gwalior	8
2	Mrs. Vibha Tiwari	Board of Studies Member, Jiwaji University, Gwalior	2
3	Mr. Satish Chandra	Contributed as Resources person in Workshop of NCTE curriculum committee organized by Jiwaji University, Gwalior	1
4	Mr. N.Rohan Meetei	Contributed as Resources person in Workshop of NCTE curriculum committee organized by Jiwaji University, Gwalior	1



1.4 Curriculum Update

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

Institute of Professional Studies, Gwalior is affiliated to the Jiwaji University, Gwalior. The institution is not authorized to make any significant changes in the curriculum on its own. It is done by the university itself. However no such major curriculum revision has taken place during the last five years. To meet the changing needs of teacher training programme it has been proposed by the institution to add new practical subject as Computer Education so as to sensitize the student-teachers about needs of the programme. Since the new curriculum has been implemented in the colleges from the session 2015-16 the outcome will be known after a year or so.



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

As stated in the foregoing session, opinions/suggestions based on the feedback, experience gained while conducting the course, are placed before the BOS for its consideration.

1.5 Best practices in curricular aspects

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

- Regular update about the subjects through various sources has been in the practice.
- Aggressive approach has been adopted for the use of ICT.
- Use of smart class and computer aided instructions are in use.
- Most of the classes through power point presentation.
- Video Recorded feedback on Micro teaching and Model lessons/demonstration.
- Online transparent and fair feedback systems from the students/teachers.



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- Practice teaching with the help of new teaching aids'
- Teaching aids workshop for improved method of using them.

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

- Organised National Conference on curricular framework.
- Use of ICT linked tools to make the curricular activities more understandable and attractive.
- Organized a workshop on Dialogue pedagogy.
- Availability of Broad band internet connectivity with 4mbps.



Criterion II: Teaching- Learning and Evaluation

2.1 Admission process and student profile

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

As per the policy of the state government, the college admits students through a common test “Pre Teacher Entrance Test” (PTET) conducted by, VYAPAM the State Vyavsayik Pariksha Mandal, Bhopal, Madhya Pradesh.

The students have a choice to opt any B.Ed. college, depending upon their merit score.

Eligibility : The students of General Category have to score 50% marks and the candidates of reserved category have to score 45% in UG category. Otherwise she or he is not considered eligible for admission to B.Ed. The eligibility criteria as prescribed by NCTE and the reservation policy of State Government for B.Ed. is followed strictly. The students are allotted to the colleges by the coordinator. The college admits students on the basis of the list of the qualified candidates received from the coordinator.



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

Advertisements are published in the leading Newspapers. The advertisements contain the details of course content, fee structure and facilities available. The same information is available on the college website also. In addition, a prospectus is issued along with the application form to the allotted students.

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

The notifications and circulars related to the admission, issued by the Department of Higher Education, VYAPAM and NCTE are maintained by the institute and complied with strictly.

The admission committee at the college level ensures that the determined admission policies and procedures are equitably applied to all the applicants.

All the important information and procedures with respect to admission in the B.Ed. course are displayed on the website of Higher Education/MP Online. All the students allotted to the college produce their relevant documents at the Nodal Center



for the proper verification and deposit the fee in the form of Draft.

Once this process is completed the students approach the allotted college for filling college registration form and submit a copy of the documents.

In this whole process, which is extra transparent, the rules and regulations are strictly followed equitably for one and all without any favour.

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

The admitted candidates, as per the admission policy of State Government, are from diverse population. The mixed group consists of SC/ST/OBC, women, and students from other states. It has always been the prime concern of the institute to give a very lively, joyful and conducive environment to these students.

It is ensured to pay special attention to the students from other states so that they feel free to communicate with the peers and the faculty members.

Female students are given a very friendly and liberal environment



where they study fearlessly. There is women cell in the institute which looks after the issues raised from time to time by the female students.

To respect all the religions and the rituals, different festivals important for different communities/religions are organized with same enthusiasm and fervour.

The institute's infrastructure is hassle free for physically challenged students. We also ensure that they are given extra care and facilities to make them feel at par with other students.

As a result of the above measures taken by the institute there has never been any complaint/issues related to the said parameters hence ensuring 100% retention of the students till the completion of the course.

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

Yes, the institution has following provisions for assessing students' knowledge/needs and skills before the commencement of teaching programmes:

The orientation programme is a daylong activity. It starts with de-freezing exercises/games which makes them close & informal with each other. This is followed by individual introduction which is



also semi-customized and gives the ample chance to the teacher educators to assess their knowledge/needs/skills.

The teacher educators also make them aware about the subjects, practice sessions, optional papers and other activities throughout the session.

The students are given fair chance to clear their doubts and apprehensions related to the subjects, timings and the academic environment in the institute.

It is tried to reschedule the timings and/or activities as per the choice of the majority without deviating from the core principles.

During this orientation programme the members of different committees of the institute like cultural and sports identify the students having the required skills or keenness to join such activities.

2.2 Catering to Diverse Needs-

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

The annual calendar of academic and co-curricular activities is prepared where weightage is given to maintain a balance between academic as well as other developmental parameters like social, cultural and moral aspects.



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Academic activities, besides classroom teaching, are extended outside the campus also where the students get a chance to come face to face to the real life challenges a teacher may face.

These activities include visiting schools, meetings parents and attending various activities organized by different agencies. Students are also taken to the institutes of Higher learning and policy making bodies like NCERT and NUEPA.

The institute organizes various subject related competitions, group discussions and demonstrative classes. Students are involved in such activities not as participants but as a member of the organizing groups.

To develop an interest and enhance their technical knowledge students get free access to all the ICT related aids and equipments where they are advised and guided to explore new developments at the domestic level as well as globally and use it in their presentations, teaching practice sessions and in the making of models/teaching aids.

Students are encouraged to join different co-curricular activities to enhance their skills. Cultural programmes based on different themes/occasions are organized on regular basis to make them understand the varied culture of this country.

Some activities are regularly organized to groom their personality as a teacher and as a responsible and productive citizen of the



society. Such kind of endeavors provide a very lively and conducive environment for the students.

They are also motivated to participate in different sports activities which give them a chance to represent the college / division / university and the State.

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

There are various learning needs of the student teachers which are based on subject matter, individual differences & need of the curriculum. All the learning needs of the student teachers are taken into consideration. The following activities are organized to meet the diverse learning needs of the students.

- Student-teachers needs are explored through mutual discussions related to the curricular and non curricular areas.
- Extra classes for weak and needy student-teachers are organized.
- Issuing extra books to student-teachers during annual examinations.
- Arrangement of seminars at class level as well as college level.
- High scoring and studious students are given opportunity



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to help the poor students through making cohesive groups.

- Organizing the Extension Lectures by prominent educationists.
- Student-teachers are motivated to attend workshop/ Seminars/Competitions etc.
- Assignment and projects are assigned to the student-teachers.
- Proper orientation about examination and evaluation system
- Proper & appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.

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

The learners are encouraged and facilitated to enhance learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, smart class, internet access and well equipped labs.

Remedial Teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core



papers and handouts are designed for higher achievers.

ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners. Bilingual method of teaching-learning process is used in the class. Study materials are provided according to their needs in bilingual form.

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

The faculty members are recruited not only for their academic skills but also for their social consciousness and the ability to communicate and share knowledge. The process of staff selection includes, interview by the university selection committee followed by demonstration lecture.

The faculty members are trained in the new techniques and process as and when there is any update in the syllabus of the university.

Research competency is given due credit. Candidates selected without a doctoral degree are asked to complete their Ph.D. degree in specified period.

The management encourages staff to do research. On duty leave is granted to staff to participate in seminars, workshops,



orientation programmes. The management takes special care to ensure, that the members of the staff make the best use of all the resources available like internet provisions, digital library, computers, LCD's, & OHP's etc.

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

The institution organizes various extra and co-curricular activities to develop knowledge and skills related to diversity and inclusion which ultimately give them an additional edge in classroom teaching situations such as innovative practice in practices teaching, debate competitions, essay competitions and workshops on action research.

The college provides a wide variety of such practices which enable student-teachers to be innovative and skillful and adopt human values. Some activities are:

I. Organizing daily morning assembly where all the faculty members and student-teachers assemble for prayer and other assembly activities. The Morning assembly includes following activities: -

- Saraswati Vandana



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- Prerak Prasang (Inspirational tale)
 - National
 - Thought of the day
 - Attendance
- II. Organizing various social and cultural programmes.
- III. Celebrating days of National, International and social importance, such as the Republic Day (26th Jan.), Independence Day, Women's Day, , Diwali, Aids Day, etc.
- IV. Organizing Extension Lectures. The experts coming to conduct lectures and interaction sessions.
- V. Daily display of thought under 'Thought of the Day' of eminent thinkers & educationists on the display board.
- VI. While organizing any activity/function at the college level student-teachers are assigned duties/responsibilities to provide them opportunity to organize various activities.
- VII. While organizing various competitions at college level, student- teachers are assigned different responsibilities.



2.3 TEACHING-LEARNING PROCESS

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

The students are engaged in active learning by the following methods.

- Active learning is emphasized and adopted in each and every stage of learning
- The library is having text books, Reference books, Surveys, Encyclopedia, Magazines and books of general interest. Students are motivated to sit in the reading area of the library and make a habit of reading course books as well as books of general interest.
- E-information resources, CD and DVDs, Periodicals, Journals and Back Volumes are used in the classes and seminars to widen their knowledge base.
- Self learning activities through creative and innovative methods are preferred to traditional method. Opportunities and freedom are given to the students to do some innovative things to make the learning process faster and fruitful.
- Book review, lesson planning, debate, team work, seminar,



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work shop, field work and educational trips are arranged. This kind of activities give more exposure to the students.

- Group and individual projects are assigned to students in their respective optional subjects.
- Group discussions are conducted on some common concerns and topics of national interest. Some group discussion also are organized on subject matters to create better understanding and consensus among students.
- Class seminars are arranged
- Peer – teaching is encouraged
- Practice teaching sessions are given due seriousness and freedom to innovate.

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

- Students are involved in tutorials, laboratories and seminars
- Life skill courses are imbibed
- Knowledge management skills are inculcated by inviting students ideas and concepts in projects
- By encouraging them to use the Institutional facilities like



digital library and educational gadgets

- By encouraging them to present papers in national seminars
- Quiz Programs, Educational Trip, Community activity etc., are conducted by involving the students
- Computer aided instruction and practice sessions are regularly organized.

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

- Besides lecture method, the teachers make use of overhead projector as well as power point presentation for taking theoretical topics.
- In addition to the traditional methods of teaching some new modern technologies like Interactive models, Project method, Demonstration cum experimental method, Computer aided observation method are applied.
- The teachers also use laboratory for imparting knowledge with practice aspects of a subject by seeing, doing and experiencing.
- Group discussions & seminars are also organized by the teachers.
- Projects are also assigned to students.



- Students of the college are sent for imparting coaching to outside agencies/schools.

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

The institution lays emphasis on all the models of teaching as mentioned in the curriculum like Micro teaching, Inquiry Training Model and Flander's Interaction Model.

The students are given basic information of these models and they are made to prepare their lessons according to these models. For example, the students observe the classes of the peer group according to ten category components of the Flander's Interaction Model.

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

Yes, the student teachers do use Micro-teaching techniques for developing teaching skills. Each student gives at least 3 lessons per skill. The skills practiced are as follows :

- Introduction Skill.



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- Probing Questions
- Introductory Questions
- Illustration with example
- Lecturing
- Explaining
- Stimulus variation
- Reinforcement
- Black-board writing Demonstration
- Class-room Management
- Blue Print
- Bloom's Taxonomy

Micro teaching is a training technique in which complications of class teaching are removed. By preparing a micro lesson plan on topic content a student teacher teaches a small class consisting of 5 to 10 student teachers for practicing teaching skills. After teaching for 5 to 7 minutes the student teacher stops teaching. He is provided feedback from various sources: Supervisors, peer group and audio and video recordings. Having obtained feedback the student teacher amends his lesson plan on the basis of given suggestions and re-plans and re-teach the lesson. After that he re-teaches the amended lesson to other students (5 or 10). This way also he obtains feedback. Thus a micro teaching cycle is completed.



2.3.6 Detail the process of practice teaching in schools.

(Lessons a student gives per day, lessons observed by the teacher educators, peers/ school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

While selecting the schools for practice teaching the following process is adopted:

I. Identification of schools for practice teaching :

First of all schools are identified for practice teaching of the student teachers.

Following criteria are kept in mind while identifying the schools:-

- The school should be in easy access of the student-teachers.
- The allocation of teacher-trainees according to the students enrolled per school.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition / affiliation of school.
- Medium of instruction at the school.

On the basis of the above mentioned criteria the detailed survey is conducted by the teaching practice committee of the college and then this committee selects the schools for



practice teaching.

II. Getting consent from authorities: -

After selecting the school for teaching practice, the consent of the authorities concerned is taken for availability of schools for teaching practice. For taking consent to conduct practice teaching in government schools proper channel is followed and consent from higher authorities' such as District Education Officer is taken. Then with the permission letter from DEO, teaching practice committee meets the head of the concerned school and gets permission to conduct practice teaching. If practice teaching is conducted in a private school then the consent of the headmaster or principal is obtained.

III. Division of group & mentor teacher:-

After selecting the school for teaching practice and getting their consent, the various student-teachers are assigned to different groups and school. While assigning the schools to student-teachers, various needs & requirements of the student-teachers are kept in mind. Every care is taken to provide nearby school to the student-teachers. A group comprises almost 20-30 student-teachers and two teacher educators as supervisors.



IV. Completion of teaching practice:-

Teaching practice session at the schools lasts for 20 days in which each student is required to deliver 40 lessons in all and observes 20 lessons of their peers.

Before the commencement of practice teaching, they are also well oriented about the school environment.

V. Monitoring & Supervision by Teaching Practice committee & Principal:-

The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teaching practice committee and the Principal. The principal regularly visits various schools randomly and observes the conditions at the school. During the visit, she meets the head of the school, staff members, and student-teachers and also observes some practice teaching lessons and provides feedback accordingly. She also observes the difficulties faced by the student-teachers at the school and make necessary arrangements to remove/reduce them. Necessary guidance is also provided to the student-teachers and teacher in-charge as per the need.

Process of Practice Teaching:-

1. Orientation

Before the commencement of the actual practice teaching



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at the schools all the student-teachers are well oriented towards the rules & regulations of the school, school infrastructure, teaching faculty, school time table , school curriculum & environment etc. so that, they may feel themselves as a part of that particular school during the teaching practice days.

2. Number of Lessons Delivered by each Student Teacher:

During the practice teaching in schools each student-teacher delivers (presents) 20 lessons in each methodology course. It means total 40 lessons and two 2 Criticism lessons are delivered by each student-teacher at the end of practice teaching.

3. Number of Lessons Observed by a Teacher Educator:

For every practice teaching school two teacher educators are assigned the work as supervisors. They are assigned a group of almost 20-30 student-teachers.

4. Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans

- Each student-teacher observes 20 lessons in both the methodology courses delivered by their peer



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and also provide feedback to them.

- At the time of the observation of criticism lesson, all the student-teachers, teacher educators and school teachers observe the lesson.
- The criticism lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student-teacher.
- Appropriate suggestions are provided to him/her by peers, teacher educators & school teachers accordingly.
- Teacher educators regularly check the lesson plan & observe the practice teaching. They write their comments & suggestions about the lesson in the lesson plan note-book of the student teachers.
- School teachers are also asked to observe the lessons delivered by each student-teacher and provide necessary feedback. Thus, the process of practice teaching runs smoothly with the active participation of every student-teacher, teacher-educator, school-staff and higher authorities including Principal and Head of the schools.



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

In the old syllabus there was no provision of Block teaching. In the internship of the students they participate in school activities where they are attached with. They are given the syllabus to be covered in their practice teaching sessions in the given time by the school administration. During this period they not only do the practice teaching but also participate in all sort of activities both co-curricular and extra-curricular.

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

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the school teacher concerned. Mentor teacher plays the role of epicenter. If any



problem arises during practice teaching mentor teacher provides help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching periods. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain discipline during practice teaching. Student teachers are motivated to work within conducive, co-operative & self-disciplined environment. The student teachers also write a report of the school plan in which they discuss almost all the aspects of the school.

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

The teacher educators prepare the student teachers for managing the diverse learning needs of students in schools.

- i. A better understanding of the child psychology in school working conditions. Teaching methods and practice teaching generates mature individuals.
- ii. The teacher Educators keep pace with recent developmental trends in education and the increasing range of students' behavioral tendencies and needs by attending workshops seminars, reading



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journal, surfing internet and transfer this information to pupil teachers through orientation and workshops. Remedial and Diagnostics teaching is followed by the teacher educator and it's made sure that student teachers modify their teaching by following suggestions given by the teacher educators.

- iii. Student teachers are familiarized with individual differences and trained in the way to handle these differences.
- iv. Student teachers are exposed to diversities of sorts through various cultural activities and Attuned in to deal with the same well.
- v. Student teachers are required to use different skills for introducing and developing their lessons.
- vi. The student teachers utilize education technology in order to build variety, improve efficiency and effectiveness of their teaching for all. They use OHP, computers and other Audio- visual teaching aids for attending to the diverse learning needs.
- vii. Schools, prior to the commencement of internship, try to understand the learning-learner niceties and devise ways to meet the diverse learning needs.



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

- i. Institution provides the facility of smart classroom to the student teachers to train them in the era of new technologies. Faculty members and the student Teachers are kept actively engaged in the smart class room to get familiarized with the device.
- ii. The institution ensures availability of latest technological devices which can improve the practice teaching sessions quality and add up to the skills of the student teachers. It encourages use of transparencies, Audio-Visual aids LCD projectors along with the use of material aids to support practice teaching.
- iii. Student teachers are well trained to use modern technological equipment like computers, OHP, LCD projector etc. for making teaching learning process more effective. In this training they are taught about how to prepare, handle and use various kinds of teaching aids & modern technology.



2.4 Teacher Quality

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

Yes, the practice teaching plans are developed in sincere consultation, cooperatively involvement with the school staff and mentor teachers.

In the beginning of the practice teaching at the school, a formal discussion Session is arranged where all the student-teachers, staff members of the schools and head of the School share their views.

School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the respective school teacher. Mentor teacher plays the pivotal role. If any problem arises during practice teaching the mentor teacher provides help to the school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. It is the responsibility of the mentor teacher to maintain discipline at the practice teaching. Student teachers are motivated to work within



conducive, co-operative & self-disciplined environment.

The student teachers of the institution acquire all the essential teaching skills in classes before they go for practice teaching.

Model lessons are demonstrated by the teaching subject incharges concerned, who have an exclusive comprehension and experience in the subject. Mentor teachers integrate the ICT by using OHP, LCD Projector, power point presentations in orientation classes and demo lessons.

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

The institution has intake of 100 students which are involved in the practice teaching. Around 5 schools in the vicinity of the college are selected for the purpose of the practice teaching. Approximately 25 to 30 students are assigned to one student teacher. Thus the ratio is usually 1:20. The decision of allotment of practice teaching schools to the student teachers and ratio of student teachers to the identified practice teaching school is based upon the following facts.

- a. The total number of students or strength of the practice teaching school available for teaching practice.



- b. The infrastructure - classrooms, chalkboards & other facilities available for student teachers.
- c. The attitude of head & school staff towards practice teaching.
- d. The distance of practice teaching school from college and student teacher's locality or residence.
- e. Up to what standard the school runs.
- f. Whether the school is girls' or co-educational?

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

The mechanism of giving feedback to the students is prompt and effective. During micro teaching sessions conducted in simulations, the teacher-educator and the peers provide feedback about the lesson presented by the student-teacher. And also during the practice teaching session, mentor teacher along with the head and teachers of practice teaching schools, peer group of student teachers provide immediate feedback. The institution also plans to provide feedback through audio and video recording of the practice teaching lessons.

The mechanism adopted by the mentor teacher depends on the subject and nature of the practice lesson. All practice



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lessons are supplemented with immediate feedback to make the student-teachers aware of the mistakes. The mentor teacher himself observes each lesson and arranges a "discussion session" after practice teaching every day. The student teachers also make observations of their peer group members. In discussion session, mentor teacher encourages the student teachers to discuss their observations of practice lessons one by one. He/she creates a positive and motivating environment for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement.

Principal of the institution and head of the school also provide their dynamic feedback during practice teaching to student teachers. The mentor teacher educates and guides the student teachers about what to observe, how to observe and how to give feedback to their peers. The desired classroom interaction and teacher behavior and teaching-learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.



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

The institution's Principal asks mentor teachers, school heads and teachers of practice teaching schools, school students and student teachers to ensure that the student teachers are updated on the policy directions and educational needs of the schools. The Principal facilitates the mentor teachers by arranging a prior meeting of heads and staff of the practice teaching school with student teachers. The Principal also seeks permission of the DEO for practice teaching. The Mentor teacher establishes interaction between the staff of the school and the student-teachers. He ensures that all practice school teachers and staff be acquainted with the student teachers and all the student teachers develop a perspective about the vision, methodology, schedules and functioning of the school.

The Mentor teacher comes to know all the important policies of practice teaching schools through discussion with the head and staff of the school and familiarizes all the student teachers with them.

The institution arranges meetings with heads of all practice teaching schools from time to time. Heads of these schools are invited in different institutional cultural events as



guest of honour and judges. They are asked to brief the student teachers about different issues, problems and policies in school education.

The policy updates and educational needs of the schools are the main focus of wall magazine, morning assemblies, debate and discussion in our institution. The institution ensures that all its mentor teachers keep abreast of all educational policies like EDUSAT, Mid-day meal, recording of funds and the important documents in school education. The Mentor teachers provides the updates to all student teachers

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

The institution ensures that the faculty members and the students are updated with the recent developments in the school subjects and teaching methodologies by conducting various activities within the campus by

- Inviting expert guest faculty in that particular area on regular intervals
- By organising seminars, national and international workshops, exhibitions, symposium, debate competition, quiz competition and presentations on latest developments



in the educational field.

- The library of the institution provides various journals magazines, Research Papers of educational field and text books on the school subjects which are utilized by both the staff and the student-teachers so as to keep abreast with the school subjects. Information regarding recent developments in the school subjects and teaching methodologies like grading system, concept of smart classes and various common entrance examination etc. is provided to the student-teachers.
- The faculty members keep in touch with the officials of the department of education, M.P. to keep pace with recent developments in the school subjects and teaching methodology.

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

The institution pays special attention to ensure personal and professional growth of the teaching staff by:

- Regular training of the staff members by expert guest faculty.



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- Providing on-duty leave to participate in seminars/workshops etc.
- Encouraging them for research work and Ph.D. in their respective areas. (if they haven't done yet)
- Sponsoring the faculty members for attending orientation, refresher programmes conducted by UGC in other colleges of various universities.
- Wide range of study-material is made available to them to support further studies.
- Internet with broadband is made available for easy access to the e-material for self-development.

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

The Institution thrives for excellence in teacher education. It has a strong and spontaneous conviction that we are a family with a single vision to get acknowledged as a premier institution for teacher education with a difference. This difference is created by motivating and rewarding the staff members for their endless efforts and appreciable performances in this direction. The administrator/Principal and managing committee recognize and reward the staff



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members by following mechanisms:

- The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel, innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
- The Faculty members with exceptional best results are recommended to become members in different penal of the university.
- The institution has a provision for its good performing teachers that they can obtain academic leave for research and studies.
- The institution recognizes the catalytic role of active and dedicated teachers and motivates them by conferring upon them the special roles as staff secretary, student advisor.
- The institution provides desirable facilities to its good performing staff members i.e. PC for personal use, internet and fax for their teaching, training, academic and research work.
- The Principal and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
- Incentives, facilities, recognition and personal care and



concern of faculty members restore their faith and devotion to the institution.

2.5 Evaluation Process and Reforms

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

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all necessary measures are taken. The barriers to student learning are checked immediately. The environment of the institution is conducive and congenial to the student teachers' full potential actualization.

The students' class room problems and campus experiences are invited to share by the tutors and all student- teacher incharges. Their requirements, suggestions, needs and problems related to the sitting arrangement, books, transport, canteen facilities, medical facilities, learning barriers, peer group disturbances or any other personal problems are properly identified and addressed. These problems are solved with the help of teachers, principal and the



managing committee. The faculty members walk an extra mile for solving the learning problems of student teachers. Teachers' personal attention and care facilitates the student teachers to share his/her learning problems.

Teachers provide remedial teaching, repeat or modify the instructions delivered already and make changes in their lesson plans and teaching aids and teaching methodology. The provision of 'suggestion box' also provides an extra space to student teachers to share their views on different learning barriers in the campus.

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

The institution has developed multi-level evaluation process for the appropriate assessment of student learning as it has only one-year degree programme and annual and final examination for the same is conducted by the affiliated university (JIWAJI University of GWALIOR) at the end of the session along with the final practice teaching assessment. The work experience, community participation are supervised and recorded by the respective teacher in-charge



in terms of skills and attitude of the student teachers in these areas for internal assessment. Internal sessional exams are conducted according to the syllabus. Skills in teaching are observed & evaluated in a conducive environment in micro teaching session groups & real practice teaching group by the teacher in charge.

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

Each faculty member holds orientation programme for the students to familiarize them with the evaluation system of the institution, teaching learning process, laboratory and library facilities and the evaluation techniques. The assessment and evaluation outcomes in internal assessment are communicated to the student-teachers and then remedial sessions are organized to remove the weaknesses and failures in subjects concerned. The teaching methodology and other class room activities are modified accordingly to meet the problems and needs of student teachers identified. The institution has an Internal Quality Assurance Cell (IQAC) which is entrusted with the job of conducting academic auditing of the department.



2.5.4 How is ICT used in assessment and evaluation process?

The ICT is in direct use for the assessment and evaluation of the students. The spread sheet is prepared with the help of computer.

The teacher educator is also provided with printed material and profile of the students for their use. The institution uses ICT for assessing and evaluating students during the practical of computer application. The college proposes to develop detailed students' profile including the data on past achievements.

2.6 Best Practices in Teaching-Learning and Evaluation Process

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

- System and its working are transparent.
- Diversity is honoured in teaching learning processes.
- Faculty empowerment activities are promoted.
- Internship is organised well. It is superb.
- The College encourages the use of the technology in its day-to-day functions including delivery of lessons. It encourages the faculty members to use ICT in their teaching-learning process. The material required to be used is provided



beforehand.

- Faculty members use computers for browsing the internet which help them in preparing their instructions and in providing latest information.
- Sometimes lectures are delivered in seminar halls with the help of LCD.
- Evaluation process is closely linked with teaching-learning activity and the former provides sustenance for the latter.

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

- The use of modern multi-media teaching aids like LCD's, OHP, models, CD-ROMs and computer systems are usually employed in classroom instructions as well as other students' learning experiences.
- In special classes, computer based packages are used to elucidate abstract knowledge and virtual instrumentation through computer and animation.
- The students are also encouraged to use computer-software packages for meaningful analysis of the experimental data collected/ acquired by them.



Criterion - III: Research consultancy and extension

3.1 Promotion of Research.

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

The institution is the most leading one in the state as far as research in education is concerned. The department has very good number of doctorate faculties.

We conduct training in Action Research and Research Methodology at college level and national level for the benefit of in-service higher education teachers, teacher educators by conducting workshops and conferences. The department has a team of dedicated and highly research oriented teacher educators. We have every right to pride ourselves for contribution to research at various levels. Queries related to formation of the Research tool, design of the research, research analysis etc. from other colleges reach us for expert opinion. The college lays emphasis on the concept of promotion of research and on action research amongst the faculty and student teachers.

The institute encourages higher studies in the field of education by providing required relaxation and cooperation and motivates its teachers to take up research in education by deputing



them to attend seminars and workshops, and undertake research studies. The faculty members doing research are given flexibility in the daily workload. Faculty of B.Ed programme is motivated to contact and consult their counterparts in other institutions.

The institution motivates faculty members for paper presentation in seminars, and treats them on duty for which there is a standing provision in the College leave rules. National, international journals and magazines related to research are available in the library for reference. College is also publishing an International Journal with ISSN No. Research material is procured, if proposed by the researchers. Computer and internet facility in the College is placed at their disposal.

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

The college puts thrust on research in every field of education related to:

- Philosophical Research
- Historical Research
- Survey Research
- Experimental Research
- Action Research



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- Case-Studies on various problems

These fields of research in education are chiefly concerned with areas such as-

- Issue of promoting multicultural values among learners with diverse backgrounds
- Study on teacher's role in the promotion of inclusiveness amongst the students.
- Perceptual Roadblocks among the rural teacher trainees
- Value Education
- Study on the impact of media on the professionalism of teacher education
- Study on the use of internet for professional growth of teacher trainees.
- Use and role of ICT in education
- Study on the attitude of teachers towards adolescent, rural and women education
- Teacher's effectiveness and educational management

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

Yes, Action Research is encouraged among the students as well as among teacher educators. Action research is mainly



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focused on immediate classroom problems, needs and its solutions.

The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- Slow learners
- Lack of Interest
- Poor hand writing
- Incomplete Homework
- Cheating/unfair means
- Indiscipline
- Low attendance during morning assembly
- Inefficiency in performing science experiments
- Proper use of dictionary
- Problem in Mathematics
- Cleanliness of school campus/own locality
- Incorrect pronunciation
- Fear from mathematics
- School Drop-Outs



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

The faculty members have attended 90 International / National / State level Seminars / Workshops / Symposiums and conferences in last five years. They have organized 02 International and 06 National / State level seminars/workshops and conferences, one orientation and one faculty development programme in last five years. The full details of the conferences / seminars workshops attended by the teacher educators are been given below:

Summary of seminars/conferences/workshops attended

S. No.	Name	Designation	Attended Seminar/Conference/Workshop		
			International	National / State	Total
1	Dr. Rama Tyagi	Principal	02	15	17
2	Dr. Anita Gaur	Assistant Professor	02	05	07
3	Dr. Pushpa Tiwari	Assistant Professor	02	05	07
4	Dr. Nazneen Khan	Assistant Professor	00	05	05
5	Mrs. Vibha Tiwari	Assistant Professor	02	11	13
6	Mr. Satish Chandra	Assistant Professor	01	12	13
7	Mr. N.Rohen Meetei	Assistant Professor	02	12	14
8	Mr. Prem Pal Singh	Assistant Professor	01	05	06



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International/National seminars/conferences/workshops

Organized

Dr. Rama Tyagi, Convener

S. No	Title	Date	No. of Participants
International Conference			
1.	International Conference on Learning Community for Global Education Reform by All India Association for Educational Research (AIAER) Resource Persons: Prof. Cheng Yin Cheong, Hong Cong Institute of Edu & President Elect of WERA, Hong Cong Prof. Piyush Trivedi, Vice Chancellor, Rajeev Gandhi Proudlyogiki Vishwavidyalaya, Bhopal, INDIA Prof. Kathleen Gallagher, Research Chair, University of Toronto, Canada Prof. A. K. Uppal, Chief Sports Scientist, Bangadesh Institute of Sports, Dhaka,	18-20 Nov, 2011	930



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	Bangladesh Prof. Leela Pradhan, Tribhuvan University, Kathmandu, Nepal Prof. R. Raghavan, Director, Defence Research Development Establishment, Gwalior, INDIA Mr. Avinash Dharmadhikari, Director, Chankya Mandal Privar, Pune, Maharashtra, INDIA Prof. Pranati, National University of Educational Planning And Admn., New Delhi, INDIA Dr. Chandshekhar Pran, Director, (Prof.) NYKS, Delhi, INDIA Prof. Ramesh Pal, Dean Academics, Lakshmibai National University of Physical Education, Gwalior, M.P., INDIA Prof. A.K. Dutta, Lakshmibai National University of Physical Education, Gwalior, M.P., INDIA (Dr. Gurdeep Singh, Joint Secretary, AIU, New Delhi, INDIA		
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	Pre Conference Activities: Abstract Writing - Resource Person : Dr. Sunil Mohanti Children Research Forum Resource Persons: Prof. B.K. Passi (Former UNESCO Chair)		
International Workshop			
1.	International Workshop on “A Collaborative Approach to Delivering Science Teaching Methods Suitable for Diverse Classroom” by NARST, (USA) Sponsored by Linking Science Educators Program (LSEP) by National Association for Research in Science Teaching (NARST). Resource Persons: Dr. Rekha Koul, Research Fellow, Science and Mathematics Education Centre (SMEC) Curtin University Perth, Australia. Prof Vaille Dawson Professor of Science Education, SMEC Curtin University Perth, Australia. Dr. Katherine Carson Science and	12-14 Nov, 2013	50



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	Mathematics Education Centre Faculty of Science and Engineering Curtin University, Australia.		
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National Workshop/Conference/Seminar:

S. No	Title	Date	No of Participants
1	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme at Institute of Professional Studies, Gwalior Resource Persons: Prof. R.P.Saxena, RIE, Bhopal & Member of Focal Committee for core curriculum review, NCTE Prof. Ramesh Babu, RIE, Bhopal	31 Oct. to 01 st Nov. 2015	70
2	Seven days workshop on SPSS & Research Designing, 2015 Resource Persons” Dr. Rajender Singh, Director, School of Studies in Physical Education, Jiwaji University, Gwalior Dr. Yogesh Upadyay, HOD, Department of Management, Jiwaji University, Gwalior	May, 25-31, 2015	50



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	Dr. Manoj Patvardhan, IIITM, Gwalior Dr. Rajeev Chaudhary, Department of Physical Education, Raipur University, Raipur Dr. Anurodh Sisodiya, LNIPE, Gwalior		
3	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” Resource Persons: Prof. U.C. Vashishta, Lucknow University, Prof. K.M.Gupta, NCERT, Delhi	May 9-10 2015	50
4	One day conference on Stress Management, at Institute of Professional Studies, Gwalior Resource Persons: Dr. Anurodh Sisodiya, LNIPE, Gwalior Mr. Anil Sarode, Vivekanand Needam, Gwalior	24th May 2014	100
5	One day conference on Health Education, at Institute of Professional Studies, Gwalior Resource Persons: Dr. L.N.Sarkar, Registrar, LNIPE, Gwalior Dr. Rajender Singh, Director, School of Studies in Physical Education, Jiwaji University, Gwalior	13th May 2014	100



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6	National Workshop on Standardization of research tools and development of project for funding Resource Persons: Prof. (Dr.) D.N. Sansanwal, Former Director and Dean, Institute of Education, DAVV, Indore, M.P.	27–29, Nov 2010	68
Orientation Programme			
1	Orientation Programme on Dialogue as a Collective Pedagogy Resource Persons: Prof. B.K. Passi (Former UNESCO Chair)	20 th Feb 2010	60
2	Quality Enhancement Camp of The Teaching Staff at Vivekanand Needam, Gwalior	1 st -3 rd July 2015	40

Mr. Rohan Meetei, Organizing Secretary

S. No	Title	Date	No of Participants
1	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” Resource Persons: Prof. U.C. Vashishta, Lucknow University, Prof. K.M.Gupta, NCERT, Delhi	May 9-10 2015	50



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2	National Workshop on Standardization of research tools and development of project for funding Resource Persons: Prof. (Dr.) D.N. Sansanwal, Former Director and Dean, Institute of Education, DAVV, Indore, M.P.	27– 29, Nov 2010	68
Orientation Programme			
1	Orientation Programme on Dialogue as a Collective Pedagogy Resource Persons: Prof. B.K. Passi (Former UNESCO Chair)	20 th Feb 2010	60
2	Faculty Development Programme for Professional College Teachers		

Detail of seminars/conferences/workshops attended

S. No.	Title	Number
International/National Seminars/Conferences/Workshops		
Dr. Rama Tyagi		
1	“A collaborative approach to delivering Science Teaching Methods Suitable for Diverse Classroom” associated with NARST, USA, 12-14, Nov. 2013	1
2	International Conference on “Learning Community	1



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	for Global Education Reform” from Nov. 18-20, 2011 at Institute of Professional Studies, Gwalior	
3	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1
4	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1
5	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” form May 9-10 2015	1
6	Seven days workshop on SPSS & Research Designing, 2015	1
7	Teacher Education Regulation 2014, Norms and Standards and new curricular framework sponsored by H.R.D., Organized by NCTE from 14 to 15 Feb, 2015.	1
8	One day conference on Health Education, at Institute of Professional Studies, Gwalior from 13 th May 2014	1



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9	One day conference on Stress Management, at Institute of Professional Studies, Gwalior from 24 th May 2014	1
10	Workshop on “Anusthapan” Jiwaji University, Gwalior, 2014	1
11	Evolving Management Paradigms in Manufacturing and Services sectors March 16-17, 2013 Organized by IPS College of Technology and Management, Gwalior.	1
12	Shashkiya Evam Ashaskiya Shaskshik Sansthaon Main Karyarat Shikshikaon Ka Tulnatmak Adhyan, Dec. 22-23, 2012	1
13	Praband Shiksha Main Arthshastra Evam Vanijay Ki Takniki Shadawali Ka Prayog, 14-15 July 2012, Organized by Manav Vikas Sansthan, Bharat Sarkar.	1
14	“Learning Community for Global Education Reform” from 18-20 Nov. 2011	1
15	Standardization of research – Tools and Development of Project for Funding, 27-269 Nov. 2010.	1
16	Standardization of Research Tools & Development of Project for funding from Nov. 27-29, 2010	1



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	Organized by Institute of Professional Studies, Gwalior	
17	“Rural Entrepreneurship in India Challenges and Issues (The Role of RRB’s and NABARD)” Goa University, 2010	1
Mrs. Vibha Tiwari		
18	3 rd International Conference on “Climate Change and Sustainable Management of Natural Resources ” from 5 to 7 February 2012 at ITM University, Gwalior	1
19	International Conference on “Learning Community for Global Education Reform” from No. 18-20, 2011 at Institute of Professional Studies, Gwalior	1
20	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1
21	National Conference on “Quality Education Through Application of Research and Statistics in Profession” on 31 st May 2015 at Institute of Professional Studies, Gwalior	1
22	National Conference on “Current Challenges in	1



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	Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” form May 9-10 2015	
23	National Workshop on “Research Methodology and Applied Statistics” from 25 to 31 st May 2015 at In Institute of Professional Studies, Gwalior, M.P., India	1
24	Paper Present in National Conference on “Innovation in Education” on 25 January 2015 at M.L.B. Govt. College, Gwalior	1
25	National Conference on “Stress Management” Institute of Professional Studies, Gwalior form 24 th May 2014	1
26	राष्ट्रीय परामर्श संगोष्ठी आजीवन शिक्षा प्रसार एवं समाजकार्य अध्ययनशाला, दिनांक 23 एवं 23 फरवरी 2013, जीवाजी विश्वविद्यालय, ग्वालियर	1
27	Workshop on “Entrepreneurship Development” from 31 to 31 st August 2013 at KRG College, Gwalior	1
28	Paper Present in National Seminar on “Deficiencies in Delivering Man-Making Education and Alternative Strategies” from 22 to 23 Dec. 2012 at Boston College, Gwalior Paper Title – वर्तमान परिप्रेक्ष्य में विद्यालयी स्तर पर शिक्षक शिक्षिकाओं के महत्व का तुलनात्मक अध्ययन।	1



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29	National Seminar on “Emerging Trends of Management in Present Economic Scenario” from March 17 to 18, 2012 at Madhav Mahavidyalaya, Gwalior	1
30	Paper Present in National Conference on “Contemporary Social Issues: Media and Libraries” on 05 March 2012 at Jiwaji University, Gwalior Paper Title – Information Communication Technologies as an Enabler of Socio-Economic Development	1
31	National Seminar on “Frontiers in Environmental Research” from 18 to 19 February 2012 at Govt. Shyam Lal Pandviya Post Graduate College, Gwalior	1
32	Workshop on “Writing Research Paper/Scholarly Articles” Organized by Institute of Professional Studies, Gwalior from 27 to 28 th April 2011	1
33	One Day Orientation Programme on “Dialogue as a Collective Teaching Pedagogy” from 20 th Feb. 2011 at Institute of Professional Studies, Gwalior	1
34	Paper Present in National Seminar on “World Peace and Future Education” from 29-30 November 2011 at Shri Swamiji Maharaj College of Education &	1



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	Science, Datia Paper Title – Higher Education & Human Values	
35	Paper Present in National Seminar in Commerce from 10-10 September 2011 at Maharaja Mansingh College, Gwalior Paper Title – Retail Marketing Prospects and Challenges.	1
36	National Workshop on “Standardization of Research Tools & Development of Project for Funding” from 27 to 29 th November 2010 at Institute of Professional Studies, Gwalior	1
Mr. Satish Chandra		
37	“A collaborative approach to delivering Science Teaching Methods Suitable for Diverse Classroom” associated with NARST, USA, 12-14, Nov. 2013 at Institute of Professional Studies, Gwalior	1
38	International Conference on “Learning Community for Global Education Reform” from No. 18-20, 2011 at Institute of Professional Studies, Gwalior	1
39	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies,	1



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	Gwalior	
40	Research Methodology and Applied Statistics, Department of Physical Education, Institute of Professional Studies, Gwalior, M.P. 25-31 May, 2015,	1
41	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” from May 9-10 2015	1
42	Evolving Management Paradigm in Manufacturing and Service Sectors, IPS College of Technology and Management, Gwalior, M.P., India 16-17 March, 2013,	1
43	Prabandh Shikhsa Mein Arthshastra aur Vanijya Ki Takniki Shabdavali Ka Prayog , Commission for Scientific and Technology Terminology (CSST), MHRD, New Delhi, sponsored & organized by IPS College, Gwalior, M.P., India 14-15 July, 2012,	1
44	Writing Research Papers/ Scholarly Articles, By Dr. S.B. Mohanty, General Secretary, AIAER, Department of Education, Institute of Professional Studies, Gwalior, M.P., India 27-28 April, 2011,	1
45	Dialogue as a Collective Teaching Pedagogy, By Prof. B.K. Passi, Department of Education, Institute	1



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	of Professional Studies, Gwalior, M.P., India 20 February, 2011,	
46	Standardsation of Research Tools and Development of Project for Funding' By Prof. D.N. Sansanwal, Department of Education, Institute of Professional Studies, Gwalior, M.P., India 27 – 29 November 2010,	1
47	How to Get Published in Internationally Refereed Journals: A practical Guid, by Prof. Omprakash K. Gupta, College of Business, University of Houston, USA. , ABV-IIITM, Gwalior, M.P., India 21 March 2010	1
Dr. Pushpa Tiwari		
48	International Workshop on “Train The Trainer” April 19 to 21, 2014 at TAO-YUAN, TAIWAN	1
49	International Conference on “Earth Science and Climate Changes Res.” Sep. 25 to 28 th , 2011 at GOA, India	1
50	International Conference on “Learning Community for Global Education Reform” from No. 18-20, 2011 at Institute of Professional Studies, Gwalior Paper Present – भगवद्गीता में लोकसंग्रह का महत्व भाग – 1	1



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51	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1
52	Research methodology & Applied Stat” Institute of Professional Studies, Gwalior from May 25 to 31 st , 2015	1
53	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” from May 9-10 2015 Paper Present – भगवतगीता में लोकसंग्रह का महत्व भाग – 2	1
54	National Conference on “Stress Management” Institute of Professional Studies, Gwalior from 24 th May 2014	1
55	National Conference Learning Development from June 9 to 10 2014 at Jiwaji University	1
56	राष्ट्रीय परामर्ष संगोष्ठी आजीवन शिक्षा प्रसार एवं समाजकार्य अध्ययनशाला, दिनांक 23 एवं 23 फरवरी 2013, जीवाजी विश्वविद्यालय, ग्वालियर	1
57	National Seminar on “Deficiencies in Delivering man Making Education and Alternative Strategies” From De. 22-23, 2012 at Boston College, Gwalior	1
Dr. Anita Gaur		



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58	International Conference on “Learning Community for Global Education Reform” from No. 18-20, 2011 at Institute of Professional Studies, Gwalior Paper Title “ शिक्षक प्रशिक्षणार्थियों की संगीत अभिरुचि एवं सृजनात्मकता पर हिन्दुस्तानी शास्त्रीय संगीत के प्रभाव का अध्ययन	1
59	Paper Present in National Conference on “Learning Development” by Under the Centrally Sponsored Scheme of Teachers Education, Govt. of India from 9 to 10 June 2014 Paper Title: - Effect of Music on Teaching Learning Process.	1
60	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1
61	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” from May 9-10 2015	1
62	Paper Present in National Seminar on “सुगम एवं लोक संगीत में शास्त्रीय संगीत के तत्व –गायन, वादन एवं नृत्य के संदर्भ में” on 19 September 2014 at Govt. KRG College, Gwalior	1



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	Paper Title: - पारंपरिक लोकगीत से सम्बाद	
63	Attend International Conference on “Naturopathy and Yoga” from 25 to 27 February 2011 at Ananda Kendra, Vivekanand Needam, Gwalior	1
64	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” from May 9-10 2015 National Conference on “Stress Management” Institute of Professional Studies, Gwalior form 24 th May 2014	1
65	One day conference on Health Education, at Institute of Professional Studies, Gwalior from 13 th May 2014	1
Mr. Rohan Meetei		
66	“A collaborative approach to delivering Science Teaching Methods Suitable for Diverse Classroom” associated with NARST, USA, 12-14, Nov. 2013	1
67	International Conference on “Learning Community for Global Education Reform” from Nov. 18-20, 2011 at Institute of Professional Studies, Gwalior	1
68	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct.	1



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	to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	
69	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” from May 9-10 2015	1
70	Attitude of trained and untrained secondary school teachers Towards teaching profession: an analysis Global Educational Research Association (GERA) and LPU, Jalandhar 6-8 April 2012	1
71	Professional Ethics and Teacher Education Dr. Shadi Lal College of Education, Meerut, U.P. 22 August, 2012	1
72	Participation in Commission for Scientific and Technology Terminology (CSST), MHRD, New Delhi, Sponsored National Seminar Institute of Professional Studies, Gwalior, M.P.14-15 July, 2012.	1
73	Presented a paper “ Right to Education: a challenges for quality elementary education” Gitarattan Institute of Advanced Studies & Training, Rohini, Delhi 07 April, 2012	1
74	Effectiveness of alternative media and ict as an	1



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	approach to quality education” Jiwaji University, Gwalior, M.P., India. 05 March, 2012	
75	Delivered a key note lecture on “Individual Difference Between Educated and Uneducated Youth: a theoretical analysis” Brahaspati Mahila P.G. College, Kidvai Nagar, Kanpur, 07-08 January 2012	1
76	A Study of Teacher Effectiveness with Special Reference to Classroom Management in Secondary Schools of Gwalior City Dept. of Education, Institute of Professional Studies, Gwalior, M.P. 18-20 November, 2011	1
77	“ICT: my virtual friend” Institute of Distance Education, Jiwaji University, Gwalior 25-27 July 2009	1
78	Basic awareness on IPR and educational consumer rights at Govt. Science College, Gwalior 2009	1
79	ICT for Guidance and Counselling in proser and perspective of education for peace UCG-ASC, Laxmibai National Institute of Physical Education (Deemed University) Gwalior. 16-17 February 2009	1



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Dr. Prempal Singh		
80	International Conference on “Learning Community for Global Education Reform” from No. 18-20, 2011 at Institute of Professional Studies, Gwalior	1
81	Research methodology & Applied Stat” Institute of Professional Studies, Gwalior from May 25 to 31 st , 2015	1
82	National Conference on “Stress Management” Institute of Professional Studies, Gwalior from 24 th May 2014	1
83	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” from May 9-10 2015	1
84	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1
Dr. Nazneen Khan		
85	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1



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86	National Conference on “Stress Management” Institute of Professional Studies, Gwalior from 24 th May 2014	1
87	Research methodology & Applied Statistics” Institute of Professional Studies, Gwalior from May 25 to 31 st , 2015	1
88	National Conference on “Current Challenges in Teacher Education Role of Curriculum, Stat Bodies & Policy Framework” from May 9-10 2015	1
89	Workshop on “Understanding Various Curricular Aspects of Two Years B.Ed. Programme from 31 Oct. to 01 st Nov. 2015 at Institute of Professional Studies, Gwalior	1

3.2 Research and publication output

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

The institution has always put its foremost priority on quality of teaching. During the last three years, the college acquired latest teaching-learning technology: LCD/OHP Projectors, Smart Class, Video-graphic facilities, educational CD's, etc.



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to be used as teaching instruments / aids. The faculty uses transparencies and PPTs for effective lesson delivery. Workshops are organized for preparing teaching-learning materials. Students prepare material in the forms of models, charts, pictures, slides, ppt files and transparencies etc. as teaching aids for each of their two teaching subjects. Lesson Plans are developed with the help of computers by the teachers. Student teachers are motivated to deliver their lessons through power point presentations. In addition to this, the student teachers developed materials like, audio visual material, guideline materials and teaching aids under the supervision of the teacher educators concerned. In addition to these the institution has well equipped science and mathematics lab, psychology lab, language lab, educational technology/ICT lab, smart class etc. and helps the students to understand the practical applications of the curriculum.

The college extends required help to students for preparing teaching aids. For competitive purposes student teachers make it a point to develop quality material for participating in Inter-College Fine Art & Teaching Aids Competition.



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

The institution has provided all the required facilities with the institution for the development of related instructional materials to enhance quality teaching. These are:

- Computer facility to all faculty members
- Interactive Board
- Smart Classroom
- OHPs
- Well equipped library
- Well equipped labs
- LCD Projectors
- Slides
- Wi-fi enabled internet facility
- Audio / video cassettes and CD's
- Periodic Lectures and Workshops by guest faculty

Well Qualified faculty is available with the institution to make good use of the above mentioned resources to develop the effective instructional materials for enhancing quality of teaching within the institution and in practice teaching. Further, the students utilize these facilities optimally. Students can browse internet to know the latest developments of instructional materials. Subject experts from outside are invited to teach the students to



prepare teaching- learning materials. CD's prepared by teacher-educators are made available to the students. All facilities are available for preparing these aids.

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

The institution has developed the following ICT/technological instructional materials during the last five years:

- Self-instructional materials (Notes)
- Printed materials (Transparencies)
- Teaching Aids
- Audio-Visual Material
- Multi-Media Material
- Computer-Aided Instructional Material (power point presentations using LCD projectors)
- Question Bank



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

- a. Organized by the institution
 - b. Attended by the staff
 - c. Training provided to the staff
- a.** The institution has an appreciable number of various training programs and/or workshops on material development organized by the institution. Till today as many as 5 training programs / workshops on material development have been organized by the institution for pre-service and in-service teachers.
- b.** The whole staff of the institution is highly research oriented and involves in various research workshops, seminars and training etc. The staff has to its credit as many as 33 workshops, seminars and training programmes etc. of national and international level.
- c.** The college has good faculty resource so various training and orientation programmes are organized here every year. The faculty members show their active participation in almost all the training programs of IASE's IGNOU and Department of Secondary Education, Jiwaji University, Government of Madhya Pradesh and orientation programme organized by



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Academic staff college LNIPE ,Gwalior. Summary of contribution by the faculty members in different trainings is given below:-

Summary of Faculty Members attended Orientation/Refresher Course/Departmental Training/Workshops for Self Professional Development

S. No.	Name of Faculty Member	Areas	No (s)
1	Dr. Rama Tyagi	• 28 days UGC Sponsored Orientation Programme at Jamia Milia Academic Staff College Delhi	1
		• 21 days U.G.C. sponsored refresher course at C.C. University, Meerut	2
		• 7 days SPSS Programme at IPS College, Gwalior	1
		• One day orientation on Dialogue as a collective Pedagogy	1
		• Research Paper Writing	1
		• Two days workshop of NCTE on New curriculum framework of	1



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		MHRD by Jiwaji University, Gwalior • A collaborative approach to delivering “Science Teaching Methods Suitable for Diverse Classroom” associated with NARST, USA	1
2	Dr. Anita Gaur	• One day Orientation Programme on Dialogue as a Collective Pedagogy By Prof. B.K. Passi • Five Days In-service Training • Presentation about Cultural Activities in Orientation Programme for First year students. • Presentation about Cultural Activities in Orientation Programme for First year students of M.B.A. • Two days workshop of NCTE on New curriculum framework of MHRD by Jiwaji University, Gwalior	1 1 1 1 1



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3	Dr. Pushpa Tiwari	• National Training Workshop on ICT	1
		• Orientation Programme in house, In-service Training	1
		• International Workshop on Train the Trainer, Research Methodology Workshop	1
		• One day Programme on Dialogue as a collective pedagogy.	1
		• Two days workshop of NCTE on New curriculum framework of MHRD by Jiwaji University, Gwalior	1
4	Dr. Nazneen Khan	• One day orientation on Dialogue as a collective Pedagogy	1
5	Mrs. Vibha Tiwari	• 28 days UGC Sponsored Orientation Programme at LNIPE, Gwalior	1
		• Research Methodology Workshop on SPSS at Institute of Professional Studies, Gwalior	1
		• Two days workshop of NCTE on	1



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		New curriculum framework of MHRD by Jiwaji University, Gwalior • In-service Training programme of ICT • One day orientation on Dialogue as a collective Pedagogy • Academic Counselor training of IGNOU • 7 days SPSS workshop, NCTE at Jiwaji University.	1 1 1 1
6	Mr. Satish Chandra	• 28 days UGC Sponsored Orientation Programme at LNIPE, Gwalior • Academic Counselor Training IGNOU, • Continuous Rehabilitation Education(CRE)-Five Days, • In-service Training Programme of ICT • Research Methodology Workshop,	1 1 1 1 1



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		• Research Paper Writing,	1
		• One day orientation on Dialogue as a collective Pedagogy	1
7	Mr. N.Rohen Meetei	• 28 days UGC Sponsored Orientation Programme at LNIPE, Gwalior • Academic Counselor Training IGNOU • In-service Training Programme of ICT • Research Methodology Workshop • Research Paper Writing • One day orientation on Dialogue as a collective Pedagogy	1 1 1 1 1 1
8	Mr. Prem Pal Singh	• One day orientation on Dialogue as a collective Pedagogy • Research Methodology workshop • International Conference on Global Education Reform	1 1 1



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

The faculty members of the institution are very active and research oriented. Till today as many as 12 research papers / articles have been published in international journals and 50 research papers / articles have been published in national and state level journals. The summary of the published research papers / articles by the faculty members is given below:-

**Summary of published research papers/articles
by the Faculty members of the Institution**

Dr. Rama Tyagi		
1	“Vishishta Balkon Ki Pahchan Evam Shiksha Vidyavarat”, Oct. To Dec. 2015, Issue 12, Vol. I, ISSN NO. 2319-9318	1
2	“Grameen Shetro Main Karyarat Shahri Mahila Shikshoko Ki Shakshnik Abhivrati Avam Vyawharik Kathinayion Ka Uniki Mansik, Sharirik Avam Kary Prakriya Par Prabhu Ka Adhayan” International Research Journal, 07, Vol. 01 July 2015 ISSN No. 2394-5303	1



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3	“Shaskiya Evam Private Ucchatar Madhyamic Schoolon Ke Adhypakon Ki Sankshink Abhivrati Ka Tunlnatmak Adhayan (Gwalior Nagar Ke Sandharbh mai)” Karnik, Year 1, Vol. 2, ISSN No. 2394-7551, April – June 2015	1
4	“Gazipur Janpad Ke Sadat Vikas Khand Ke Madhyamik Star Ke Vidyarthiyon Main Paryavarn Shiksha Ke Prati Abhivratik Ka Adhayan” Shodh Chetna, ISSN No 2249-841, Reg. No. 916/09 Vol . 03. March 2014	1
5	“A Study of ICT Awareness its use and attitude among Higher Secondary School Teachers” Research Journal of Arts, Management and Social Sciences, ISSN No. 0975-4083, Vol X-II, Year 5 March 2014	1
6	“Attitude of Trained and Untrained Secondary School Teachers toward Teaching PROfession: An Analysis”, Edcon, April, 2012	1
7	“Agra Avam Gwalior Ke B.Ed. Pariksharthiyon Dwara Praukt Sahayak Samagri Ka Tulnatmak Adhyan” - Proudth Shiksha – April 2012 Volume 09 Year 56	1



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8	“Identification of Teaching Skills for effective Biology Teachers at Secondary School Level”, Edutracks, June 2011 ISSN No. 0972-9844 Vol. 10	1
9	“Uchattar Madhyamic Star ke Vidyarthio Main Samajik Parivartan ke Prati Abhivarati Ka Adhyan”, Proudth Shiksha – June 2010 Volume 11 Year 53	1
10	“Balak Ke Vikas Main Vanshanukram Evam Paryavaran Ka Prabhav - Ek Vishleshan”	1
11	“Drishti Badhit Siksha Sanstha Ka Vaykti Ikaai Adhyan” Naveen Sodh Sansar (An International Refereed Research Journal) July to September 2015, Vol. 1, ISSN 2320-8767, E- ISSN 2394-3793, Impact factor – 0715 (2014)	
Satish Chandra		
12	Advantage of Inclusion in Diversity. 2(I),91.107, (January-June 2013), EDUQUEST an International, Refereed Journal in Education, Published by Department of Education Jagannath Kishore College(CPE) Purulia, West Bengal, India ISSN : 2277 - 3614	1
13	Attitude of Trained and Untrained Secondary School Teachers towards Teaching Profession: An Analysis.	1



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	6, 90-96 (January 2013), DEI FOERA Journal published from DEI, Agra, U.P., 0974 – 7966	
14	RTE: Will it Lead to Inclusive Education?, 1(2), 12-25. (Oct.- 2012), Research Journal of MDKG, published by MDKG College, Dhibrugarh, Assam 2278 -1064	1
15	Education of Children with Disabilities at Secondary Level: Perspectives and Challenges, 2(2), 61-77. (2012), Horizon: The Journal of Education, Noble College of Education, Sagar, M.P. 2231 -2110	1
16	Taking Challenge of Inclusive Education in India: The Case of Children with Special Needs., 1(1), 73-88, (2012), Research Journal of MDKG, published by MDKG College, Dhibrugarh, Assam 2278 -1064	1
17	Madhyamik Star Ke Vidyarthiyon Ki Vaigyanik Srijnatmakta Ka Tulnatmak Adhyayan, 2(1), 79-84, (2012), Shaikshik Parisamvad an International Journal of Education, published by AAE, BHU. 2231-2323	1
18	Attitude of Secondary English Teachers towards Using Information and Communication Technology, National Conference organised by P.R. Girls PG	1



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	College, Etawah, U.P. Asha Publication Company, Agra, U.P.	
19	Professional Ethics and Teacher Education, National Conference organized by Dr. Shadi Lal College of Education, Meerut, U.P. Published by R. Lall Book Depot, Meerut, U.P.	1
20	Social and Financial Inclusion of Disabled Youths, UGC sponsored National Seminar organized by Brahapati Mahila P.G. College, Kidvai Nagar, Kanpur, Uttar Pradesh, India, Published by the host college.	1
Dr. Anita Gaur		
21	Paper Published in International Journal “Asian Journal of Multidisciplinary Studies (MJMS)” 1 (4) 67-71 Title:- “A Comparative Study of Adjustment Problems of High and Low Achievers in Higher Secondary School of Gwalior city (M.P.)”	1
Mr. Rohan Meetei		
22	Taking Challenge of Inclusive Education in India: The Case of Children with Special Needs Research Journal of MDKG, published by MDKG College, Dhibrugarh, Assam February, 2012, 1(1), 73-88.	1



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	2278-1064	
23	Madhyamik Star Ke Vidyarthiyon Ki Vaigyanik Srijnatmakta Ka Tulnatmak Adhyayan, Shaikshik Parisamvad an International Journal of Education, published by AAE, BHU., Varanasi, India 2012, 2(1), 79-84, 2231-2323	1
24	Prathmik Vidyalayon Ke Shikshkon Ke Sewakaleen Prashikshan Karykramon Ka Alochnatmak Adhyyan Proudth Shiksha, Published by Bhartiya Proudth Shiksha Sangh, New Delhi, India December, 2009, 53(5), 4-11, No ISSN at the time of publication	1
25	A Critical Study of Impact of Academic Anxiety on Academic Achievement of Class Ninth Students Global Education Society and Development- an international journal of academicians 2009,1(3), 36- 43 0975-1319	1
26	Unchatar madhyamic star ke vidyarthiyon mei samajig parivartan ke prati abhibritti ka adhyan Proudth Shiksha, Published by Bhartiya Proudth Shiksha Sangh, New Delhi, India	1



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

N A

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

No minor/major project was completed by the staff members on the institution in the last five years.

3.2 Consultancy

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

Yes the institution provided consultancy during the last five years. Consultancy means the practice of giving expert advice in particular field or for a particular work. The head of the institution along with other senior faculty members particularly in their capacity as eminent scholars in the field of research provide free consultancy to the faculty members, student-teachers, research scholars.

The institution is highly interested in the field of research and development. The students of the department are also provided expert guidance by the faculty members assuring



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their success in every field. The institution extends its expertise for consultancy services to educational institutions and organizations by deputing the faculty to act as resource persons in orientation, training programmes, seminars, conferences and workshops for teachers and research scholars.

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

Yes, the faculty/staff members of the institute are competent to undertake consultancy. As said earlier the PRINCIPAL of the institution as well as other faculty members have vast experience and professional acumen in the field of research to give valuable advice to upcoming research scholars in the field of education. The institution has the pleasure of having 05 Ph.D. degree holders and 03 teacher-educators are awaiting the final award of the Ph.D. At present 13 students, under the eminent guidance of the Principal of the institution, are pursuing researches for the award of Ph.D. out of which one has been awarded and three resubmitting their thesis in this month.



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The institution undertakes various steps to publicise the available expertise:

The areas of consultancy are –

1. Curricular Development
2. Designing a workshop
3. Research Methodology
4. Data analysis
5. Publication of **quarterly** News Letter
6. Publication of an international journal entitled as *Journal of Educational Chronicle* (ISSN 2229-6220 PRINT) since 2010
7. Online list of expertise on college website

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

The consultancy service is free of cost. As the consultancy is being done as part of social service, the question of generating revenue does not arise.

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

As there is no fee charged for consultancy, the revenue generation is zero from consultancy services.



3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and Go's)

Extension activities are an integral part of teaching programme of the college. Extension programmes undertaken by the institution cover a wide range of activities. The students of the institution, as part of SUPW, visit nearby villages and do the survey and spread awareness related to women empowerment, health, hygiene, early child marriage, life-skill, dowry system and environment awareness. The institution is working on areas like adult education, spread of literacy and environmental issues by conducting cultural programmes/ counseling sessions, 'Shram Dan', and poster rallies. The college runs awareness programmes on Aids, water conservation, disaster management, first aid, health, hygiene awareness, girl child education, campus beautification etc. This is a laudable initiative on the part of this college. The college runs out-reach programmes like holding exhibitions of teachings Aids prepared by the students and distributing the same to different schools. It also involves in cleanliness drive, anti-tobacco campaign, observing human rights days and,



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awareness about fire fighting techniques etc.

The students volunteer their service in plantation and sanitation in local areas. The institution runs value orientation programmes for the benefit of the local villagers nearby the institute. Extension programmes as a whole come to the service of the entire community apart from formal learning experience to the students and building up confidence among them about their potential and ability. Extension programmes have certainly contributed positively to the citizens and environment as well as enriching the learning experience of the students. Our faculty members are also the member of committee of Jan Sikshan Sansthan, fully funded by government. Two faculty members are as resource person.

Principal Dr. Rama Tyagi has prepared two model for NGOs for adult education programme “Padhna Seekho Kuch Karna Seekho”.

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

The institution utilizes local community for the active & effective organization of the various activities and events.



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A cordial relationship has been established with community.

It helps the institution in the following ways:

- Utilization of local schools for practice-teaching of student-teachers.
- Active participation of local community in different activities in cultural programmes organized by the institution.
- Data collection for surveys and researches.
- Prize distribution to motivate the participants of many programmes
- Sponsorship of some events in the campus.

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

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

- Promoting planting of the saplings native to the region.
- Providing basic computer education to the authorities involved in local administration as community service.
- Promoting cleanliness and sense of hygiene
- More intensive programmes on AIDS and female foeticide
- Lab area activity in which a few government schools will



be adopted and developed

- The institute proposes organizing activities in collaboration with different social bodies/media houses.
- Organized blood donation camps in association with Indian Red Cross on a mass scale/NSS.
- Local/indigenous traditional expertise will also be utilized in near future.

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

NIL

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

The institution ensures at each and every stage that the student teachers develop social and citizenship values and skills.

Religious festivals and events are celebrated by student teachers for integration of their faith and beliefs. Every student is encouraged to share and represent his / her culture and sect in various cultural activities and morning assemblies. Lohari, Diwali, Holi, Gudi Padwa, Baishakhi, Id and Christmas and many other festivals according to the academic calendar of the institution are celebrated.



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The institution also organises, Teachers' Day, Children's Day, Environmental Day, National Youth Day, National Education Day, World AIDS Day, Human Rights Day, International Women's Day, World Health Day, the Birth anniversaries of great personalities and national Sports Day, etc.

The curricular and co-curricular activities are also instrumental in inculcating these values. There is inbuilt emphasis on democratic values, responsible citizenship, and awareness of human rights for inculcating these values.

3.5 Collaborations

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

The institute has linkage with NARST, NCERT, UGC, NCTE, MHRD, IGNOU, Jiwaji University, Gwalior, RIE, Bhopal and also with the universities of other states i.e. Delhi, Uttar Pradesh, Chhattisgarh and Rajasthan etc. This linkage helps the institution in enhancing the quality of teaching.

National Association of Research in Science Teaching (NARST) workshop had been funded by linking science educators programme (LSEP) organized by our Institute.



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

The college has established linkages with international organizations. NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING (NARST) ,USA had organized a workshop of international level to equip the high school science teachers. Such workshop of international level has organized first time in Gwalior.

One more with which we organized international conference.

3.5.3 How did the linkages if any contribute to the following?

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**



- **Curriculum Development:** - The curriculum has been designed by the Jiwaji University, Gwalior. The institution has to strictly follow the curriculum. However, the institution sends Proposals and Suggestions for modifying the existing curriculum for betterment. Principal and two Faculty of the institute contributed in preparing new scheme and syllabus of two years B.Ed. and M.Ed. programme as per NCTE-2014 norms as member of the University team.
- **Teaching:-** Enhancement in quality of teaching is made possible by guidance from national organizations like NCTE, UGC, NCERT and MHRD (Dr. K.M. Gupta from NCERT, Delhi/ Professor U.C. Vashistha from Lucknow and Amity Noida etc..
- **Training:** - The institute incorporates suggestions and sticks to guidelines of the Jiwaji University, Gwalior, UGC and NCTE. In addition to this, Rajya Shiksha Kendra, Bhopal, NCERT and the Jiwaji University, Gwalior also help by conducting seminars, workshops teacher-orientation programmes etc. for quality enhancement of the faculty and research scholars.
- **Practice Teaching:** - Various research journals and study material published at national and international level are helpful to faculty members and student teachers in delivery of



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effective practice training.

- **Research:** - Review of related literature is made possible through books, journals and research papers available in eminent organisations. Principal guide the research scholars in their proposed research work and Principal extend her services as resource person for course work classes of Research on regular basis.
- **Consultancy:-** Experienced faculty of eminent organisations is often consulted for various research activities. Interaction with these organisations helps student teachers in conceptualization of certain doubtful areas.
- **Extension:** - Involvement in different community programmes during extension and outreach activities help in establishing good relationship with community and achieving social values.
- **Publication:** - Various publications of UGC, NCTE, NCERT the Rajya Shiksha Kendra, Bhopal are helpful to our student teachers as well as teacher educators in their teaching learning process.
- **Student Placement:** - The institution does effect the placement directly as well as indirectly. Our institution has a big fame for providing skilled and dedicated teachers. So private schools and colleges offer lucrative posts to our students. Interaction with outside agencies/schools, leads to absorption



of our trainees. Besides, there is a well-placed mechanism that aims at placing students in suitable positions. The department's placement cell approaches Alumni who have been teaching at various educational organizations for help. Their help is sought regarding the vacancies available in their organization.

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

- For school science/maths teachers we had organized an workshop with NARST, Curtin University, Australia
- The College has excellent rapport with the schools wherein students are sent for teaching practice. In addition, the college remains in touch with other schools.
- Practice teaching in reputed schools provide students with adequate exposure to get jobs of their satisfaction. Every year, students are absorbed by the school,
- For effective implementation of Community Programmes, the college even gets help of the principals and the teachers of nearby schools. For this purpose, the College deputes some teachers for delivering lectures to nearby schools or whenever there is any programme organized by some reputed organizations. The college community and



schools are thus creating networking for the common goals to be achieved.

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

Yes, the faculty members are actively engaged in schools and with school staff during practice teaching. In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the school teacher concerned. If any problem arises during practice teaching the teacher educator provides help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. Student teachers are motivated to work within conducive, co-operative & self-disciplined environment. Our faculty



members visit the schools located for practice teaching before the starting of the Practice session to observe the students in various classes. The school teachers and faculty members of college both supervise and evaluate the lessons of the student teachers and give oral as well as written feedback to the student teachers to enhance their teaching. The success of the programme of practice teaching lies in team culture.

3.5.6 How does the faculty collaborate with school and other college or university Faculty?

We have organized a workshop on science school teacher with the collaboration of National Association of Research Science Teaching by Curtin University, Australia.

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

- Faculty members regularly attend workshops/seminars organized by other colleges. They also present papers at seminars.
- They interact with teachers of different public & private schools during practice teaching.
- University faculty is consulted for research purposes.
- Social interaction takes place with the teachers of other schools



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during practice teaching, and different cultural activities held in either college campus or in schools.

- We have very cordial relations with other institutes and especially with our sister institutes.
- The subject expert from other colleges, special subject experts from various universities, colleges and schools are invited for various guest lectures and seminars.
- Faculties of other institutions are specially invited to deliver extension lectures or to act as evaluators, judges in various programmes and competitions. Such interactions yield mutual benefits in the form of updating the knowledge.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years?

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

- Ours is the leading institution in the state as far as research in education is concerned. The college has a good number



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of doctorate faculties (5) and one as research guide. The institution conducts training in Action Research and Research Methodology at state and national level for the benefit of in-service teachers, teacher educators. The college has a team of dedicated and highly research oriented teacher educators. We have every right to pride ourselves of contribution to research at various levels. Queries related to formation of the Research tool, design of the research, research analysis etc. from other universities come here for expert opinion.

- The College encourages higher studies in the field of education by providing required relaxation and cooperation and motivates its teachers to take up research in education by deputing them to attend seminars and workshops, and undertake research studies.
- The department lays emphasis on the concept of promotion of research and on action research amongst the faculty and student teachers.
- The faculty members doing research are given flexibility in the daily workload. Faculty of B.Ed. programme is motivated to contact and consult their counterparts in other institutions.
- The institute motivates faculty members for paper



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presentation in seminars, and treats them on duty leave for which there is a standing provision in the College leave rules.

- National, international journals encyclopedia, educational research surveys and magazines related to research are available in the library for reference. Research material is procured, if proposed by the researchers. Computer and internet facility in the College is placed at their disposal.
- The department encourages its faculty members to engage in research. The faculty members write research articles on various problems of education which are published in esteemed national and international journals and magazines.
- The faculty members provide consultancy to some educational institutions
- The institute is anxious to perform extension activities and is working with some individuals and organizations
- Extension programmes including, counseling sessions, Nukkad Natak, poster rallies, AIDS campaign, sanitation awareness and various other awareness programmes are held from time to time.

3.6.2 What are significant innovations / good practices in Research, consultancy and extension activities of the



institution?

Some of the good and best practices that are being followed in research, consultancy and extension activities are:

- Extensive use of ICT and co-operative learning for pursuit of research.
- Special leave is sanctioned to the teacher educators for carrying out specific minor research projects.
- Student teachers are provided with free consultancy regarding research activities.
- The staff of the college is motivated by the Head of the institution and management to take their active participation in various seminars, conferences, symposia, workshops etc.
- The institution is periodically organizing, sanitation awareness programme to keep the college campus clean, environmental awareness programme for the local public, tree plantation, AIDS Awareness programme, etc.
- During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Lohri Festival the college invites esteemed citizens, parents of student teachers, and women to make them participate in the process.



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- Lastly, we have an obligation to give something back to our country which will have a long term impact on the whole country and institution?



Criterion : IV Physical Facilities

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

Yes, the institution has the physical infrastructure as per NCTE norms. The details of the facilities of physical infrastructure is given below:-

Sr. No.	Infrastructure	Facilities available at the institution
1	Building of the Institution	The building of the institution is earth quake resistant. The total covered area of the building is 5527 sq. mt. in which 2934.5 sq. mt. is for education department and rest is for Phy. Education department .
2	Office for the principal	Principal Office is situated in the institution building at the ground floor.



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3	Classrooms	Institution has nine spacious and fully furnished Classrooms for education department.
4	Multi-purpose Hall (B.Ed. Building)	It is situated on second floor of the institutional building and has seating capacity of 100 persons.
5	Multi-Purpose (In second building)	A well-equipped and furnished Multi-Purpose of 100 persons capacity.
6	Conference Room	Conference room with a seating capacity of 200 persons is available in the second building.
	Seminar Room	A well-equipped and furnished Multi-Purpose seminar room of seating capacity of 35 persons is available in the building.
7	Faculty Rooms	Well-furnished faculty rooms are situated at the ground and first floor with the seating capacity of two in each.



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8	Administrative Office	Office for the administrative work is situated at the ground floor.
9	Guidance & Counseling Cell	For assisting and guiding the applicants for the courses offered by the institution, it is situated in second building on the ground floor.
10	Work Experience Room/Craft/SUPW Room	In the institution work experience/craft/supw Rooms are situated on the ground floor where students work on the principle of learning by doing.
11	Educational technology	On the ground floor of the building a well-equipped educational technology lab is situated
12	Computer laboratory	On the first floor of the building a well-equipped Computer Lab is situated.



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13	Smart Class	On the ground floor of the building a smart class is developed.
14	Psychology laboratory	Psychology lab is situated at the ground floor of the institutional building
16	Language laboratory	A well-equipped Language laboratory with 20 students console one masters' PCs with latest softwares installed are situated at the first floor of the institutional building.
17	Library	Library and reading room having area of more than 165.61 Sq. mtr. is available on the first floor in the college building.
18	Science and Mathematics laboratory	Fully equipped Science and Mathematics lab is present on the ground floor of the building.
19	Examination	Examination department is



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	Department	working in a separate room on the ground floor in the college.
20	Research and Publication Department	Research and Publication Department is working in a separate room on the ground floor in the college.
21	Placement Cell	Placement Cell is working in a separate building at the ground floor of ADMIN Block in the college.
22	IGNOU Department	IGNOU Department is working in a separate room on the ground floor in the college.
23	Girls common room	A Spacious girl's common room with attached washroom is situated on the ground floor of the building.
24	Boys' common room	A Spacious boy's common room is situated at the ground floor of the building.



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25	Reasonable outdoor space and sports and games facility	The institution has facility of playground and indoor (indoor stadium) and outdoor sports/games equipment.
26	Sports Room	Sports Room with necessary & required sports equipment is situated on the ground floor in the college building.
27	Safeguard against fire	Institution has 10 fire extinguishers of five kg capacity each, placed in different parts of the institutional building.
28	Parking facility	Institution has a provision of space for parking the vehicles.
29	Transportation facility	Institution provides bus facility for both students and staff members.
30	Provision of clean drinking water and generator facility	Institution has provision of water coolers fitted with water filter for providing clean drinking water.



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		For uninterrupted power supply Generator facility is provided by the institution.
31	Canteen	Canteen facility to cater need of the staff and the students is available in the institution premises.
32	First Aid Room	For providing preliminary medical help, first aid room is available in the college premises.
33	Reception	For the information and direction of the visitors Reception is situated at the entrance of the ADMIN BLOCK.
34	Guard Room	For the security of the campus, guard room is situated in the college premises.
33	Music Room	In this institution there is provision for a separate room for music.



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34	Store Room facility	Institution has three store rooms to keep the routine required material, damaged and obsolete articles.
35	Boy's Hostel	A Well-equipped and well-furnished Boys' hostel having accommodation capacity of 75 students is available in separate building.
36	Girls's Hostel	A Well-equipped and well-furnished Girls' hostel having accommodation capacity of 75 students is available in separate building.
37	Indoor Gym Facility	A Well-equipped Gym is available in the basement of In-service teachers hostel.

The institution has its own land of more than 10.26 acres for the use of Teacher Education Programme and In-service training as per norms of NCTE and other statutory bodies.. The building has



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covered area of 5527 Sq.mtrs. library hall with seating capacity of 60 students, a multipurpose with seating capacity of 200 students and various method rooms. 08 toilets blocks and washrooms are also available in the institution. Optimum facilities for teacher education are provided in this institution. Necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect.

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

The institution at the time of its launching, created the infrastructure to keep pace with the academic growth. Additional Infrastructure and resources have been created keeping in view the future planning for new courses at UG/PG level. The classrooms, laboratories, library, multipurpose hall, canteen etc., are furnished with adequate furniture and equipment to facilitate better teaching learning process. Our management is well aware about the new developments in education and academics. It tries its level best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The



institution invariably encourages the use of its academic and physical facilities by organizing different educational activities. Some minor changes in infrastructure, as per the need, are made immediately.

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

The infrastructural facilities for co-curricular activities and extra-curricular activities including games and sports are of very high standard in the institute.

- **Craft Room and Work experience laboratory:**
Craft Room and Work experience laboratory has been established on the lines of 'learning by doing' philosophy in teacher education. We organize a workshop for chart and model preparation and preparing best out of waste material.
- **Multipurpose Hall** - provision of the multipurpose hall with seating capacity of 100 persons is there in the institution which provides a common platform to the students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lightening system and



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communication tools like public addressing system.

- **Playground-** Provision of playground for organizing games like Lawn Tennis, badminton, volleyball, handball, cricket and football is available. A running track of 400mts. for organizing athletics is provided. Sports kit and material facilities are provided to the student teachers. Institute also has an indoor stadium for indoor games
- **Sports Room-** A Sports Room with necessary & required sports equipment is situated in the college building.
- **Other Facilities** – CD player and CD's of educational films are available in the educational technology lab. LCD is used for showing educational films. Music instruments are also available for co-curricular activities.

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

The institution runs under the **agies** of Deendayal Krishi Avam Gramin Prodyogiki Vikas Sansthan, Gwalior, Madhya Pradesh, which has many other educational institutions namely IPS college of Tech. & Mgmt., IPS College of Pharmacy and T.N. Mishra ITI, Samodan, Dabra, Gwalior, Madhya Pradesh. All these institutions run in the close vicinity of each other.



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The college shares the following infrastructure of its sister institutions:

- A large Amphi theater (auditorium) is situated in the premises, with a seating capacity of more than 2500 people. The college avails the use of this auditorium for conducting various cultural and educational activities.
- Two large play grounds and three another grounds are situated in the college campus which are used for common celebration of national festivals, the Republic Day & the Independence Day.

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

Various facilities are available with the institution to ensure the health and hygiene of the staff and students.

Medical Facilities – To ensure the well-being of the students and staff members we have appointed part time Doctor. Also free transport facility is available for sick hostlers & day scholars as and when required.

Doctors are always available in the hours of need. The institution organizes many camps where regular checkup of



the student- teachers is done.

Provisions of dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution.

For providing clean drinking water, water coolers are fitted with good quality of water filter systems. Separate wash rooms facilities are available for boys, girls and the staff on each floor. Proper drainage system is there in the building.

Common room (Rest Room) facility – Separate common room facility is provided for girls where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, tables and amusement facilities,

Canteen – At college campus there is provision of hygienic place for canteen which caters hot and cold drinks, snacks, nutritious breakfast and lunch with proper seating arrangement. The canteen is equipped with refrigerator and microwave oven. A committee regularly check the eatables & cleanliness and also takes care of proper functioning of the canteen.



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

The institution has Girls' Hostel in the city and Boys Hostel, in the college campus. The girls' hostel has 20 well furnished rooms with capacity of 50 students. Every academic year around 40-50 girl students stay here. The boys' hostel has 110 rooms with total capacity of 180 students. Every academic year almost 125 students stay in the hostel.

Both the hostels have water coolers with good quality of RO system. Both the hostels also consist of large dining halls. Indoor and outdoor facilities of Sports are available in both the hostels. First aid kits are always available and medical consultation of expert doctors can be sought from a panel of doctors. Provisions of dustbins at various locations throughout the hostels are made to maintain hygiene. Toilets and bathrooms with all-time water availability are available in the hostels. Proper drainage system is there in the buildings. Both the hostels are surrounded with open area and greenery. Colour Television is available in both the hostels for recreation and to provide information of the outer world. Newspapers and magazines are also subscribed here.



Both the hostlers are centrally air-cooled. There is free wi-fi facility for the hostellers. Round the clock security keeps the living hassle free.

4.2 Maintenance of infrastructure-

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

- **Building**
- **Laboratories**
- **Furniture**
- **Equipment**
- **Computers**
- **Transport/Vehicle**

The management has plans and facilities for need base development and expansion of infrastructure. Budget provisions are optimally made for maintenance of various services and infrastructure in the college. The details of allocation and utilization of budget in the last five years are as follows:



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Income & Expenditure Statement 2010-11 to 2014-15

Years		Budget Allocation	Utilization
2010-11	Building	1500000	118700
	Laboratories	20000	5430
	Furniture	20000	6200
	Equipment	20000	4350
	Computers	50000	18500
	Transport /Vehicles	200000	132625
	Building	200000	12500
	Laboratories	20000	8195
	Furniture	20000	12000
2011-12	Equipment	20000	6095
	Computers	50000	20435
	Transport /Vehicles	200000	12640
2012-13	Building	200000	13190
	Laboratories	20000	10090
	Furniture	25000	14200
	Equipment	20000	2890
	Computers	20000	3700
	Transport /Vehicles	100000	82812
2013-14	Building	400000	301522
	Laboratories	20000	3450
	Furniture	20000	4234
	Equipment	20000	3410
	Computers	20000	5350
	Transport /Vehicles	100000	5450
2014-15	Building	200000	75308
	Laboratories	20000	3448



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	Furniture	20000	5951
	Equipment	30000	19866
	Computers	20000	13675
	Transport /Vehicles	500000	301424

Budget is allocated in the beginning of the year optimally for all the above items which is spent fully. Supplementary budget provisions are made during the year if necessary/required.

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

The Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities institutional, administrative, library and sports are kept open for the students and faculty during working hours and extended hours whenever required. There is a set plan executed to ensure comfortable & optimal utilization of infrastructural facilities. The physical infrastructure is judiciously and optimally put to use. We have not made any compromises so far as the infrastructural facilities are concerned. The institution generates and expands the infrastructure continuously. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.



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

The institute is situated in the outskirts of Gwalior, far from the humdrum of the city life in a complete pollution free environment. The institution overlooks the green nearby Hills which offer a magnificent view. The visitors visiting the campus are overwhelmed with scenic beauty of this place.

The institution makes sure that the surrounding area and the atmosphere are maintained suitable for all curricular and co- curricular activities and are conducive for teaching and learning.

The college building is kept clean and pollution free.

The institution has wide windows that allow sufficient sunlight into classrooms and labs. All the lecture halls and rooms are provided with proper ventilation and lighting arrangements and have sufficient fans.

The infrastructure related environmental issues are not only to do with the physical resources but with the human resources as well. The conducive human environment is equally significant for proper interaction among the teacher and the taught for maintenance of quality in the institution. Co-



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ordination between various stakeholders like student, faculty and office staff is ensured through notices which are issued from time to time. These are regarding changes in time-table, changes in seating arrangement and conducting co-curricular activities. Various workshops including faculty development program to avoid mis-communication ensure smooth functioning. Thus, a healthy environment and a spirit of team work are ensured.

Tree plantation is undertaken every year with the help of students. As a result the campus is lush green with trees/plants etc. This also ensures the inculcation of dignity of labour among the teacher trainees. Three water harvesting ponds are in campus in which rain water is stored. Whole campus has underground pipes for this purpose.

Lecture Series is a regular feature of every academic year. Several lectures on contemporary issues and environment are covered by eminent speakers.

Awareness related to conservation of environment and environment awareness are produced through conducting various programmes such as poster rallies etc. in the social service programmes by the teacher trainees.

Issues related to global warming, disaster management and sustainable development are discussed through lectures.



Orientation for maintaining proper hygiene: In the beginning of the academic session, the faculty members orient the students regarding personal hygiene and the importance of keeping the premises clean by making use of dustbins, avoiding litter and garbage, food wrappers and leftover food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain a clean healthy environment in the campus.

Plantation program: Medicinal plants and herbs like aloe vera, neem, ambla, and tulsi have been planted to create awareness regarding the importance and usefulness of these plants. A variety of potted plants are maintained that enhances the aesthetic sense of the teacher trainees and create awareness among them to keep the environment beautiful.

4.3 Library as a Learning Resource

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

The college has a well-qualified and efficient librarian with one assistant librarian to help. The library is equipped with a computer having internet facility, a printer, and a photo-copy machine. The catalogue of all the books, journals, etc. is



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available on the computer. Faculty members of the library committee take care of media/computer services. Besides, the Library Committee advises the librarian and looks after the working of the library.

4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and title, journals- national and international, magazines, audio-visual teaching- learning resources, software, internet access etc.)

The library resources available to faculty members and student teachers are as follows:

Library Holdings	
Total number of books	4871
Text Books	3473
Reference Books	250
Educational Research Survey	05
Encyclopedia	07
Total Journals subscribed	14
Magazine	06
Newspapers	07
E-information Resources	
i. CD's/ DVD's	14



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Audio-visual teaching learning resources comprising various apparatus are available in the E.T. Laboratory, Smart Class and Language lab. Library Management software is installed in the computer used in the Library which enables easy and speedy work of the library. Internet access is also available in the library. Our institution plans to subscribe to some online foreign e-journals.

In the library, books are arranged on shelves in a subject wise manner. Thus the library holdings of the institute are adequate and are utilized to the maximum at various course levels.

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

Yes, the library has computer for maintaining the records of library books with internet facility. Good collection of CD's on education and related topics are made available. Reprographic facility is available in the library. The students along with their library-cum-identity cards put their signatures on visitors' register. Library books are placed course/subject wise for easy accessibility and use.



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The reprographic xerox facility is used by the scholars and staff members as per their own requirement. The internet facility is used by staff members and the students.

The transaction of books is done through Libsys software.

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

Yes, the institution have the facility of Delnet/Libsys.

The Institute library has Libsys software. All the work of issue return has done by this software Institute is the member of DELNET from the session 2010.

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

The college library remain open from 10 to 4 pm throughout the academic year from Monday to Saturday except Sundays and holidays. However, the library on Sundays and holidays is kept open under special circumstances such as examination preparation, seminars, workshops, trainings etc.



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

The new arrivals (books, journal, magazines) are displayed/ clipped on a display board/ display stand in the library and library notice board to make the students and staff members aware about them. There is a separate rack for new arrivals with open access system.

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

The institute library has a book bank facility. The books from the book bank are issued to the poor students on the basis of their requirement. Four books from the book bank are issued to the needy and poor students. Such students can also borrow 2 books from the library at the same time according to the library rules.

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

Facilities to exchange the books, relaxation in retention period of books are given to them. The library is disabled friendly as the reading desks are made available which suits the needs of specially abled students.



4.4 ICT as learning Resources

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

The Institute has established well equipped laboratory to promote ICT activities:-

The institution has a computer lab with 35 PCs (including 02 servers), where the teacher trainees get ample time to conduct practical. This is also open for research activities. Faculty and students get worldwide knowledge through encyclopedias like Britannica and Encarta.

The computer laboratory has internet connectivity. It helps the teacher trainees to enrich knowledge and keep pace with academic growth. The multimedia gives audio-visual access whenever required. The institution has 2 projectors. One of them is ceiling mounted in the smart class and another one is being used for class room for power point presentations and for showing educational documentaries to the teacher trainees during curriculum transaction and co-curricular activities.

Audio-Visual, Other Media and Materials: CD player,



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OHP, Video, Camera, Digital Camera, Colour TV, Tape Recorder, Radio, CD player, DVD player, Video Cassettes, Slide Projector, Public Address System and Slide Show Kit are used often to enable effective teaching learning activities. They are also used for administrative work in the administrative office.

Internet Connectivity and Access: The institute has got 4mbps 1:1 internet connectivity for lesson planning and research work. Campus is Wi-Fi enabled also with security checks.

Hardware: All machines have required installations with latest configurations.

Configuration and Details of Computers

S. No.	Item	Configuration	Quantity
1	Server	Reliance and Idea Server	01 each
2	Computer System (PC) for computer Lab and ICT Lab	Wipro with 1 GB RAM, 160 GB HDD, DVD Writer, 17" LED Screen, Optical Mouse and Keyboards	35



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3	Computer System (PC) for other purpose	Core 2 Duo Machines with 2 GB RAM, 500 GB HDD, DVD Writer, 16" TFT Screen, Optical Mouse and TVSE Keyboard with Woofer Speakers	05
4	Smart Board	Smart Board	01
5	LCD Projector	LCD Projector	02
6	Printer	HP 1020 LaserJet Printer	02
7	Scanner	Canon Scanjet 1000	01
8	UPS	Power UPS with 12 Batteries with 30 minutes backup for 20 PCs	01

Software: Recorded educational video and audio cassettes, films and transparencies are available in the institution. All PCs in the computer lab are equipped with latest softwares like – MS-Office 2007, Windows 7 Operating System, DTP software's (Corel Draw, Photoshop, etc.) and latest updated Antivirus Software's.



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Smart class room: - Latest technology enabled smart computer lab with interactive board is available for faculty members & students to keep in touch with the latest trends in the field of education. Students are also encouraged to use the smart class for demonstrations.

Language lab: - A well-equipped language lab is established to improve the communication skills of the student-teachers. The students can get benefited at a time in the language lab.

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

The institution ensures basic computer knowledge to all the students and proper consideration is given for the use of ICT while implementing the curriculum in which student teachers learn working and the use of all the technological aids available in the college. The teachers give necessary instructions to the students regarding the use of these course contents and skills the use of computers. The training is imparted in various skills including Information Technology, Internet, E-mail, MS-Word, MS-Excel, MS-Power Point and other application softwares. Students are taught to be able to develop skills about Video Conferencing, Hardware maintenance and



general troubleshooting and handling audio-video resources etc.

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

The institution puts emphasis on usage of Smart Class, LCD Projector and OHP.

The faculty members mostly deliver the lectures through PPTs. For these, PPTs, audio-visual aids are provided to the Staff for effective curriculum transaction. They teach the students in their respective teaching subjects with the use of CD's, power point slides through computers and overhead projectors. The institution gives utmost priority in the use of new technology and ICT for day to day teaching.

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

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



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For Developing Lesson Plans: All the student teachers adopt ICT in their practice teaching. The student teachers prepare lesson plans by retrieving useful information & use it in their respective teaching methodology during simulated teaching and Practice Teaching in the school.

The student teachers take help of the Educational Technology Lab for using ICT technology for preparing their practice teaching lessons.

For Class Room Transaction: The student teachers prepare power point presentation of their lessons to be delivered during practice teaching. They take the equipment of the ET lab to the practice teaching school, if required. It makes teaching contentful and more informative.

For Preparing Teaching Aids: The student teachers prepare related to the curriculum, to be used during teaching and learning programme in the classroom. They use information technology in making different kinds of teaching aids.



4.5 Other Facilities

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

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of the teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as resource persons.

The audio-visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated in the close incinity.

The institution organizes various events such as seminars conferences, symposium workshop for the educational development of the student, faculty members as well as the faculty and students of other institutions.



The e-date of the institute is analyzed using various tools and shared with Govt. for official surveys.

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

Following audio-visual facilities are available with the college to provide varied learning experiences and practical training to the students-

1. OHP projector
2. LCD projector
3. Color TV.
4. Tape recorder
5. CD player
6. Video Camera
7. Digital Camera
8. Speakers
9. Computer system
10. Audio CDs
11. Audio-Video CD's



12. Audio Cassettes
13. OHP Transparencies
14. Interactive Board

The students are encouraged by faculty members to make use of these Audio-Video aids during micro teaching. The students are explained about advantages of using Audio-Visual materials during teaching learning process. The skill of using audio-visual aids is integrated with other teaching skills during micro teaching. The students are given feedback on the use of audio-visual materials in teaching learning process. The faculty members themselves use these aids during curriculum transaction process. The student teachers make use of the OHP and PowerPoint presentations during micro teaching sessions.

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

Laboratories : Following methods' laboratories are available with the institution-

Method Labs : A Method Lab is a special room in which teaching aids, apparatus and essential material needed for



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conducting lessons of school subjects are kept. It is made available to the faculty members and students. Teaching aids prepared by the students are also kept in all the labs. Our college has method labs which are useful for all teaching subjects. The institution has the following method labs:

- i. Social science lab
- ii. Language lab
- iii. Science lab + Mathematics Lab

The general laboratories include the following:

- i. Psychology Lab
- ii. Educational Technology Lab
- iii. Computer Lab
- iv. Art and Craft Lab/Work Experience

It is ensured that all apparatus are well maintained and in working condition.

Maintenance of the equipment and other facilities- The responsibility of building maintenance is undertaken by the parent institution Campus Maintenance Committee. Faculty in-charges of these labs maintain the equipments with the help of technical staff in the insistently.

The maintenance of computer equipment is done by a local agency on yearly contract basis. The institution makes every attempt to enhance the facilities and maintain the equipment



and facilities.

For this purpose, proper budget allocations are made and utilized. Technicians are in place to repair equipment malfunction if any. They are promptly repaired. Proper safety measures are installed for electrification of all electronic equipment.

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

The institution has the following:-

Multipurpose Hall – Provision of the multipurpose hall with a seating capacity of 100 persons is there in the institution which provides a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lighting system and communication tools like Public Addressing System.

Sports- Sports Room with necessary & required sports equipment is situated in the college building.

One multipurpose indoor stadium having all kind of sports facilities such as 10 mt. fully AC Shooting Range, Billiards, Jacuzzi, Sauna Bath, Steam Bath, Squash Court, Wooden



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Badminton and Basket Ball Court with lights.

Workshop- The workshop has been established on the lines of 'learning by doing' philosophy in teacher education. The workshop is equipped with gardening implement, candle making and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, preparing best out of waste and material for chart and model preparation. Workshops on paper cutting and card board modeling are organized for the students from time to time during each session. The material for painting & sewing are also available for the students.

Music- As mentioned above the multipurpose hall is equipped with musical instruments to be used on various cultural activities.

Transport- The College provides bus facility from adjoining areas of the college campus both for teachers and students.

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

The classrooms have been equipped for facilitating the use of latest technology for teaching. Details are as under:-

The facility of the OHP, audio, video facilities, etc. mobile LCD is



always available and is provided on as and when required basis in the classrooms.

Therefore easy access to remote class-room teaching through video conferencing is made available for the students as well as teachers.

We have specialized smart classes equipped with all gadgets.

We also have plans to equip our classrooms with newer equipment for video conferencing etc. in the near future.

4.6 Best practices in infrastructure and learning resources

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

Faculty members are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. The faculty makes use of facilities available in the institution like Smart Class, Computers, Television, DVD player, OHP, LCD projector etc. in pedagogy.

The teacher educators and student teachers adopt different methods of teaching and deploy different techniques for the sake



of variety in teaching and learning.

The class is made more interactive rather than routine lectures.

Dialogue system is also applied to make the classes informed at times.

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

The innovative practices related to ICT that contributed to the quality enhancement are-

- Multimedia library is an example of innovative practice related to the use of technology.
- We have a well-equipped computer lab available with systems where communication of information is facilitated. Well qualified faculty is available in computer lab to help the students in learning computer skills and preparing their lessons.
- The entire range of activities for both teaching and learning is covered by the use of ICT.
- All the students are encouraged to use the computer lab and enhance their skills.
- Most of the students prepare their lessons on power point and deliver them in their final skill-in teaching exam.
- Workshops on computer skills are organized from time to



time which enhance computer efficiency of the students.

- Students use these labs for presentation in seminar, assignment, synopsis and dissertation writing work etc.
- A well-equipped language-lab is there to develop the communication skills of the students and teachers.

4.6.3 What innovations/ best practices in ‘infrastructure and learning resources’ are in vogue or adopted/ adapted by the institution?

The College pays a lot of attention to infrastructure and learning resources and which are adopted/adapted by the college.

These are as below:

- Spacious campus
- Spacious labs, class rooms, library, multipurpose hall and all are well furnished.
- Counseling on career planning, development, training for academic advancement.
- Computer lab with internet facility both for students and faculty members with uninhibited access to both.
- Both indoor and outdoor sports facilities.
- Health center of the institution to offer medical facilities to the students and staff faculty members.



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- Generators for electricity power backup.

Library is the backbone of any educational college. The institution is fortunate enough to have a rich and well maintained library. It is computerized and accessible for the student teachers, the faculty researchers. Internet facilities are available in the library.

Various experts in their respective fields of study and research are invited for enhancement of the faculty as well as the student teachers almost all through the year. The college enjoys the privilege of having their expertise shared right on the campus of the college as well as at the seminar rooms of the institutions of higher learning.



Criterion V: Student Support & Progression

5.1 Student support and Progression

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

On the basis of the merit based on the marks in the written test conducted by VYAPAM, the students are admitted in the institutes for B.Ed. programme.

Once they finally get admitted in our institute their previous experience and knowledge is adjudged through discussion in the orientation programme. During these discussions the complete curricular and extra-curricular agenda of the institute is put up for their choices in the different programmes/ committees/ activities. On the basis of their choice and the advice given by the faculty members final inclusions in the committees/activities is made.

Also during the entire course the students are given proper advice on different occasions right from the classes to pre university examination.



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

The institutions approach has all through been to ensure the holistic development of the students. This approach encompasses all the traits/values like motivation, satisfaction, development and improvement.

The students are motivated to participate and excel in the respective areas of choice/interest where they are given an opportunity to be trained so that they enhance the skills in the respective area and feel a sense of fulfillment. They are also motivated through awards/rewards on different occasions for their achievements.

The Principal and faculty members always device the methods and practices where the students, after their participation/the level of learning makes them satisfied which is a certain through the transparent feedback system. Different co-curricular activities and sports events give them an edge for their satisfaction.

For the development of the various aspects of their personality many programmes are organized. For example:

- **Physical Development :** Sports Meet and Games Period



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- **Moral Development:** Morning Assembly, cultural activities and Guest lectures on Values
- **Social Development:** Celebration of various functions like Diwali, Holi Christmas, Makar Sakranti etc. and active participation in the community services. Organization of educational tour.
- **Intellectual Development:** Quiz, Debate, symposium etc.
- **Cultural Development:** Organization of various cultural programmes (Talent Hunt, Annual Get together, Women's Day, etc.), Plays and Dramas.
- **Vocational Development:** Providing guidance to choose right vocation through Guidance & Counseling Cell. Starting of the session with, Morning Assembly, Saraswati Vandana & before starting any activity.
- **Development of Nationalism :** Celebration of important national days like Republic day, Independence day, Martyrdom Day, Teacher's Day, National Sports Day etc.,

There are lots of activities involved in the teaching learning process where performance of the student-teachers is improved. The main activities are-

- **For Teaching** - Micro, Macro teaching



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- **For Academics** - sessional test, Seminars, Assignment, etc.
- **For Practical Work** - Work Experience/SUPW.

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

The gender wise Dropout Rate of the student-teachers has been negligible during the three year of the life of the institute.

Gender 2011-12	2012-13	2013-14	2014-15
Male (B.Ed.)	1	3	3
Female (B.Ed.)	0	0	0

Students dropped out on grounds not related to institute but their personal problems. These included the students' admission in other courses of their choice or their selection in jobs.

The institute has a mechanism to prevent the phenomenon with the help of the faculty. It makes efforts to retain the students who intend to leave the institute for other social reasons. We have succeeded almost invariably. In no case was institute ever found responsible for the cause.



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

Additional Services provided to the students are as follows:

- 1.** Educational Visits
- 2.** Use of Multimedia
- 3.** Felicitation of meritorious students
- 4.** Placement of Teacher trainees
- 5.** Special Lecture Series
- 6.** TET /SET
- 7.** Free Internet Access
- 8.** Alumni Meet
- 9.** Lectures on interview skills
- 10.** Special session on soft skill trainings.
- 11.** CTET

Geo	Name of Student	Appeared/ Qualified student in competitive examination
1	Raginee Chaturvedi	CTET
2	Sfurti Dixit	CTET
3	Pragati Namdeo	CTET



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4	Shiv Bhol Singh	CTET
5	Amiya Mishra	CTET
6	Deepika Bhargava	CTET
7	Priyanka Shrivastava	CTET
8	Narayan Singh Dhakar	CTET
9	Chetna Trivedi	CTET
10	Chandani Maheshwari	CTET
11	Poonam Rathore	CTET
12	Jyotosana Pahalajani	CTET
13	Gunjan Bajpai	CTET
14	Neetesh Dubey	CTET

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

Every year an average of almost 30% of our students goes for further studies in various courses such as Post Graduation, M.Ed., etc. through regular and correspondence courses. Almost 80% students of our institute choose teaching as their career and work in various government/ private and public schools on regular / temporary / guest and contractual basis.



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

Yes, the institution provide access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available in the institution. Usually the students who pursue higher studies related to research come here to avail the facility of the library. These facilities are accessible to old student teachers with the permission of the Principal whenever they require after graduating from the institution.

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

The institute has a provision for placement services. The institute works out strategy for finding employment to its alumni by getting them placed in reputed schools in particular.



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- Sometimes the private schools approach us on their own for procuring services of appropriate candidates recommended by the institute.
- The Placement Cell provides guidance related to the placement of teacher trainees in various schools and institutes of Gwalior and outside.
- The Cell collects information related to vacant posts available in various schools and institutes. It also provides guidance & counseling related to various opportunities in the field of education. It also guides the students to write their CV's properly and face the interview.
- The cell takes help of the Alumni who have been teaching at various educational organizations. Help of Alumni is sought regarding the vacancies available in their organization, and feedback of the placement services offered by the Institute.

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

The Cell faces the difficulties listed below:



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- As such, there is no system of campus recruitment in educational courses.
- The schools prefer to appoint their own students/alumni.
- Sometimes, selection of teachers is made before declaration of result.
- Moreover, many students prefer schools which are close to their residences/native towns. This is particularly true in the case of female students.
- Many schools do not even advertise available vacancies in reputed newspapers.

In these ten years institute has established personal relations with the schools and their management. It seeks to utilize services of its own alumni and makes use of its personal contacts. It tries its level best to get to know the status of vacancies already there or else likely to fall vacant in the near future.

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

Since our students were regularly going in the schools for practice teaching we maintained a very good rapport and the students on the basis of their performance used to get the opportunity of a job in the same school.



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But for the last five years the university has made it mandatory to choose the Government schools only for practice teaching purposes hence no role of the institute in getting anybody placed in the said schools.

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

The institute has a very well established finishing school which is equipped with all kind of facilities, required for pre-placement services.

The training and placement cell takes the help of finishing school in providing the all resources for their preparedness for the jobs.

There is a separate general library, audio-visual room for presentations and a computer lab available for the students.

There are two placement officers who are fully dedicated for placement cell.

There is a provision of financial support in the annual budget of the institute every year.



5.2 Student support

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

- The institute follows the Jiwaji University curriculum .
-academic calendar. The supporting co-curricular and extra-curricular activities are planned at the start of the academic session in accordance with and within the framework of the university calendar. The extra-curricular activities are also planned at the beginning of the session keeping in view the mission of the institute. It is prepared on the basis of consensus of the faculty member who conduct these activities and has, the wider consultation and experience of managing these activities during the preceding years in a befitting manner.
- The practice teaching session starts once the student teachers have acquired knowledge and skills in the theoretical aspects of teaching and matters related with the conduct of lessons are planned after taking into account the availability



of the practice teaching schools, after due permission from DEO.

- Once the time table of the curricular, extra-curricular and co-curricular activities and the school based activities are finalized, it is immediately notified for the information of the student teachers. Details are put on the notice board. Besides, faculty members keep the students informed about the time table while interacting with them in the classrooms or outside the classrooms.
- The review of the curricular and co-curricular activities is done in the monthly meetings at the institute level and then the Group Director level. In their meetings the transaction of syllabus and election of the co-curricular activities is reviewed. Principal taken note of all the activities visit from the classes to extracurricular activities. The suggestions are taken into consideration for corrective measures.

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

The institution follows the policy of inclusion. Physically challenged teacher trainees are admitted in the institution. No concessions are given to complete their academic work. Completion of practical and practice teaching



lessons has to be done as the general teacher trainees but with regained assistance.

Physically challenged teacher trainees are encouraged and motivated to participate in co-curricular activities. During practice lessons, they are permitted to take help of other teacher trainees for putting up teaching aids and for taking assistance for writing on the blackboard. Minor changes as and when the need arrives, are made to move them comfortable.

5.2.3 Does this institution have mentoring arrangement? If yes, how is it organized?

Yes, the Institute has mentoring arrangements. All the faculty members guide the student teachers. For this purpose the institute has the following arrangements:

1. Tutorial Group - All the pupil teachers of the institute are divided into various tutorial groups. Each tutorial group has a mentor (teacher in charge) to solve the educational, social and personal problems and monitor the progress of the pupil teachers.
2. Guidance and counseling cell - The Institute offers counseling and professional guidance to the students. They are also provided counseling services if they face any problem in their social, cultural or family environment.



This cell also has mentor teachers to provide these services.

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

Updating the institution on regular basis do the follow be effectively:

1. Regular monitoring
2. Review meetings
3. Feedback from the students

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

Yes, the institution has its own website.

<http://www.ipsgwalior.org>

The following information has been posted on the website:

- Brief history of the institute with introduction to the institute and its campus.
- Mission vision statement, the goals and objectives of the institution.
- Management.
- Infrastructure.



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- Academic calendar.
- Admission policy.
- Research information.
- Infrastructural facilities available for teaching/ learning.
- Alumni information.
- Faculty of the institution.
- Details of laboratories and library facilities
- Latest news and upcoming institute activities.
- Contact details & Guide map of the institute.
- The institute website is updated regularly from time to time, on which the student can post their views suggestion, articles etc.
- Financial report.
- Official declaration.
- Details of ongoing programmes.

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

In the very first month of teaching the week students are identified through interaction and dialogue on the subject. Such students are also identified through the unit tests, internal



assessment and through assignments given individually. The institute takes utmost care of such low achievers and give extra input by the faculty members some of such inputs are as under:

1. Arranging tutorials to such students.
2. Using different teaching aids.
3. Organizing special learning sessions.
4. Enhancing their library sittings.
5. Counseling by the faculty members to boost their moral.
6. Motivating them to be interactive and open in the discussions.
7. Giving them tips on the examinations.
8. Making them learn through practicals and through other such tools.

5.2.7 What specific teaching strategies are adopted for teaching

(a) Advanced learners and (b) Slow learners

These two categories of the students are easily identified by the faculty members through personal discussions, in the classrooms, seminars and internal assessment. We also use different platforms to observe the students for this purpose like participation in different cultural/sports activities, practicals and assignments as members in different organizing committees. Different strategies are adopted for teaching these two categories:



1. The advanced learners are given higher responsibilities, assignments. They are provided with advanced learning material which satisfies their appetite for more learning and information. They are advised to collect extra/advanced information through internet and other sources.
2. For slow learners extra tutorials are arranged for the specific subject/subjects. They are provided with extra and easy reading material. Faculty members monitor their progress on regular basis and give them counseling.

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

General career counseling:-

Skill development classes, communication orientation classes & life skill classes are conducted. Employment opportunities are brought to the students.

Academic counseling:-

The low achievers are found out through internal assessment test. Special care is given to them. Counseling with parents & respective teachers are also conducted.

Personal counseling to low achievers:-

Personal counseling is conducted with the help experts and teachers.



Placement services:-

Yes , the campus has one T&P Cell which takes care of the placement services to the students

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

The redressal cell provides tripartite settlement service, which includes members of staff, principal and management. The grievance in our institute relating to admission, scholarship, university result, payment of fees, assignments etc are redressed through the same.

In addition to this suggestion box is maintained at prominent location in campus. This is periodically opened in the presence of committee members. Suggestion recorded in register & necessary recommendation made by management & administration.

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

The monitoring of the students progress starts from the very first month of the classes applying different tools. The progress of their theoretical learning is monitored and reviewed through



class tests and personal discussions in the interactive classes. After reviewing the same students are advised accordingly to improve.

Teaching skills and competencies are two vital parameters which make a teacher good or bad. This is critically analyzed during micro teaching sessions, demo classes and other such processes. It helps to take corrective majors on time to enhanced the skills and competencies of the students.

If some students are found non-responding to the corrective majors they are counseled in exclusive sessions.

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

The institution ensures the development of students' competencies in pre-practice preparation and in practice teaching in various ways:-

The student teachers are prepared well before they take up the task of practice teaching in real classroom situation. It is done as given below :-



Pre-practice Stage-

- Students watch demo lessons for teaching various subjects. This helps them, as a first step, to teach in a real classroom situation.
- Students are rigorously practiced in skills of teaching and classroom management during micro teaching.
- Students are familiarized with the concept, purpose and ways of developing lesson plans and taught how to prepare a workable and effective lesson plan for teaching particular subjects.
- Problems faced by the students are solved by the teachers by discussing and explaining the weaknesses found in the lesson plans. The students may be asked to rewrite the lesson plans. A format of lesson plan is also provided.
- Subject teachers present model lessons which the student teachers observe to see actual operation of plan in ideal way.
- The student teachers have to present at least three lessons in each skill. All student teachers present 21 lessons before their peer groups in the presence of their subject teacher. Problems, if any, faced by the teacher trainees are solved by the teacher educators mostly on the spot, present in the simulation class.



Practice teaching-

After the successful completion of the simulation part, they are asked to present their lessons in real class room situation. Teacher trainees are required to present at least 20 planned lessons in each of their teaching subjects. It is followed by 2 criticism lessons.

- Student Teachers are assigned different schools for undertaking teaching practice.
- The student-teachers are provided with audio-visual aids including modern apparatuses of science and technology for effective teaching.
- Student teachers present their lesson plans in front of the Teacher Educators who observe their lessons.
- The subject teacher from the schools selected for teaching practice also observes the lessons delivered by the teacher trainees and can make suggestions for improving the quality of teaching learning process.
- Students are trained in the technique and encouraged to present their lessons using Audio Visual aids, like teaching charts, globes, as well as overhead projectors, power point presentations, etc. Awareness to the role of computer/IT in education is also inculcated well in advance.



- During both the stages, the teacher educators remain present to provide on the spot guidance and suggestions.

5.3 Student Activities

5.3.1 Does the institution have an alumni association? If yes,

- 1. List the current office bearers.**
- 2. Give the year of last election.**
- 3. List Alumni Association activities of last two years.**
- 4. Give details of top ten alumni occupying prominent position.**
- 5. Give details on the contribution of Alumni to the growth and development of the institution.**

1. List of the current office bearers :-

List of the current office bearers of the Alumni Association

S. No.	Name	Designation
1	Dr. Rama Tyagi	President
2	Dr. Brij Kishore Prasad	Vice-President
3	Shri Bhartendu Sharma	Secretary
4	Shri Vivek Pandey	Treasurer
5	Shri Chandra Prakash Gupta	Joint Secretary
6	Ms. Ragini Chaturvedi	Member



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7	Mr. Deependra Deep	Membe
8	Mrs. Ashma Khan	Member
9	Mrs. Snehika Shriastava	Member
10	Shri Amit Agarwal	Member

2. Year of the Last Election

The last election of alumni was held in the year 2013 as per the constitution of the alumni. The institution appointed the above mentioned office bearers by common consent and nomination.

3. List of Alumni Association activities of last two years

4. Details of top ten alumni occupying prominent position:-

List of Top 10 Alumni occupying prominent position

S. No.	Name	Designation
1	Shalini	Department of Basic Education, U.P.
2	Pooja Gangwar	Department of Basic Education, U.P.
3	Leena Kshatriya	Assistant Professor, Jain College, Gwalior
4	Manish Mishra	Sub-Inspector, M.P. Police
5	Neeraj Verma	Department of Basic Education, U.P.
6	Prabhash Pandey	Department of Basic Education, U.P.
7	Sfurti Dixit	Department of Basic Education, U.P.



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8	Pratibha Soni	Supervisor, Women and Child Development Department, Kailaras, Morena
9	Raginee Chaturvedi	TGT (Sc.), Govt high school Dourawali, Morena
10	Jyotsana Pahlajani	TGT, So. Science, Gwalior Glory High School, Gwalior

Besides above ten alumni, there are many other alumnis' who are also working as lecturer in this intuition.

5. Details on the contribution of Alumni to the growth and development of the institution :-

The alumni's contributions in the growth and development process are given below.

- Placement opportunities are offered to the students through alumni working in various institutions.
- The alumni provide feedback to the institution to reshape the present teaching and learning programmes.
- The alumni has also contributed in the form of motivation to the present students
- The alumni have suggested new areas for programs to be conducted outside the institution in the form of social work.



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

The institution aims at all round development of the student- teachers. And to achieve development of the students is of focal point. The institution considers it essential to provide opportunities and nurture other talents in teacher trainees along with the training for teaching profession. Teacher trainees are encouraged to participate in extra-curricular activities. Competitions like debates, essay writing, elocution, poetry, drama, art and sports are organized. Emphasis is laid on the related activities. Every year our students participate in institute and university youth –festival and sports and have got good number of positions. Expenditure incurred is borne by the management. mostly to education based topics. Ample amount of time is give for practice. The faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution. Certificates and awards are presented to the winners and are felicitated by the guest or the head of the institution.



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

The institution has started to publish a quarterly newsletter which incorporates student-teachers' activities, philosophical views of eminent educationist. The students are motivated and encouraged to publish their written material in the magazine.

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

State administration has put a ban on students' election in institutes. Therefore as of now there is no student council in institute.



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

These are various committees in institution which have student representative.

Yes, students get fair representation in IQAC, Grievance cell, Discipline Committee, Anti Ragging Committee and Women Cell.

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

There is a system of getting feedback from the passing out student-teachers at the end of every session. The feedback is also collected their respective employers.

This data is reviewed and analyzed for further improvement in our curricular and co-curricular activities.

5.4 Best Practices in student support and progression

5.4.1 Give details of institutional best practices in student support and progression?

The best practices of, the institution in Student Support and Progression are:



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- Guidance and Counseling Cell
- Women Cell
- Suggestion Box
- Tutorial system Institute Magazine
- Alumni Association
- Institute Website
- Student-teachers representatives
- Placement Cell
- Mentor System
- Book Bank
- Student railway concession facility
- Wi-fi internet service in Girls and boys hostel
- Free access to the internet services in the institute to all the students.

For student support and progression, the institution has qualified and experienced staff members, organize of various competition and extension programmes with the active participation of student teachers, orientation programmes and seminars, tutorials, educational tours and trips, regular meetings of faculty and student teachers.

The institution strives to provide quality education to the student teachers with the facilities of internet, books and new



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strategies of teaching and use of ICT. Students are provided with the opportunities to acquire learning through various modes, group discussions, cultural activities, sports and games there by leading their all-round personality development.



Criterion- VI : Governance & Leadership

6.1 Institutional vision and leadership

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

The Institution's Purpose, Vision, Mission and Values are as follows:

Purpose-

The purpose of the institution is to prepare such teachers and teacher educators who could imbibe the human values, sense of love and duty for the nation among their students with their all-round professional and personality development.

Vision-

To produce technically sound, professionally competent and socially committed individuals imbued with ethical values to serve the society.

Mission-

To build a centre of excellence for learning where young talents can be nurtured to their fullest potential through focus on teaching, learning, research, and innovation in order to improve quality of life of the community and the nation at large.



Values-

The institution tries to inculcate and promote the following values amongst its stakeholders.

1. Modesty, sensitivity, punctuality and neatness.
2. Patriotism, national integration and tolerance towards all religions.
3. Gender equality, dignity of labour and scientific attitude.

The institution works on the following goals and objectives for achieving the mission-

- To impart value based education
- To prepare competent and committed teachers
- To enhance the skills of teacher educators
- To create conducive research environment and facilities
- To ensure the all-round development of teacher trainees
- To develop sensitivity towards emerging issues like environment, population, education, gender equality and legal literacy
- To promote inclusive education.
- To develop awareness and attitude towards global trends and concerns in education.
- To develop soft skills and life skills.
- To develop culture in teacher trainees and enable them to become I.T. savvy.



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These are made known to the stakeholders by different practices as under:-

- The objectives of the institution are clearly mentioned in the prospectus given to the students.
- Principal mentions about the goals and missions in her address at the beginning of every new academic year and on any other such occasion.
- Flash boards displayed in the campus at strategic points.
- Through every day address in the college assembly.
- Institute's website.
- In handbills distributed in career fairs.

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

The activities, academic as well as co-curricular, are designed in such a way that they match the mission statement of our institution. Understanding that all people regardless of cast and religion, background, or upbringing have tremendous potential .this potential is explored and exploited by providing several value addition programmes to enrich the lives of students. The institute



takes care of expanding their knowledge base through curricular activities. For their physical, moral and spiritual development all kinds of field activities, co curricular activities, and community works are organized .they are prepared to think critically and recognize how their endeavors contribute to the well being of the society ,and the country at large.

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

The top commitments of the management are:-

- To create the healthy and conducive academic environment.
- To plan and make strategies for better implementation of all kind of activities in the campus.
- To arrange and manage the required funds for running all sort of activities
- To participate in major activities for moral support of the executers.
- To develop intelligent, well informed, disciplined and socially responsible teachers, reincarnation of values into



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the student- teachers,

- To inculcate the spirit of service to the society among student teachers, to instill a humane attitude and scientific thinking among student- teachers
- To elicit the co-operation of all stake holders.
- Ensure and develop mechanism for monitoring and sustaining a work culture, commitment and passion for attaining the institutional goals.
- The institution always tries to a large extent in translating its vision and goals into academic practices.

The management's contribution towards its mission is exemplary. It recruits the well qualified faculty. It provides encouragement and recognition to the student-teachers and teacher-educators during functions and teaching learning process. Physical infrastructure and the latest ICT tools and apparatus are made available to carry out teaching learning process effectively.

Management organizes various meetings with the faculty and also rewards the faculty. The faculty and students are given individually care and concern.

Every cultural, academic and sports event organized in the institution are encouraged by the presence of management members.



Composition & Functioning of Board of Management-

The details of Board of Management has been given in the appendices enclosed at the end of this report.

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

The management assigns the responsibilities and ensures that the same are communicated well. The principal, in consultation with the management distributes work load to each member of the staff keeping in view their strength/weaknesses, and potentiality.

Each faculty is equally involved in extracurricular activities according to their potential, taste and need. Each of them are assigned some 'in-charge-ships' to look into specific area of the college like, teacher-in-charge of discipline, teacher-in-charge of assembly, teacher-in-charge of examination, teacher-in-charge of work experience, teacher-in-charge of co-curricular activities, etc. Communication with the staff which is crucial remains very clean and direct. It is established by conducting formal and informal meetings as and when needed.

Whenever meetings are formally organized on daily basis, there is



informal interaction between head of the college and staff members. Such meetings are arranged to sort out daily problems.

The management looks after the working in totality and provides resources. The day to day functioning of the college is looked after by the Principal.

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

The feedback received from various set channels in the institute are compiled on regular intervals and reviewed by the principal with the staff.

This review report and the original compiled feedback is put in the meeting with the management atleast thrice in a year and the corrective measures, as decided with the management, are taken to strengthen and smoothen the day to day functioning for better results and academic environment. Besides regular feedback system, the feedback is also taken for some special programmes like seminars, conferences etc. and it is used to make future such programmes more effective and result oriented.

Management gives necessary directives and arrange the required



resources for implementing the change suggested by them.

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

In our institution the feedback system is very transparent and available for anybody to see or review in the institution.

On completely decentralized manner the feedback and the observations received right from the students level to the higher authorities is taken into account to identify and address the barriers, if any.

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

The management gives complete freedom to the Principal and the staff to implement the innovative ideas in teaching as well as in teaching practice sessions. The resources are also made available to enhance the effectiveness of the staff members. The semester break of 15 days is given to the staff members to freshen up and re-energize.

Institute organizes specific workshop for faculty members and for



non-teaching staff. The internal training programmes are also organized from time to time.

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

To run the Institution in a efficient manner several committees have been formed with clear terms and conditions for their functioning. The principal keeps and a vigilant eye on the functioning and outcomes of these committees. The monthly review meeting with the staff is organized on regular basis and it is seen if all the committees are working as per the directives and well defined rules. The shortcomings, if any, are discussed and the directives for the required amendments or corrections are given.

In the review meetings and through direct feedback from the students it is seen that the syllabus is being implemented as per the curriculum and the units are prepared and taught to the best benefit of the students.

The budget, prepared in wider consultation with the Principal and the staff, is monitored regularly when the expenses are incurred for day to day activities both academic and co-curricular. Sometimes supplementary resource requirements are generated



to meet out the additional inputs for quality teaching and other activities.

6.2 Organizational Arrangements

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

The college encourages participatory management practices and team work between different components of the college. To assist the principal in academic work various committees are constituted.

These committees plan, execute and co-ordinate the activities in their respective areas of the college. The constituted committees and their meetings details held during the session 2013-14 and 2014-15 are given below :-

- **Time-table and annual Calendar committee** – the committee designs the time-table for regular classes of B.Ed., and makes adjustment for absent faculty members.

This committee is responsible for chalking-out the annual time-table of different curricular and co-



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curricular activities as per the norms of the university.

- **Admission Committee** - This committee is responsible for making a thorough verification of the documents of the students allotted from the affiliated university through centralized admission process in B.Ed. makes adjustment for absent faculty members.
- **Discipline Committee** - This committee maintains discipline in the institution and creates healthy environment for self-discipline.
- **Examination Committee** - This committee holds internal exams as well as guides the students for timely completion of the final examination process as per the norms of affiliating university.
- **Library Committee** - The committee makes review of the existing needs of the students and as per their needs, updates the infrastructure in the library.
- **Research and publication Committee** - The committee invites prominent educationists from time to time to deliver lectures on different educational and social subjects .This committee looks after the whole process writing from inviting the research paper getting them reviewed by eminent reviewers and publishing the same in this journal. This committee also looks after the publishing



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of process of all national and international conferences/seminar/workshop etc.

- **Practice Teaching Committee** - This committee is responsible to organize micro teaching and practice teaching of the B.Ed. Students during the academic session.
- **Physical and Health/Sports Committee** - To give all round development, physical health is necessary. To achieve this goal physical and health committee organizes different games and sports activities and also organizes inter-house and inter-college competitions.
- **Literary and Cultural Committee** - This committee organizes different cultural and literature activities and competitions to develop various skills among the students. With the aim of moral development, this committee is responsible for daily prayer during the morning assembly.
- **Hostel Committee** - The committee manages accommodation and food facilities for the hostlers.
- **NAAC Committee** - This committee collects academic, infrastructural, human resource and financial information related to NAAC inspection from various other departments of the institution and compile the report according to the prescribed



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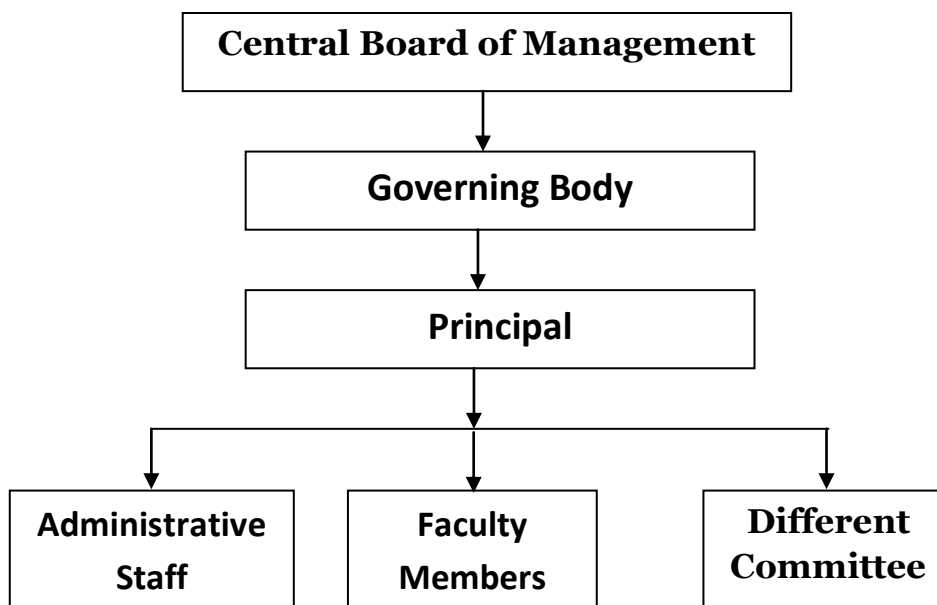
format and guidelines of the NAAC.

- **Internal Quality Assurance Cell** - This committee ensures quality education and other facilities provided to the students.
- **Grievances Redressal Cell** - This cell resolves complaints and grievances of the students.
- **Career Counseling and Guidance Cell** - Career counseling and guidance cell assists students for their further career upliftment and also guides them regarding their educational needs.
- **Alumni Association** - This committee organizes alumni meets and seeks their regular feedback.
- **Placement Cell** - This cell provides information of different vacancies available in the field of education and holds personality development programmes.
- **Women Cell** - Addresses the problems of female students and provides them awareness about to different issues related to their welfare and upliftment.



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

The organisational structure and detail is given below :-



The details of academic and administrative bodies of the institution for the session 2013-14 is given below

- Admission Committee
- Time-Table Committee
- Discipline Committee
- Research and Publication committee
- Examination Committee
- Library Committee
- Practice Teaching Committee
- Physical and Health/Sports Committee



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- Literary and Cultural Committee
- Hostel Committee
- NAAC Committee
- Internal Quality Assurance Cell
- Grievances Redressed Cell
- Career Counseling and Guidance Cell
- Alumni Association
- Placement Cell
- Women Cell

6.2.3 To what extent is the administration decentralized?

Give the structures and details of its functioning.

The management and head of the college are always in interactive mode with each other. The principal and HOD get the feedback from teachers, students and the public with regards to the teaching quality, curriculum and extra-curricular activities and infrastructural demands. After thorough discussion and deliberations in the meetings, the decisions are taken for their implementation keeping in view the available resources.



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

As ours is a big educational group having three different colleges, joint meetings are held to share the best practices in academic and non-academic activities. The schools feedback collected through visits by our students and meetings for different purposes is taken into consideration in improving the quality of teaching and field activities.

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

The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The related data for feedback is obtained from the faculty members, student-teachers, heads and staff of the practice teaching schools, visiting eminent educationists and social workers. The decisions regarding innovative teaching learning practices, teaching aids, academic



environment, institution-society relationship are taken for performance improvement.

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

The college has established a good rapport between departments by way of conducting periodical meetings, seminars, discussion, and deliberation and encourages sharing of experiences freely among themselves. This system paved the way for identifying initiative channels in the progress of teaching learning materials. Experts are invited to suggest measures for the empowerment of the faculty. The faculty members are encouraged to attend workshops/seminars/conferences outside the institute to update their knowledge and enhance the teaching competencies hence empowered academically.



6.3 Strategy Development and Deployment

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

Yes, the institute has a data centre to collect information on

- Students Profile
- Students Attendance
- Academic Performance
- Result Analysis
- Faculty & Staff Profiles

The information related to the college is updated on our website so that parents and students have access to it.

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

On the basis of demand notes collected from HOD the Principal prepares the annual budgetary and human resource requirements. The central office takes it into consideration while preparing the annual budget and the human resource requirement. These recommendations are discussed in the meeting with Governing body for final decisions and directions in this regards.



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

There is a system for obtaining the support and implementation of human and financial resources. The human resource is deployed through college level selection committee (in case of an emergent situation) followed by dully constituted selection committee of the University. As per the approved budget the allocations are released as an when the need is generated.

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

Academic committee prepares the academic calendar, in tune with the curriculum and syllabus, at the college level. The recommended academic plan is discussed in the staff meetings headed by the Principal of the college and finalized with the suggestions, if any.

The practice teaching plan is also prepared after a wider consultation and approvals from the DEO, School heads and the faculty members of the Institute and the same is communicated to all concerned.



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

There is a clear written document on roles and responsibilities of each and every employees of the institute which is in tune with the objectives of our institute. These are communicated through various channels/procedures.

The curricular objectives have been published in the institution prospectus. The goals and objectives of the institution have been highlighted on display boards and also communicated to the staff members at the beginning of the session through short term orientation and meetings. It is also available on the Institute's websites.

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

The vision, mission are monitored with regular intervals. In the quarterly governing body meetings it is monitored through various tools and observed whether academic and co-curricular activities fulfill the main elements of vision, mission and implementation plans. On the basis of monitoring and review



outcomes the final evaluation is made for further improvement of the Institution.

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

All the teaching faculty members plan the teaching schedule and strategies/methodology. In the recent past the smart class is being used for teaching in the institute and also to make the students technology friendly so that they used this technology when they go for the practice teaching and teaching job later on.

In Microteaching, the micro lessons are video recorded and shown to the students for further re-teach lessons with due corrections.

6.4 Human Resource Management

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

The institution keeps it on the top priority to enhance the knowledge base and to expose its faculty members to the newer technologies in the teaching with special reference to teacher education. On the basis of personal discussions and staff meetings the emerging trends in teacher education are implemented. As and when there is a change in the syllabus or in the strategies the faculty members are given special inputs through short term



internal learning session or by sending them in the conferences/seminars on such current issues.

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

- a. There is a mechanism of online annual appraisal of the faculty members in the college where subject wise feedback is taken from the student-teachers.
- b. In addition to that the HOD and Principal also give their comments on the overall performance of individual faculty member.
- c. This evaluation report is reviewed by the Central Administrative Office and the comments are communicated to the Principal for further improvement/necessary action.



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

The management provides following welfare measures for the staff and faculties -

- Maternity Leave
- Free Transport
- Academic Leave to attend seminars & Workshops
- Festival advance to Non teaching staff
- Academic leave for orientation programme
- Fee concession for employees" children studying in the Institution.
- Study Leave
- Benefits of Institute cooperative society

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

Every year the institute organizes skill development programme for the faculty as per the need.

If some new faculty joins then they are given an opportunity to sit with the senior faculty members for a certain period and learn from their experiences. Sometimes orientation programmes are



organized for new and old both faculty members to have interactive sessions on the new developments in the field. Some practice sessions are also organized during these orientation programmes for their skill development.

Non-teaching staff is also given the opportunity to upgrade their skills through in-house as well as outdoor programmes.

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

Advertisement are given in news papers and staff members are selected by the selection committee as per NCTE, UGC & University norms.

- Welfare measures is given to staff
- Offer facilities for doing research
- Concession & T.A. is given for attending research & seminar workshop
- Increment is given every year on the basis of ACR.



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

Yes, part time /adhoc faculty is appointed through college selection committee.

There are two types of temporary faculties appointed.

One, we appoint if the faculty is on leave for more than three months. The faculty in this case is paid full salary as per norms.

Second we invite visiting faculty members for some special classes which are either for non syllabus topics or the specialized ones. In this case the payment is made on lecture bases.

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

There is a clear policy for professional development of the faculty



members.

Once in a year a faculty member is allowed to attend the workshop/seminar/conference which is fully sponsored by the institute.

The institute has paid for the membership of professional association of all the faculty members.

For all these purposes there is fund allocation in the annual budget of the institute.

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

The institution has given separate rooms for the faculty members fitted with all the required furniture and fixtures. The cooling devices are also available for all the faculty members. All the faculty rooms have attached washroom facilities.

Computers with internet facility are also available for them to carry out the research work and collect the latest information in the field of teaching practice and strategies.

All the faculty members are well connected to each other through intercom facility as well as LAN facility in all the computers in the institute.



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

The website of the institute contains all sort of information in detail which is visible to anyone.

All the stakeholders whether it is students, parents or the staff members can freely convey their grievances either personally or through e-mail/complaint box which is regularly opened to look into the complaints, if any.

For students there are separate cells like grievance redressal cell and women cell where they can lodge their complaints for necessary action.

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

There is time table committee who discuss with all the faculty members for the subjects and workload proposed. After due consultation workload of teaching as well as non-teaching activities is equitably distributed among the staff. The



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College follows the workload policy of the affiliating University and the norms of NCTE. The college's workload policy is grounded in the principles of equity and judiciousness. It assigns workload by taking into considerations the capability, potentiality, tastes and predilections of individual faculty member with reference to functional needs of the college which is ascertained after wider and open discussion/consultations.

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

Reward and Motivation Mechanism-

The institution encourages and felicitates the teacher educators for the award of Ph.D., presentation of research papers, presentation or participation in state, national and international conferences.

The faculty members are given two increments once they are awarded Ph.D. degree.

Appreciation letters are also awarded to the staff members for their exemplary work.



6.5 Financial Management and Research Mobilization

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

Our institution runs under self- finance scheme. As such no financial support is received from the government hence the main revenue comes from the students' course fee.

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

No donation has been received from any agency/organization.

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

Generally the operational budget is adequate to run the institution.

At times when the admissions are too low to generate the required revenue the management re-appropriate the funds from sister institutions of the group to meet the deficit.



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

The institution's pre-service programmes are self-financed.

Budget allocations during the last five years are given below :-

Pre-service Programme Budgetary Resources
(amount in lacs)

Session	2014-15	2013-14	2012-13	2012-13	2012-11
Budget	4724600	4355600	4200000	4000000	3800000

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

The institute has hired the services of an agency for auditing purposes. There is a system for budget control through quarterly



internal audits. The audited reports for the last three years are annexed at

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

Yes, the account department is fully digitalized. The fee is entered into the account of the students at the fee counter itself. All details of income and expenditure are stored with the help of tally version 7.0 is used for maintain account.

All the financial statements and pay sheets are prepared using the computer.

6.6 Best practices in Governance and Leadership

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

- Academic plan is prepared in consultation with the faculty members and other stakeholders which is followed to carry out the teaching plan.
- Annual budget is prepared on the basis of need assessment at the Department level.



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- Teaching fraternity is given fair chance to improve the knowledge base.
- Freedom to the department to innovate, implement, reschedule the plans as per the requirements in the benefit of students.
- Faculty members and students are given responsibilities to plan and organized the events of National and International importance to instill the confidence of Governance.



Criterion VII: Innovative Practices

7.1 Innovative Quality Assurance System

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

Yes, the college formulated and established Internal Quality Assurance Cell (IQAC) in 2013 so as to respond to the changing educational, social and market demands. Its composition is given on institutes website and in the appendices.

The cell maintains and make assessment of different aspects of the functioning of the college. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different sources such as verbal, written or through Suggestion Box and allied channels. Its major activities include.

Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College;

- Creation of a learner-friendly environment, required knowledge and technology for participatory teaching and learning process;



- Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of various programmes/activities of the College leading to quality improvement;
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional Development and Quality Culture;

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

The institute has a proven system to evaluate the achievement of goals and objectives. Through this process we get the feedback and other such data to examine and evaluate the following to see the extent and degree the goals achieved:

- Data bank
- Faculty appraisal by principal



- Self-appraisal by faculties
- Student's achievement records
- Participation and performance of students in Inter-College/ University activities
- Appraisal of placement
- Feedback from students with regard to teaching and its method
- Monitoring of set programs/budget in monthly/ quantity review meeting.

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

The institute pays highest attention to the quality of its academic programmes. To do this job the following majors have been taken:

1. Well defined academic calendar is prepared at the start of the academic session.
2. The time table is scientifically prepared to give ample time and space to the faculty members as well as student-teachers.
3. Faculty members are always kept updated and well acquainted with the emerging trends in education field.
4. The delivery system is strictly monitored and reviewed



regularly.

5. Attendance of the students is given serious attention.
6. The library is equipped with internet/computers and all the latest additions of books, journals, periodicals and related documents.
7. The ICT lab is always kept functional with all the gadgets and accessories.
8. The internal assessment is done with transparency and the corrective measures are taken after the results.

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

The institution ensures the quality of its administration in the following manner:

- The institutional administration has been decentralized.
- Various committees have been constituted to do the needful in specific aspects.
- The function and the responsibilities of all the committees have been clearly specified.
- All the committees plan their activities in detail and an overall plan of all the activities is developed.
- The teacher trainees are provided with proper



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information throughout the academic year.

- In the administrative section, each non-teaching member has specific responsibilities and functions.
- The teacher trainees are informed in general and if necessary, individually, about forms, fee and documents to be submitted well in advance by the administrative section.
- The administrative set up; its functions, limitations and changes if any to be implemented are discussed in the faculty meetings.

The quality of financial management processes is maintained as follows:-

- All the financial planning and budgets are prepared meticulously well in advance before the new session.
- All the dealings are kept in accordance with the budgetary allocations/permission.
- All the financial dealings such as deposits into the banks, withdrawals, payments, recoveries etc. are done promptly and recorded.
- The day-to-day financial dealings are checked and signed on daily basis.
- Proper internal and external audits are conducted from



time to time.

- In all financial dealings, the norms, rules and regulations of the governing authorities are strictly adhered to.
- The financial management processes and dealings are made and kept transparent.

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

Department do share its various good practices with other departments and colleges of the group. The campus has three colleges, two technical colleges affiliated to Technical University and the third one non technical running NCTE courses.

- The joint review meetings are organised to share the best practices which are tried and tested for better results.
- Institution sustains some of the good practices throughout the year and share it with various consultants of the institution.
- Best practices are invited from the faculty, pupil teachers, alumni and other constituents of the institution.
- Best practices are also identified through internet searching of different colleges and their practices.
- Some good practices are also identified by frequent mutual interaction occur in the staff council meetings.



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Some of such good practices which are also shared time to time with the various constituents of the institution are as follows: -

- Institution organizes seminar, series of guest/expert lectures for benefitting faculty and pupil teachers with their knowledge and experience.
- Inter-college debate competition was organized on “Privatization of Education is Rationale”
- Cultural events, sports/games, and literary events are organized in order to bring all Round development.
- In the prayer session, a pupil teacher gives a thought of the day and expresses his/her views at the time of morning assembly which inculcate values in them.
- In morning assembly, Sarva Dharma Prayer is organized to show respect to all religions.
- National Days are celebrated to develop the feeling of National Integration among pupil teachers and faculty.
- National Sport Day is being celebrated with great enthusiasm in the Institute since 2007.
- For enhancing dignity of labour and human outlook institution has arranged different activities at regular interval as tree plantation, health checkup, campus cleaning etc.



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- Uses of ICT in teaching learning practices for qualitative and effective teaching.
- Promotion of research Activities.
- Inculcation of Yoga activities for developing discipline and ethics.
- Outreach and extension programme provide an opportunity to serve community.
- Laboratory facilities develop the skills abilities, scientific attitude in pupil teachers.
- Department celebrated ET week in week in which pupil teachers and teacher educators participated with enthusiasm.

7.2 Inclusive practices

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

The approach of the institute is holistic where emphasis is given on individual development with equal opportunities without any discrimination on the basis of cast, creed and background.

We impart inclusive education through academic and co-curricular activities. In academic activities the students from all



sections of the society are given equal opportunities to participate and develop their individual skills and competencies.

All the national and local festivals are organised in the campus with the same zeal and respect. The debate, folk song and dance, one act plays competitions are organised by the students with a theme on gender equality, national integration and survival values. All the teaching and non-teaching staff members and the students are sensitized on these issues of national importance during short term orientation programs and periodic review meetings.

As a result of our sincere efforts no such incident of discrimination is reported till date.

All the students are given equal opportunities and attention to fulfill their needs. The issue of inclusion reflects in the values of institution.

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

Special group discussions and presentations are made for students to know about facts figures on gender differences. Time



to time debates, open discussions, general awareness programmes and guest lectures by experts are conducted from time to time to cater the needs of awareness towards inclusion, exceptionalities and gender differences and their impact on learning.

- There are chapters in the curriculum on exceptionalities and gender differences.
- The teachers are sensitized from time to time to pay extra care and attention while teaching these topics in the class.
- The students are made to understand the value of gender equality and respect to exceptionality. These leave impact of high magnitude on the working of the individuals.
- The teachers are sensitized on interpersonal relations, the negative side of prejudices, our values and common code of conduct.

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

The following curricular and co-curricular activities are organized to foster positive social interaction, active engagement in learning and self motivation.

1. Organizing inter-collegiate competitions on social issues like



skits, poetry recitation, essay writing and drawing/painting.

2. Organizing all religion festivals in the colleges with full enthusiasm and vigor.
3. Nominating students in various committees and groups to independently organize various programmes.
4. Model and other teaching aids making by the students.
5. Giving assignments on various topics in the curriculum which are presented in the open house.
6. Organizing field trips by the students independently.

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

By providing training of various multi sensory teaching methods and use of appropriate teaching aids, the proficiency of trainees are increased. It develops proficiency for working with children from diverse backgrounds. Regular feedback of every practice teaching session also helps them for the same. Along with this, trainees over all personality are developed by various activities such as news reading, speech, and proverbs in the assembly. Our college student teachers made a visit to schools of special children.

Students interact with children from different backgrounds



and exceptionalities during their visit to various school for teaching practice. Students tries to solve the problems of students at their level and also discuss it with teachers for helping them with good solutions.

- Students are enabled to come down to the level of children in classroom interaction.
- Above all, students are made to understand that variety is rooted in and demonstrated by the nature of creation.

This is an asset. Beauty lies in variety. Respect and protect it.

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

Every academic year, few physically challenged and differently abled teacher trainees are admitted to the institution. For such teacher trainees, the institution provides the following facilities:

- All the faculty including the non-teaching staffs assist the physically challenged and differently abled teacher trainees in the best possible way.
- If necessary, prompt medical services are provided.
- The classes are organized on the ground floor only.
- They are given out of turn opportunity on the counter in the



library for getting the books.

- After the university examinations, the placement department communicates job opportunities to them.
- Practice lessons are organized in the schools that are located in the campus or near the campus.
- The facilities and the learning environment is made hassle free for them.

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

- The institute has duly constituted functional Women Cell in the campus headed by a senior female faculty.
- The women cell is well oriented on the gender issues besides rights of the women.
- At the time of start of the session, the gender issues are seriously discussed to aware the students in the orientation programme.
- Students are briefed with the problems of eve-teasing and ragging in the class rooms
- Students are instructed to treat their woman counterpart with due respect and equality.



- All the students and other stakeholders are made aware about the functionalities of this cell and the same is displayed on notice boards and displayed in the campus.
- Any such matters related to violation of gender equality, eve teasing are taken up immediately in the meeting of women cell and the action is taken accordingly.
- If required the parents of the concerned are also called to discuss the matter and counselling is done on regular intervals.

7.3 Stakeholders Relationships

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

The institution has been maintaining very good and cordial relationship with all the stakeholders and neighborhood. It has encouraged active participation of stakeholders in all its deliberations.

The institution has developed good relationship with all stakeholders in the curricular, co-curricular, extracurricular, administrative and extension activities. The institution has reciprocated its relationship with the



area, its culture, its heritage.

As all the stakeholders have direct and indirect interests in the organizational performance in academics and administrative areas, hence institution ensures the access to the information on organizational performance to all the stakeholders through the following means:

1. Institution's Website
2. Brochures.
3. Minutes of meetings.
4. Annual function
6. Advertisement through print media.
7. Institution's Assembly.
8. Personal letters to the stakeholders.

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

The data/information on success and failures of various processes/programmes is used for continuing the successful processes and to improve the programmes/strategies where the success rate is low or a complete failure.

The students are taken into confidence for sharing their views



without any hesitation/limitations on the ongoing programmes to know the reach and impact of the same.

We also receive calls from schools/parents and alumni with regard to their suggestions on low achieving processes which are immediately corrected to address the complaints. In the seminars/conferences and workshops we always encourage the participants to give their feedback on the quality of programme/contents/stay etc. this information is analysed to find out the views of the stakeholders. This information is used for better performance in the next such programmes.

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

The institution collects feedback from students periodically on teachers education, for improving teaching and delivery process. The institution collects feedback from student teachers, parents and alumni which are utilized for improving the quality of the program.

Feedbacks collected from Alumni, Parents, School Headmasters and guide teachers are analyzed and discussed thoroughly in the



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staff council and governing body meeting to arrive at suggestions for quality improvement. After getting approval from governing body the institution takes preventive and corrective action for quality improvement.



Scenario of Teacher Education in Madhya Pradesh

Due to location advantage, Madhya Pradesh is one of the major states which are looked upon by aspiring students for higher education. It is the home for many good and reputed colleges on different subjects and courses. Madhya Pradesh has a very important place in the history of Nation, also do have a strong remarkable line in teacher education. The state has recorded phenomenon growth of teacher training institutions. NCERT (Regional Institute of Education), State Centre of Education, University Departments of Education, College of Education, M.P. Bhoj (Open) University, Rehabilitation Council of India, IGNOU, DIET and Teacher Training Institutes are promoting teacher education in states of Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, and UTs of Dadra and Nagar Haveli and Daman and Div.

The number of colleges offering B.Ed. Course in M.P. is **593**, M.Ed. **71**; RIE, Bhopal Provides M.Ed. (Elementary) course that prepares teacher educators for the teacher training institutes at elementary level & M.Ed. course in a few other institutions which prepare teacher educators for B.Ed. Colleges. There are 38 DIET in the state covering all the Districts.

Teacher education in the state is growing very fast. Expansion with availability is the need of the hour. NCTE and the Govt. of M.P. are trying their level best to ensure quality at every level of teacher-



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education. Two years B.Ed. and M.Ed. course reduced the number of students in colleges course curriculum also changed.



Tentative Academic Calendar 2014-15

1. Commencement of the session for B.Ed.	7 July, 2014
2. Induction of B.Ed. students	12 July, 2014
3. Regular Classes from	14 July, 2014
4. Seminar	Every Saturday of Month
5. First Internal Assessment	25-27 August, 2014
6. Orientation about Micro Teaching / Core Teaching Skills	15 -18 Sept. 2014
7. Micro Teaching	19-30 Sept. 2014
8. Macro Lesson Presentation/Demonstration /Simulation	1-3 October, 2014
9. Internship/ Teaching Practice	7 th Oct.- 15 Nov. 2014
10. Psychological Practical	19-27 Nov. 2014
11. Community Work	January 2015
12. Second Internal Examination	February, 2015
13. Pre-University Exam	March, 2015
14. Preparatory Leave	April, 2015

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B.Ed. Time Table- 2014-15

w.e.f. 01/07/2014

Days/ Time	Assembly 9:30 to 09:45	1 st Period 10:00 to 10:50 Paper I	2 nd Period 10:50 to 11:40 Paper II	3 rd Period 11:40 to 12:30 Paper III	Lunch 12:30 to 1:15	4 th Period 1:15 to 2:00 Paper IV	5 th Period 2:00 to 2:45 Paper V	6 th Period 2:45 to 3:30	7 th Period 3:30 to 4:15
Mon	A S S E M B L	Edu. in Emerging India Dr. P. Tiwari (A) Dr. N.Khan (B)	Educational Psychology Mrs. V. Tiwari (A) Mr. R. Meetei (B)	Sec. Edu. & Teacher's Functions Dr. A. Gaur (A) Mr. S.Chandra(B)		Teaching I Hindi/Sanskrit- Dr.P.Tiwari Eng.- Dr.N.Khan	Teaching 2 nd L.Sci.- Dr. R.Tyagi Math- Mr. P.P.Singh So. Sc.-Mr. S.Chandra Science-Mr.R.Meetei	Guidance & Counseling Mrs. Vibha Tiwari Env. Education Dr. Anita Gaur Edu. Technology Mr. Rohan Meetei	Seminar/Tutorial All Faculty
Tue		Edu. in Emerging India Dr. P. Tiwari (A) Dr. N.Khan (B)	Educational Psychology Mrs. V. Tiwari (A) Mr. R. Meetei (B)	Sec. Edu. & Teacher's Functions Dr. A. Gaur (A) Mr.S.Chandra (B)		Teaching I Hindi/Sanskrit - Dr.P.Tiwari Eng.- Dr.N.Khan	Teaching 2 nd L.Sci.- Dr. R.Tyagi Math- Mr. P.P.Singh So. Sc.- Mr. S.Chandra Science-Mr.R.Meetei	Psychology Practical Mr. Satish Chandra Mr. Rohan Meetei	Psychology Practical Mr. Satish Chandra Mr. Rohan Meetei
Wed		Edu. in Emerging India Dr. P. Tiwari (A) Dr. N.Khan (B)	Educational Psychology Mrs. V. Tiwari (A) Mr. R. Meetei (B)	Sec. Edu. & Teacher's Functions Dr. A. Gaur (A) Mr S.Chandra (B)		Teaching I Hindi/Sanskrit – Dr.P.Tiwari Eng.- Dr. N.Khan	Teaching 2 nd L.Sci-Dr. R.Tyagi Math- Mr. P.P.Singh So.Sc.- Mr. S.Chandra Science- Mr.R.Meetei	Psychology Practical Mr. Satish Chandra Mr. Rohan Meetei	Psychology Practical Mr. Satish Chandra Mr. Rohan Meetei
Thu		Edu. in Emerging India Dr. N.Khan (A) Dr. P. Tiwari (B)	Educational Psychology Mr. R.Meetei (A) Mrs. V. Tiwari (B)	Sec. Edu. & Teacher's Functions Mr S.Chandra (A) Dr. A. Gaur (B)		Teaching I Hindi/Sanskrit - Mrs. V.Tiwari	Teaching 2 nd L.Sci-Dr. R.Tyagi Math- Mr. P.P.Singh So.Sc.- Dr. A.Gaur Science- Mr.R.Meetei	Library/ Sports	Computer Class Mr. Rohan Meetei



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Fri	Y	Edu. in Emerging India Dr. N.Khan (A) Dr. P. Tiwari (B)	Educational Psychology Mr. R.Meetei (A) Mrs. V. Tiwari (B)	Sec. Edu. & Teacher's Functions Mr S.Chandra (A) Dr. A. Gaur (B)		Teaching I Hindi/Sanskrit – Mrs. V.Tiwari	Teaching 2 nd L.Sci-Dr. R.Tyagi Math- Mr. P.P.Singh So.Sc.- Dr. A.Gaur Science- Mr.R.Meetei	Guidance & Counseling Mrs. Vibha Tiwari Env. Education Dr. Anita Gaur Edu. Technology Mr. Rohan Meetei	Work Experience Mr. P.P.Singh
Sat		Edu. in Emerging India Dr. N.Khan (A) Dr. P. Tiwari (B)	Educational Psychology Mr. R.Meetei (A) Mrs. V. Tiwari (B)	Sec. Edu. & Teacher's Functions Mr S.Chandra (A) Dr. A. Gaur (B)		Teaching I Hindi/Sanskrit – Mrs. V.Tiwari	Teaching 2 nd L.Sci-Dr. R.Tyagi Math- Mr. P.P.Singh So.Sc.- Dr. A.Gaur Science-Mr.R.Meetei	Guidance & Counseling Mrs. Vibha Tiwari Env. Education Dr. Anita Gaur Edu. Technology Mr. Rohan Meetei	Work Experience Mr. P.P.Singh

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Mapping of Academic Activities of the Institution
B.Ed. 2014-15

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

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

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