Babe Ke College of Education

V.P.O. Mudki, Distt. Ferozepur (Punjab)-142060 INDIA
Recognized by National Council for Teacher Education, Govt. of India, New Delhi
Affiliated to Panjab University, Chandigarh
Accredited by NAAC with B grade with a CGPA of 2.71

Ref. No.: BKCEM/3576

Dated: 11-12-15

To

The Director,

National Assessment and Accreditation Council,

P. O. Box No. 1075, Nagarbhavi, Bangalore -560072,

Karnataka, India.

Subject: Submission of AQAR OF IQAC SESSION 2014-15 on Revised Prescribed Proforma of NAAC by Babe Ke College of Education, V.P.O. Mudki, Distt. Ferozepur (Pb.) session 2014-15.
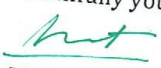
Sir,

With immense respect towards you I feel delighted to say that Babe Ke College of Education, V.P.O. Mudki, Distt. Ferozepur (Pb.) has accredited status accorded by NAAC as per provision of accredited college formulated by NAAC. The AQAR for the session 2014-15 is being submitted on revised proforma of NAAC along with requisite Annexures. The web link of AQAR of IQAC is http://babekegroupofinstitues.com/bkce_mudki/AQAR2014-2015.doc

You are kindly requested to acknowledge the AQAR of IQAC and direct further action at this end.

Thanking you,

Faithfully yours,

Dr. Ram Mohan Tripathi

Principal
Principal
Babe Ke College of Education
Mudki (Fzr.)

Enclosures:

1. AQAR of IQAC session 2014-15 on revised prescribed Format of NAAC.
2. Annexure I, II(i),II(ii), II(iii),II(iv),III(i),III(ii).

AQAR REPORT
2014-15

NAAC, BANGALORE

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

AQAR for the year *(for example 2013-14)*

2014-15

1. Details of the Institution

1.1 Name of the Institution

Babe Ke College of Education

1.2 Address Line 1

V.P.O. Mudki,

Address Line 2

Distt. Ferozepur

City/Town

Mudki

State

Punjab

Pin Code

142060

Institution e-mail address

mudki_college@yahoo.in

Contact Nos.

01632-238250, 238350

Name of the Head of the Institution:

Dr. Ram Mohan Tripathi

Tel. No. with STD Code:

01632-238250

Mobile: 09876855759

Name of the IQAC Co-ordinator: Ms. Isha Narula

Mobile: 9988057971

IQAC e-mail address: mudki_college@yahoo.in

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)*   PBCOTE14068

                OR

1.4 **NAAC Executive Committee No. & Date:**   EC/52/A & A /43   Dated 28 -03-2010
     (For Example EC/32/A&A/143 dated 3-5-2004.
     This EC no. is available in the right corner- bottom
     of your institution's Accreditation Certificate)

1.5 Website address: www.babekegroupofinstitues.com

Web-link of the AQAR: http://babekegroupofinstitues.com/bkce_mudki/AQAR2014-2015.doc

          For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B	2.71	2010	27-03-2015
2	2nd Cycle	applied	----	----	----
3	3rd Cycle	----	----	----	----
4	4th Cycle	----	----	----	----

1.7 Date of Establishment of IQAC :   DD/MM/YYYY   11/01/2009

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

- i. AQAR: 2010-11 on 30-07-2012 (DD/MM/YYYY)
- ii. AQAR: 2011-12 on 31-05-2013 (DD/MM/YYYY)
- iii. AQAR: 2012-13 on 25-11-2013(DD/MM/YYYY)
- iv. AQAR: 2013-14 on 16- 03-2015 (DD/MM/YYYY)
- v. AQAR: 2014-15 on 12- 12-2015 (DD/MM/YYYY)

1.9 Institutional Status

University   State [✓] Central [ ] Deemed [ ] Private [ ]

Affiliated College   Yes [✓]   No [ ]

Constituent College   Yes [ ]   No [✓]

Autonomous college of UGC   Yes [ ]   No [✓]

Regulatory Agency approved Institution   Yes [✓]   No [ ]

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education [✓]   Men [ ]   Women [ ]

Urban [ ]   Rural [✓]   Tribal [ ]

Financial Status   Grant-in-aid [ ]   UGC 2(f) [ ]   UGC 12B [ ]

Grant-in-aid + Self Financing [ ]   Totally Self-financing [✓]

1.10 Type of Faculty/Programme

Arts [ ]   Science [ ]   Commerce [ ]   Law [ ]   PEI (Phys Edu) [ ]

TEI (Edu) [✓] Engineering [ ]   Health Science [ ]   Management [ ]

Others   (Specify)   [.]

1.11 Name of the Affiliating University *(for the Colleges)*   [Panjab University, Chandigarh]

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc.

Autonomy by State/Central Govt. / University ----------

University with Potential for Excellence ----------   UGC-CPE ----------

DST Star Scheme ----------   UGC-CE ----------

UGC-Special Assistance Programme ----------   DST-FIST ----------

UGC-Innovative PG programmes ----------   Any other (*Specify*) ----------

UGC-COP Programmes ----------

2. IQAC Composition and Activities

2.1 No. of Teachers   04

2.2 No. of Administrative/Technical staff   02

2.3 No. of students   02

2.4 No. of Management representatives   01

2.5 No. of Alumni   02

2. 6 No. of any other stakeholder and
       community representatives   01

2.7 No. of Employers/ Industrialists   01

2.8 No. of other External Experts   01

2.9 Total No. of members   14

2.10 No. of IQAC meetings held   04

2.11 No. of meetings with various stakeholders: No.   04   Faculty   02

Non-Teaching Staff Students   01   Alumni   01   Others   [ ]

2.12 Has IQAC received any funding from UGC during the year?   Yes [ ]   No [√]

If yes, mention the amount   ---------

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. [3]   International [0]   National [0]   State [0]   Institution Level [3]

(ii) Themes

* Institutional level workshop on initiation of research studies.
* Institutional level two days workshop on microteaching.
*Institutional level workshop on how to plan and prepare a lesson.

2.14 Significant Activities and contributions made by IQAC

*Development of innovative practice in skill in teaching programme.
*Formulation of creative thinking and modules in Teaching Learning Process
* By constant up gradation in instructional facilities.
* Formulating future plan of the institution.
* Self – appraisal of internal quality related facilities (Human, Physical & Financial)
* Inspiring healthy and vibrant educational environment.
* A pathway for creation and research in Teaching Learning Process.
* Enhancing student support activities.
* Strengthening mentoring system.
*Maximum utilisation of available resources for better products.

2.15 Plan of Action by IQAC/Outcome:

The plan of action chalked out by the IQAC in the beginning of the year towards quality

enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
1. Formulation of academic calendar	1. Completion of activities accordingly.
2. Face to face Skill-in-teaching programme in schools.	2. Attainment of sharp teaching skills by pupil teachers.
3. Inculcation of innovative practices.	3. Attainment of life experiences and critical understanding.
	4. Development of communication skills and research Interest.
4. Organisation of National seminars, workshops.	5. Development of self study habits, exposure of potentialities, creative thinking and reflection of ideas.
5. Internal assignment performance.	6. Better understanding of contents and concepts.
6. Regular seminar in each subject.	7. Objectivity in internal evaluation.
7. Conduct of snap test, day to day behavioural change, participation in curricular and co-curricular activities.	
8. Organization of NSS camps, Blood Donation Camps and extension lectures.	8. Strengthening of community networking, development of sense of service and formation of healthy attitude and aptitude.
9. Workshop on employment eligibility.	9. Efficiency to pass TET (National & Regional), efficiency in CV writing and facing interviews.
	10. Strengthening and inspiring teaching learning Process.
10. Use of varied teaching learning methodologies (power point presentations, peer group learning, discussion, quiz etc.)	11. Attainment of knowledge and use of emerging educational technology in teaching learning process.
11. In-service education programmes for school teachers.	12. Quick and effective language learning (English, Hindi & Punjabi)
12. Purchase of latest software for expansion of language laboratory.	13. Strengthening validity and objectivity in internal evaluation system and skill development.
13.Composition of Bench marking Committee	
14. Organisation of alumni meet	14. Evaluation of existing facility.

Annexure I (Academic Calendar session 2014-15))

2.15 Whether the AQAR was placed in statutory body   Yes ☐ √   No ☐

Management ☐ √   Syndicate ☐   Any other body ☐

Provide the details of the action taken

*Enlarging the scope of faculty growth and development.
 * Enhancement in allotment of budgets in support services of students.
 * Up gradation of library and laboratories.
 * Participation of Faculty in seminars and orientation courses.
 * Strengthening community networking.
 * Promotion of Research activities.
*Strengthening the evaluation process of the students.
*Appraisal of work of teaching and non-teaching members of the staff.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG	01 (M.Ed.)	00	01 (M.Ed.)	01(M.Ed.)
UG	01 (B.Ed.)	00	01(B.Ed.)	01 (B.Ed.)
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others	01 (D.El.Ed.)	00	01 (D.El.Ed.)	01 (D.El.Ed.)
Total				

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: **Elective option**
     (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	03
Trimester	----
Annual	----

1.3 Feedback from stakeholders*   Alumni ☑ Parents ☑ Employers ☑ Students ☑
   (On all aspects)

      Mode of feedback   :   Online ☐   Manual ☑ Co-operating schools (for PEI) ☐

Annexure II(i)Alumni feedback, II (ii)Parents feedback, II (iii)employers feedback, II(iv, Students Feedback)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

> Yes, major updating of syllabi in B.Ed and M.Ed courses and divided into two semester system of examination.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

> NA

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of
permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
26	25	01	----	----

2.2 No. of permanent faculty with Ph.D.   04

2.3 No. of Faculty Positions
Recruited (R) and Vacant (V)
during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
3	0	0	0	0	0	0	0	3	0

2.4 No. of Guest and Visiting faculty and Temporary faculty   ---------   ----------   04

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	03	03	04
Presented papers	02	02	03
Resource Persons	----	----	----

2.6 Innovative processes adopted by the institution in Teaching and Learning:

> * Preparation of working models in teaching learning process.
> * Use of emerging educational technology in teaching learning process.
> * Integrated feed back by pupils teachers, school teachers & Supervisors.

2.7 Total No. of actual teaching days during this academic year   213

2.8 Examination/ Evaluation Reforms initiated by
 the Institution (for example: Open Book Examination, Bar Coding,
 Double Valuation, Photocopy, Online Multiple Choice Questions)

Bench Marking Valuation in Skill-In-Teaching Programme

2.9 No. of faculty members involved in curriculum
 restructuring/revision/syllabus development
 as member of Board of Study/Faculty/Curriculum Development workshop

00	00	01

2.10 Average percentage of attendance of students   79%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	248	65.72%	34.27%	----	----	100%
M.Ed.	33	21.27%	69.69%	.03%	----	100%

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

   * Analysis of execution of institutional academic calendar.
   * Evaluation of execution of activities term wise through meetings and evaluation.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
Refresher courses	----
UGC – Faculty Improvement Programme	----
HRD programmes	----
Orientation programmes	----
Faculty exchange programme	----
Staff training conducted by the university	----
Staff training conducted by other institutions	---
Summer / Winter schools, Workshops, etc.	---
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	2	--------	---------	--------
Technical Staff	8	-------	---------	-------

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

*establishment of research centre of P.U (under process)
* Workshop on initiation of Research studies.
* Orientation of M.Ed. students to carry out research.
* Extension lectures related to research.
* Efforts for establishment of research centre, P.U. Chd.

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--------	--------	--------	--------
Outlay in Rs. Lakhs	--------	--------	--------	--------

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--------	--------	--------	--------
Outlay in Rs. Lakhs	--------	--------	--------	--------

3.4   Details on research publications

	International	National	Others
Peer Review Journals	2	4	--------
Non-Peer Review Journals	5	32	--------
e-Journals	4	1	--------
Conference proceedings	---	----	--------

3.5 Details on Impact factor of publications:

Range ☐   Average ☑ J   h-index ☐   Nos. in SCOPUS ☐

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	--------	--------	--------	--------
Minor Projects	--------	--------	--------	--------
Interdisciplinary Projects	--------	--------	--------	--------
Industry sponsored	--------	--------	--------	--------
Projects sponsored by the University/ College	--------	--------	--------	--------
Students research projects *(other than compulsory by the University)*	--------	--------	--------	--------

Any other(Specify)	--------	--------	--------	--------
Total	--------	--------	--------	--------

3.7 No. of books published   i) With ISBN No. | 00 | Chapters in Edited Books | |

ii) Without ISBN No. | |

3.8 No. of University Departments receiving funds from

UGC-SAP | --- | CAS | --- | DST-FIST | --- |

DPE | --- | DBT Scheme/funds | --- |

3.9 For colleges   Autonomy | | CPE | | DBT Star Scheme | |

INSPIRE | | CE | | Any Other (specify) | DCDC, P.U. Chandigarh |

3.10 Revenue generated through consultancy | ------- |

3.11 No. of conferences

Organized by the

Institution

Level	International	National	State	University	College
Number	--------	----	---	----	----
Sponsoring agencies	--------	----	---	----	----

3.12 No. of faculty served as experts, chairpersons or resource persons | --- |

3.13 No. of collaborations   International | 03 | National | | Any other | |

3.14 No. of linkages created during this year | --- |

3.15 Total budget for research for current year in lakhs :

From Funding agency | --------- | From Management of University/College | 3 Lac |

Total | 3 Lac |

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	------
	Granted	------
International	Applied	------
	Granted	------
Commercialised	Applied	------
	Granted	------

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
00	-----	----	-----	-----	-----	-----

3.18 No. of faculty from the Institution
   who are Ph. D. Guides

0

   and students registered under them

0

3.19 No. of Ph.D. awarded by faculty from the Institution

0

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 0   SRF 0   Project Fellows 0   Any other 0

3.21 No. of students Participated in NSS events:

University level [ ]   State level 50

National level [ ]   International level [ ]

3.22 No. of students participated in NCC events:

University level 0   State level 0

National level 0   International level 0

3.23 No. of Awards won in NSS:

University level 0   State level 0

National level 0   International level 0

3.24 No. of Awards won in NCC:

University level 0   State level 0

National level 0   International level 0

3.25 No. of Extension activities organized

University forum [ ]   College forum [ ]

NCC [ ]   NSS [01]   Any other [ ]

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Institutional level workshops.
- National Service Scheme activities in the village mudki.
- Blood donation camp
- Alumni meet
- Extension lectures

Criterion – IV
4. Infrastructure and Learning Resource

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	5 Acres	-------	-------	5 Acres
Class rooms	9	-------	-------	-------
Laboratories	11	-------	-------	-------
Seminar Halls	1	-------	-------	-------
No. of important equipments purchased ($\geq$ 1-0 lakh) during the current year.	-------	As per stock register	-------	As per stock register
Value of the equipment purchased during the year (Rs. in Lakhs)	-------	2,17,216	-------	2,17,216
Others	-------	-------	-------	-------

4.2 Computerization of administration and library

* Net searching in library and e-learning.
* Administration –Internet connectivity.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	12,790	15,10,124	111	14,605	12,901	15,24,729
Reference Books	2,657	1,42,350	223	88,050	2880	2,30,400
e-Books	0	----	0	----	----	----
Journals	35	14,475	2	5150	37	19,625
e-Journals	0	----	5	9400	5	9400
Digital Database	0	----	0	----	----	----
CD & Video	32	1600	0	----	----	----
Others (specify)	0	----	0	----	----	----

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	50	1	Yes	Yes	1	1	-------	-------
Added	-------	-------	-------	-------	-------	-------		
Total	50	1	-------	-------	1	1	-------	-------

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Frequent internet access to teachers and students

4.6 Amount spent on maintenance in lakhs :

i) ICT
1.75 Lac

ii) Campus Infrastructure and facilities
4.5 Lac

iii) Equipments
2.3 Lac

iv) Others
10.5 Lac

Total :
21.05 Lac

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

* Acquainting students regarding available students support services during orientation week in the beginning of the session.
* Up gradation of educational technological devices.
* Changing view of methodology and teaching devices.
* Identification of students academic needs.
* Requirement of equipment and instructional material.
* Information about scholarship.
* Encouragement for getting benefits of book bank in the institution.
* Participation in Zonal and Inter-Zonal youth festival.
* Enhancing employability skills.
* Batter performance in University examination's.
*Enhancement in quality attainment in university examination.

5.2 Efforts made by the institution for tracking the progression

* Strengthening the students support services
*Grant of scholarship to SC & BC students.
* Enlarging the provision of books through book bank.
* Arrangement for ensuring participation in zonal and interzonal youth festival.
* Evaluation of existing infrastructural and instructional facilities.
* Analysis and attainment by the students in academics and skills.
*Arrangement of extension lectures by experts for curricular and co-curricular better attainment.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
258	35	0	44

(b) No. of students outside the state

0

(c) No. of international students

0

Men
No	%
65	22.18

Women
No	%
228	77.82

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
247	43	0	47	0	337	218	29	0	46	0	293

Demand ratio - As per central and state Government   Dropout 1.02 %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

> * Arrangement of extra classes along with guidance and counselling.
> * Extension lecture for competitive examination to the students for PSTET

No. of students beneficiaries   180

5.5 No. of students qualified in these examinations

NET   02   SET/SLET   0   GATE   0   CAT   0

IAS/IPS etc   0   State PSC   0   UPSC   0   Others   0

5.6 Details of student counselling and career guidance

> *Extension lectures for job opportunities and Career talks with students
> * Resume writing

No. of students benefitted   190

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
10	187	18	----

5.8 Details of gender sensitization programmes

> *Value of female child in the society as a whole.
> *Movies related to the theme of our college (Evolve her- Empowering women from the inside out) for session 2013-14.
> *Poster making competition on the theme female foeticide.
> * Exploring the theme of the session by celebration of days like Lohri & Teej.
> * Celebration of International Women's Day.
> * Enlightening students about great women of the world.
> * Valuable role of women in overall progress of Family, Society, Nation and Human race.

5.9 Students Activities

5.9.1   No. of students participated in Sports, Games and other events

State/ University level   14   National level   0   International level   0

No. of students participated in cultural events

State/ University level | 40 | National level | --- | International level | ---

5.9.2   No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level | 03 | National level | 0 | International level | 0

Cultural: State/ University level | 9 | National level | 0 | International level | 0

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-----	-----
Financial support from government	23	8,22,000
Financial support from other sources	2	1,34,000
Number of students who received International/ National recognitions	-----	-----

5.11   Student organised / initiatives

Fairs   : State/ University level | 0 | National level | 0 | International level | 0

Exhibition: State/ University level | 0 | National level | 0 | International level | 0

5.12   No. of social initiatives undertaken by the students | 01

5.13 Major grievances of students (if any) redressed:
        (i). Cleanliness of water purifiers.
        (ii). Constant supply of power.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision: Teaching is the noblest profession of human race.

Mission: To produce high spirited teachers imbued with missionary zeal.

6.2 Does the Institution has a management Information System

* Wi-Fi Internet connectivity system
* Institutional Website

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- Formulation of instructional plan in all the subjects.
- Formation of Academic Calendar.

6.3.2 Teaching and Learning

- Use of technological devices.
- Intensive skill in teaching programme.
- Local, provincial and National networking.

6.3.3 Examination and Evaluation

- Bench Marking Appraisal system
- Execution of peer group learning.
- Focus on day to day attainment of objectives in theory and practical.

6.3.4 Research and Development

- Action research on institutional practices.
- Publication of research papers by faculty.
- Workshop on Research.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- New Research Books Purchase.
- Networking Facilities expended .
- Furnishing of physical infrastructure .

6.3.6 Human Resource Management

- Strengthening Tendency of punctuality.
- Focus on doing duty diligently.
- Healthy work culture in practice.

6.3.7 Faculty and Staff recruitment

- Selection of highly qualified staff out of available applicants.

6.3.8   Industry Interaction / Collaboration

- Interaction with the schools adopted for skill in teaching programme.
- Communication with the employment offices, District Education offices, NCTE, NCERT, SCERT.

6.3.9   Admission of Students

- Formation of Helpdesk for admission.
- Guidance and counselling for selection of optional subject.
- Cooperation of Alumni.

6.4 Welfare schemes for

Teaching	Conveyance service, P.F. , Permission for professional growth
Non teaching	Conveyance service, P.F. , Permission for professional growth
Students	Conveyance service, scholarships

6.5 Total corpus fund generated

1,55,55,765

6.6 Whether annual financial audit has been done   Yes √   No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Panjab University, Chandigarh	Yes	Principal, Staff and Management
Administrative	Yes	Panjab University, Chandigarh	Yes	Management

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes   Yes ☐   No √

For PG Programmes   Yes ☐   No √

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- Bench marking in skill in teaching evaluation programme.
- Weightage of internal evaluation.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NIL

6.11 Activities and support from the Alumni Association

- Annual Alumni meetings.
- Feedback for evaluation of IQAC.

6.12 Activities and support from the Parent – Teacher Association

- Participation of parents in college functions.
- Support in organising college activities.
- Regular parent teacher association meetings.

6.13 Development programmes for support staff

- Extension lectures by experts for professional knowledge and skill.
- Leave and reimbursement for participation of faculty in Workshops, Seminars & UGC sponsored programmes like orientation and refresher course.

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Tree plantation in the institution.
- Spreading awareness to save electricity.
- Maintenance of Botanical garden.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Development of skill in teaching through internship programme in schools.
- Participation in the professional learning communities (Educational Tour, Employment exchange, Red Cross institutions and Guidance Bureau).
- Use of ICT and digital media as teaching tools.
- Clinical teaching
- Activities based strategies (i). Problem based learning (ii). Peer group learning

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

> 1. Evaluation of Attainments in Academic and Co-curricular programmes.
> 2. Attainment of teaching skills by pupil teachers.
> 3. Attainment of life experiences and critical understanding.
> 4. Development of communication skills.
> 5. Development of self study habits, exposure of potentialities, creative thinking and reflection of ideas.
> 6. Better understanding of contents and concepts.
> 7. Objectivity in internal evaluation.
> 8. Strengthening of community networking, development of sense of service and formation of healthy attitude and aptitude.
> 9. Efficiency to pass TET (National & Regional), efficiency in CV writing and facing interviews.
> 10. Strengthening and inspiring teaching learning process.
> 11. Attainment of knowledge and use of emerging educational technology in teaching learning process.
> 12. Quick and effective language learning (English, Hindi & Punjabi).

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

> * Integrated and coordinated work culture.
> * Facilitation of teaching learning resources.

Annexure III (i), III (ii)

7.4 Contribution to environmental awareness / protection

> * Celebration of the tree plantation day (N.S.S. volunteers Planted trees in village Mudki)
> * Celebration of International day for preservation of ozone layer
> * Celebration of environmental awareness week (Green Week)
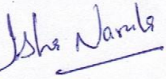
7.5 Whether environmental audit was conducted?   Yes [ ]   No [J]

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

> * Appraisal of Enrichment of institutional facilities during the period of five years.
> * Strengthening the networking of institutional collaboration.
> * Strengthening the Alumni (their participation in quality improvement.
> * Decreasing response in admission due to mushrooming of education colleges.

8. Plans of instruction for next year

1. Execution of 2 years B.Ed. & M.Ed. programme as per norms of NCTE regulations 2014.

2. Implementation of revised curriculum for B.Ed. & M.Ed. courses.

3. Introduction of short term communication courses in English.

4. Enhancement of quality culture in academic and administrative activities.

5. Adopting comprehensive ways of skill development.

6. Promotion of research in the institution by faculty members.

7. Organizing in-service programmes for school teachers.

Name   Ms. Isha Narula
          (Assistant Professor)

Signature of the Coordinator; IQAC

Name: Dr. Ram Mohan Tripathi
       (Principal)

Signature of the Chairperson; IQAC

Principal
Baba Ke College of Educ.
Mudki (Fzr.)

_____****_____

Revised Guidelines of IQAC and submission of AQAR

Page 22

BABE KE COLLEGE OF EDUCATION MUDKI (FEROZEPUR)

Academic Calendar

Session- 2014-15

A View of College Academic Calendar Session 2014-15

Semester – I

August 2014	
1st August	Inauguration of the session
2&3rd August	Orientation of the session
14 August	Celebration of independence day
23 August	Teej celebration
29 August	National sports day
September 2014	
5th September	Teacher's Day Celebration
6th September	Investiture Ceremony of Student's Council
8th September	Talent Hunt
9th September	World Literacy Day
13th September	Celebration of Hindi Divas
20th September	International Day for the preservation of the ozone Day
22to 27th September	Micro Teaching workshop
27th September	Demonstration lessons by subject In charges
29th September	Discussion Lessons
29th September	Workshop on Teaching Aid Preparation
October, 2014	
1st October to 4th October	Participation in PU Zonal Youth & Heritage festival
	International Day of Elderly, Gandhi Jayanti,
	Lal Bahadur shastri Brithday
14th October	House Test 1
November 2014	
1st November	Teaching Practice Phase 1
11th November	Education Day

14th November	Childran's Day
26th November	Barsi Sant baba Nahar Singh Ji
December 2014	
1st December	Final Exams of first Semester
2nd December	Human rights Day
25th December	Christmas day

Semester – II

January 2015	
19th January	Winter Break
25th January	NSS Camp
26th January	Alumni Meet
30th January	Republic Day celebration
	Martyr's Day
February 2015	
12th February	PU Zonal Skill in Teaching & on the spot Preparation of teaching aids
14th February	Educational Tour
26th February	P.U Inter-Zonal Competition
27th & 28th February	Annual Athletic Meet
March 2015	
3rd March	Participation In Inter College competition
8th March	International women's Day
12th March	Job Fair
16th March	Community Survey
17th March	Preparation of book jacket & Book mark competition
21th March	Education trip
24th March	House Test
April 2015	

10th April	Teaching Practice Phase II
14th April	Baisakhi
25th April	Extension lecture
May 2015	
12th to 14th May	Akhand path
16th May	Farewell Party
21 May	Final exams of Semester II

BABE KE COLLEGE OF EDUCATION MUDKI (FEROZEPUR)
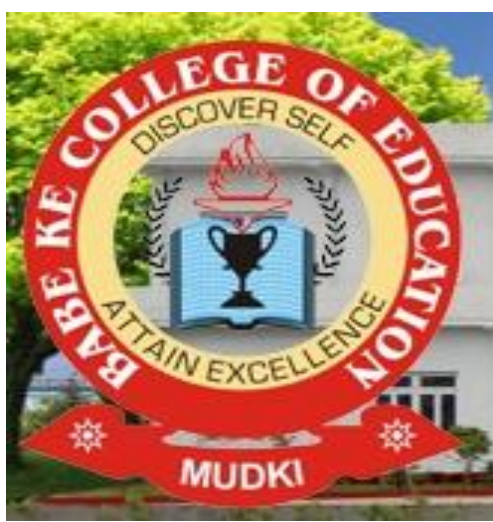
Analysis Detail of Alumni feedback.

Session- 2014-15

To ensure the internal quality of the institution the data was collected from the students of the session 2014-2015. The data was analyzed of on five point scales. The description of the scale and scoring is as follows.

Sr.no.	Scores	Description
1	1	Unsatisfactory
2	2	Satisfactory
3	3	Good
4	4	Very good
5	5	Excellent

The collected data was divided into eight components.

1. Institutional human resources
2. Institutional Infrastructure
3. Accessibility of course related material.
4. Time management
5. Institutional Strategies
6. Institutional functioning
7. Community networking
8. Future plans of the institution

COMPONENT -1

INSTITUTIONAL HUMAN RESOURCES

COMPONENT 1- Institutional human resources

Excellent
Very good
Good
Satisfactory
Unsatisfactory
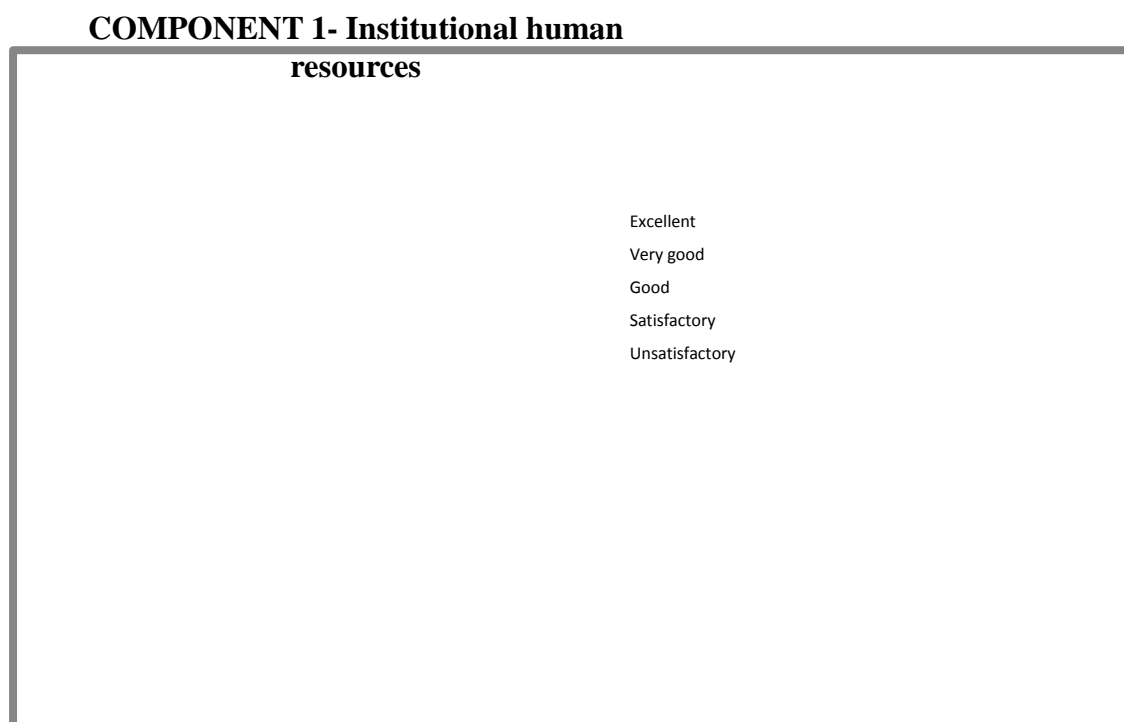
Figure shows that out of total alumnus 36% alumni mention very good institutional human resources while 42% remark as good, 20% as excellent, 4% as satisfactory and 0% gave unsatisfactory response.

So, overall data describe as very good institutional human resources.

COMPONENT -2

INSTITUTIONAL INFRASTRUCTURE

COMPONENT -2 Institutional Infrastructure

Excellent

Very good

Good

Satisfactory
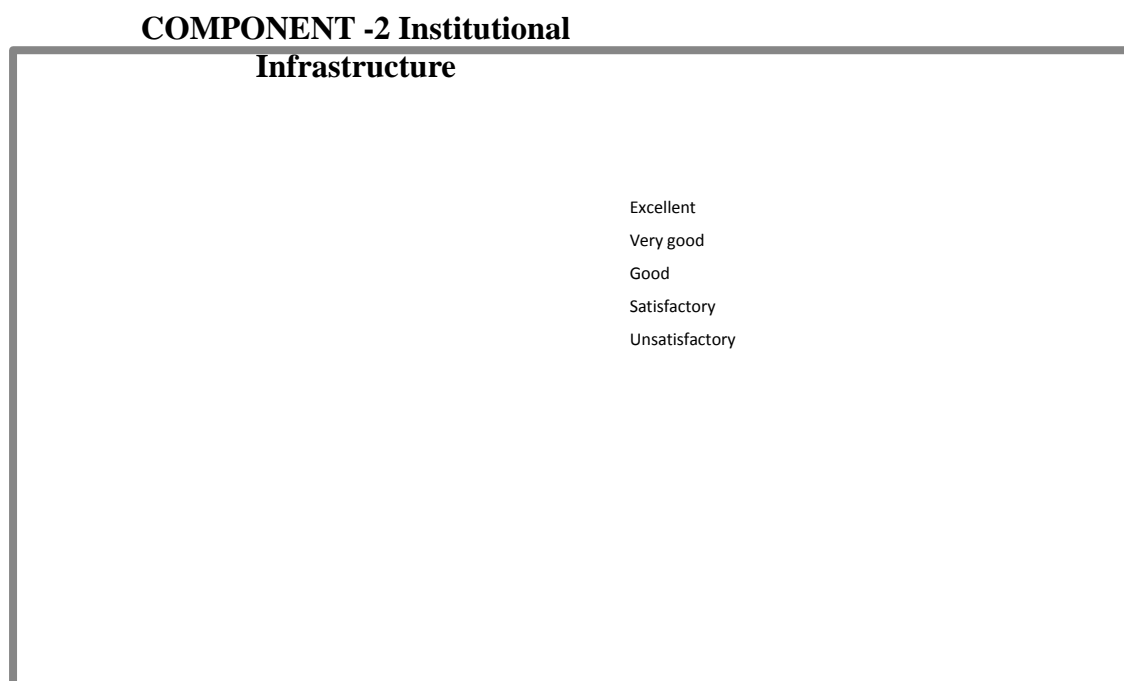
Unsatisfactory

Figure shows that out of total alumnus 50% alumni mention very good institutional Infrastructure while 32% remark as good, 15% as excellent, 3% as satisfactory and 0% gave unsatisfactory response.

So, overall data describe as very good institutional Infrastructure.

COMPONENT -3

ACCESSIBILITY OF COURSE RELATED MATERIAL

COMPONENT -3 Accessibility of course related material

Excellent
Very good
Good
Satisfactory
Unsatisfactory
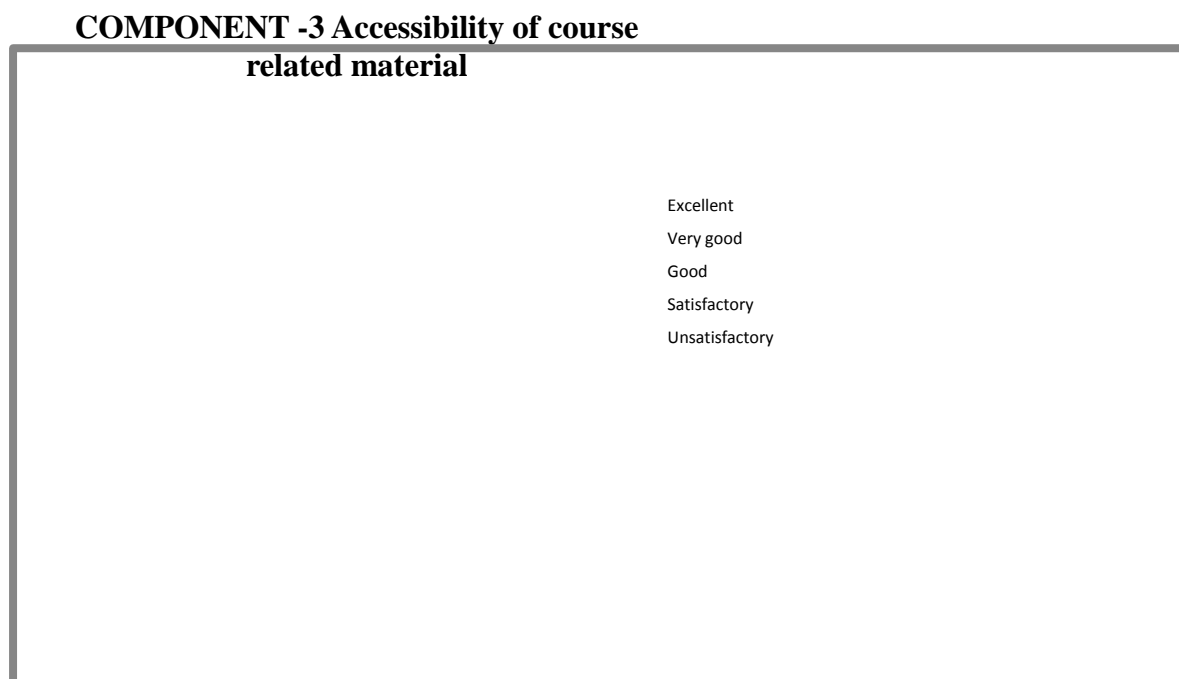
Figure shows that out of total alumnus 40% alumni mention very good accessibility of course related material while 25% remark as good, 30% as excellent, 3% as satisfactory and 2% gave unsatisfactory response.

So, overall data describe as very good accessibility of course related material.

COMPONENT -4

TIME MANAGEMENT

COMPONENT -4 Time Management

Excellent
Very good
Good
Satisfactory
Unsatisfactory

Figure shows that out of total alumnus 40% alumni mention very good time management while 34% remark as good, 13% as excellent, 10% as satisfactory and 3% gave unsatisfactory response.

So, overall data describe as very good time management.

COMPONENT -5

INSTITUTIONAL STRATEGIES

COMPONENT -5 Institutional Strategies

Excellent
Very good
Good
Satisfactory
Unsatisfactory

Figure shows that out of total alumnus 54% alumni mention very good institutional Strategies while 22% remark as good, 24% as excellent, 2% as satisfactory and 0% gave unsatisfactory response.

So, overall data describe as very good institutional Strategies.

COMPONENT -6

INSTITUTIONAL FUNCTIONING

COMPONENT -6 Institutional functioning

Excellent
Very good
Good
Satisfactory
Unsatisfactory
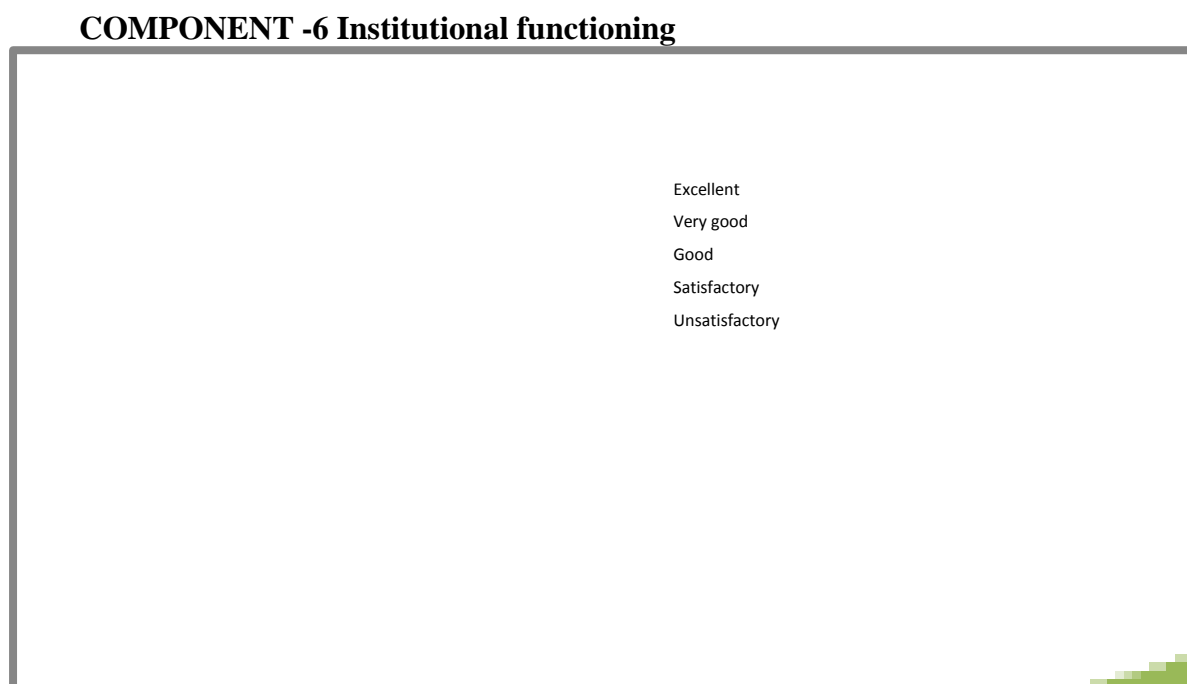
Figure shows that out of total alumnus 58% alumni mention very good institutional functioning while 20% remark as good, 20% as excellent, 2% as satisfactory and 0% gave unsatisfactory response.

So, overall data describe as very good institutional functioning.

COMPONENT -7

COMMUNITY NETWORKING

COMPONENT -7 Community networking

Excellent
Very good
Good
Satisfactory
Unsatisfactory

Figure shows that out of total alumnus 54% alumni mention very good community networking while 15% remark as good, 25% as excellent, 5% as satisfactory and 1% gave unsatisfactory response.

So, overall data describe as very good community networking.

COMPONENT -8

FUTURE PLANS OF THE INSTITUTION

COMPONENT -8 Future plans of the Institution

Excellent
Very good
Good
Satisfactory
Unsatisfactory
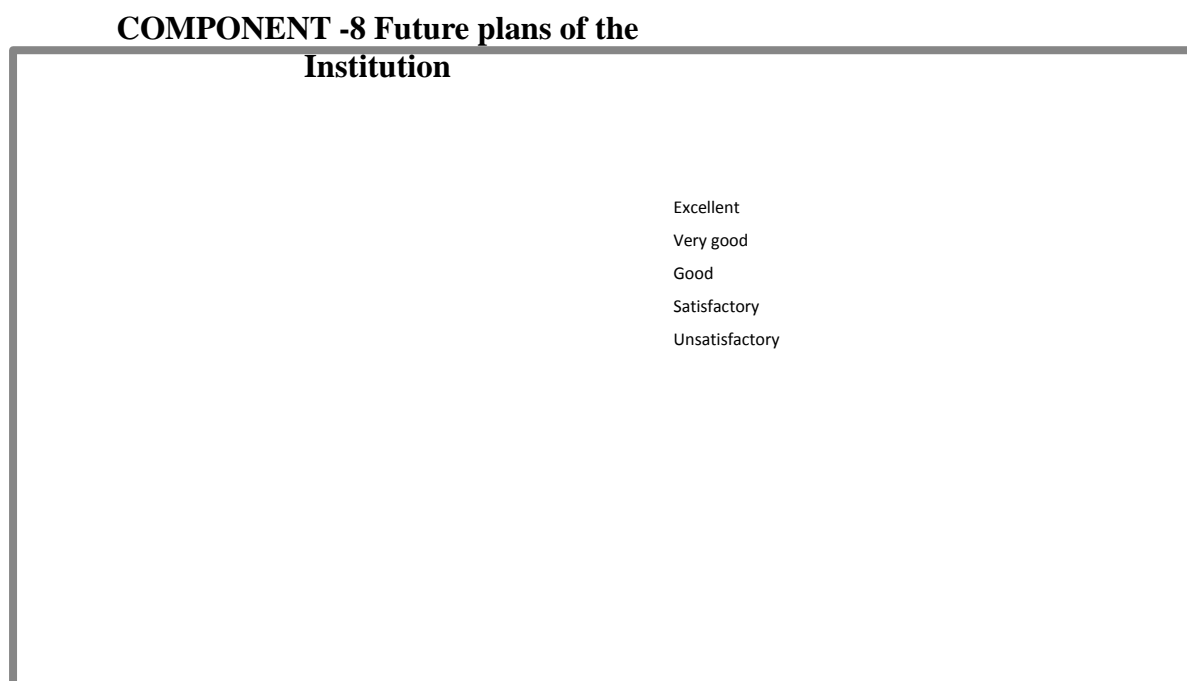
Figure shows that out of total alumnus 46% alumni mention very good future plans of the institution while 28% remark as good, 23% as excellent, 2% as satisfactory and 1% gave unsatisfactory response.

So, overall data describe as very good future plans of the institution.

BABE KE COLLEGE OF EDUCATION MUDKI (FEROZEPUR)
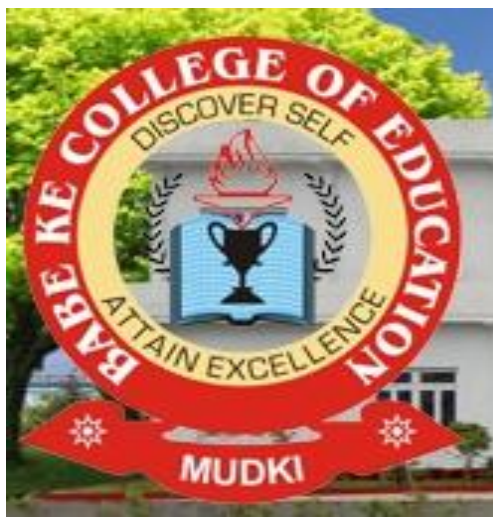
Analysis Detail of Parents Feedback.

Session 2014-15

PARENTS FEEDBACK

Session: 2014-2015

1. B.K.C.E has grand infrastructure.

AGREE	DISAGREE	TOTAL
80%	20%	100%

20

Agree

Disagree

80
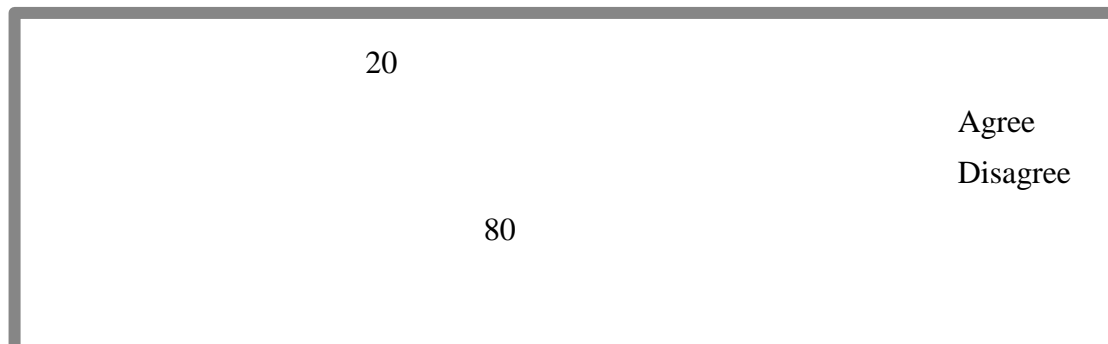
80% parents of the ward agree that B.K.C.E has grand infrastructure.

2. B.K.C.E possesses qualified human resources.

AGREE	DISAGREE	TOTAL
75.5%	24.5%	100%

24.5

Agree

Disagree

75.5
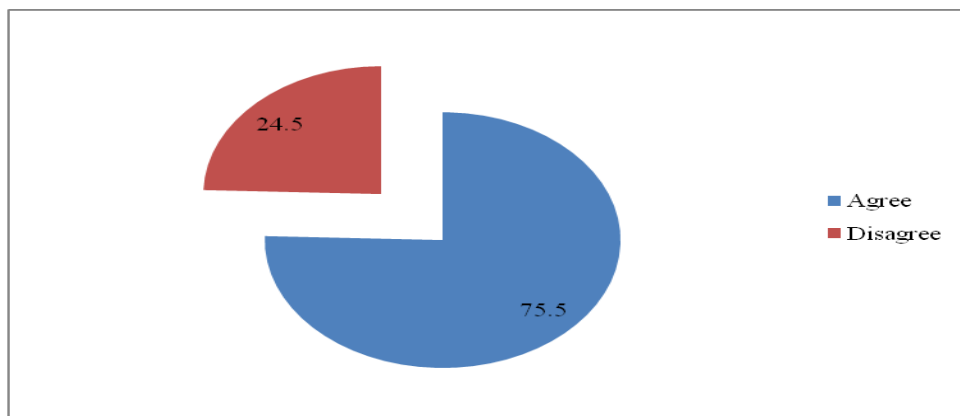
75.5% parents of the ward agree that B.K.C.E possess qualified human resources.

3. B.K.C.E library has sufficient stock of books.

AGREE	DISAGREE	TOTAL
75.5%	24.5%	100%
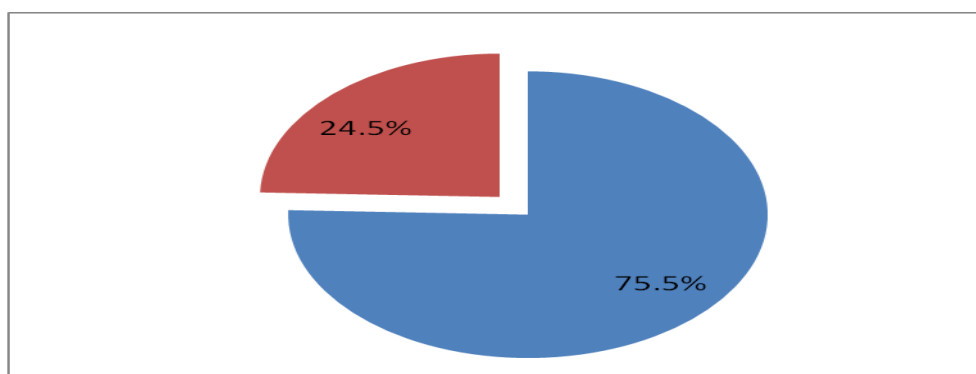
77.5% parents of the ward agree that B.K.C.E library has sufficient stock of books.

4. B.K.C.E library has inflibnet facility.

AGREE	DISAGREE	TOTAL
71%	29%	100%
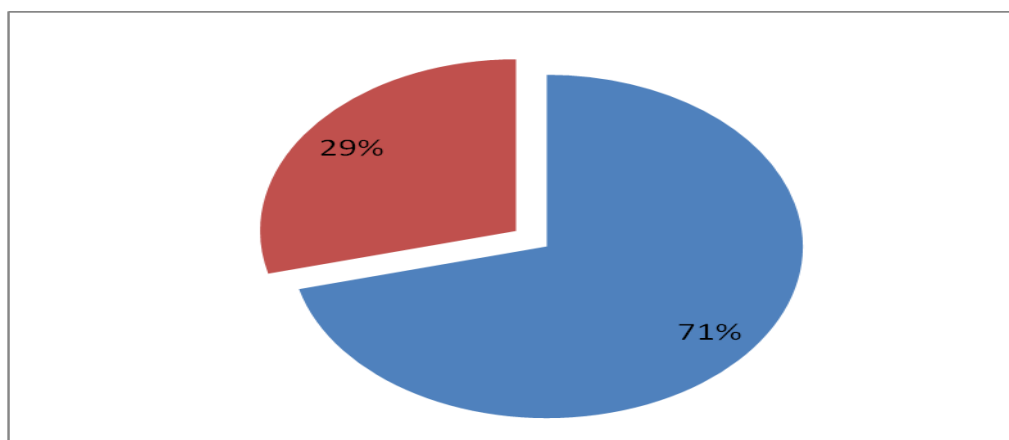
71% parents of the ward agree that B.K.C.E library has inflibnet facility.

5. Labs of B.K.C.E are well equipped & furnished.

AGREE	DISAGREE	TOTAL
73.5%	26.5%	100%
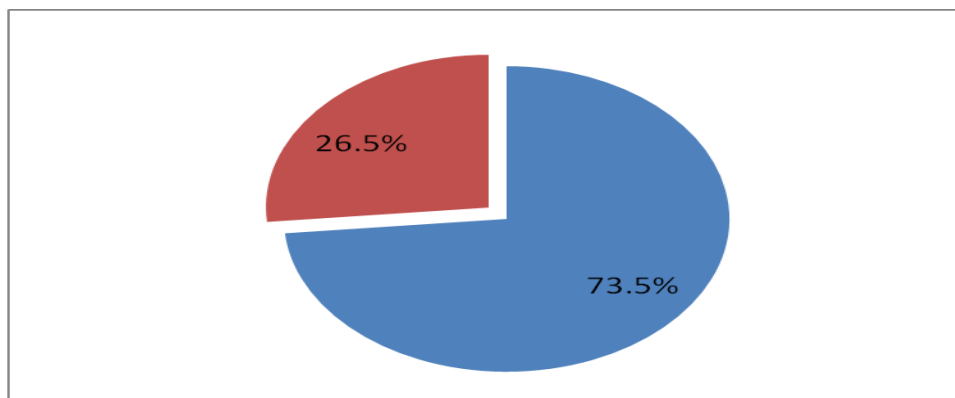
73.5% parents of the ward agree that labs of B.K.C.E are well equipped & furnished.

6. B.K.C.E has well furnished canteen.

AGREE	DISAGREE	TOTAL
62.5%	37.5%	100%
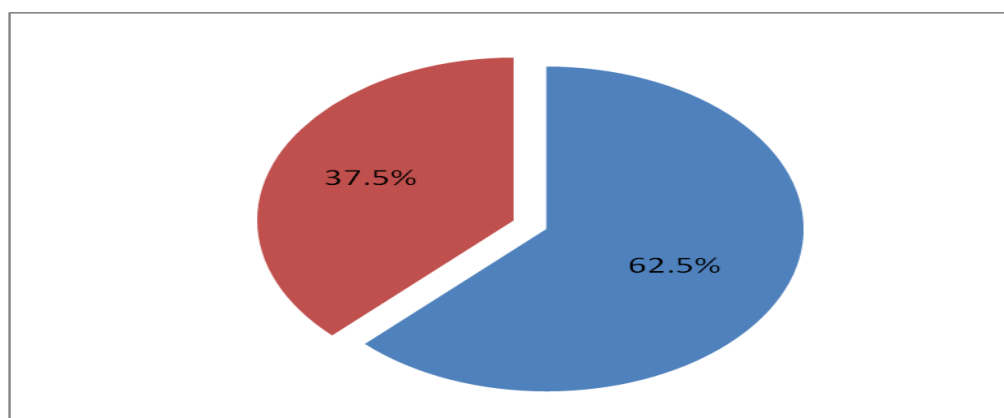
62.5% parents of the ward agree that B.K.C.E has well furnished canteen.

7. B.K.C.E provides transport facility to your ward.

AGREE	DISAGREE	TOTAL
77.5%	22.5%	100%
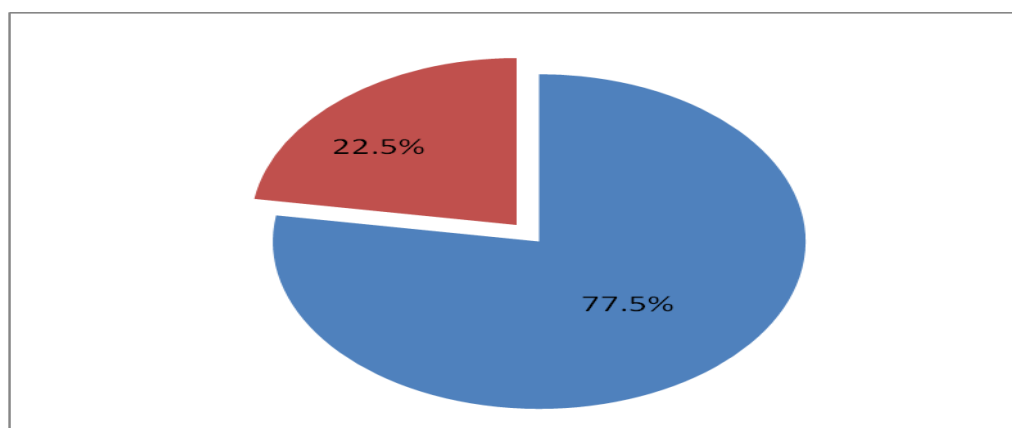
77.5% parents of the ward agree that B.K.C.E provides transport facility to their ward.

8. B.K.C.E contributes in awareness of community to eradicate social evils.

AGREE	DISAGREE	TOTAL
73.5%	26.5%	100%
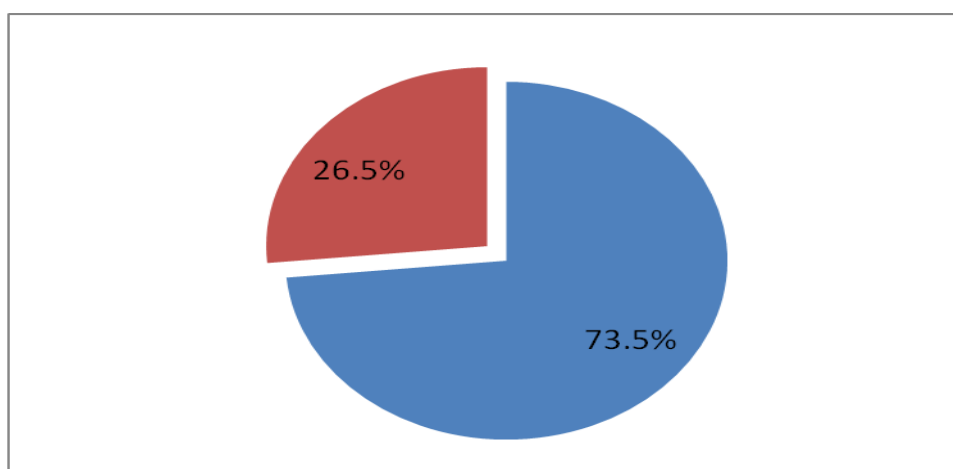
73.5% parents of the ward agree that B.K.C.E contributes in awareness of community to eradicate social evils.

9. B.K.C.E contributes in developing self confidence in your ward.

AGREE	DISAGREE	TOTAL
79.5%	20.5%	100%
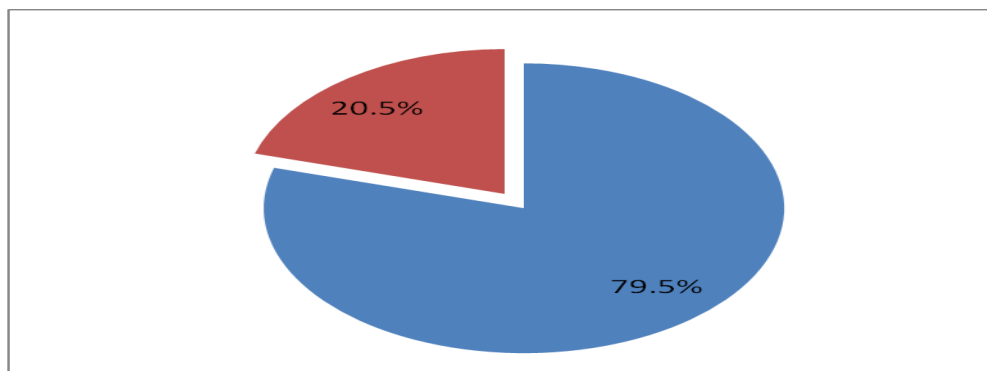
79.5% parents of the ward agree that B.K.C.E contributes in developing self confidence in their ward.

10. B.K.C.E works well to ensure good attendance of your ward.

AGREE	DISAGREE	TOTAL
93.25%	6.75%	100%
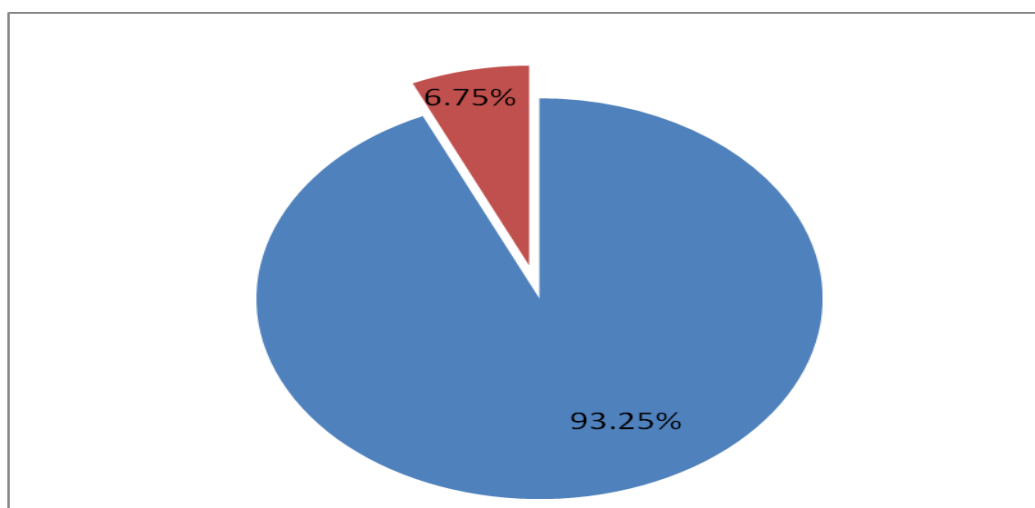
93.5 % parents of the ward strongly agree that B.K.C.E works well to ensure good attendance of their ward.

11. B.K.C.E gives the specific help and guidance that your ward needs.

AGREE	DISAGREE	TOTAL
76.75%	23.25%	100%
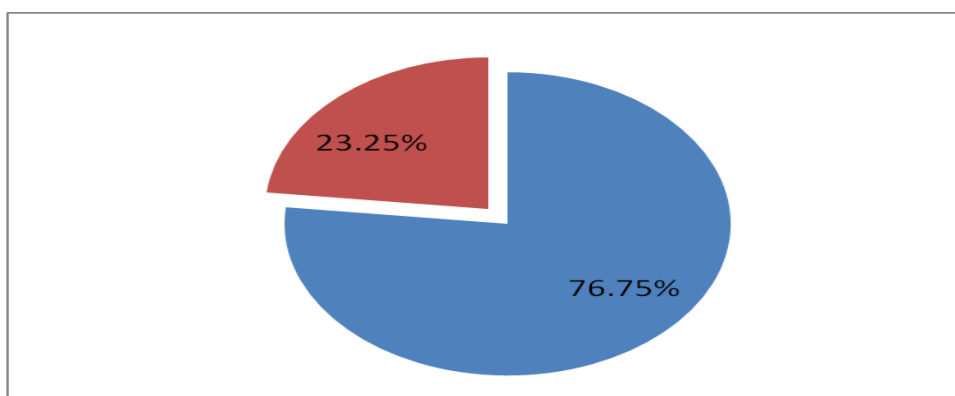
76.75% parents of the ward agree that B.K.C.E gives the specific help and guidance that their ward needs.

12. Your ward has developed more progressive thinking, commitment and responsibility during the session.

AGREE	DISAGREE	TOTAL
79.5%	20.5%	100%
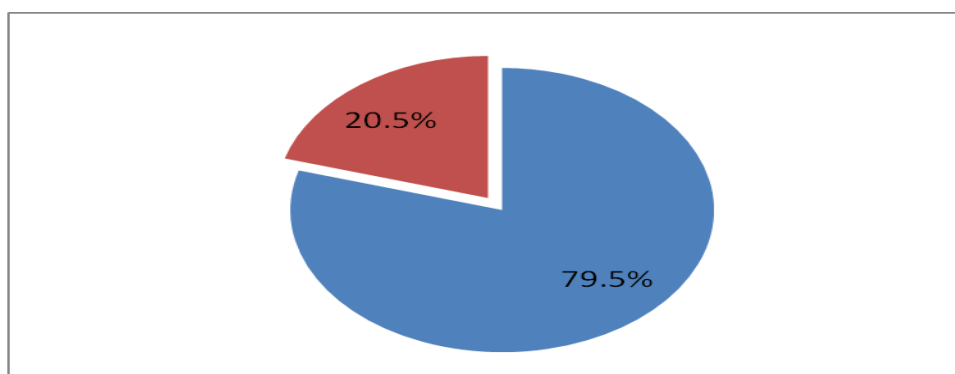
79.5% parents of the ward agree that their ward has developed more progressive thinking , commitment and responsibility during the session.

13. B.K.C.E staff helps in solving the personal, social, family problems of your ward.

AGREE	DISAGREE	TOTAL
65.75%	34.25%	100%
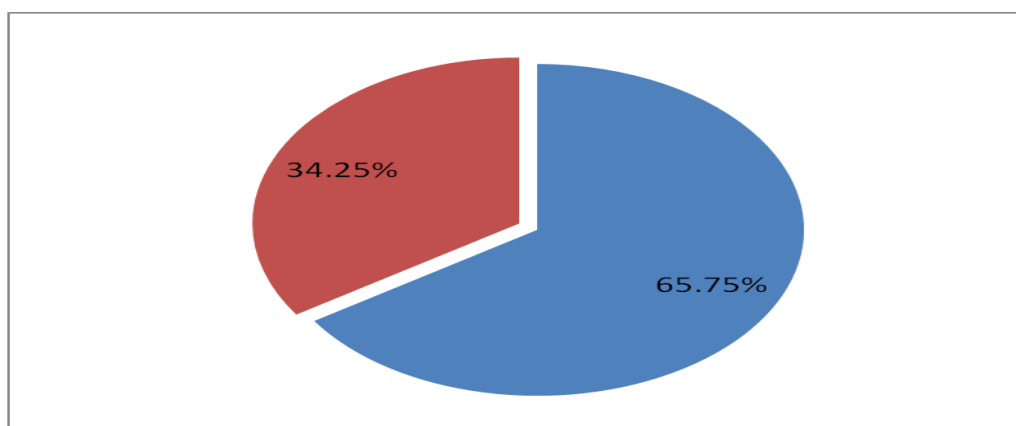
65.75% % parents of the ward agree that B.K.C.E staff helps in solving the personal, social, family problems of their ward.

14. B.K.C.E works to develop positive relationship between parents and staff, staff and students.

AGREE	DISAGREE	TOTAL
73%	27%	100%
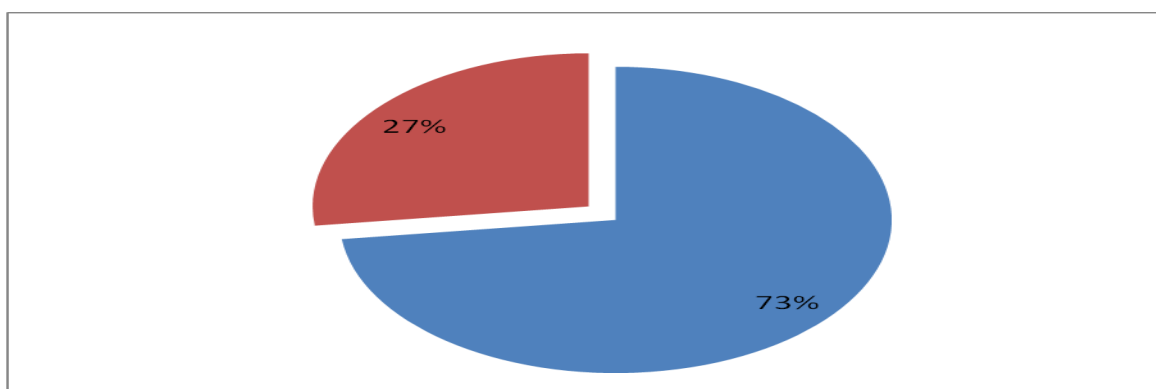
73% parents of the ward agree that B.K.C.E works to develop positive relationship between parents and staff, staff and students.

15. B.K.C.E works toward good standard of behavior.

AGREE	DISAGREE	TOTAL
75%	25%	100%
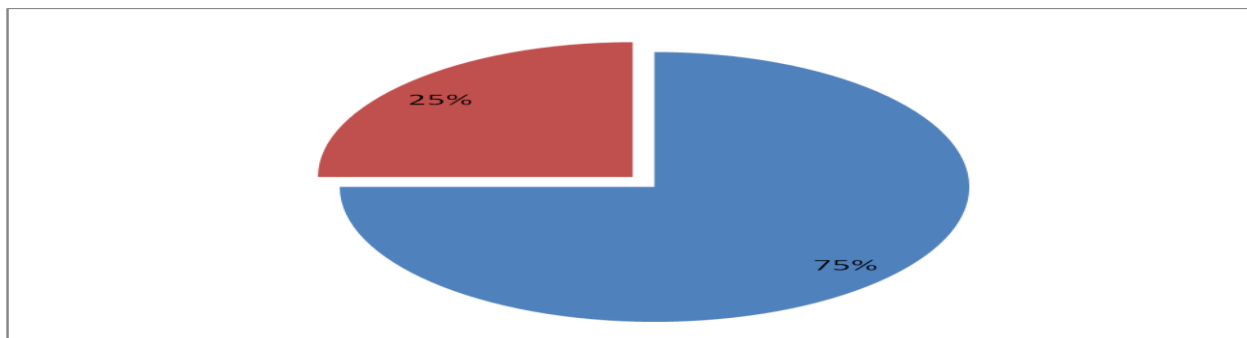
75% parents of the ward agree that B.K.C.E works toward good standard of behavior.

16. You receive valuable information from the college about the progress of your ward.

AGREE	DISAGREE	TOTAL
70.25%	29.75%	100%
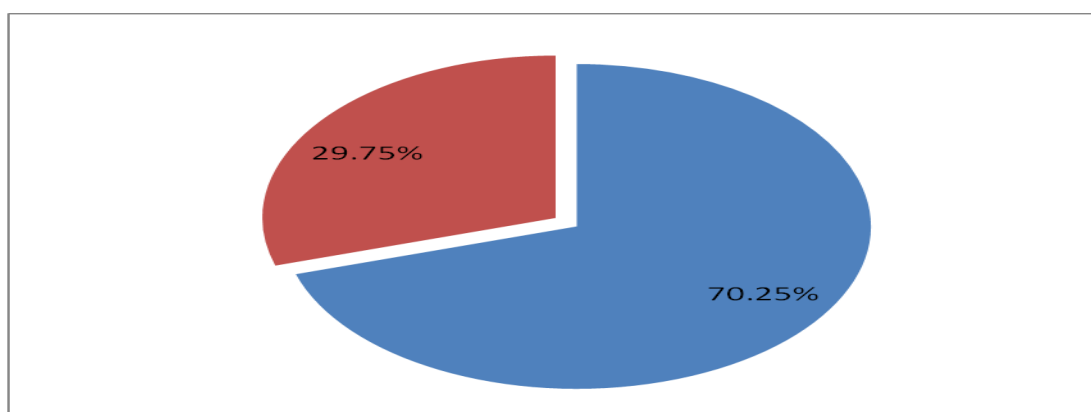
70.25% parents of the ward agree that they receive valuable information from the college about the progress of their ward.

17. Your ward receives appropriate home assignment.

AGREE	DISAGREE	TOTAL
88%	12%	100%
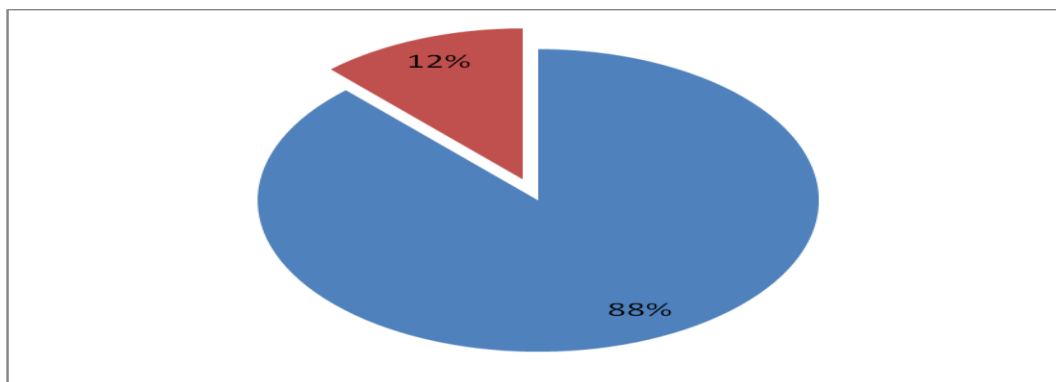
88% parents of the ward agree that their ward receives appropriate home assignment.

18. B.K.C.E encourages healthy styles by promoting following activities:

Outdoor activities

Sporting events

Community surveys

AGREE	DISAGREE	TOTAL
78.5%	21.5%	100%
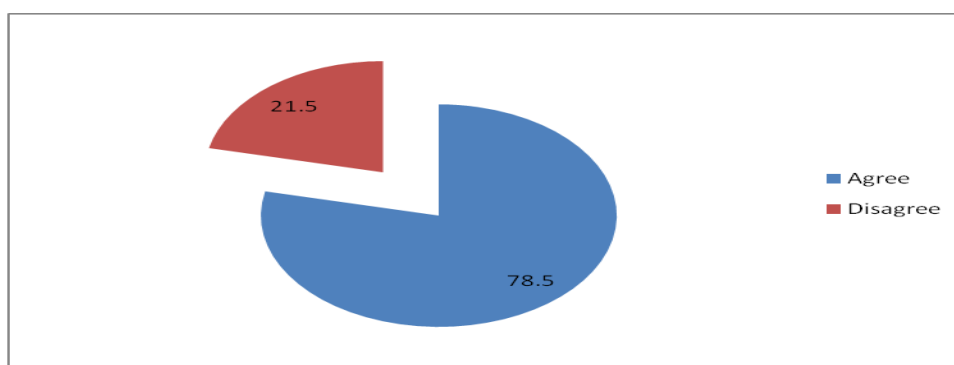
78.5% parents of the ward agree that B.K.C.E encourages healthy styles by promoting outdoor activities, sporting events &Community surveys.

19. B.K.C.E promotes healthy aptitude and habits by organizing following activities:

N.S.S

College clubs

Houses

Seminars

Extension lectures

Blood donation camps

AGREE	DISAGREE	TOTAL
80.75%	19.25%	100%
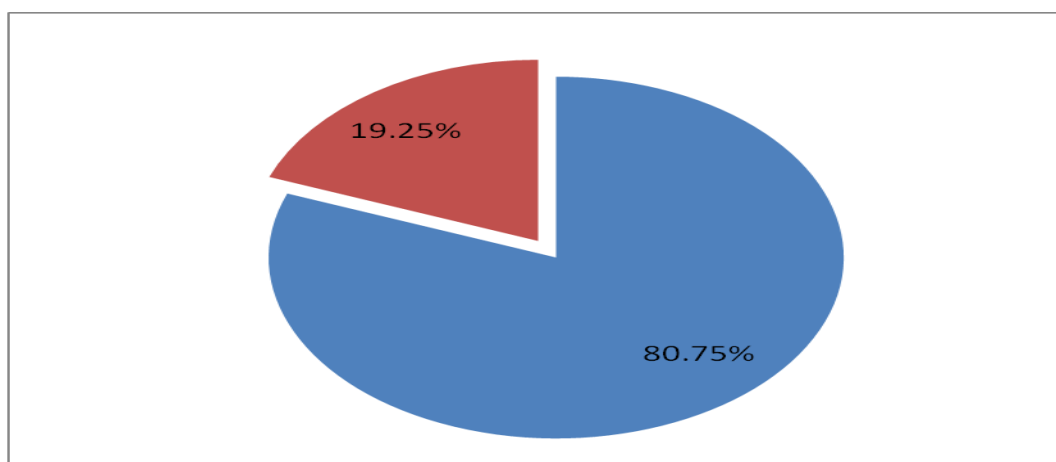
80.75% parents of the ward agree that B.K.C.E promotes healthy aptitude and habits by organizing N.S.S, College clubs, Houses, Seminars, Extension lectures, Blood donation camps.

20. Would you recommend B.K.C.E to other parents?

YES	NO	TOTAL
95%	5%	100%
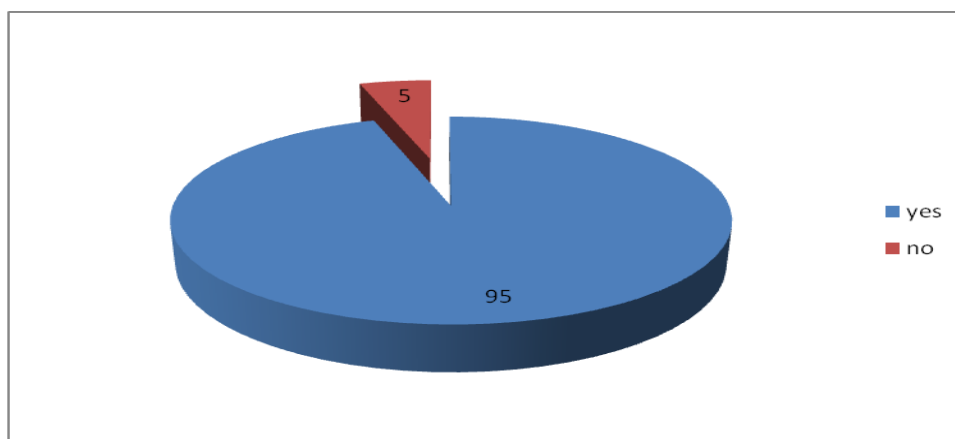
95% parents of the ward say 'yes' to recommend B.K.C.E to other parents.

21. What do you like about B.K.C.E?

B.K.C.E has good infrastructure, library facility& Wi-Fi campus. It has qualified & co-operative staff members who inculcate confidence &discipline among our wards.

22. How can we make further improvements to B.K.C.E?

B.K.C.E can make improvements in furniture, canteen, labs & also needs to add new addition books in library.

BABE KE COLLEGE OF EDUCATION MUDKI (FEROZEPUR)
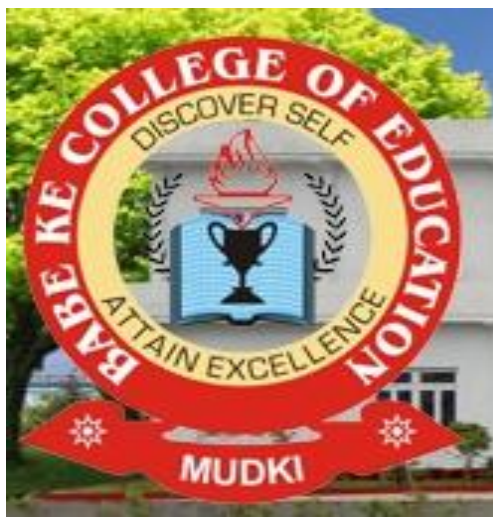
Analysis Detail of Employers Feedback.

Session- 2014-15

EMPLOYER'S FEEDBACK

Session: 2014-2015

1. Most of the employers are agreed over the fulfillment of vision and mission of the organization.
2. Most of the employers are agreed that the institution and its products fulfilling the aims and objectives of the trust/society.
3. **Graphical representation of evaluation over performance of the Head of the Institution.**

Fig. 3: Diagram showing performance of the Head of the Institution

4. **Graphical representation of evaluation over performance of the Teaching staff**

Fig. 4: Diagram showing over performance of theTeaching staff

Legend:
- Ability to contribute to attain the goal of the organisation
- Technical Knowledge/Skill
- Innovativeness, creativity
- Relationship with seniors
- Relationship with Peers
- Relationship with Students
- Involvement in social activities

Values: 3.5, 3.9, 3.4, 3.6, 3.5, 4, 3, 3.9, 3.7, 4, 3.6

5. **Graphical representation of evaluation over performance of the Non-Teaching staff**

Fig. 5: Diagram showing performance of the Non-Teaching Staff

- Technical knowledge/ skill of office work
- Ability to manage the office record
- Relationship with seniors/peers
- Relationship with students
- Abiltiy to take up extra responsibility
- Maintainance/Preservation of old office record

6. **Graphical representation of evaluation over performance of the Students**

Fig. 6: Diagram showing performance of the Students

7. **Graphical representation of evaluation over the Non-Human/Material resources**

Fig. 7: Diagram showing the Non-Human/Material resources
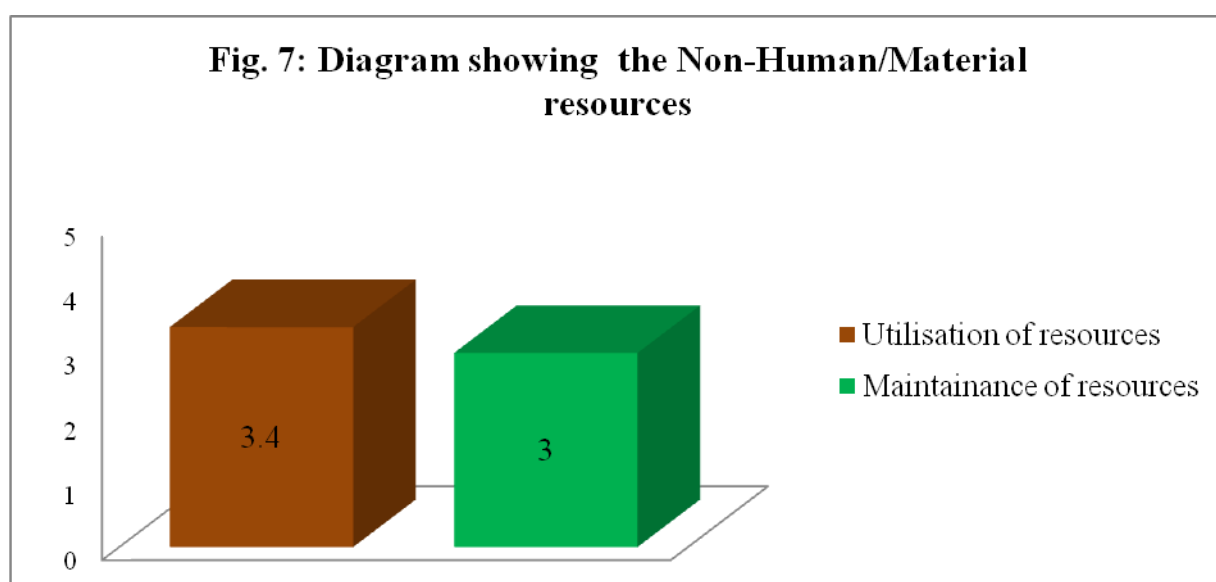
Babe Ke College of Education

Mudki (Ferozepur)

Analysis Details of Students Feedback

Session 2014-2015

To ensure the internal quality of the institution the data was collected from the students of the session 2014-15. The data was analyzed on five point scales. The description of the scale and scoring is as follows:

Sr. No.	Scores	Description
1.	1	Unsatisfactory
2.	2	Satisfactory
3.	3	Good
4.	4	Very Good
5.	5	Excellent

The collected data was divided into two parts:

Part A: Human Resources of the Institution

    I. Teaching Staff
   II. Non-Teaching Staff

Part B: Non Human/Material resources of the Institution

Part A: Human Resources of the Institution (Teaching Staff)

1 The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Dr. Ram Mohan Tripathi (Principal).**

The Bar Graph 1.1 showing Teacher Effectiveness of **Dr. Ram Mohan Tripathi (Principal)**
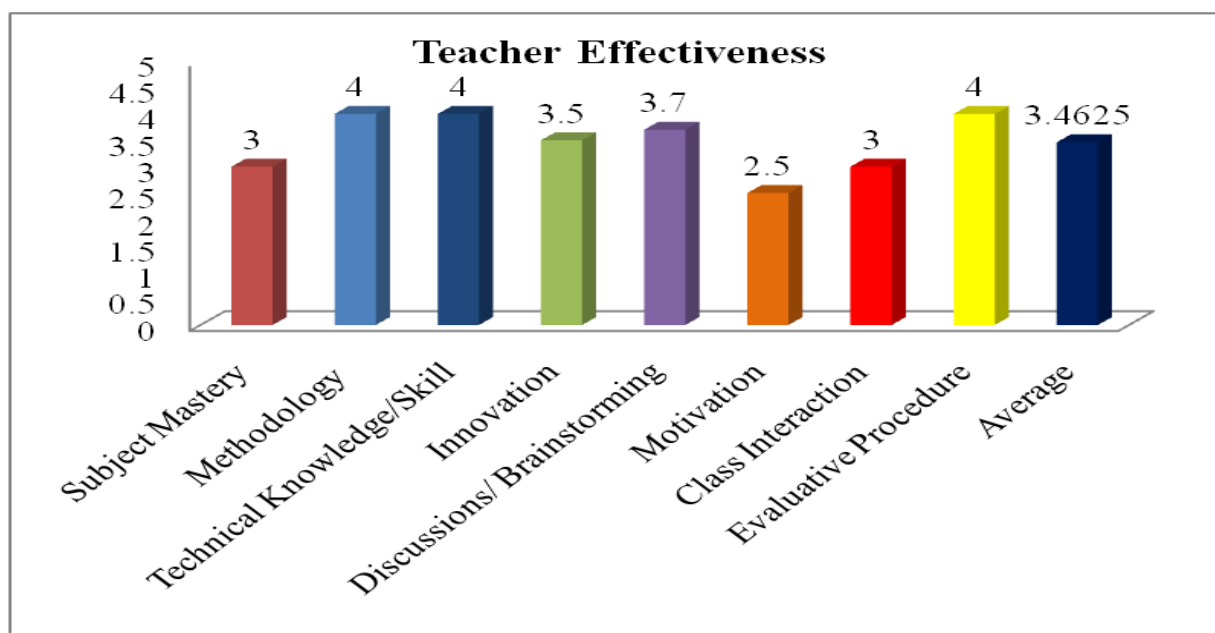
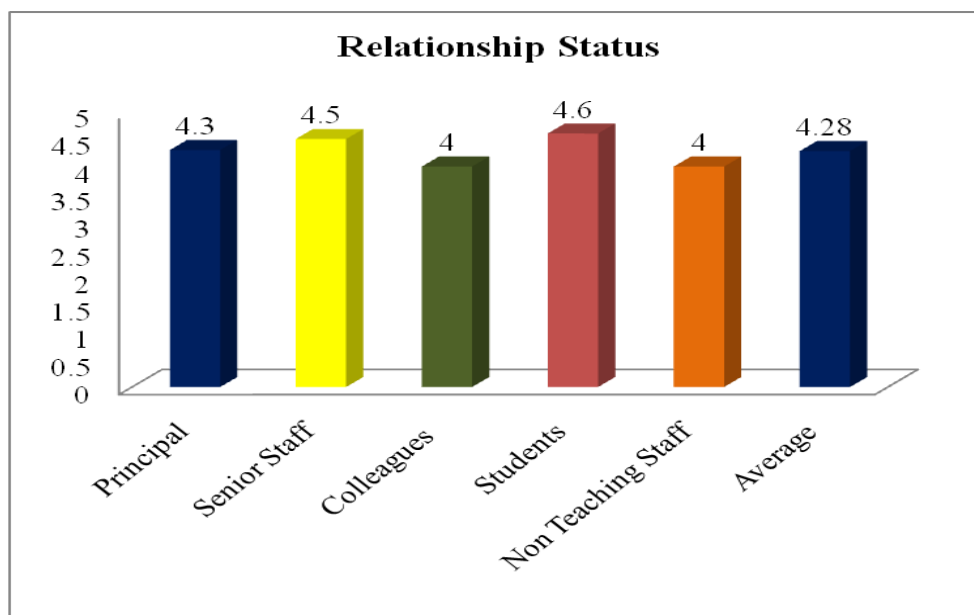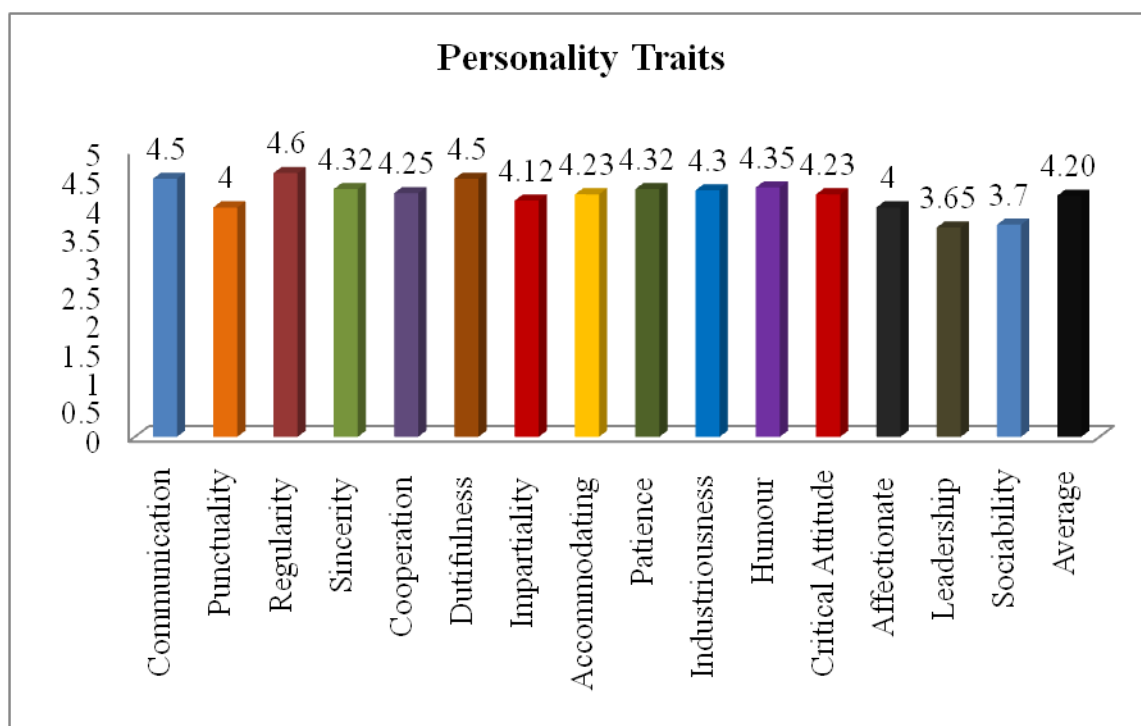The following Bar Graph 1.2 showing Relationship Status of **Dr. Ram Mohan Tripathi (Principal)**
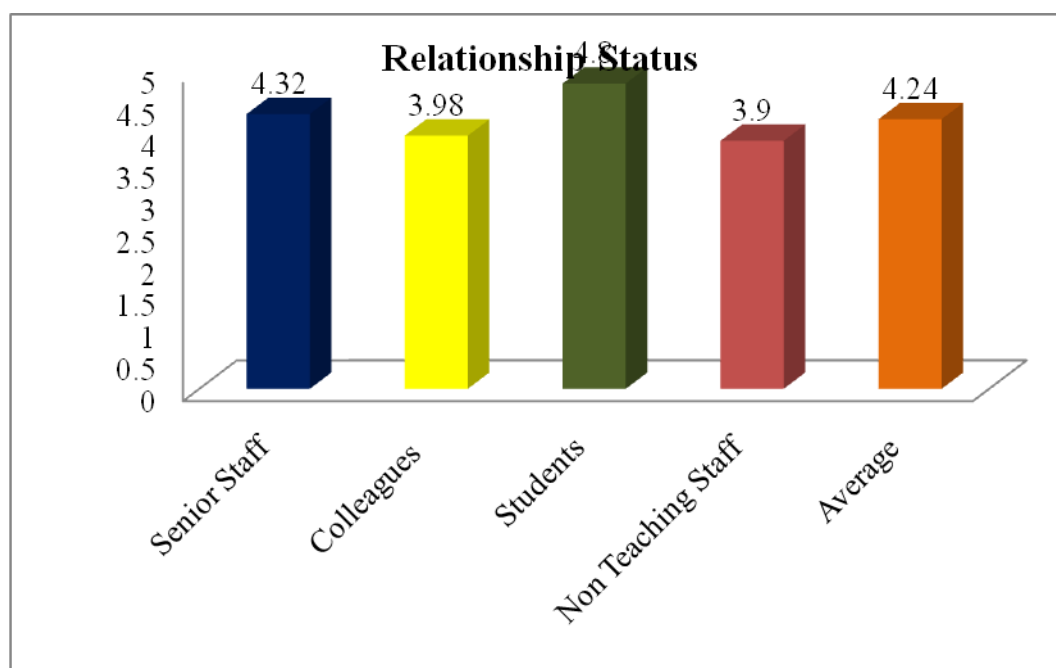
The following Bar Graph 1.3 showing Personality Traits of **Dr. Ram Mohan Tripathi (Principal)**
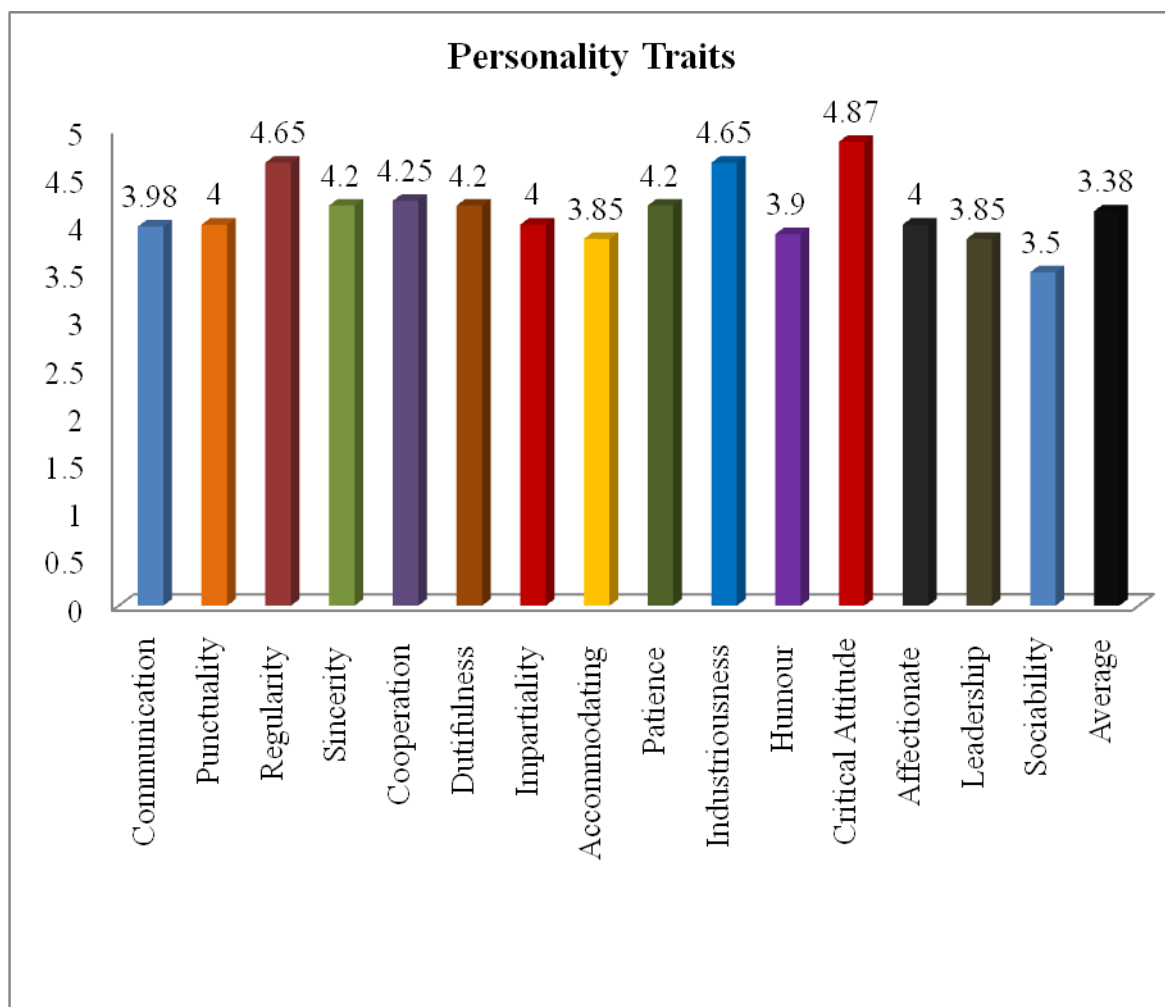
Personality Traits

Communication 3.98, Punctuality 4, Regularity 4.65, Sincerity 4.2, Cooperation 4.25, Dutifulness 4.2, Impartiality 4, Accommodating 3.85, Patience 4.2, Industriousness 4.65, Humour 3.9, Critical Attitude 4.87, Affectionate 4, Leadership 3.85, Sociability 3.5, Average 3.38
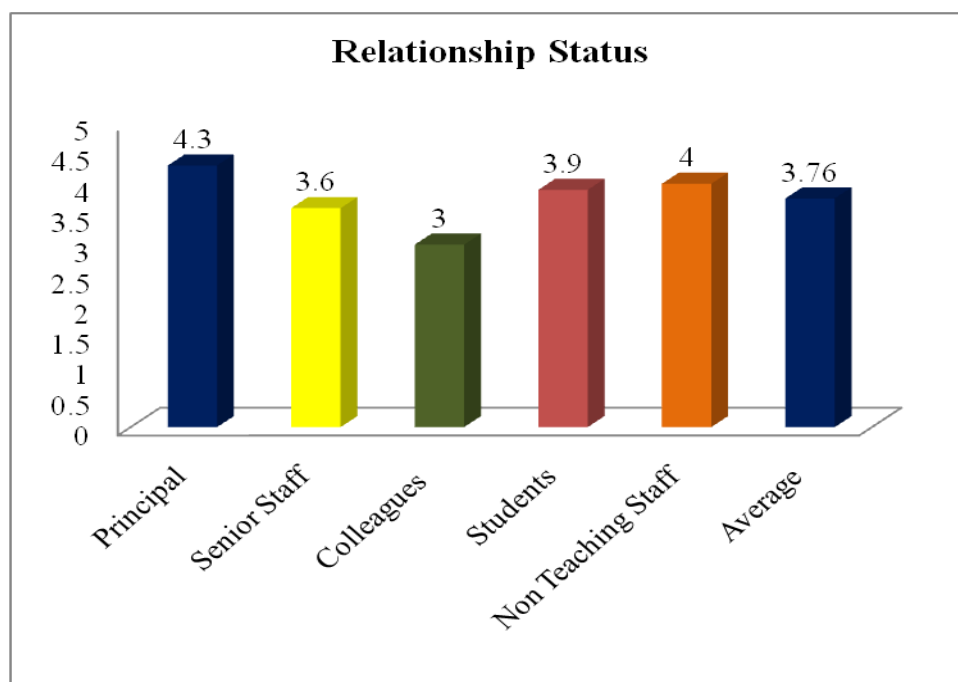
2 The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Dr. Amardeep Kaur (Associate Professor)**
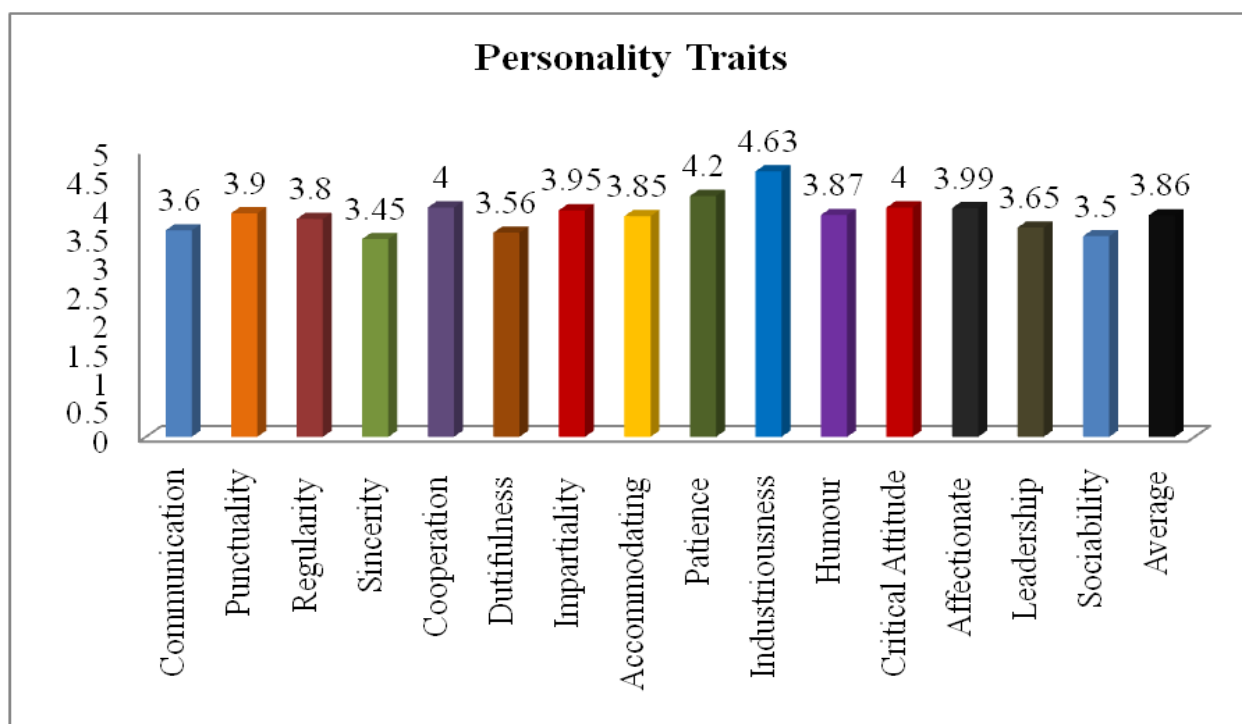
The Bar Graph 2.1 showing Teacher Effectiveness of **Dr. Amardeep Kaur (Associate Professor)**
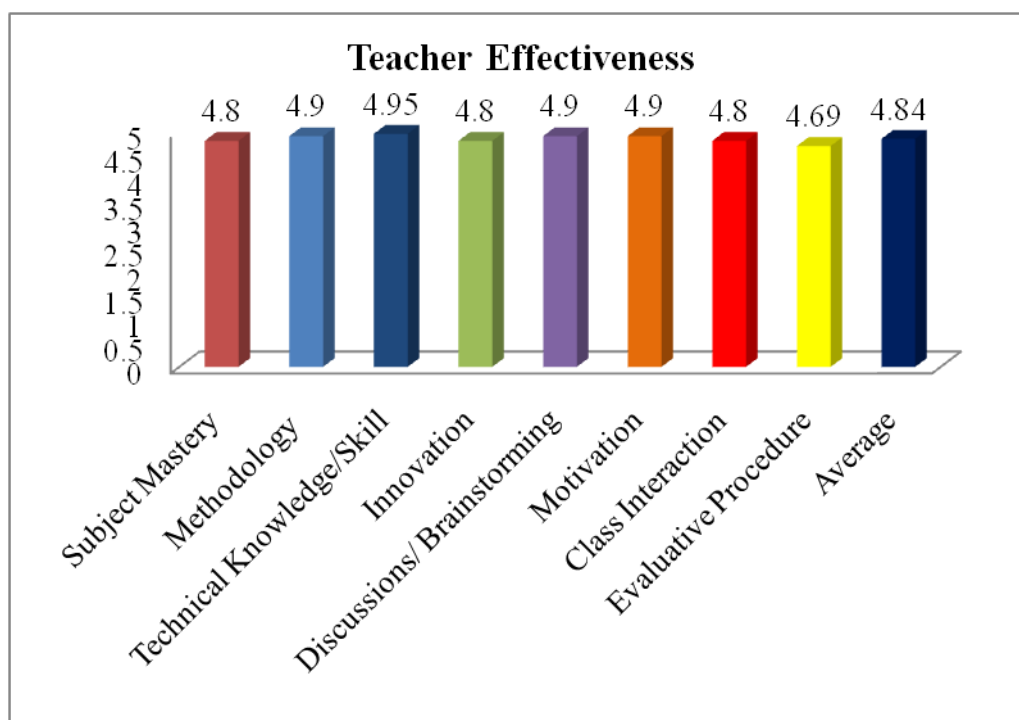
The following Bar Graph 2.2 showing Relationship Status of **Dr. Amardeep Kaur (Associate Professor)**
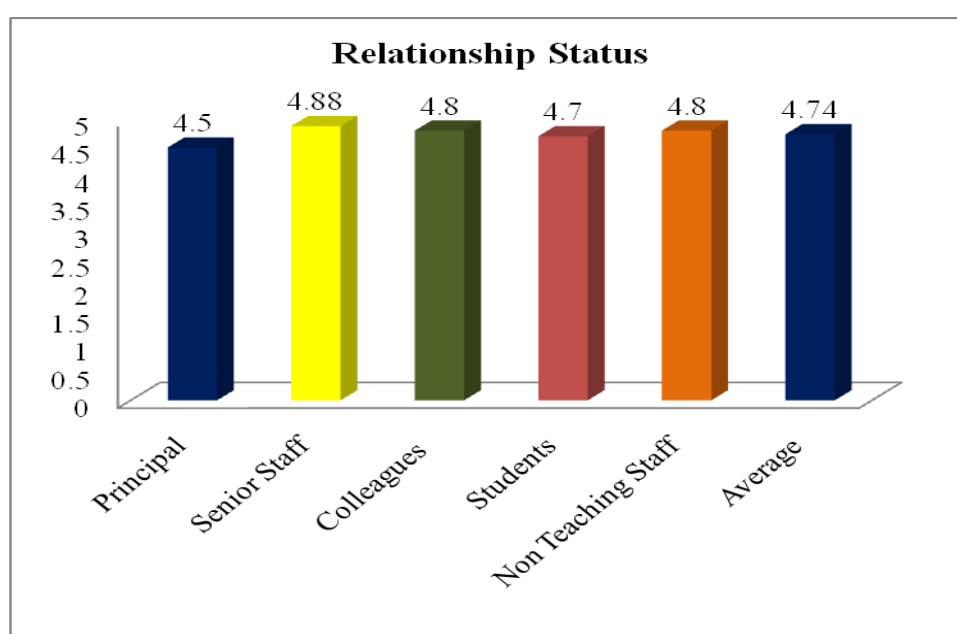
The following Bar Graph 2.3 showing Personality Traits of **Dr. Amardeep Kaur (Associate Professor)**
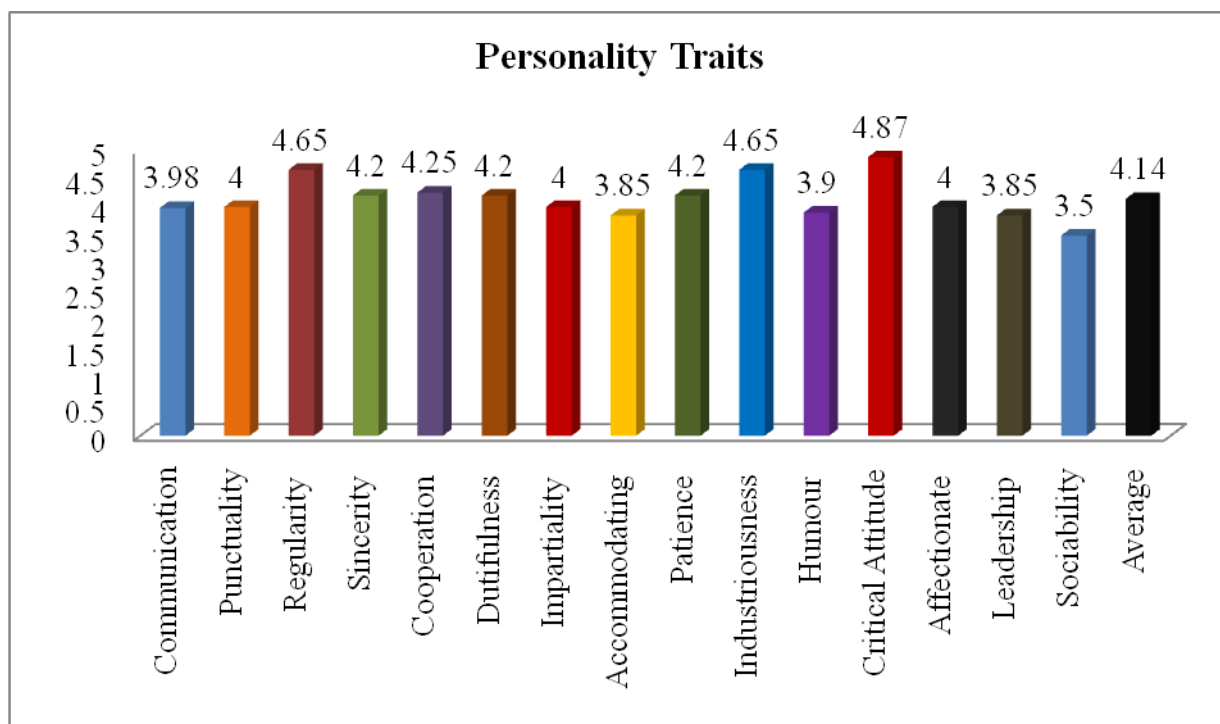
Personality Traits

Trait	Score
Communication	3.98
Punctuality	4
Regularity	4.65
Sincerity	4.2
Cooperation	4.25
Dutifulness	4.2
Impartiality	4
Accommodating	3.85
Patience	4.2
Industriousness	4.65
Humour	3.9
Critical Attitude	4.87
Affectionate	4
Leadership	3.85
Sociability	3.5
Average	4.14

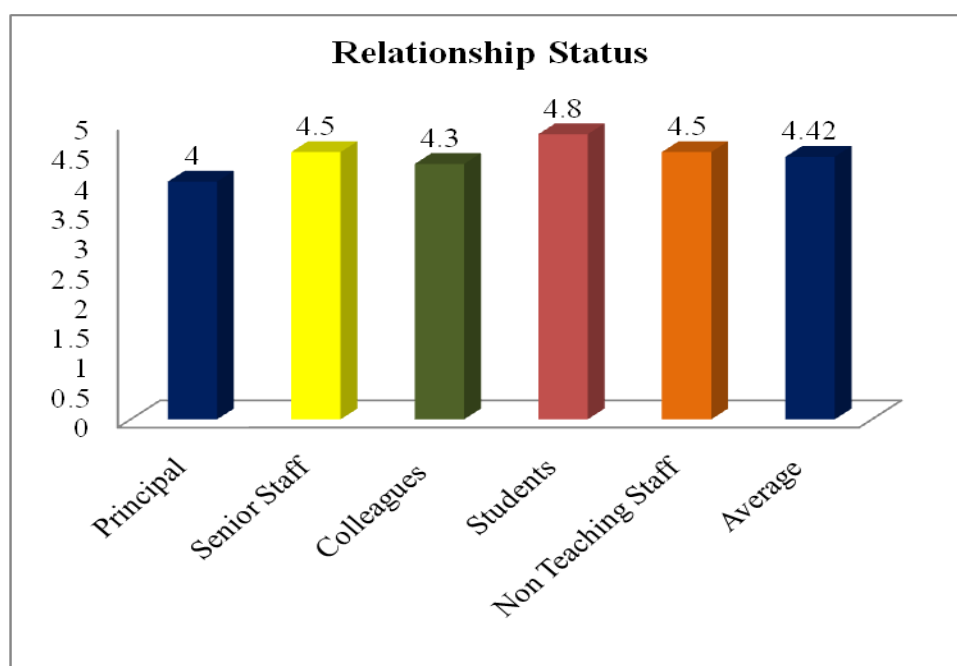3. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Gundeep Kaur (Assistant Professor)**
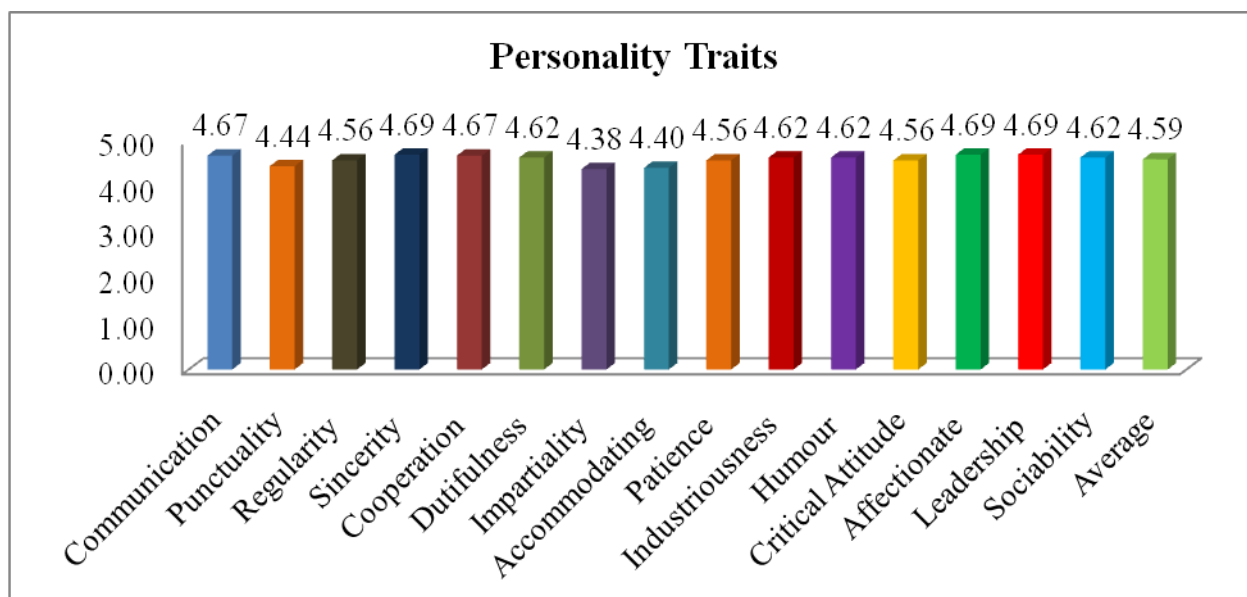
The Bar Graph 3.1 showing Teacher Effectiveness of **Ms**. **Gundeep Kaur (Assistant Professor)**
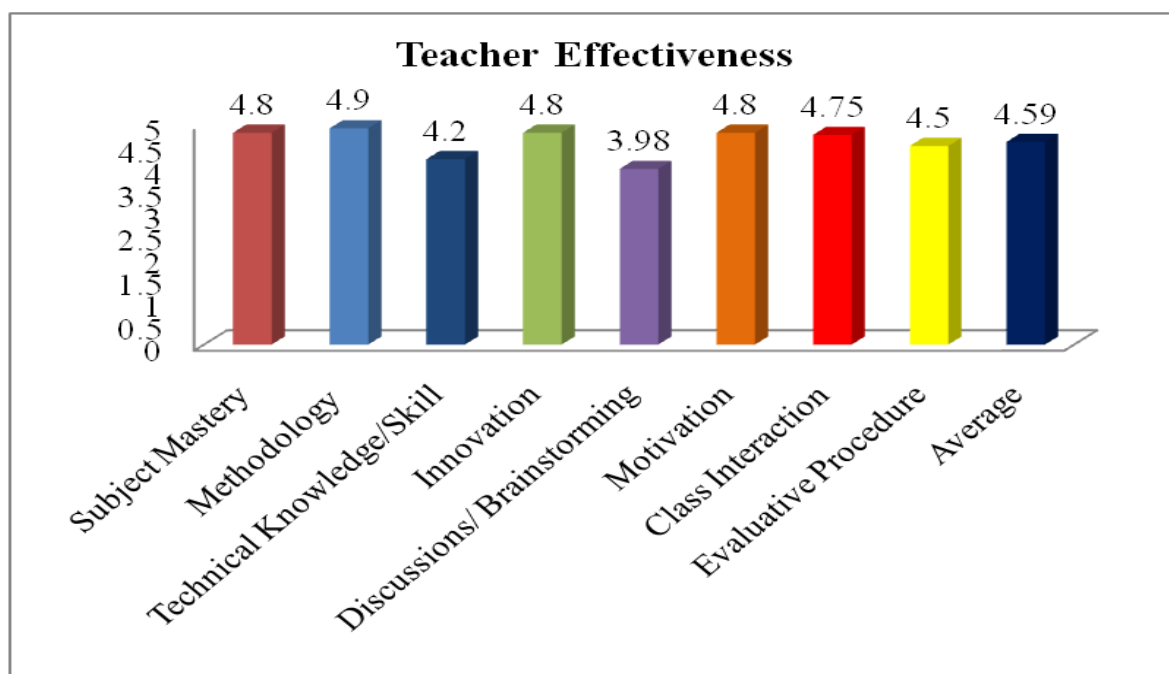
The following Bar Graph 3.2 showing Relationship Status of **Ms**. **Gundeep Kaur (Assistant Professor)**

The following Bar Graph 3.3 showing Personality Traits of **Ms**. **Gundeep Kaur (Assistant Professor)**

Personality Traits

Bar chart showing Personality Traits ratings (scale 0 to 5):
- Communication: 4.5
- Punctuality: 4
- Regularity: 4.6
- Sincerity: 4.32
- Cooperation: 4.25
- Dutifulness: 4.5
- Impartiality: 4.12
- Accommodating: 4.23
- Patience: 4.32
- Industriousness: 4.3
- Humour: 4.35
- Critical Attitude: 4.23
- Affectionate: 4
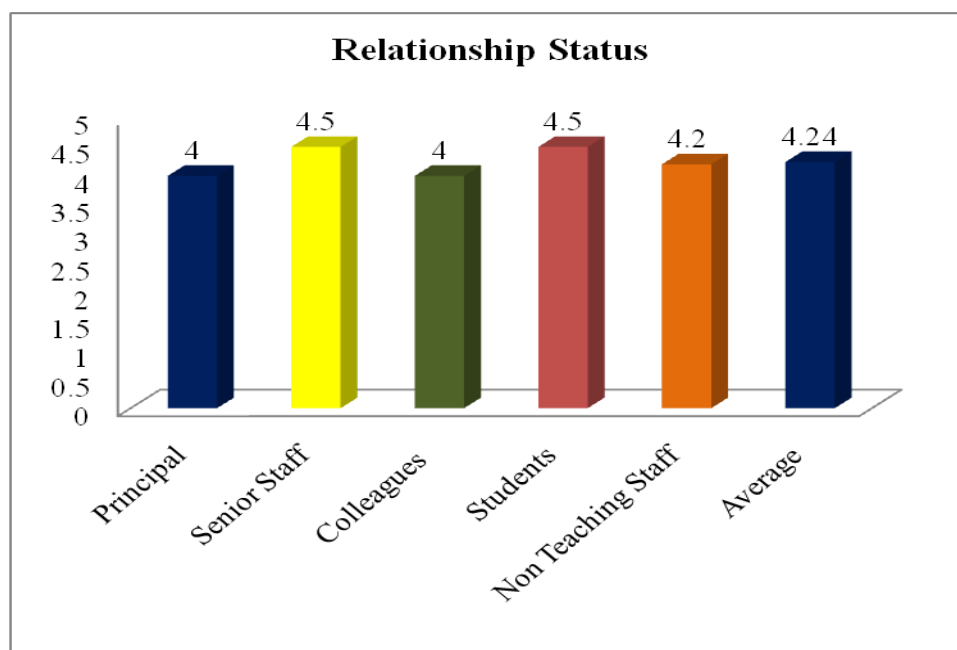- Leadership: 3.65
- Sociability: 3.7
- Average: 4.20

4 The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Dr. U. S. Pal (Assistant Professor)**
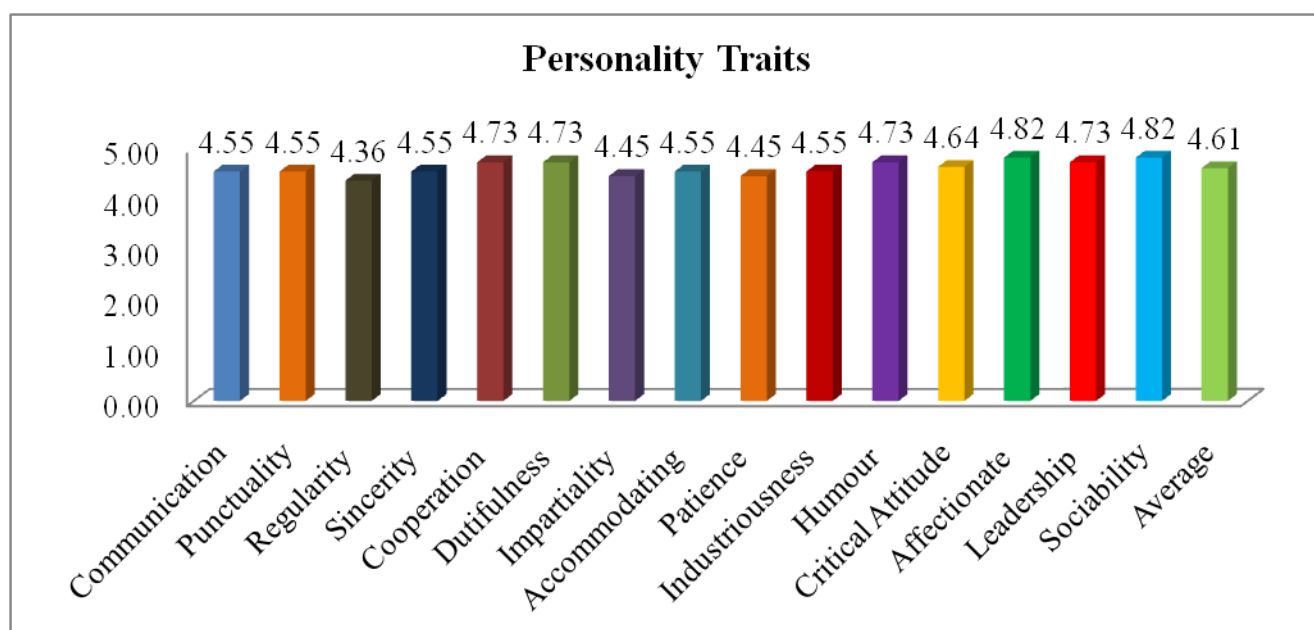
The Bar Graph 4.1 showing Teacher Effectiveness of **Dr. U.S. Pal (Assistant Professor)**

Teacher Effectiveness
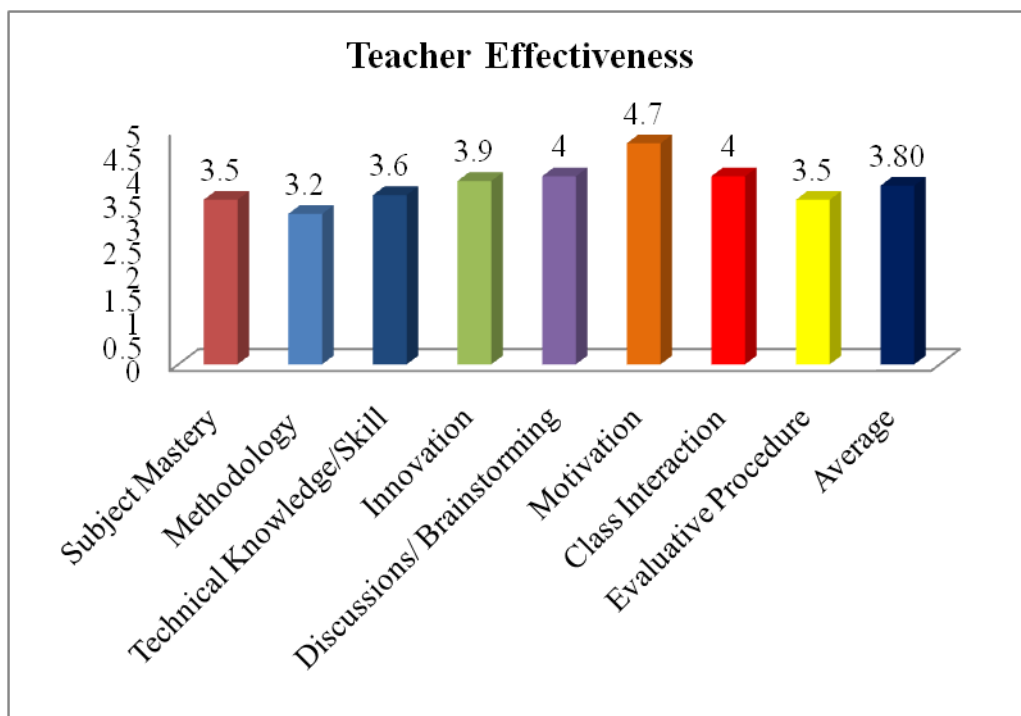
The following Bar Graph 4.2 showing Relationship Status of **Dr. U.S. Pal (Assistant Professor)**

Relationship Status

The following Bar Graph 4.3 showing Personality Traits of Dr**. U.S. Pal (Assistant Professor)**

Personality Traits

Trait	Value
Communication	3.6
Punctuality	3.9
Regularity	3.8
Sincerity	3.45
Cooperation	4
Dutifulness	3.56
Impartiality	3.95
Accommodating	3.85
Patience	4.2
Industriousness	4.63
Humour	3.87
Critical Attitude	4
Affectionate	3.99
Leadership	3.65
Sociability	3.5
Average	3.86

5. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Mr. Gouravjeet Singh (Assistant Professor)**

The Bar Graph 5.1 showing Teacher Effectiveness of **Mr. Gouravjeet Singh (Assistant Professor)**
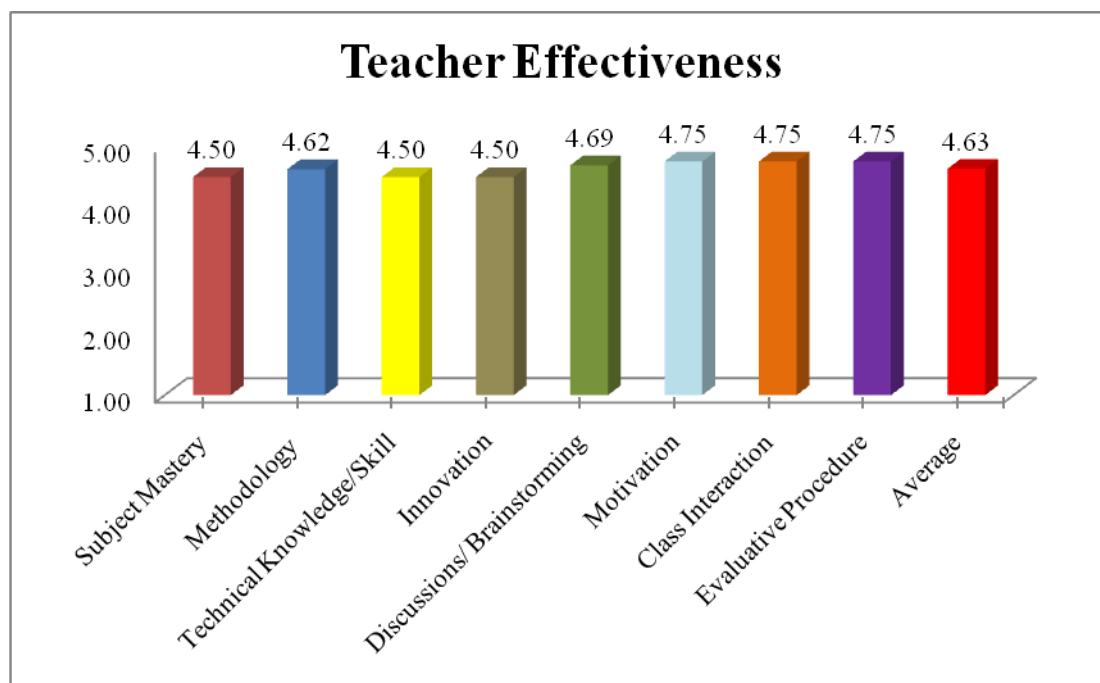
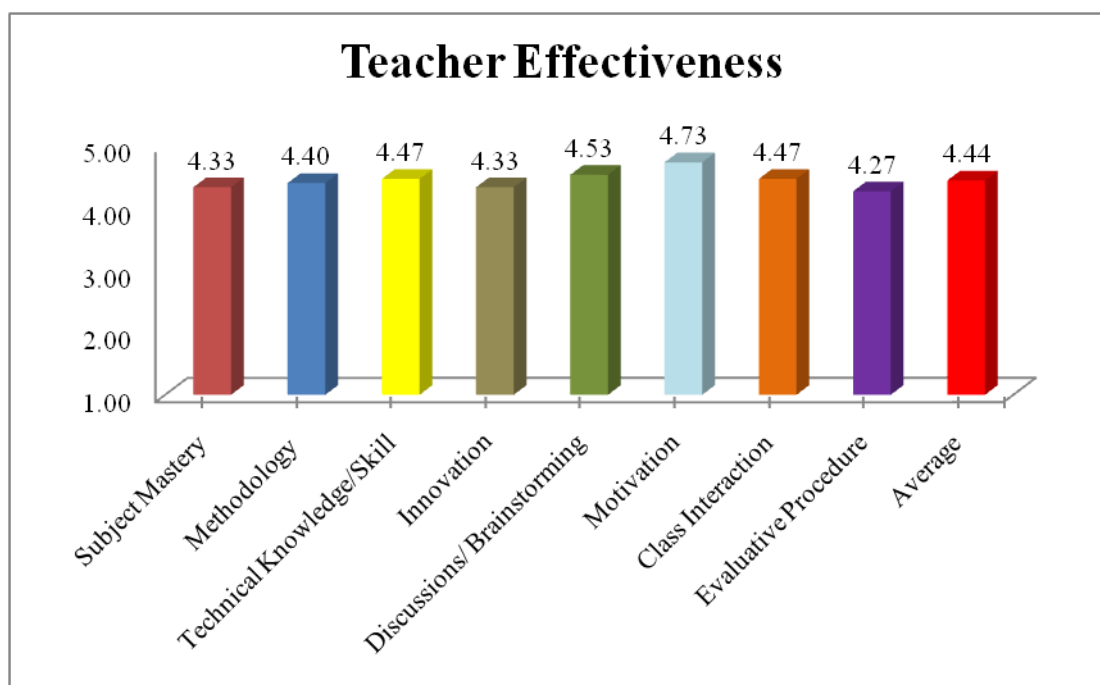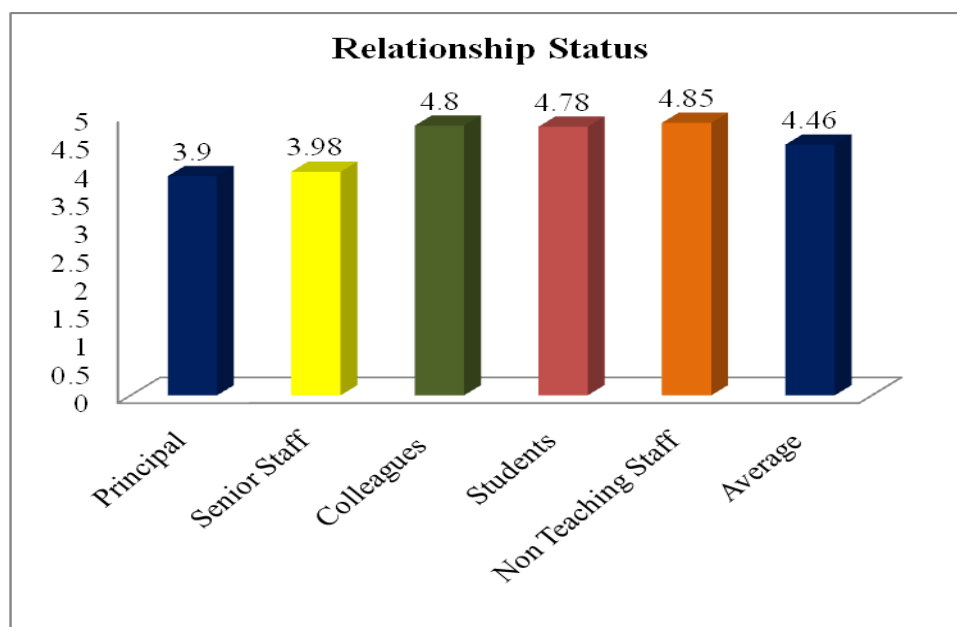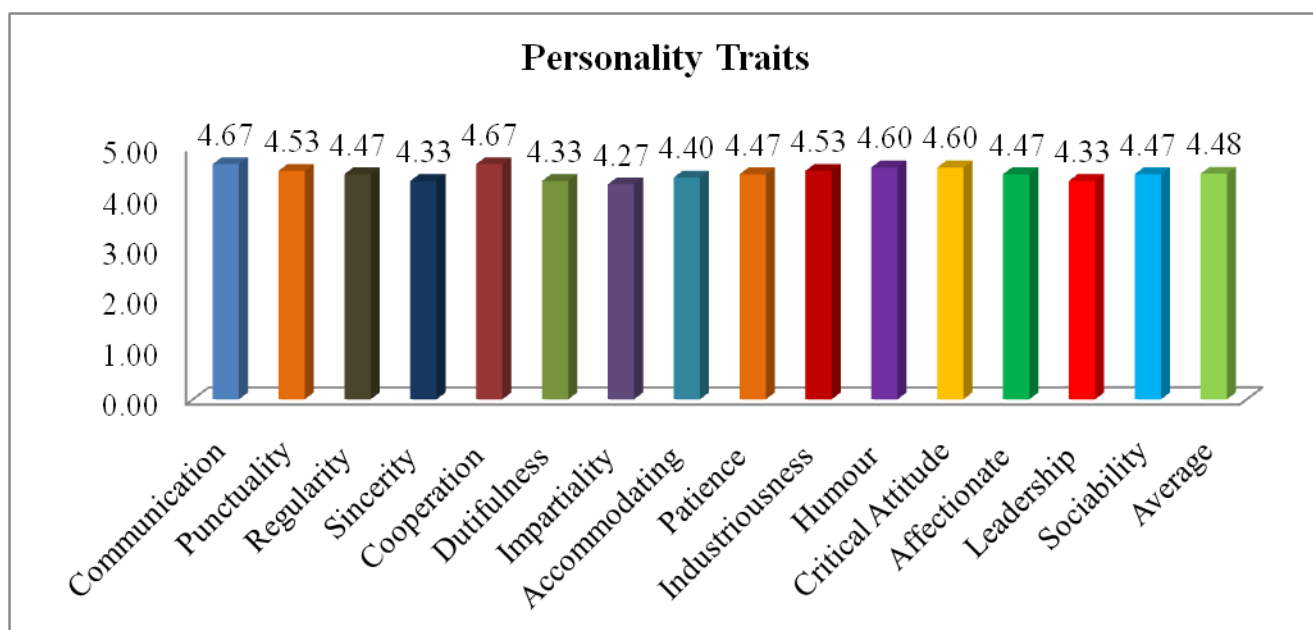The following Bar Graph 5.2 showing Relationship Status of **Mr. Gouravjeet Singh (Assistant Professor)**

The following Bar Graph 5.3 showing Personality Traits of **Mr. Gouravjeet Singh (Assistant Professor)**

Personality Traits

4.67 4.44 4.56 4.69 4.67 4.62 4.38 4.40 4.56 4.62 4.62 4.56 4.69 4.69 4.62 4.59

Communication, Punctuality, Regularity, Sincerity, Cooperation, Dutifulness, Impartiality, Accommodating, Patience, Industriousness, Humour, Critical Attitude, Affectionate, Leadership, Sociability, Average

6 The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Mr. Mehtab Singh (Assistant Professor)**

The Bar Graph 6.1 showing Teacher Effectiveness **Mr. Mehtab Singh(Assistant Professor)**
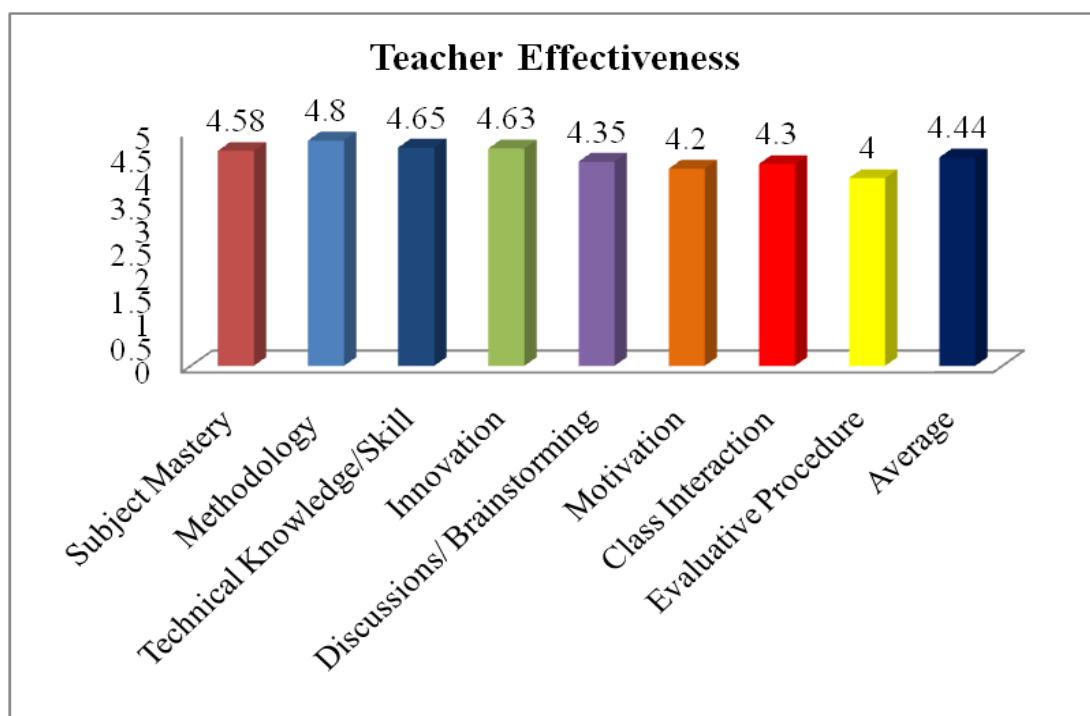
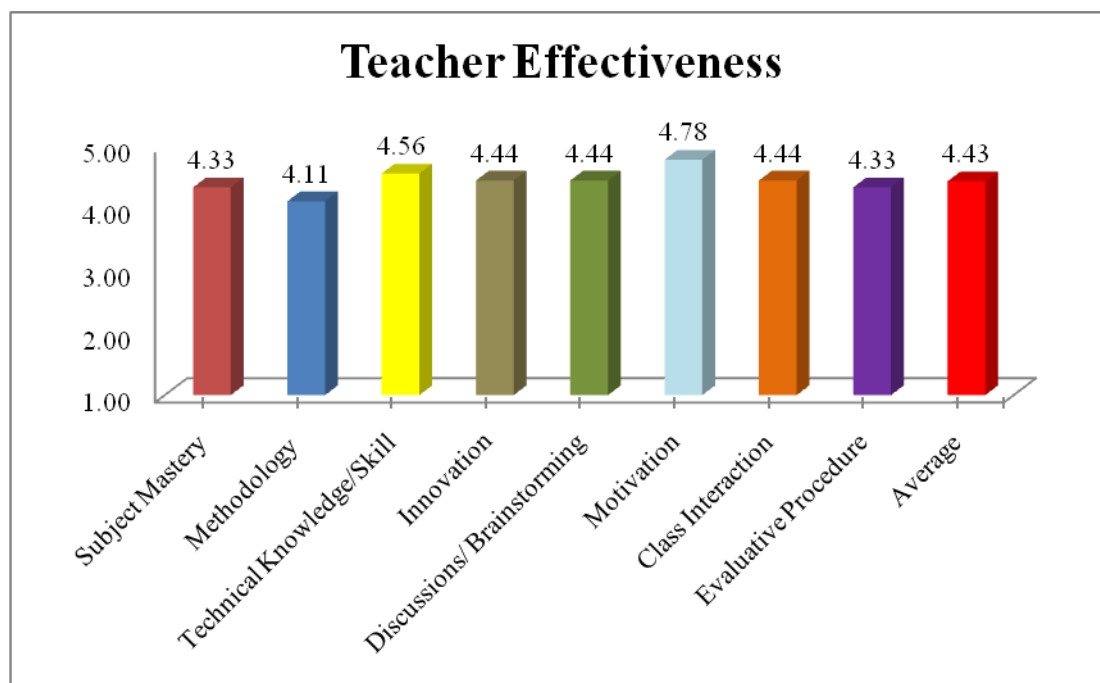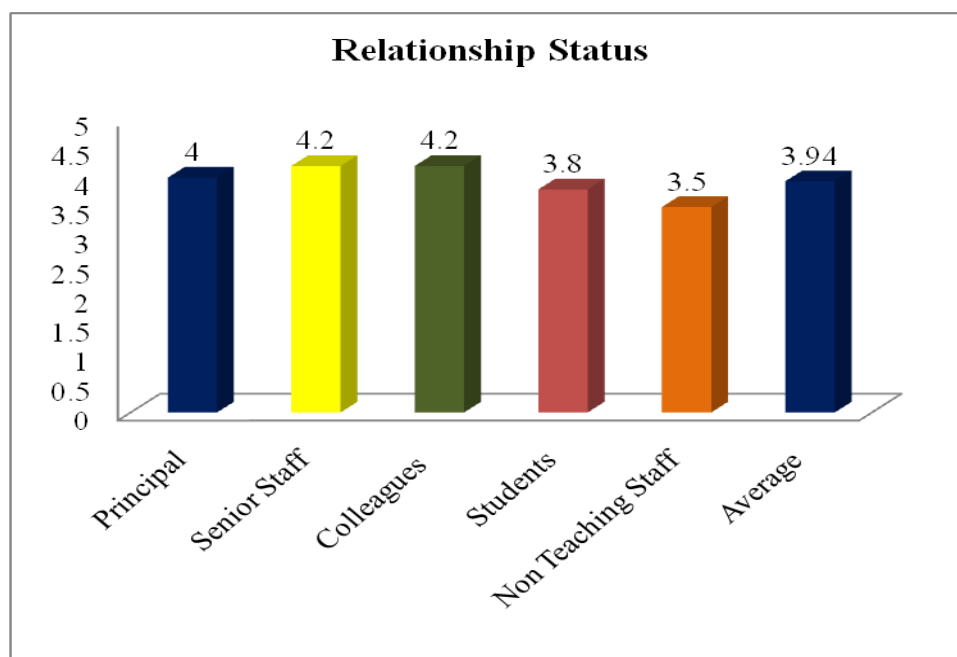The following Bar Graph 6.2 showing Relationship Status of **Mr. Mehtab Singh (Assistant Professor)**

The following Bar Graph 6.3 showing Personality Traits of **Mr. Mehtab Singh (Assistant Professor)**

Personality Traits

Communication 4.55, Punctuality 4.55, Regularity 4.36, Sincerity 4.55, Cooperation 4.73, Dutifulness 4.73, Impartiality 4.45, Accommodating 4.55, Patience 4.45, Industriousness 4.55, Humour 4.73, Critical Attitude 4.64, Affectionate 4.82, Leadership 4.73, Sociability 4.82, Average 4.61

7 The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Mr. Naveen Khan (Assistant Professor)**
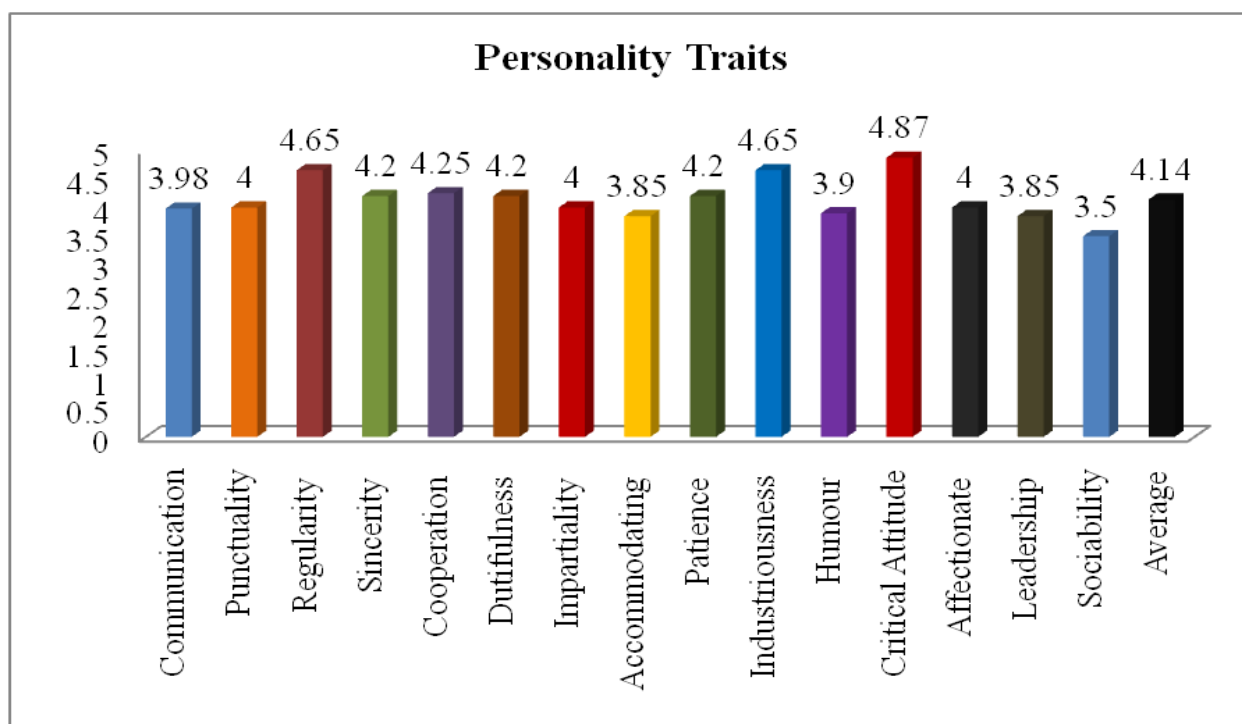
The Bar Graph 7.1 showing Teacher Effectiveness of **Mr. Naveen Khan (Assistant Professor)**

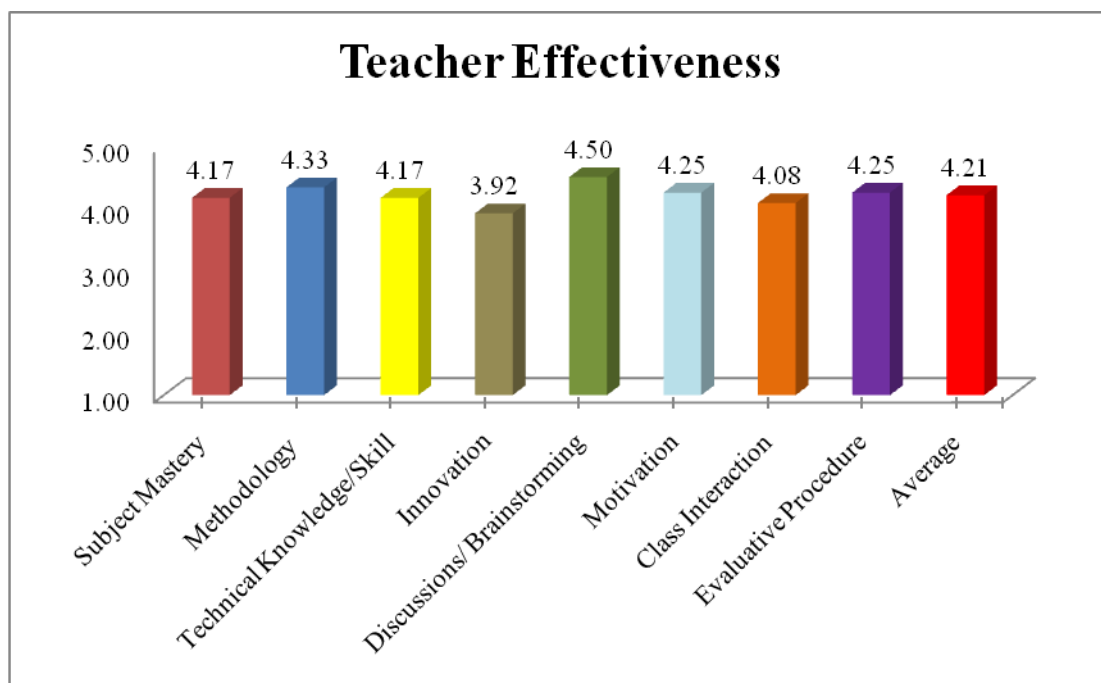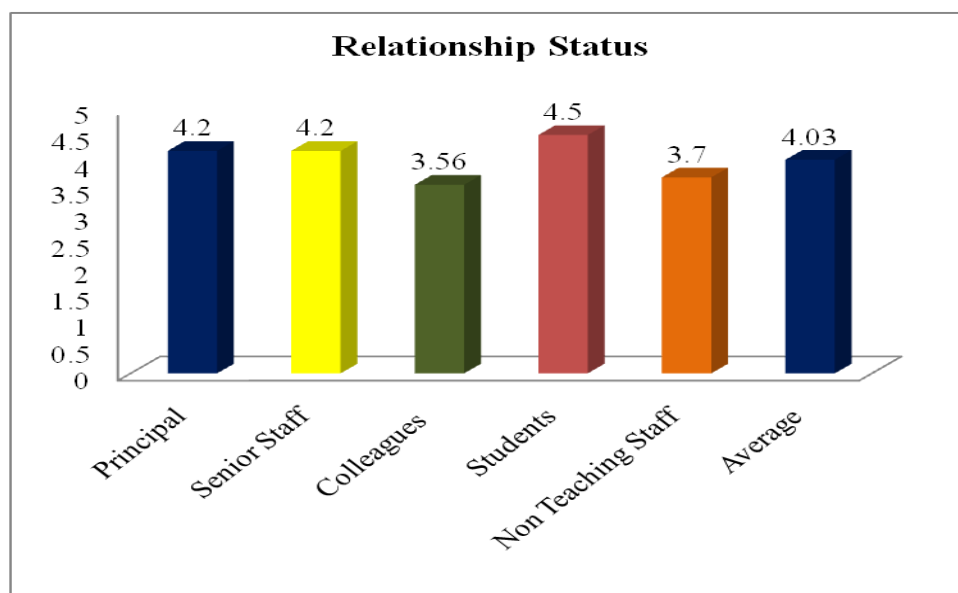The following Bar Graph 7.2 showing Relationship Status of **Mr. Naveen Khan (Assistant Professor)**

The following Bar Graph 7.3 showing Personality Traits of Mr**. Naveen Khan (Assistant Professor)**

Personality Traits

Bar chart showing Personality Traits with values: Communication 4.67, Punctuality 4.53, Regularity 4.47, Sincerity 4.33, Cooperation 4.67, Dutifulness 4.33, Impartiality 4.27, Accommodating 4.40, Patience 4.47, Industriousness 4.53, Humour 4.60, Critical Attitude 4.60, Affectionate 4.47, Leadership 4.33, Sociability 4.47, Average 4.48

8. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Kiranjeet Kaur (Assistant Professor)**
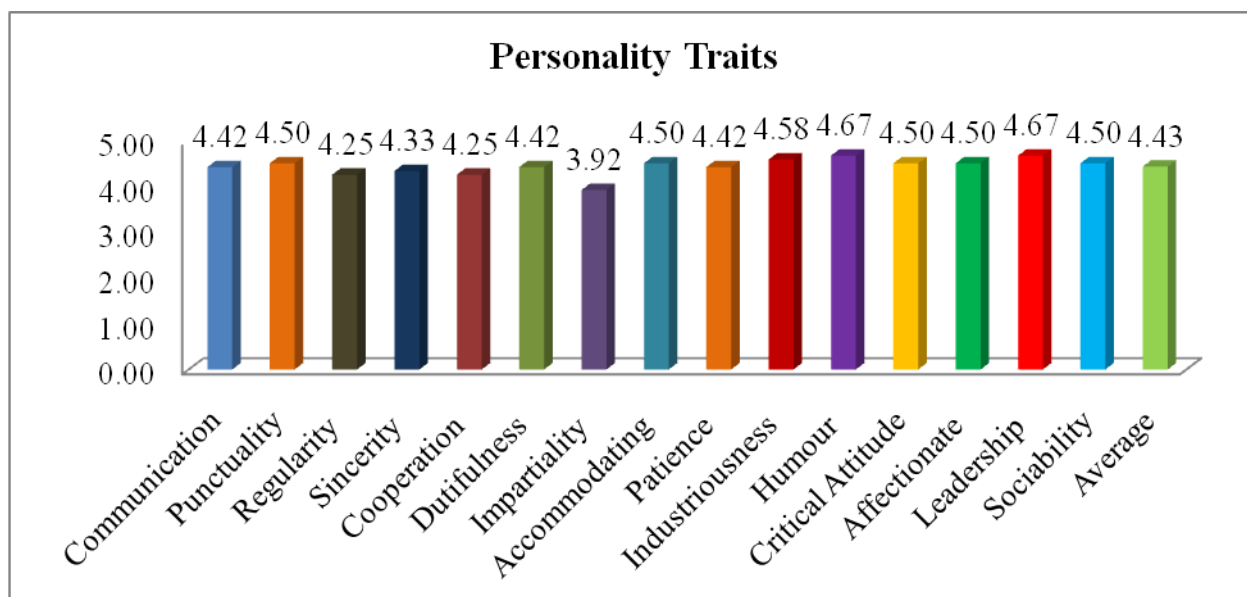
The Bar Graph 8.1 showing Teacher Effectiveness of **Ms**. **Kiranjeet Kaur (Assistant Professor)**

The following Bar Graph 8.2 showing Relationship Status of **Ms**. **Kiranjeet Kaur (Assistant Professor)**

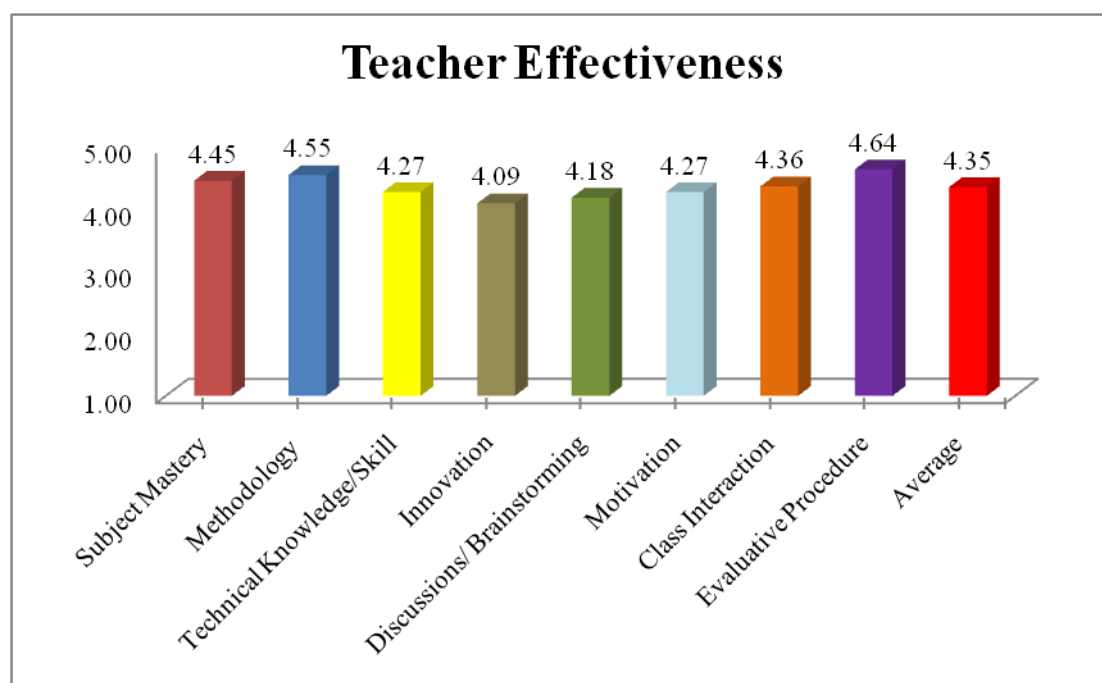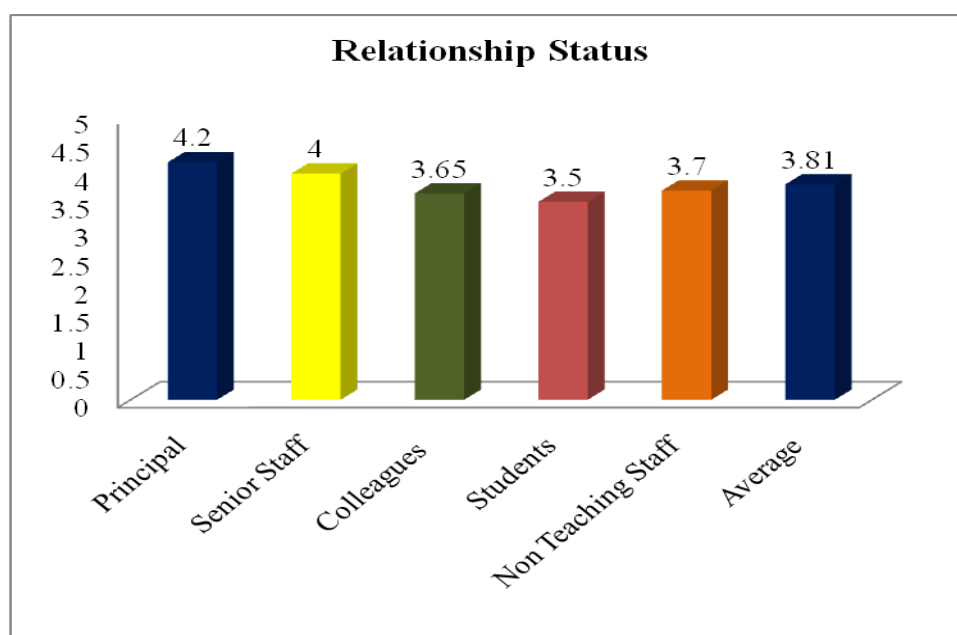The following Bar Graph 8.3 showing Personality Traits of **Ms**. **Kiranjeet Kaur (Assistant Professor)**

Personality Traits

Bar chart of Personality Traits:

Trait	Value
Communication	3.98
Punctuality	4
Regularity	4.65
Sincerity	4.2
Cooperation	4.25
Dutifulness	4.2
Impartiality	4
Accommodating	3.85
Patience	4.2
Industriousness	4.65
Humour	3.9
Critical Attitude	4.87
Affectionate	4
Leadership	3.85
Sociability	3.5
Average	4.14

9 The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Himmat Kaur (Assistant Professor)**
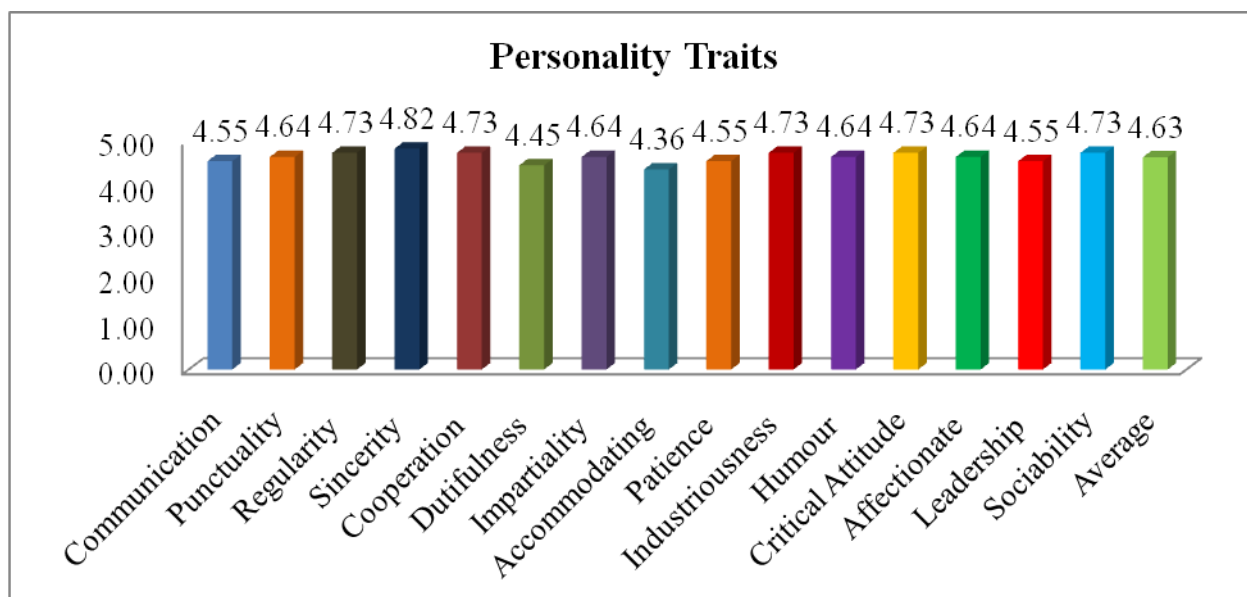
The Bar Graph 9.1 showing Teacher Effectiveness of **Ms. Himmat Kaur (Assistant Professor)**

The following Bar Graph 9.2 showing Relationship Status of **Ms. Himmat Kaur (Assistant Professor)**

The following Bar Graph 9.3 showing Personality Traits of **Ms. Himmat Kaur (Assistant Professor)**

Personality Traits

10. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Seema Rani (Assistant Professor)**

The Bar Graph 10.1 showing Teacher Effectiveness of **Ms**. **Seema Rani (Assistant Professor)**

The following Bar Graph 10.2 showing Relationship Status of **Ms**. **Seema Rani (Assistant Professor)**
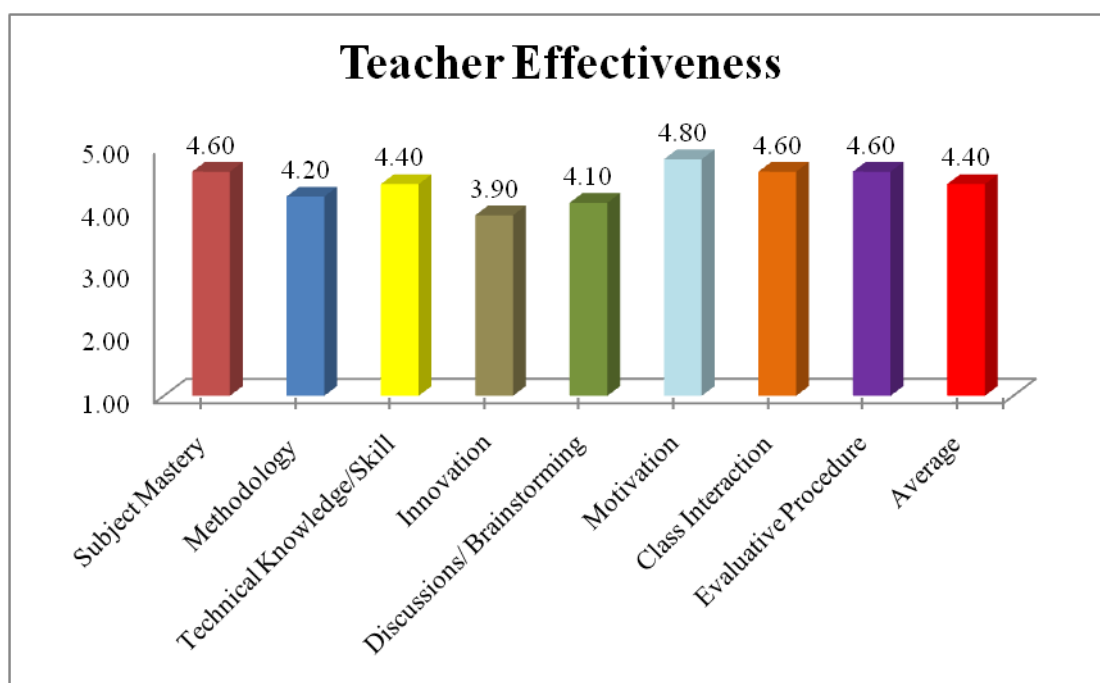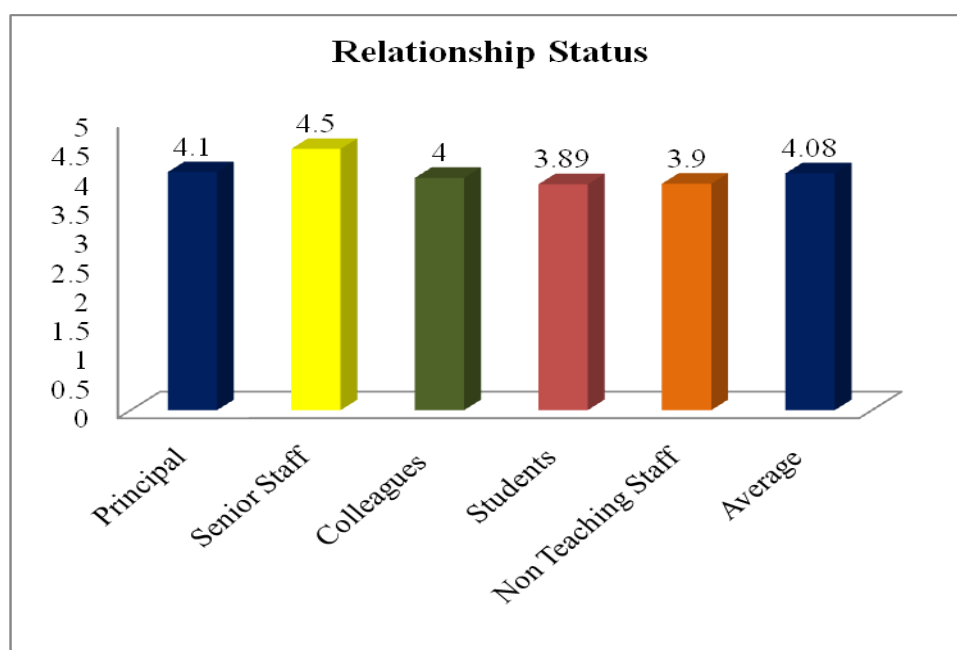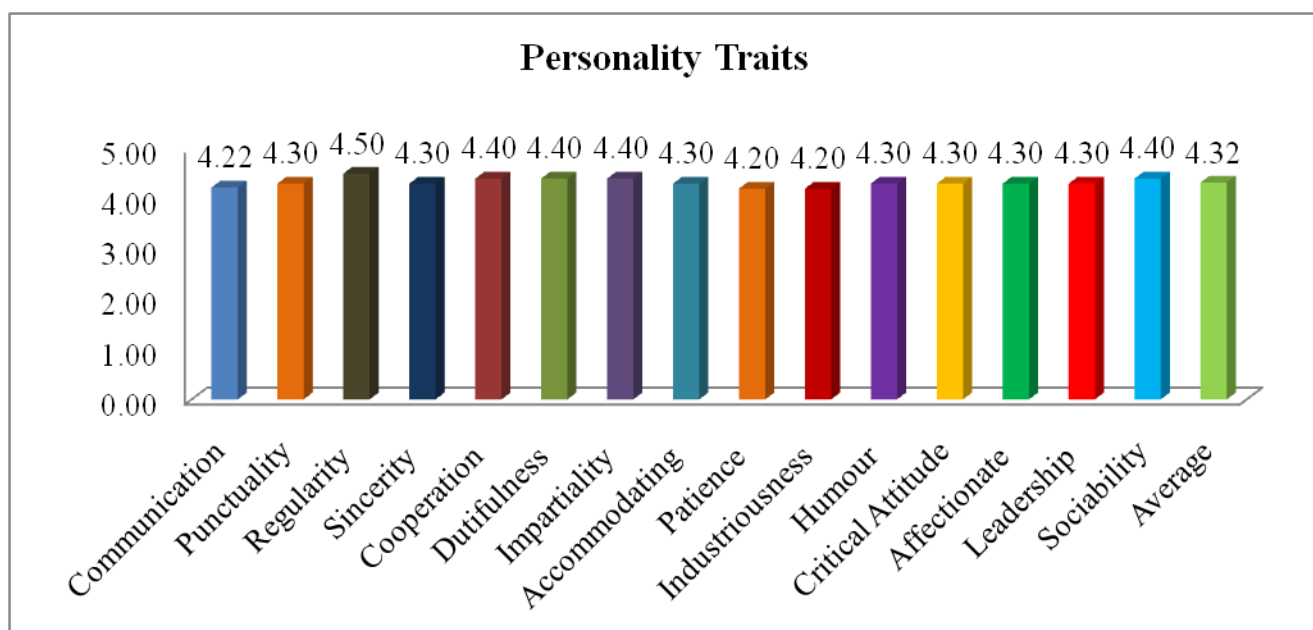

The following Bar Graph 10.3 showing Personality Traits of Ms. **Seema Rani (Assistant Professor)**

Personality Traits

Communication 4.55, Punctuality 4.64, Regularity 4.73, Sincerity 4.82, Cooperation 4.73, Dutifulness 4.45, Impartiality 4.64, Accommodating 4.36, Patience 4.55, Industriousness 4.73, Humour 4.64, Critical Attitude 4.73, Affectionate 4.64, Leadership 4.55, Sociability 4.73, Average 4.63

11. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Isha Narula (Assistant Professor)**

The Bar Graph 11.1 showing Teacher Effectiveness of **Ms**. **Isha Narula (Assistant Professor)**

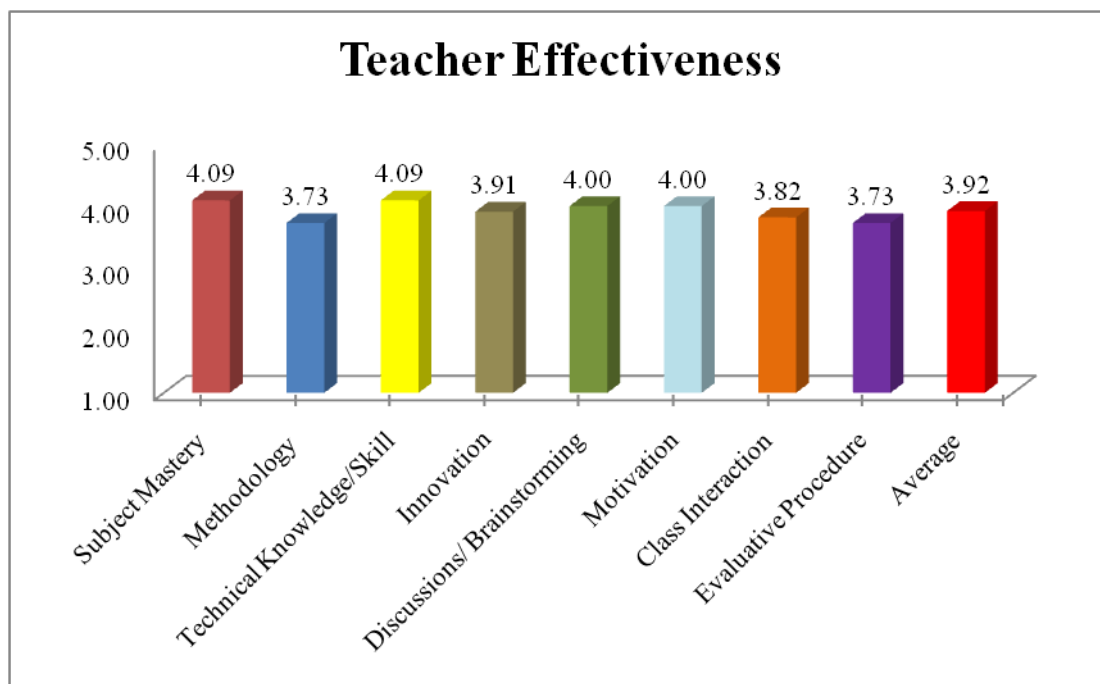The following Bar Graph 11.2 showing Relationship Status of **Ms**. **Isha Narula (Assistant Professor)**

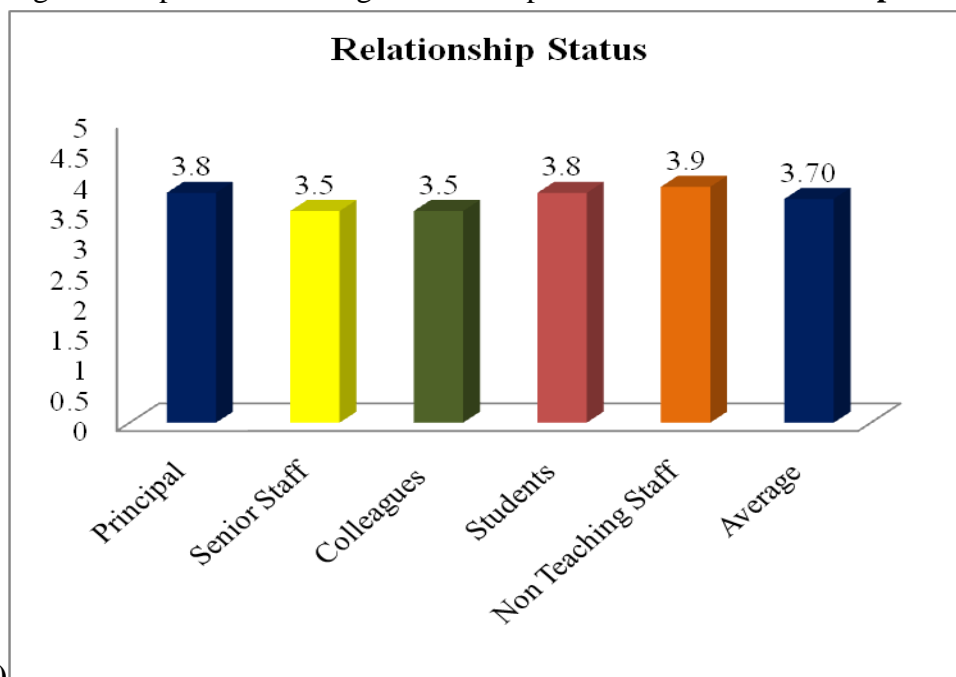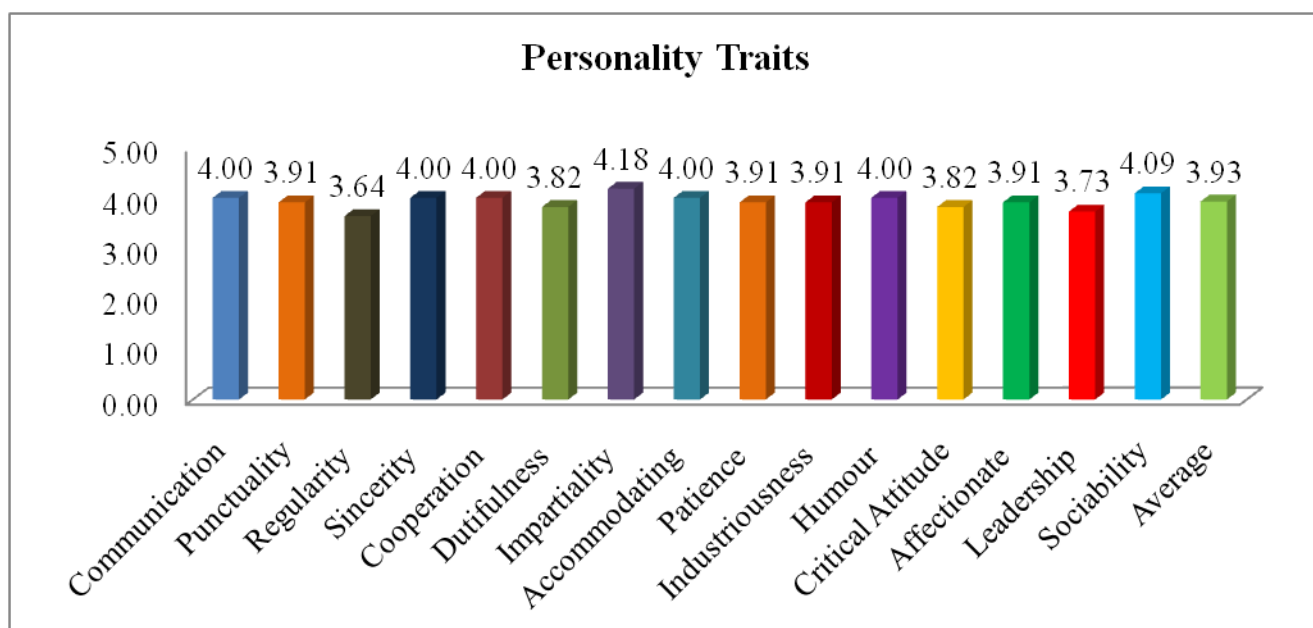The following Bar Graph 11.3 showing Personality Traits of **Ms**. **Isha Narula (Assistant Professor)**

Personality Traits

Trait	Value
Communication	4.22
Punctuality	4.30
Regularity	4.50
Sincerity	4.30
Cooperation	4.40
Dutifulness	4.40
Impartiality	4.40
Accommodating	4.30
Patience	4.20
Industriousness	4.20
Humour	4.30
Critical Attitude	4.30
Affectionate	4.30
Leadership	4.30
Sociability	4.40
Average	4.32

12. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Ramandeep kaur (Assistant Professor)**

The Bar Graph 12.1 showing Teacher Effectiveness of **Ms**. **Ramandeep kaur (Assistant Professor)**

The following Bar Graph 12.2 showing Relationship Status of **Ms**. **Ramandeep kaur (Assistant**
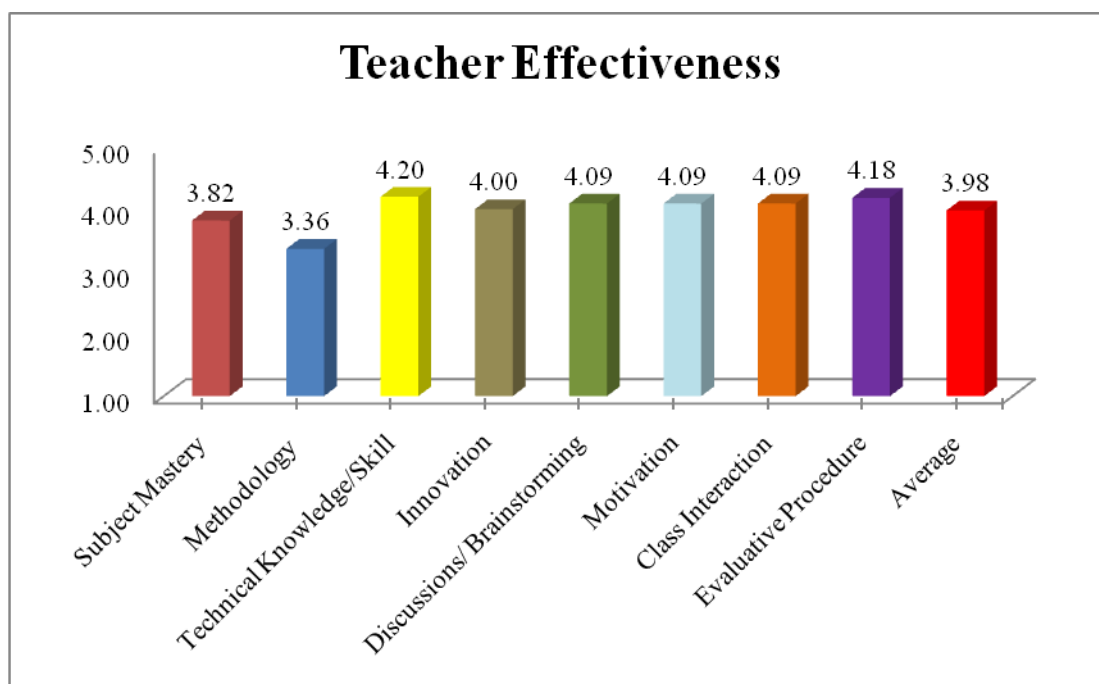

Professor)

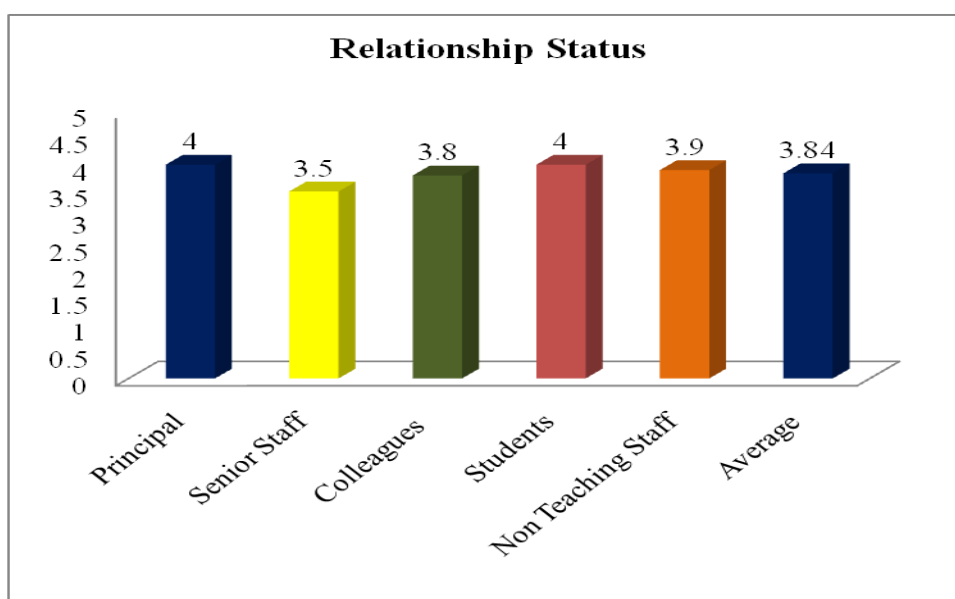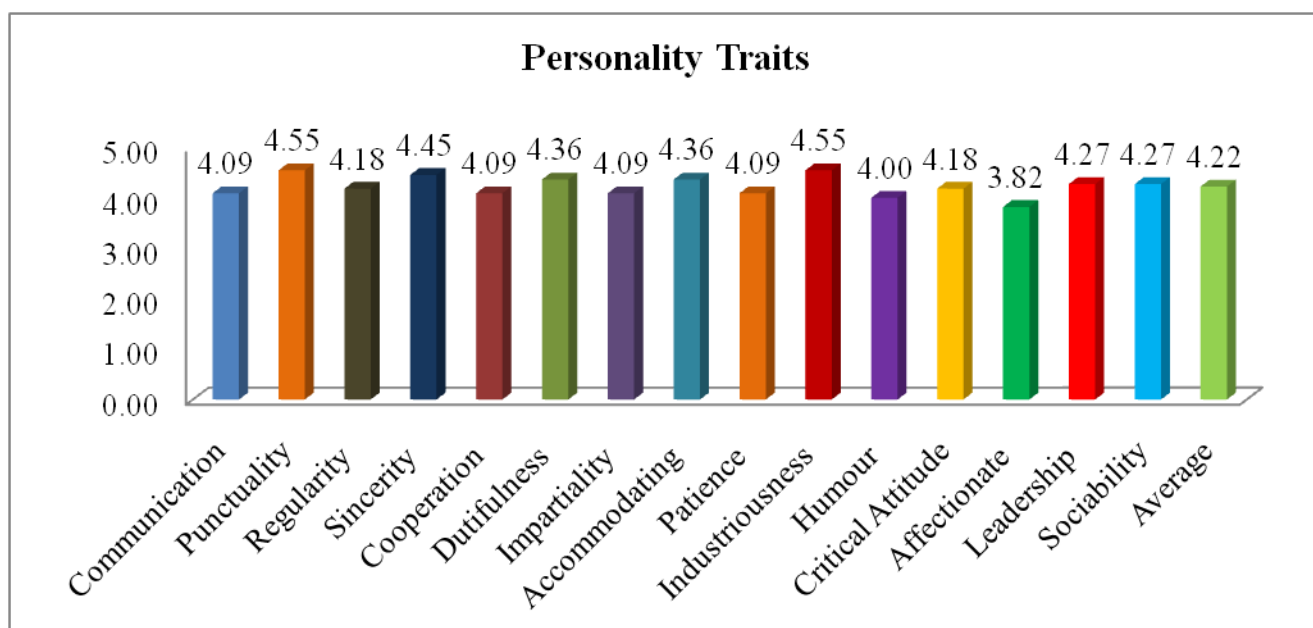The following Bar Graph 12.3 showing Personality Traits of **Ms. Ramandeep kaur (Assistant Professor)**

Personality Traits

Trait	Value
Communication	4.00
Punctuality	3.91
Regularity	3.64
Sincerity	4.00
Cooperation	4.00
Dutifulness	3.82
Impartiality	4.18
Accommodating	4.00
Patience	3.91
Industriousness	3.91
Humour	4.00
Critical Attitude	3.82
Affectionate	3.91
Leadership	3.73
Sociability	4.09
Average	3.93

13. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Mr. Gagandeep singh (Assistant Professor)**

The Bar Graph 13.1 showing Teacher Effectiveness of **Mr. Gagandeep singh (Assistant Professor)**

The following Bar Graph 13.2 showing Relationship Status of **Mr. Gagandeep singh (Assistant Professor)**
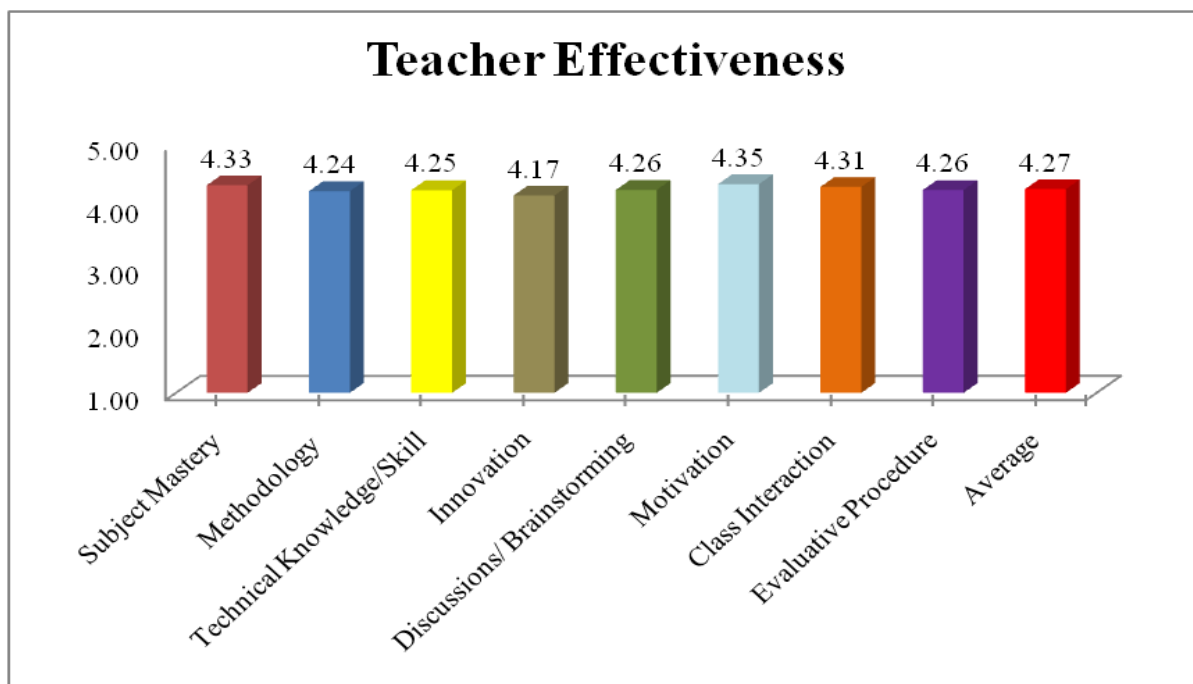

The following Bar Graph 13.3 showing Personality Traits of **Mr. Gagandeep singh (Assistant Professor)**
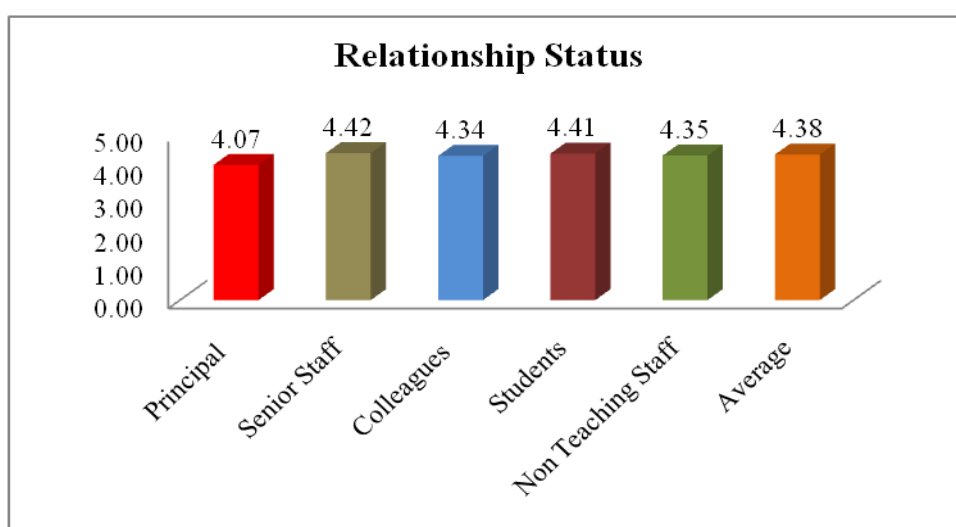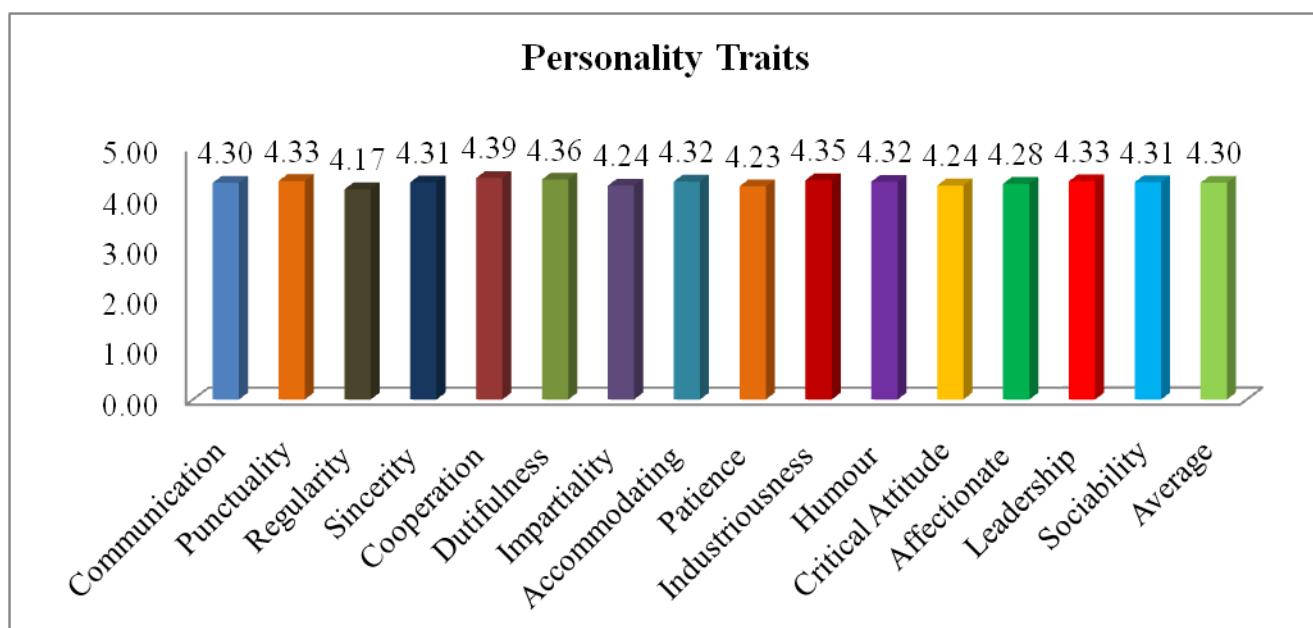
Personality Traits

Bar chart titled "Personality Traits" with values:
- Communication: 4.09
- Punctuality: 4.55
- Regularity: 4.18
- Sincerity: 4.45
- Cooperation: 4.09
- Dutifulness: 4.36
- Impartiality: 4.09
- Accommodating: 4.36
- Patience: 4.09
- Industriousness: 4.55
- Humour: 4.00
- Critical Attitude: 4.18
- Affectionate: 3.82
- Leadership: 4.27
- Sociability: 4.27
- Average: 4.22

14. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Mr. Swarnjit singh (Assistant Professor)**

The Bar Graph 14.1 showing Teacher Effectiveness of **Mr. Swarnjit singh (Assistant Professor)**

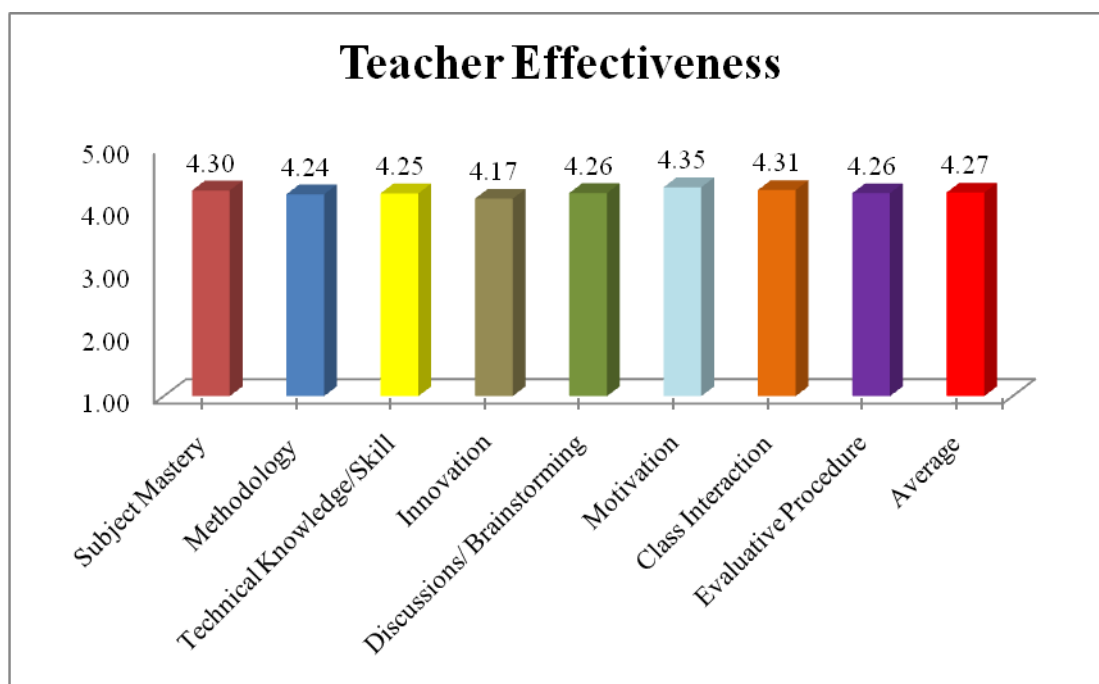The following Bar Graph 14.2 showing Relationship Status of **Mr. Swarnjit singh (Assistant Professor)**

The following Bar Graph 14.3 showing Personality Traits of **Mr. Swarnjit singh (Assistant Professor)**
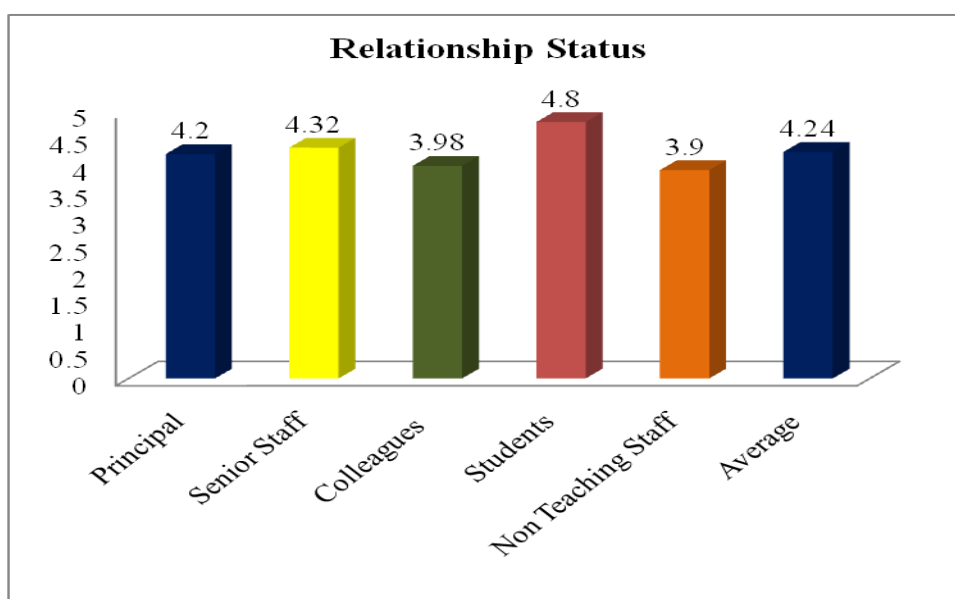
Personality Traits

15. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Preetinder Kaur (Assistant Professor)**
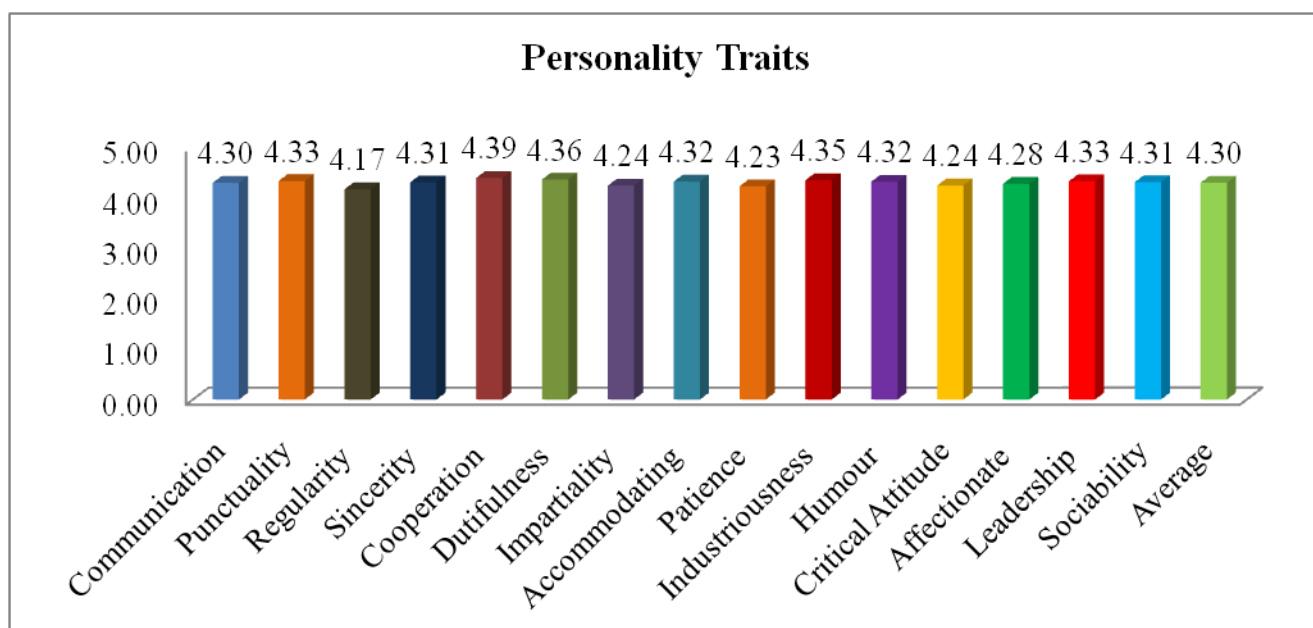
The Bar Graph 15.1 showing Teacher Effectiveness of **Ms. Preetinder Kaur (Assistant Professor)**

The following Bar Graph 15.2 showing Relationship Status of **Ms. Preetinder Kaur (Assistant Professor)**
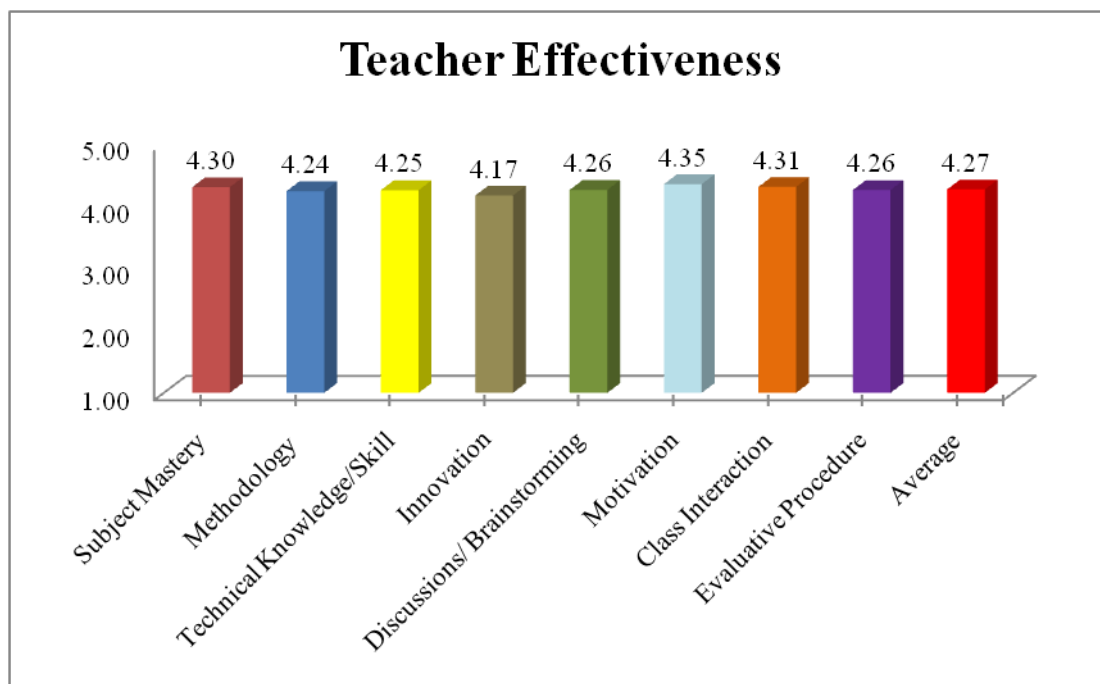

The following Bar Graph 15.3 showing Personality Traits of **Ms. Preetinder Kaur (Assistant Professor)**

Personality Traits

Bar chart titled "Personality Traits" showing values on a scale from 0.00 to 5.00:

| Trait	Value
Communication	4.30
Punctuality	4.33
Regularity	4.17
Sincerity	4.31
Cooperation	4.39
Dutifulness	4.36
Impartiality	4.24
Accommodating	4.32
Patience	4.23
Industriousness	4.35
Humour	4.32
Critical Attitude	4.24
Affectionate	4.28
Leadership	4.33
Sociability	4.31
Average	4.30

16. The given data shows the different aspects (Teacher Effectiveness, Relationship Status and Personality Traits) of **Ms. Sukhwant Kaur (Assistant Professor)**
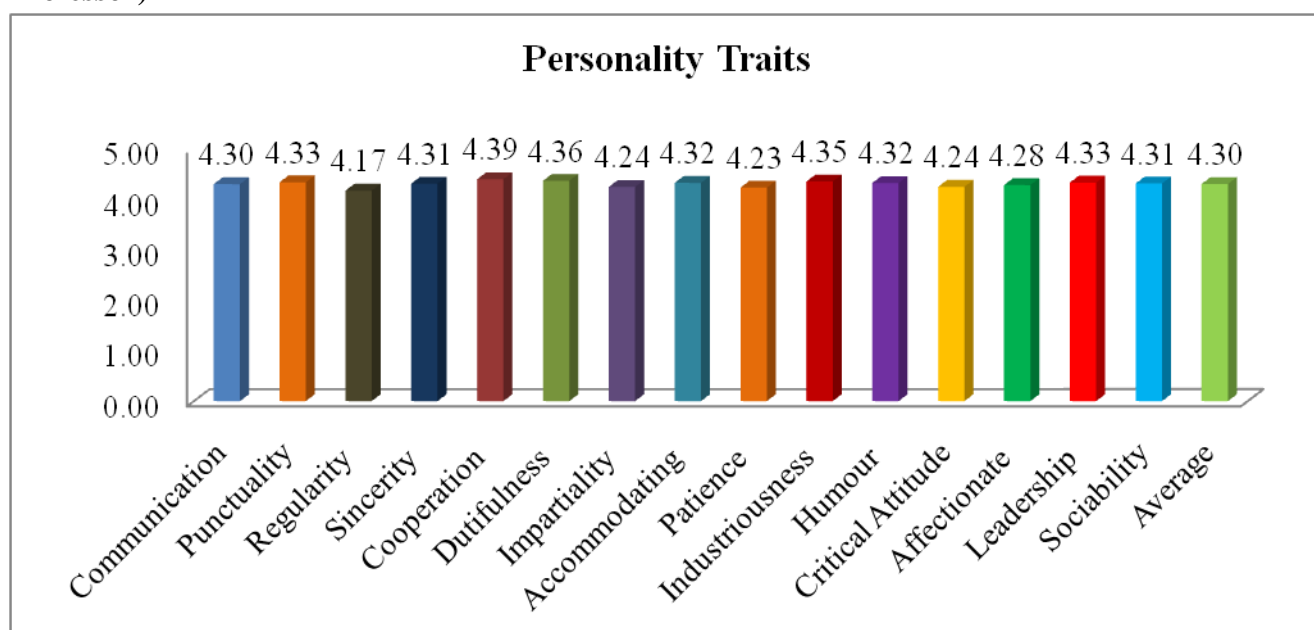
The Bar Graph 16.1 showing Teacher Effectiveness of **Ms. Sukhwant Kaur (Assistant Professor)**

The following Bar Graph 16.2 showing Relationship Status of **Ms. Sukhwant Kaur (Assistant Professor)**
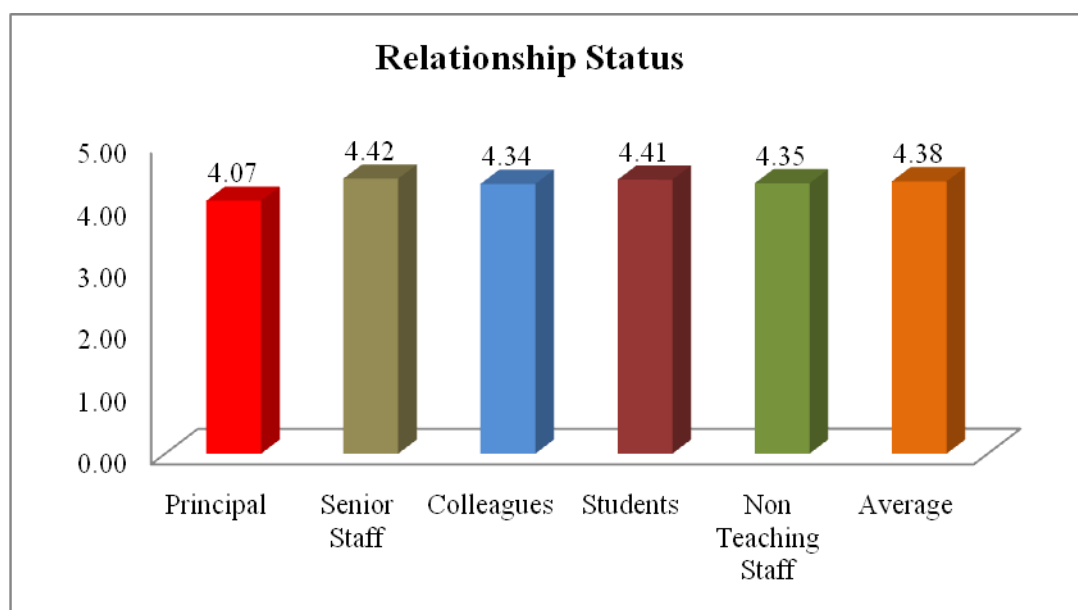
The following Bar Graph 16.3 showing Personality Traits of **Ms. Sukhwant Kaur (Assistant Professor)**

Personality Traits

| Trait	Value
Communication	4.30
Punctuality	4.33
Regularity	4.17
Sincerity	4.31
Cooperation	4.39
Dutifulness	4.36
Impartiality	4.24
Accommodating	4.32
Patience	4.23
Industriousness	4.35
Humour	4.32
Critical Attitude	4.24
Affectionate	4.28
Leadership	4.33
Sociability	4.31
Average	4.30

Part A: Human Resources of the Institution (Non-Teaching Staff)

17. The given data shows the different aspects (Relationship Status and Personality Traits) of **Mr. Rajwinder Singh (Cashier)**

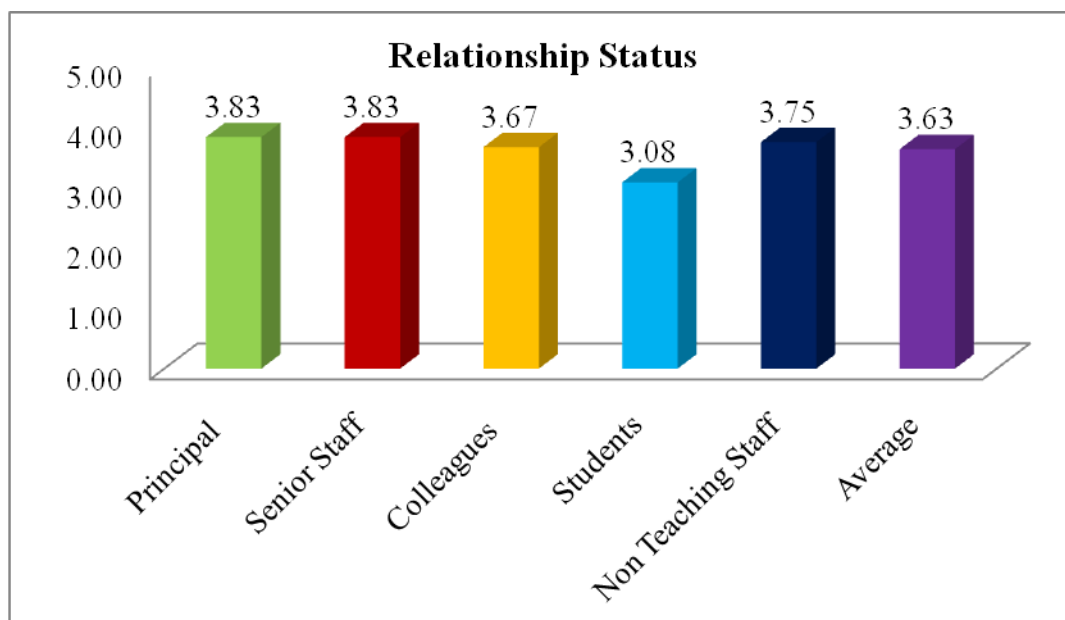The Bar Graph 22.1 showing Relationship Status of **Mr**. **Rajwinder Singh**
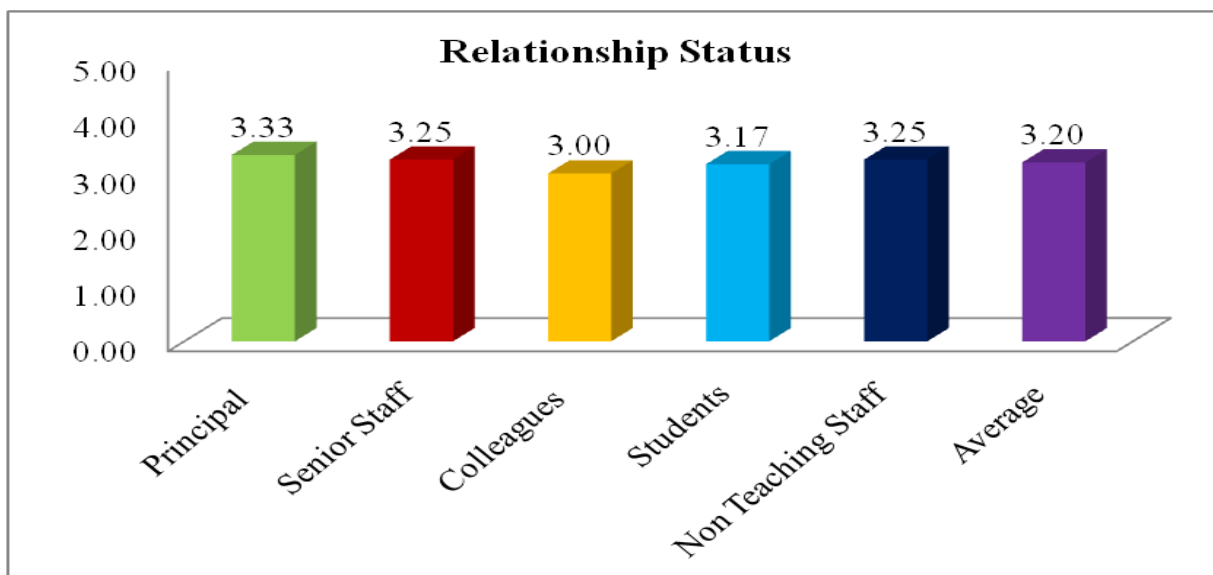
The Bar Graph 17.2 showing Personality Traits of **Mr**. **Rajwinder Singh**
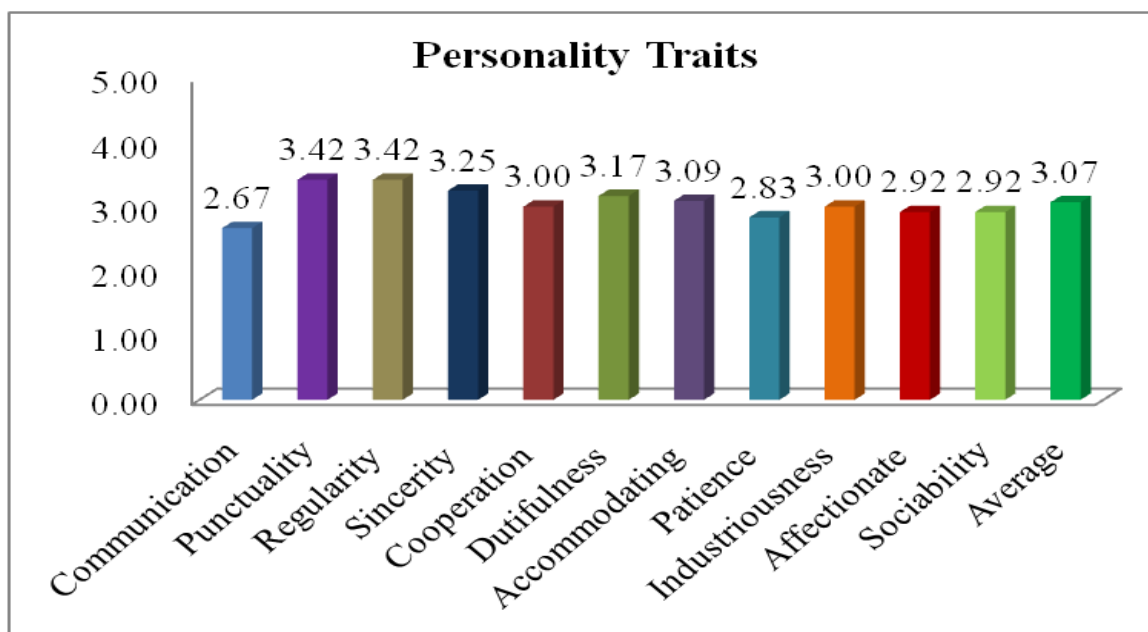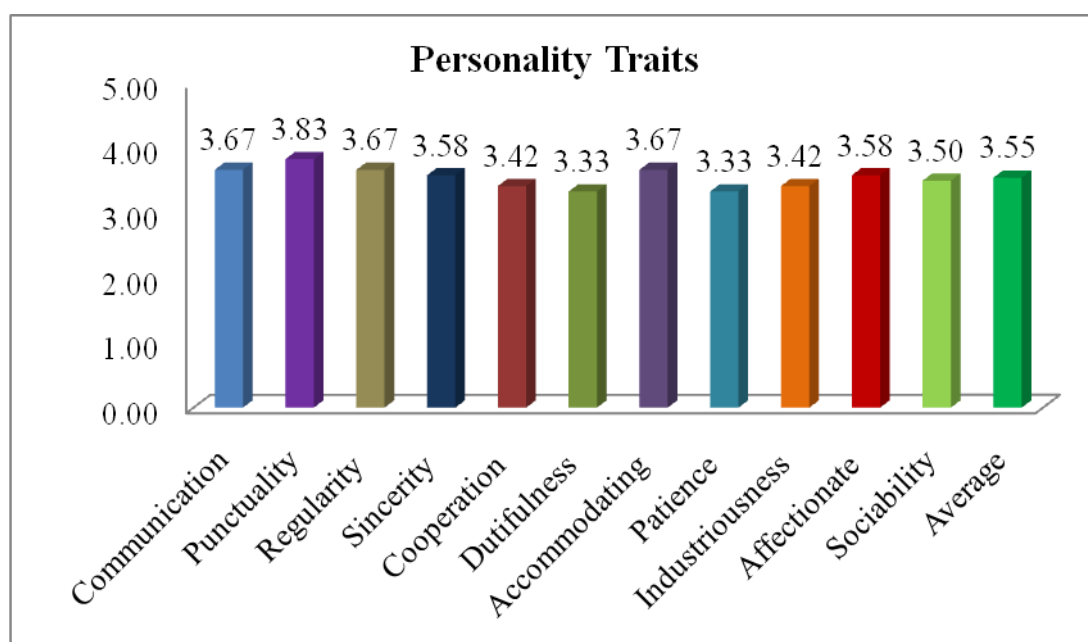
18. The given data shows the different aspects (Relationship Status and Personality Traits) of **Mr. Rupesh Kumar (Computer Operator)**

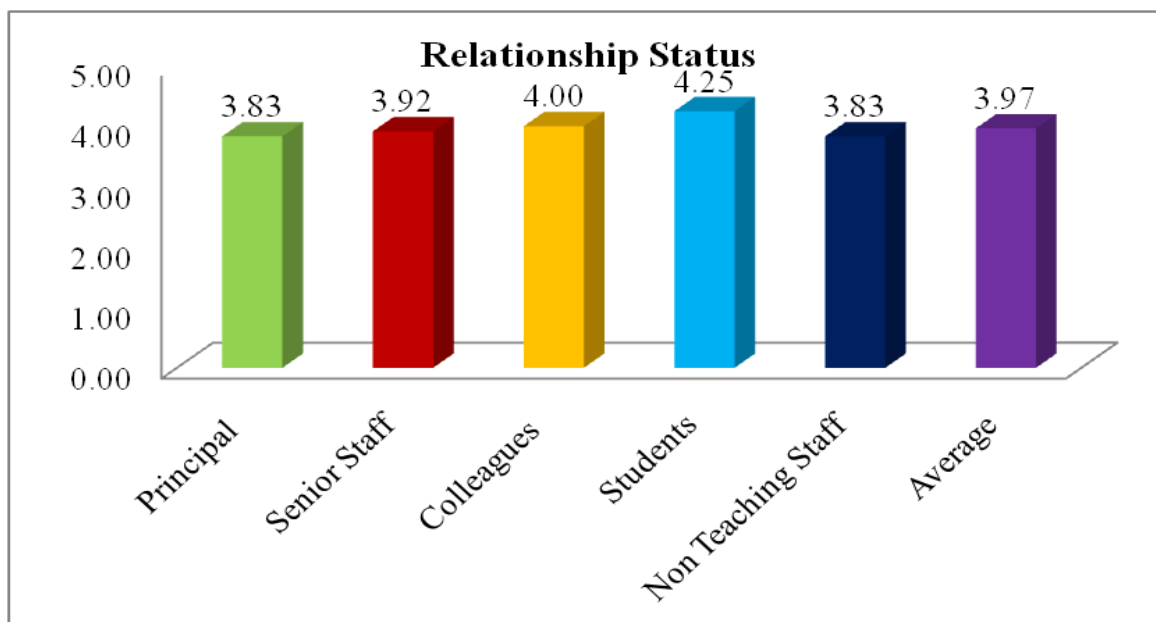The Bar Graph 18.1 showing Relationship Status of **Mr**. **Rupesh Kumar**

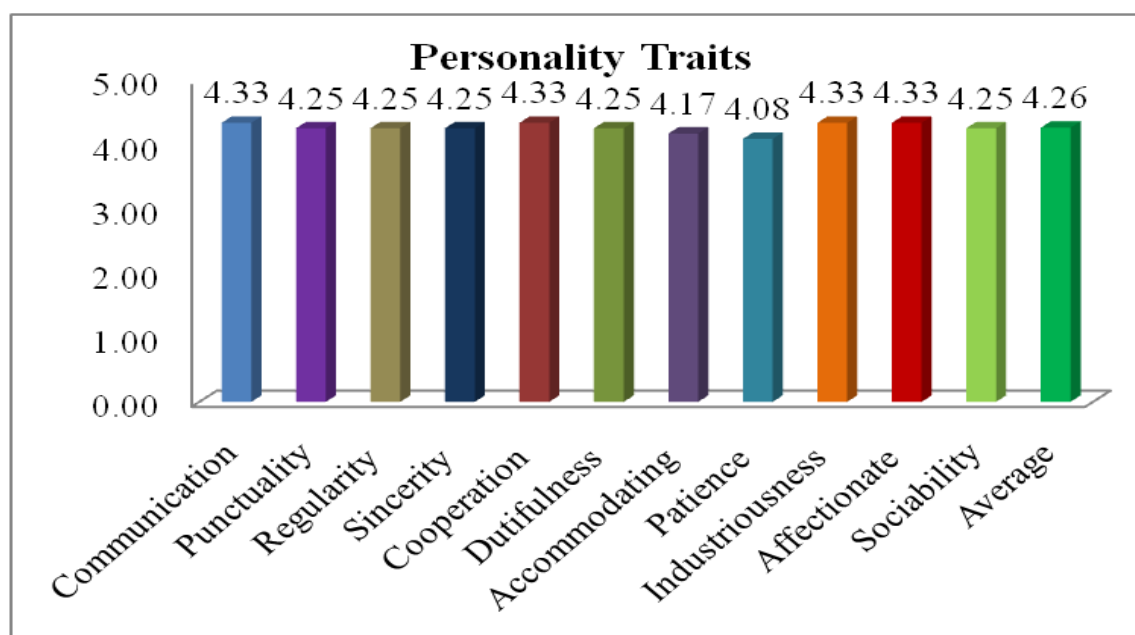The Bar Graph 18.2 showing Personality Traits of **Mr**. **Rupesh Kumar**

19. The given data shows the different aspects (Relationship Status and Personality Traits) of **Mr. Amandeep Sharma (Computer Operator)**

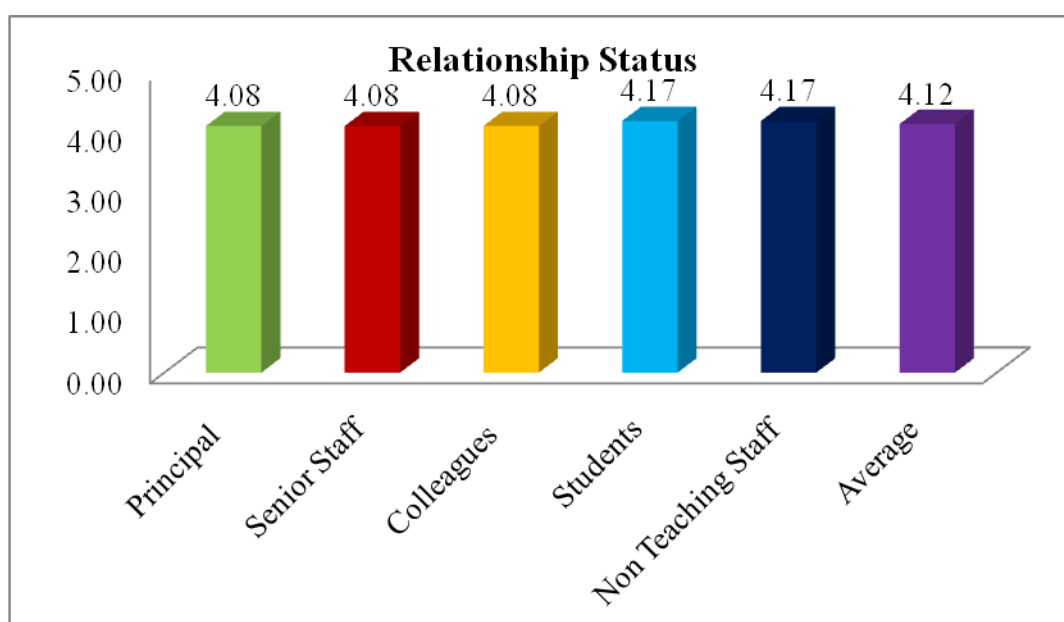The Bar Graph 20.1 showing Relationship Status of **Mr**. **Sarbjeet Pal Singh**

Relationship Status

Principal	Senior Staff	Colleagues	Students	Non Teaching Staff	Average
3.83	3.92	4.00	4.25	3.83	3.97

The Bar Graph 20.2 showing Personality Traits of **Mr**. **Sarbjeet Pal Singh**

Personality Traits

| Communication	Punctuality	Regularity	Sincerity	Cooperation	Dutifulness	Accommodating	Patience	Industriousness	Affectionate	Sociability	Average
4.33	4.25	4.25	4.25	4.33	4.25	4.17	4.08	4.33	4.33	4.25	4.26

21. The given data shows the different aspects (Relationship Status and Personality Traits) of **Ms. Sonia Bajaj (Librarian)**

The Bar Graph 21.1 showing Relationship Status of **Ms. Sonia Bajaj**
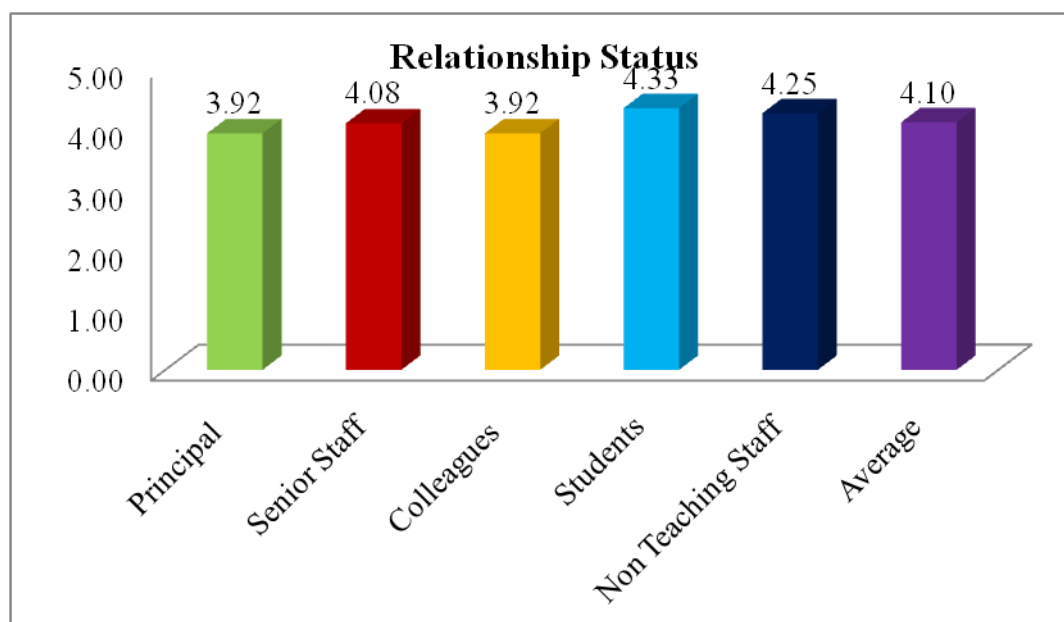

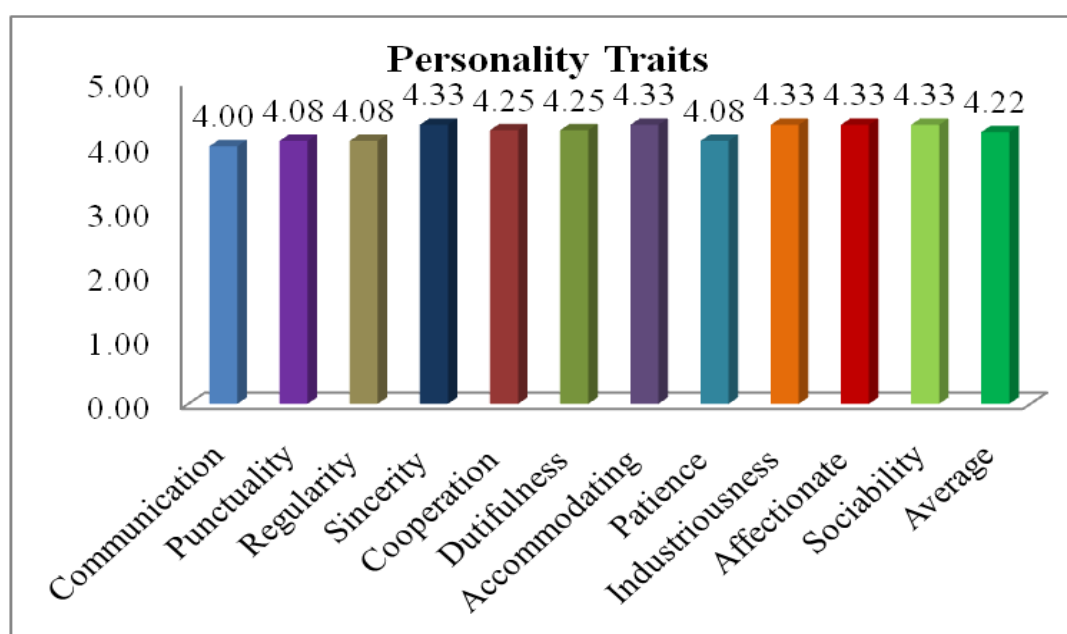The Bar Graph 21.2 showing Personality Traits of **Ms. Sonia Bajaj**
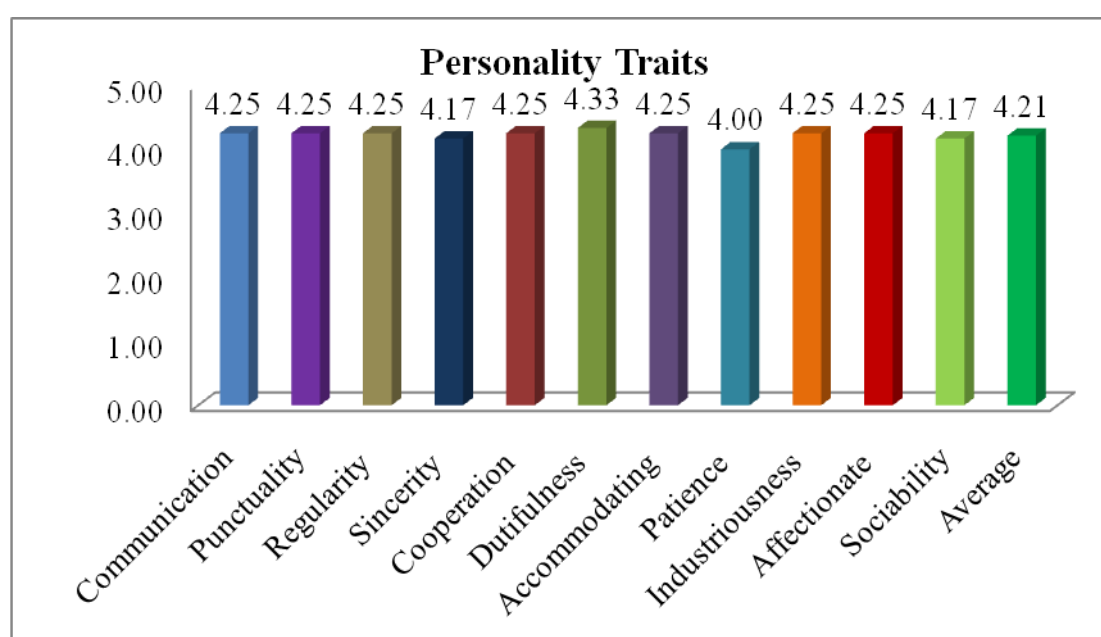
22. The given data shows the different aspects (Relationship Status and Personality Traits) of **Ms. Parmjit Kaur (Assistant Librarian)**

The Bar Graph 22.1 showing Relationship Status of **Ms. Parmjit Kaur**

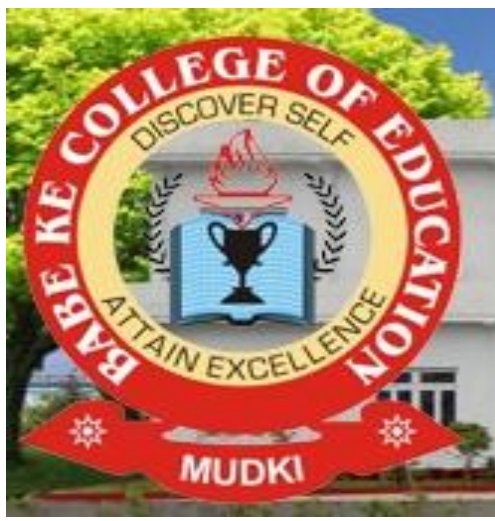The Bar Graph 22.2 showing Personality Traits of **Ms. Parmjit Kaur**

Part B: Non Human/Material Resources of the Institution

The students of the college provides following feedback for the Non Human/Material Resources of the Institution.

The Bar Graph 23.1 showing non human/material resources of the institution
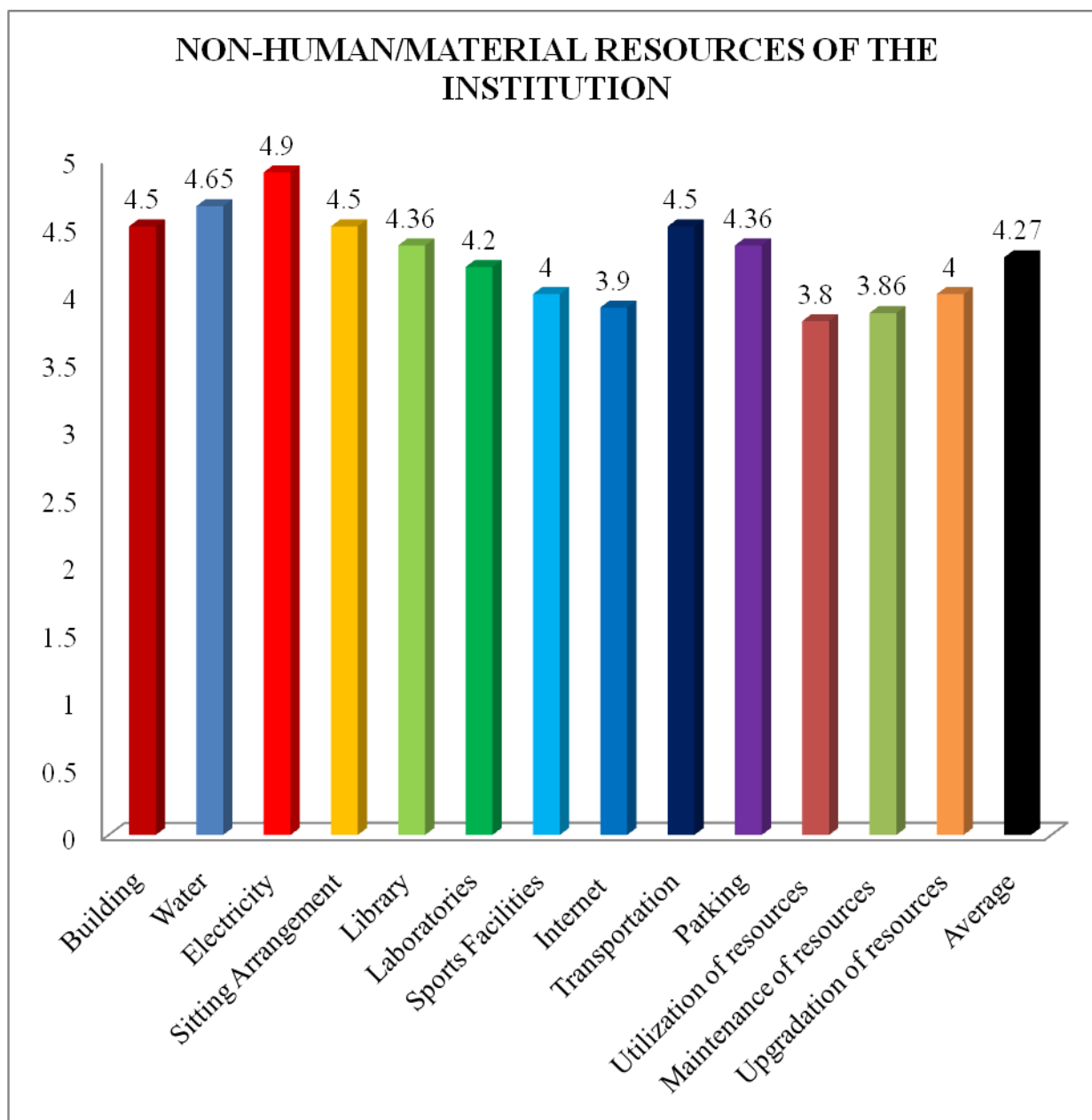
BABE KE COLLEGE OF EDUCATION MUDKI (FEROZEPUR)

Presentation of Best Practices

Session 2014-15

BABE KE COLLEGE OF EDUCATION, MUDKI, FEROZEPUR

Presentation of Best Practices

1. Title of the Practice
Integrated and coordinated work culture

2. Goal:
The aim of integrated and coordinated work culture is to create environment of democratic setup, development of self potentialities and contribution in the communication of curriculum. It further aims to enable the student teachers to attain sense of service, dignity of labour and creative thinking. It has the vision of self respect for each one working in this college and to develop team spirit of doing institutional tasks. It would enable each one to share one's experience and delivering effective skill-oriented communication among teaching, non-teaching, students and management officials.

3. The Context:
The challenging issues for the effective management and delivery system has challenged to develop integrated and coordinated work culture to remove the tendency of shirking from the work, working half heartedly, irresponsible behavior, shifting of the responsibility and counter allegations among the staff and students. The formation of idealistic behavior and eradication of non seriousness towards learning is one of the major features. Negligence of duties among the stakeholders is barrier in meeting the parameters of integrated and coordinated efforts in attaining efficiency of teaching learning process and producing good teachers for the society and the nation as a whole. The emerging technological environment and use of technology cannot be practiced without coordinating and integrating all the stakeholders of teacher education programme. The fast changes in the technology cannot be focused upon without internal and external coordination leading to development of e-learning and e-governance.

4.The Practice:

(i). <u>Morning Assembly</u>
Morning assembly programme is held to inculcate the value-oriented behavior among students and staff to have the mirror of day to day curricular & co-curricular activities.

(ii) <u>Observation of punctuality and self-discipline</u>

The time-table execution is observed by punctuality of the student & teacher in delivery and attending the classes. In this context sense of self discipline and accountability is judged.

(iii) Organisation and management

The organization of co-curricular activities, seminar, workshop, sports meets have the foundation of mutual co-operation & co-ordination. All the activities are organized in co-ordination to students, teaching and non-teaching. The students are assigned various duties for making arrangements for delegates and chief-guest in various functions under the guidance of faculty members. Each faculty member is associated with 4 to 5 students in arranging and managing the programme. The various groups formulated have internal co-ordination among one another. The management participates in the programmes and provides suggestion and required finance. Inter-College and Inter-University expert officials are invited for the enhancement of knowledge research and technology. The parents are co-ordinated for getting feedback and providing feedback about the behavioural change in academic programmes of the students. The skill in teaching programme has its utmost value in teaching programmes. The various schools, their heads and their staff coordinated in school experience programme. The members of the alumni association provide their constant cooperation in the development of instructional facilities & information about their placements. The feedback is obtained from them for future better plan of action for enriching internal quality of the institution.

(iv) Research Survey

The students are assigned to conduct research survey in the subject of Philosophical & Sociological basis of education. It provides cultural, religious and economic integration of various groups leading to access their living standards , heritage and religious treasure. Encouragement to use emerging educational technology in teaching learning process. The teachers deliver the instruction through PP instruction. The students further discover on internet as provided in the college library. Resultantly the implementation of this practice brings peaceful coexistence , respect of dignity of everyone, dignity of labour and contribution of as per one's worth. In this way the high quality product is produced.

The contact details of this practice are as per detail given below;
*IQAC meetings * Meetings of the council of the staff * Various Committees and Cells of the College * Students, Alumni Association* Management Committee of the College * Local Leaders of Community* Various Schools under Skill in Teaching program * Parents Teacher Association *PWD Departments* Educational Department * Affiliating University * NCTE * UGC * NCERT.

5. Evidence of Success

The practice of coordination integration is the key of success of entire programme of the institution and also of human race as a whole.

The evidence of successful implementation brings following results:
- Sharing of responsibility encouragement in doing one's duty.
- Diligence and pleasure in discharging one's duty.
- Development of healthy mindset of students , staff and management.
- Mutual respect and self-evaluation
- Education through life experiences is gained.
- Skill in teaching is sharpened.
- Enlargement of learning opportunities for students teachers and staff.
- Feedback for performance and existing resources revision for enhancing internal quality assurance methodology.
- Better results in university examination are attained and faculty growth programme is expanded.
- Use of emerging technology and its effect on stimulating teaching learning process is attained.
- Leadership qualities are developed in the students leading to group living, group thinking and adjustment with environment.
- Facilitation of peer's group learning.

6. **Problems Encountered ad Resources Required**

The practice of integration and coordination is very complicated, educative, philosophically and spiritual process. It encounters tendencies and feelings of various religions. Party politics, groupism, rivalry and ego. Some of the students and members of the staff adopt conflicting attitude in surpassing others. The implementation of this practice needs visionary human resource having experience and knowledge of real life situation. The human resources should have the caliber and capacity affecting and protecting guidance & counseling. The adequate finance is required to implement this practice for management, organization and incentives to staff and students. The use of media and technology requires sufficient finance for this practice. The other resources prevailing in the community around the institution have very important role in implementing this practice. The sarpanch, social activists, local officials of various departments can contribute to great extent under this practice and strengthen the spirit of cooperation and integration being carried on in the institution.

7. Contact Details

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BABE KE COLLEGE OF EDUCATION, MUDKI, FEROZEPUR

Presentation of Best Practices

1. Title of the Practice
Facilitation of teaching learning resources.

2. Goal:
The objective of facilitation of Teaching learning resources is to create effective teaching learning process. Its ultimate goal is to provide education by learning through experiments and experiences. Further, to open the doors of learning which are called our senses. To enable the student teachers to understand ones capacities and caliber for the development of their mind, heart, body and soul. The destination of this best practice is to enable the teacher educators and student teachers to develop their creativity, research aptitude and imagination towards the existing resources to get maximum benefit out of available resources in and around the institution for making productive teaching learning process leading to maximum exposure of the self.

3. The Context:
The challenging issues of facilitation of teaching learning resources needs to identify the various learning resources in and out of the institution and to ensure their availability for their utilization. There is a challenge to carry on this best practice in respect of their selection, technical constraints, implications and subject from psychological, sociological, spiritual, emotional, technological etc. point of view. The constant change in emerging technology of teaching learning has become burning issue nowadays to cope up with it for its utilization in teaching learning process. The custodian of these resources have their different attitude and mental setup of their life for providing the facilities which sometimes become barrier in teaching learning process.

The requisite training for handling technical equipments is herculean task for untrained existing staff which becomes a serious concern in facilitating the teaching learning resources. The use of teaching learning resources demands the striving urge, devotion, hard work and sufficient time of teacher educators which is rare among rares. It needs incentives, encouragement and training to the teacher educators.

4. The Practice:

(i). Knowledge about existing learning resources in the institution

The teacher educators identify the institutional available resources which contribute to facilitate in teaching learning process through interaction and discussion in the meetings of the council of the staff. The students are acquainted with the available learning resources of the institution during orientation week in the beginning of the session by the members of the faculty viz. library, laboratories, cells etc.

(ii) <u>Knowledge regarding learning resources outside the institution</u>

The community is the living laboratory of knowledge and experience. It has very rich and effective treasure of knowledge and information of historical, social, political, economic, religious, environmental, technological fields having stimulation and relation to the contents of various subjects of prescribed curriculum. The visits to historical monuments and religious places reveal information and knowledge along with deep understanding of evolution and revolution, art and culture, innovation, patents, research etc. conducted by human race since the dawn of creation.

(iii) <u>Organisation and management for utilization of learning resources</u>

The management for utilization of available teaching learning resources in and out of the college is planned in the beginning of the session. The curriculum transaction is designed on the basis of utilization of available learning resources in and out of the institution. The IQAC meetings contain its management and organization till implementation as one of the agenda. The maximum focus in these meetings remains enhancement in existing learning resources in the institution to ensure better internal quality of the institution. The requisite equipments, devices, materials etc. are reviewed to facilitate the process of teaching and learning. The technical equipments, teaching aids possessed under various laboratories and library remain available and issued as per requirement and need of subject teachers. The open library system is enriched constantly. The e-learning system is encouraged and internet searching is made accessible to students and teacher educators. The skill in teaching of student teachers is conducted in schools through enabling the student teachers to use available teaching aids in the institution and practicing school. The experience of school teachers, head of the institution, experts and teacher educators is integrated in guiding student teachers and obtaining feedback. This practice contains the survey of various government departments, NGO's , religious and educational places. The institution organizes job fair, extension lectures, cooperative celebrations, national and community days for creating and providing enlarged platform of learning experiences.

(iv) <u>Vision and sincerity in execution of practice</u>

This practice cannot be carried forward until and unless teacher educators and students have sincerity. Their should be vision to select and use right equipment

and device in accordance to content of a particular topic to attain best possible result to enlarge the mental chamber of the students.

5. Evidence of Success

The facilitation of teaching learning resources has pivotal role in teaching learning process and has the base of attainment of knowledge and wisdom. We always learn from past experiences of others, research innovations and creations. In this way the existing resources are boon for the present generation to learn and peep into further progress. The evidence of best practice under reference are enunciated:
- It enable the students to have best control of their attention and senses.
- Enhancement of capacity of teacher educators to be hardworking and ascertainty of knowledge of handling technical equipments.
- Enhancement in teaching learning process for effective results.
- Creation of skill oriented environment.
- Enlargement in thinking, perception, imagination of students.
- Motivation for searching knowledge on internet.
- Attainment of life experiences through community interaction.
- The art of responsibility in social relations is obtained by the students.
- Development of scientific approach among the teachers and students.
- Encouragement of peer group learning.
- Formation of habit for self realization and maximum exposure of potentialities of students.

6. Problems Encountered ad Resources Required

The practice of facilitation of teaching learning resources available in and outside of the college have some barriers. Maximum teacher educators don't have mindset, aptitude, interest, caliber, knowledge of using emerging technological devices. The time required for using the resources is not sufficient. It is time consuming process. The support of officials , local leaders , NGO's having the possession of learning resources is not obtained very easily. Sometimes resentment, negative approach is faced in this aspect. All the requisite devices are not available in the institution and outside the institution.

Problem of finance and initiative by teachers and quality of leadership of the institution are major barriers in practicing this practice. The implementation of this practice needs stimulation , mutual cooperation and incentives and further to have constant promotion in facilitation of teaching learning resources. The entire focus on this practice demands devotion, training, stimulation, cooperation, coordination, integration and vision.

7. Contact Details

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