

SELF-STUDY REPORT

For

ACCREDITATION **(CYCLE 2)**

From

National Assessment and Accreditation Council
(NAAC)

Submitted by

AMITY INSTITUTE OF EDUCATION, NEW DELHI

GRADE 'A' ACCREDITED BY NAAC

An Institution of Ritnand Balved Education Foundation (RBEF)

And

Affiliated to Guru Gobind Singh Indraprastha University

16 C Dwarka, New Delhi

March 2017

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II. Self Study Report Part II - The Evaluative Report

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- Criterion- Wise Analysis
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III. Declaration by the Head of the Institution

IV. Documents annexed with the Self-appraisal Report

1. A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)
2. Institutional academic calendar and timetable.
3. A copy of the syllabus.
4. Master plan of the institution
5. Sample of student feedback on curriculum and faculty, if any
6. Audited income-expenditure statement for the previous financial year
7. A copy of the latest recognition order issued by NCTE
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Section B
Self-appraisal Report

PART -I
Institutional Data

Section B

Self-appraisal Report

Part I: Institutional Data (Preferably to be uploaded on the institutional website and submitted in a softcopy and hardcopy)

A. Profile of the Institution

1. Name and address of the institution: **Amity Institute of Education**
M-Block, Saket, New Delhi- 110017
2. Website URL: **www.amity.edu/aie**
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	Dr. Ranjana Bhatia	011-29562050	rbhatia@aie.amity.edu
Vice-Principal	-----	----	-----
Self - appraisal Co-ordinator	Ms. Puneet Rahi	----	puneetsohal@gmail.com igac@aie.amity.edu

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	011- 26897437	09810310625
Vice-Principal	-	-
Self - appraisal Co-ordinator	011- 41055312	09871895302

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

2.5 acres

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
Oct	1999

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

Guru Gobind Singh Indraprastha University, New Delhi

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY

The Affiliating University is UGC recognised

10. Type of Institution

a. By funding

- i. Government
- ii. Grant-in-aid
- iii. Constituent
- iv. Self-financed

☐☐☐☒

b. By Gender

- v. Any other (specify and indicate)
- i. Only for Men
- ii. Only for Women
- iii. Co-education

☐☐☐☒

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College

☐☐☐☒

v. Constituent College

☐

vi Dept. of Education of Composite
College

☐

vii. CTE

☐

viii. Any other (specify and indicate)

☐

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
iii)	Secondary/ Sr. secondary	B.Ed	Graduation	Degree	2 year (From 2015-2017 Session)	ENGLISH

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Secondary/ Sr. secondary	B. Ed	F. No./NRC/NCTE/ DH-184/ 2015 Dated- 05 June, 2015	Permanent recognition	Two units of 50 students each

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes		No	✓
-----	--	----	---

However this is self financed institution of GGSIP University.

If yes,

- a) How many programmes?

--

- b) Fee charged per programme

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3. Are there programmes with semester system

Yes

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

Yes	✓	No	
-----	---	----	--

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

01. This is done on rotation basis as per the requirement of the university

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

B.Ed.

Methods - 14, Elective options - 10

6. Are there Programmes offered in modular form

Yes	✓	No	
-----	---	----	--

Number	04-05
--------	-------

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

Yes	✓	No	
-----	---	----	--

Number	01 (B.Ed)
--------	-----------

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

Number	01 (B.Ed)
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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	
-----	---	----	--

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?

The timeline as notified by the Affiliating University has to be followed for introducing a new programme.
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11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✓
-----	--	----	---

We are guided by the University for any such Addition

Number	
--------	--

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Number	01 (B.Ed – Last revision was in 2015 by the GGSIP University)		

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Criterion II: Teaching-Learning and Evaluation

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

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

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

- a) Date of start of the academic year **18th July, 2016** (For II year students)
- b) Date of last admission **01st August 2016 (Spot Counselling)**
- c) Date of closing of the academic year **02nd June, 2017(As per GGSIP Univ.)**
- d) Total teaching days **200**
- e) Total working days **252**

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.(I Year)	02	48	50	02	11	13	00	37	37
B.Ed. (II Year)	06	85	91	02	14	16	04	71	75

4. Are there any overseas students?

If yes, how many?

Yes		No	✓
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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

Rs. 7,294.63/-

b) Unit cost including salary component

Rs. 84,077.12/-

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.(I year)	82.5%	50%	80.46%	47%

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	50%	25%	25%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

2	1
---	---

b) Minimum number of pre-practice teaching

1	0
---	---

Lessons given by each student

11. Practice Teaching at School

a) Number of schools identified for practice

1	5
---	---

Teaching

b) Total number of practice teaching days

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

c) Minimum number of practice teaching

6	8
---	---

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	10	No. of Lessons Pre-practice teaching	4
------------------------------	----	--------------------------------------	---

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
B.Ed. (Theory Papers)	25%	75%
B. Ed – Practical Papers	40%	60%

16. Examinations

a) Number of sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

0	1
---	---

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	01 (B. Ed all subjects)
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19. Does the institution offer computer science as a subject?

Yes	✓	No	
-----	---	----	--

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

Compulsory

✓

Optional

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Criterion III: Research, Consultancy and Extension

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

Number	0	5	
--------	---	---	--

Percentage- 55%

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

3. Number of completed research projects during last three year

00

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

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

✓
✓
✓
✓

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

Yes ☐ No ☐ **N/A**

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

a. Ph.D.

b. M.Phil.

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

Yes ☒ No ☐

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

	Yes	No	Number
International journals	✓	--	20
National journals – referred papers	✓	--	32
Non referred papers			
Academic articles in reputed magazines/news papers	✓	--	03
Books	-	--	
Any other (specify and indicate)			
• Seminar Proceedings	✓	--	03
• Unit Plan	✓	--	01

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

Yes	✓	No	
-----	---	----	--

Number	One
--------	-----

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

	Faculty	Students
National seminars	36	68
International seminars	02	00
Any other academic forum*	00	02

*MHRD Project “*VISAKA*”

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

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. teaching aids/audio a visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>

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

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

☒

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

Yes

☐

No

☒

14. Are there any other outreach programmes provided by the institution?

Yes

☒

No

☐

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

- **Examination Centre for GGSIP University**
- **Model UN activities by Amity International School, Saket**
- **Prelims of ANUGOONJ, Annual Cultural festival for GGSIP University**
- **Youth Forum organised by Amity International School, Saket**
- **NUFFIC ALUMNI meet**

16. Does the institution provide consultancy services?

Yes

☒

No

☐

Rs. 4, 27,500

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

Local level	Yes
State level	Yes
National level	Yes
International level	Yes

Criterion IV: Infrastructure and Learning Resources

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

1749 sq. mts

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

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

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

19

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

Purchase - Rs. 25,000.00
Maintenance - Rs. 221,700.00

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

Rs. 273,926.00

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

NIL

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

Rs. 25,500/-

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

Yes

☒

No

☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

07+1

00

Non-teaching

05

00

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non-teaching	0	0	0	0

11. a. Number of regular and permanent teachers

	Open		Reserved (Gender-wise)	
	M	F	M	F
Lecturers	0	7	-	-
	M	F	M	F
Readers	-	-	-	-
	M	F	M	F
Professors	-	1	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	0	0	0	0
	M	F	M	F
Readers	0	0	0	0
	M	F	M	F
Professors	0	0	0	0

c. Number of teachers from

Same state

02

Other states

06

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		04	03	-	-

b. Technical Assistants

Permanent

M	F	M	F
01	-	-	-

14. Ratio of Teaching – non-teaching staff

1:1

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

62.19%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

9-6 p.m daily

On holidays

-

During examinations

9-6 p.m daily

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books

9652

- Textbooks

4725

- Reference books

994

b. Magazines

11

e. Journals subscribed

- Indian journals

15

- Foreign journals

8

f. Peer reviewed journals

12

g. Back volumes of journals

Yes

h. E-information resources

- Online journals/e-journals

3000

- CDs/ DVDs

15

- Databases

15

- Video Cassettes

18

- Audio Cassettes

06

Students and faculty are provided additional Library Card for the issue of books so that read in their classrooms, make Xerox copies and return on the same day

20. Mention the

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

49.13 sq.mts

Seating capacity of the Reading room

45

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☒

(Under process for full automation)

Fully automated

☐

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day	100
Maximum number of days books are permitted to be retained	
By students	14
By faculty	30
Maximum number of books permitted for issue	
For students	02
For faculty	10
Average number of users who visited/consulted per month	325
Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled	1:6

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

0.29%

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

	I 2016		II 2015		III 2014	
	Number	Total cost (In Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	48	1484	26	1300	45	2489
Other books	53	3754	65	4764	29	3149
Journals/ Periodicals	03 02	2480 3750	-	-	-	200
e-resources	1	45	-	-	-	-
		11513/-				5638/-

Criterion V: Student Support and Progression

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

Programmes	Year 1 2016-17	Year 2 2015-16	Year 3 2014-15
B.Ed.	10%	5%	0%

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

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

14-15

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

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

	UG (B.Ed)		
	I 2016-17	II 2015-16	III 2014-15
Pass percentage	Result awaited	100%	100%
Number of first classes	--	47	94
Number of distinctions	---	44	39
Exemplary performances		-	-

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

NET

GATE

CTET

Any other (specify and indicate)

I	II	III
02	02	01
0	0	1
0	38	35

**The institute provides only B. Ed programme however our students of the previous sessions who have done M. Ed from other colleges and Masters in other subjects have qualified NET.*

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

None

8. Is there a Health Centre available in the campus of the institution?

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Non-teaching staff

Yes		No	✓
Yes		No	✓

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

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men	--
-----	----

Women	--
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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	
-----	---	----	--

16. Give information on the Cultural Events in which the institution participated/organised.

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

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	Sanghtan	0
Regional	0	0
National	1	2
International	0	0

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2000

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

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

20. Does the institution regularly publish a college magazine?

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

(Wall Magazine/ News letter)

21. Does the institution publish its updated prospectus annually?

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

Available on the University website.

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

	Year 1 2015-17 (%)	Year 2 2014-15 (%)	Year 3 2013-14 (%)
Higher studies	NA	22%	17%
Employment (Total)	NA	40%	23%
Teaching		All	All
Non teaching	-		

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?

Year 1 2016-17	Year 2 2015-16	Year 3 2014-15
29	NA*	17

**As B.Ed programme is a two year programme since 2015, in 2015-16 they were not eligible to apply for the jobs.*

24. Does the institution provide the following guidance and counseling 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	Twice a year
Staff council	Every Quarter
IQAC/or any other similar body/committee	Four times a year
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Twice a year

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

Loan facility*

Yes	✓	No	
-----	---	----	--

Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance

Yes	✓	No	
-----	---	----	--

Other (specify and indicate)

Yes		No	✓
-----	--	----	---

* Loan Facility can be considered by the Governing Body on genuine grounds if the faculty member applies for it.

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

05

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 organisations

07

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

07

National

International

01

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

03

- d. Number of Seminars/ workshops/symposia on curricular development,

22

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

- e. Research development programmes attended by the faculty

01

- f. Invited/endowment lectures at the institution

10

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

07-08 hours

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

Grant-in-aid

Rs. 40,000.00

Fees

Rs. 9,988,482.00

Donation

--

Self-funded courses

--

Any other (specify and indicate)

Interest Income

Rs. 1,320,277.00

Misc. Income

Rs. 255,441.00

9. Expenditure statement (for last two years)

	Year 1 FY2015-16	Year2 FY2014-15
Total sanctioned Budget	8,071,403.57	6,490,603.68
% spent on the salary of faculty	80.15%	77.46%
% spent on the salary of non-teaching employees	11.18%	10.53%
% spent on books and journals	0.21%	0.26%
% spent on developmental activities (expansion of building)	0.00%	0.00%
% spent on telephone, electricity and water	0.16%	0.20%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.03%	0.03%

% spent on maintenance of equipment, teaching aids, contingency etc.	1.48%	1.63%
% spent on research and scholarship (seminars, Conferences, faculty development programs, faculty exchange, etc.)	1.03%	1.60%
% spent on travel	0.04%	0.00%
Any other (specify and indicate)		
Entertainment Expenses	0.02%	0.03%
Advertisement & Publicity	0.00%	0.00%
Affiliation/ Application Fees	1.49%	1.85%
Postage Expenses	0.01%	0.00%
Printing & Stationary	0.21%	0.58%
Bank Charges/Interest	0.00%	0.00%
Membership & Subscription	0.00%	0.00%
Visiting Faculty Charges	0.00%	0.03%
Watch & Ward Expenses	1.13%	1.34%
Rates Taxes & Fees	0.00%	0.01%
Staff Welfare	0.06%	0.47%
Legal & Professional Charges	0.08%	0.09%
Depreciation	1.18%	1.97%
School Function	0.00%	0.00%
Local Conveyance	0.70%	1.03%
Freight & Cartage	0.00%	0.00%
Sponsorship	0.00%	0.00%
Audit Fees	0.83%	0.86%
Examination Expenses	0.00%	0.00%
Total expenditure incurred	100.00%	100.00%

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.	
2015-16	(2,684,499.20)
2014-15	(1,312,454.45)
2013-14	(1,111,283.79)

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

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

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes ☒ No ☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

*With the approval of the President of the governing body

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

a) For teachers

Yes

b) For students

Yes

c) For non - teaching staff

Yes

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 have 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?

(For the session 2016-18)

(For the session 2015-17)

	Category	Men	%	Women	%
a	SC	01	2%	07	14%
b	ST	-	-	02	4%
c	OBC	01	2%	-	-
d	Physically challenged	-	-	-	-
e	General Category	-	-	39	78%

	Category	Men	%	Women	%
a	SC	01	1%	13	13%
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Physically challenged	01	1%	01	1%
e	General Category	05	5%	79	79%

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

5.

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Women	8	100%	3	60%
e	Physically challenged	-	-		
f	General	8	100%	5	100%

	Category				
g	Any other(specify)				

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

Category	At Admission		On completion of the course	
	Batch I (2014-15)	Batch II (2015-17)	Batch I (2014-15)	Batch II (2015-17)
SC	15	14	14	11
ST	-	-	-	-
OBC	-	-	-	-
Physically challenged	-	-	-	-
General Category	72	69	79	63
Defence	-	-	-	-
Management	-	10	-	9

Section B

Format for Self-appraisal Report

Part II: The Evaluative Report

1.Executive Summary

2.Criteria-wise analysis

**3.Mapping of Academic
Activities**

AMITY INSTITUTE OF EDUCATION, NEW DELHI

GRADE 'A' ACCREDITED BY NAAC

An Institution of Ritnand Balved Education Foundation (RBEF)

EXECUTIVE SUMMARY

A Premier Education Institute, Amity Institute of Education, New Delhi established in the year 1999, is committed to bring out the best of the teaching learning experience for its students by the way of discovery and hands on training.

Amity Institute of Education, New Delhi strongly believes that teaching is a dynamic and holistic act of disseminating knowledge that shall help provide necessary life skills to adjust oneself in rapidly changing globalized world. The teachers today are no more the 'sage on the stage' but essentially individuals with a lifelong commitment to help direct the learning of the students in the right direction.

Teacher trainees in the institute are provided with an intellectually stimulating environment to not only become excellent teachers but act as leaders in school community, and to serve as agents of equity and change. Teaching today is 'child centred' hence teachers have to continually question, reflect and evaluate their own teaching methodologies. The institute provides a conducive atmosphere through cooperative, collaborative learning which infuses the spirit of honesty, equality and decorum among prospective teachers.

Amity institute of Education, affiliated to Guru Gobind Singh Indraprastha University is committed to provide experiences to the students which are meaningful with respect to their roles as teachers of the country and making them into responsible citizens. The B.Ed course at AIE has been approved by National Council for Teacher Education (NCTE) and has received constant guidance and support by illustrious educational bodies such as NCERT, UGC, NCTE and NUEPA.

AIE has also tried to seek its philanthropic duties by holding several seminars and workshops for the educators and organizations serving the underserved sections of the society.

The institute understands the importance of not just skills and knowledge of teaching a particular subject, but also the importance of practical wisdom which the institute tries to impart to its teacher trainees. This is done through the means of liasoning with schools and sending the students for practice teaching, helping them to hone their skills and preparing them to take up the professional duties once they join schools. The teaching practice has proved to be a very viable area for collaboration and joint programmes.

The bond has over the years become stronger between the institute and the schools such that the schools act as a support system and are a constant guiding source. The union has been further fortified by the employment opportunities provided by these schools to our students. The institute takes into account the needs of the students coming in from different backgrounds with different interests, qualifications, motivations and abilities. This is done through customization and functionalization of the content suiting the diverse needs of the learners, by the endeavours of the efficient instructor.

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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SWOT ANALYSIS

STRENGTH <ul style="list-style-type: none">• Strength of character – steadiness in the midst of difficulties, strong work ethic and commitment to quality, positive morale, commitment to seek opportunities in face of adversities.• Well skilled staff• Good range of hardware• ICT Infrastructure- technicians, mentors, training• Adequate parental involvement wherever required• Knowledge and skills imparted which are in sync with the future professional role.• Liasoning with government, non government and international organizations for funding of projects• Close relation with illustrious educational bodies• Willingness to recognize weaknesses and make improvements• Atmosphere of success for faculty, staff and students• Progressive, flexible and futuristic policies of management	WEAKNESSES <ul style="list-style-type: none">• No autonomy in student selection• Constraint of space due to non availability of additional space/land in the locality where we are currently based.
OPPORTUNITIES <ul style="list-style-type: none">• Professional development• Easing workload – staff collaboration• Improved name recognition• Becoming a leader in inter disciplinary and integrated learning• Enhanced quality of students• Adequate opportunities of practical exposure for faculty and students• Dynamic guidance and direction for progressive growth from affiliating university• Preservation, transmission and exposure to the rich cultural heritage• Quality placement opportunities	THREATS <ul style="list-style-type: none">• Constantly striving for excellence in quality (perform or perish)

AMITY INSTITUTE OF EDUCATION, NEW DELHI

GRADE 'A' ACCREDITED BY NAAC

An Institution of Ritnand Balved Education Foundation (RBEF)

CRITERIA-WISE ANALYSIS

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.)

Objectives of Amity Institute of Education, New Delhi

- I. To prepare professionally competent teacher trainees in tune with the latest trends in the field of teaching-learning. (*Exposure through seminars, guest lectures and workshops on contemporary practices, photographs, souvenirs, invitation letters.*)(*Copies of souvenirs and photographs / media coverage*) **Annexure 1**
- II. To provide hands on experience to teacher trainees on accessing and processing information in improving the methods of teaching and learning. (*Internship Program, Access to the well-equipped computer labs, journals subscribed in the library and the e-journals*)
- III. To acquaint the teacher trainees with the various psychological facts required for day to day handling of the students in schools. (*Reading of Articles from the newspaper and journals by the faculty to achieve this objective, Copy of Articles.*) **Annexure 2**
- IV. To inculcate ethics, values and modernity in teacher trainees and to give them an opportunity to apply those values to move ahead and make a mark.(*Participating in Human Values Quarter, Morning Assembly and Havan held in the institute in the beginning of the session photographs, morning assembly diary, human quarter file maintained by students, Presentations made by students* **Annexure 3**)
- V. To equip the teacher trainees with a sense of responsibility and respect for human values.
- VI. To identify and demonstrate teaching characteristics which reflect a mastery of the art of teaching.(*Reflective journals, Evaluation sheet that is given to students during Internship*) **Annexure 4**
- VII. To provide a strong foundation of knowledge, teaching skills, necessary dispositions, and research methods to encourage students toward continued personal and professional development.

(Plethora of activities done all through the session like- Visits, Seminars, round table meets, Orientation programs and workshops for teaching skill enhancements, Industry Exposure by organizing Guest Lectures etc.: photographs, souvenirs)

The criterion to assess achievement of our laid down objectives is:

- Demonstration of the integrated knowledge, skills, and dispositions needed to become a committed effective-reflective teacher
- Field experience evaluations
- Student teaching evaluations
- Contribution to the education profession such as presentations, active participation etc.
- Contributions to the community

The Mission Statement of Amity Institute of Education, New Delhi

The mission of AIE is “Commitment to prepare professionally competent teachers in tune with the latest trends in the field of teaching-learning, with focus on human values and Indian heritage”.

The institute has steadfastly pursued its mission through six distinctive characteristics of education:

- Dedication and concern for efficacy and career.
- Rigorous academic program and an emphasis on “living your learning.”
- Commitment to leadership and a tradition of service to others.
- A spirit of inquiry and exploration and a foundation of faith and values.
- Vigorous global outreach and strong cultural roots.
- Focus on the future and an appreciation for history and heritage.

Mission Statement of the Teacher Education Program

The mission of Amity Institute of Education’s B.Ed Program is to develop the talents and abilities of students to become **effective** and **reflective** teachers in their professional service and leadership as an expression of their faith and learning. The primary purpose of teaching is to be of service to the students and families in the schools and community.

Amity Institute of Education is committed to **excellence** in teacher preparation. The focus is on the integration of knowledge, skills, and dispositions to establish a knowledge base supporting teacher competencies.

Internship Program at AIE, New Delhi is a performance-oriented program requiring demonstration of an acceptable level of teaching competencies.

The students are actively involved in activities which infuse a sense of social responsibility in them and equip them to discharge their obligations towards the society and humanity at large. Work experience and co-curricular activities are organized throughout the year with equal zeal and unending enthusiasm as it is essential for digging out the hidden talents & channelizing them in positive direction. (Documentary proof: CCA and Work experience files) **Annexure 5**

Specifically, a teacher candidate at AIE, New Delhi

1. Uses appropriate verbal, nonverbal, and written **communication**.
2. Uses theories, concepts, and principles related to **student learning**. (**Annexure 6** –Content based Question papers, projects and reflective reports)

3. Uses differentiation of instruction and classroom context with regard for **learner diversity**.
4. Uses content and context, lesson design, and curriculum goals for **instructional planning**.
5. Uses varied teaching techniques and **instructional strategies** for the development of academic skills.
6. Uses management, motivation, and discipline techniques in the **learning environment**.
7. Uses a variety of purposes, evaluations, and procedures for **assessment**.
8. Engages in **reflection and professional development** as a foundation for positive dispositions.
9. Engages in **collaboration, ethical behavior, and professional relationships**.
10. Uses the tools of **technology** for teaching and professional practice.

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

Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes, tuning and quality assurance.

Vocational training curricula are intended to function as a link between work positions and the qualification- skills structures provided by those institutions or authorities offering vocational training. All vocational training curricula should offer sufficient direction to trainees to enable them to:

- Comply with the demands of specific work positions,
- Adapt future skills qualification requirements
- Help develop a humanitarian and efficient work position structure.

From a didactic pedagogical viewpoint, the development of vocational training curricula is a tool used to help define the content and structure of training programs. Nonetheless, it is necessary, from the outset, to bear in mind that vocational training curricula development and its later implementation – in employment, vocational schools or training centers – is governed by a whole series of social factors, which – while not of a strictly pedagogical nature – do exert a decisive influence on vocational training.

Curriculum is a socio-historical construction which is expressed through general systems of knowledge characterization and hierarchy; these systems are in turn translated and transformed into legislative and administrative regulations, academic/ achievement standards, textbooks and teaching aids, and the practice of teaching and learning in classrooms and schools.

The function of curriculum control is complementary and runs parallel to the one of curriculum change. Perhaps the best way to illustrate this lies in the crucial relationship between the content and results yielded by examinations and societal perception about the overall level of student performance. Thus, the content, format and specific arrangements of tests and examinations have a strong shaping influence on quite a few other elements of what is commonly understood as the process of curriculum design and development. As a result, both teachers and students need to

align their curriculum choices with the features and specific incentives implicit in tests and examinations.

As **Amity Institute of Education (AIE), New Delhi** is affiliated to Guru Gobind Singh Indraprastha (GGSIP) University; Delhi, the curriculum followed is as prescribed by the university.

Other than the day to day teaching that takes place to transact the curriculum, students enrolled in the AIE Teacher Education Program are expected to develop and demonstrate, through performance assessment in quality classroom and field experiences at all levels, the integrated knowledge, skills, and dispositions needed to become committed effective-reflective teachers.

The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly. The objectives of the institute and the training program are kept in mind while doing so in order to get the desired output.

Being an affiliated institution of GGSIP University, we **do not have much leverage in** revising or removing the content but we **definitely** forward our feedback to the university officials **based on** the views received from **our** students.

At AIE we have also designed a module on Personality Development and Value Education as per the policy of RBEF which is an additional input and helps us create better teachers.

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

To help our future teachers thrive **and have an edge** in the ever changing global scenario and to make them sentient about the latest developments in the field; following components are emphasized upon in our institute:

I. Communication: Superior communication skills are the backbone of effective teaching. Understandably, the trainee teachers should be able to **impart** apt and specific information **to their students** with the right expressions and modulations in order to **sustain their interests and level of motivation**. Hence we at AIE ensure that our trainees learn to use **correct** volume, pacing, vocal expression and expressive participation; utilize eye contact, facial expressions, and body language/presence appropriately when engaging students. **We also make them** understand when and how to use written communication appropriately and assess the content, mechanics, and format of own work when evaluating assignments and reflective reports.

Pre-professional teachers require a grounding in communication theory, a thorough knowledge of how children acquire competence, an understanding of how language is used, an ability to discern and to respond sensitively to the body language used in a communicative transaction, rhetorical skills for the organization and delivery of specific knowledge and skills, and **a clear understanding of** group dynamics and group discussion skills.

Keeping these thoughts in our mind, AIE strives hard to polish its teacher trainees' communication skills and produce best in the field of education. For this purpose trainees are

encouraged to give presentations in the assembly and classes, organize functions, compare in the various events, and participate in seminars, debates and paper presentations. Teacher trainees are supervised, mentored and guided constantly in this endeavor. A record of all these activities can be found in the students' co-curricular activities file and the assembly diary. Photographs of the same are also available with the institute.

II. Student Learning: The true stakeholders of the teaching learning process are the students who carry forward the learning imparted to them in different fields of life. In order to ensure meaningful learning a teacher should emphasize on the use of behavioral, cognitive and constructivist theories, in addition to personal, social, and emotional theories, to support student learning; utilize the concepts of schema, comprehension, and metacognition to impact student learning; hold these basic principles: believe that all children can learn, check for and develop readiness of students to learn concepts, and implement interesting and active lessons to engage students in their own learning endeavors.

Being aware of these facts we at AIE build in our students the passion to follow these principles of teaching so that they can make certain that what their students learn from the teaching done is a life transforming experience and not just gaining knowledge. The journals prepared by them reflect their understanding of how students learn.

III. Diverse Learners: Recognizing the diversity of learners, the learning styles in the classroom are personalized to cater for the students belonging to different culture, ethnicity, gender, language, and exceptionalities. Using differentiation in instruction for delivery of content, considering multiple products, respecting and recognizing the equitable opportunities for a safe, supportive setting in every classroom context are some of the practices followed at AIE to address the aspect of cultural and regional diversity. The trainees are sensitized to the importance of respecting the customs and traditions of each ethnic group. For reinforcing this we celebrate all the festivals of different cultures with full zeal and enthusiasm, the record of which can be seen in the students' co-curricular activities file.

IV. Instructional Planning: The trainers at AIE, New Delhi use knowledge of content, context, pedagogy, and learner prerequisites to select appropriate corresponding instructional material; utilize a lesson design that has an introductory set, effective instructional/input design, and allow for practice and review; considers developmental and appropriately sequenced curriculum goals that meet the standards and benchmarks laid down at the national and professional level. The trainees at AIE are trained on similar grounds and are furnished a learning design which they can use at their job front. To acquaint students with the varied facets of teaching every year a micro teaching workshop is conducted, formats for Lesson planning are furnished and demonstration lessons are given by the faculty for all the teaching subjects. Student teachers are given two brief guided exposures in the form of Preliminary School Engagement (PEP) before the Internship phase in various schools.

V. Instructional Strategies: A broad variety of teaching techniques for the planning and delivery of lessons and units is used; effective strategies for reading, writing, and discussion in all subject areas are implemented; academic learning of all students is impacted by supporting diverse perspectives, basic comprehension of content knowledge and higher order thinking skill development is promoted; and a promise for the profession is reflected by utilization of effective instructional strategies. (Kindly refer the section 2.3 of the SAR for further details of this point)

VI. Learning Environment: Students of AIE are well equipped with classroom management techniques of time, materials, and space to positively impact the learning activities of students and the overall learning community. The techniques that apply intrinsic, extrinsic and other motivational theories are implemented. Students are made to understand and utilize appropriate application of preventive, supportive, and corrective discipline techniques in classroom settings.

VII. Assessment: Amity Institute of Education, New Delhi understands the purpose of assessment including feedback to students and for information analysis to shape instruction, and, hence implements various evaluation systems by utilizing multiple instruments that take into consideration the student's status, program and curriculum expectations. The assessment procedures selected at our institute align with content and instructions imparted and are administered completely with the procedural cycle of collecting, analyzing, and responding appropriately to the data. The students are given a feedback about their performance in the various tests, assignments and viva conducted all through the year both verbally and through written comments as and when required. The record of answer sheets of the past assessment tests conducted as well as the details of all internal assessments done are available with the institute.

VIII. Reflection and Professional Development: Faculty at AIE reflects in various ways on personal effective teaching behaviors, professional strengths, and necessary changes targeted for growth in the profession. We engage the student in professional development which focuses on improving teacher effectiveness based on reflection and feedback throughout the program and is supported by various professional development resources.

The trainees are given wide range of exposure through participation in a plethora of professional events conducted by various state, national and international organizations. They are made to understand the importance of eliciting a positive response from others and how to strike a balance between professional demands and personal needs.

IX. Technology: The institute excessively integrates technology as a tool in the classroom by using appropriate hardware, software, and informational aspects to create a more dynamic classroom setting; it uses technology as part of effective teaching practices for instruction, presentation, assessment, evaluation, management, and extension of student learning. The students are well equipped in digital skills as it is a prerequisite and indispensable in the current scenario. Students also have at their disposal a rich library with abundant resources including e-learning to help them enhance their skills.

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

AIE, New Delhi ensures that these areas are well covered throughout the year with the help of **academic and social events involving active participation** by students, **through workshops**, seminars and visits.

All AIE students visit the Mausam Bhavan every year where they are acquainted with the equipment and methodology of studying the weather and our surrounding environment. All the recent developments concerning emerging environmental issues like the Carbon dating,

Copenhagen Summit etc. have been discussed with the students during the assembly time in the past and this practice continues till date. Special presentations are made by the students of environmental education to the rest of the class about the importance of our environment. Students are required to prepare a report of the visits to various places; their experiences are even printed in the souvenirs published by the institute.

Participation by our students and faculty members in events held to highlight various environmental issues during past few years are cited here to substantiate our stated position.

- *An international round table meet was attended by our faculty and students at TERI, New Delhi on 25 January 2017 for Development of Innovative Ideas to address Global Challenges to our Environment.*
- *On 5 October 2016 our B Ed students attended a workshop organized on “Environmental Issues of Delhi” by Delhi Secretariat.*
- *Again on 12th & 13th Feb 2015 our students attended a two days national conference on “Professionalism for Sustainable Development— Barriers and Pathways” at Lingaya’s Lalita Devi Institute of Management & Sciences.*
- *An intra-college competition for collage making was organized by AIE on 14 March 2012 along the theme titled “Reduce! Reuse!! Recycle!!!” to inculcate environmental awareness amongst trainee teachers.*
- *Amity Human Value Quarter is organized every year to sensitize and help in inculcation of values in the students. The Amity Human Value Quarter presents a wide spectrum of activities and presentations based on Indian values. The Amity Human Value Quarter file bears testimony to all the hard work the students put in to make this event meaningful.*

There have been numerous events that has provided host of opportunities to our students and staff some of which are being cited here.

- *On 13 April, 2016 we also organized a Lecture by Prof Mahesh VidhyaAlankar, Professor, Delhi University for our faculty and students on the theme of “Life and Moral Values”.*
- *Value Integrated Teaching and Learning workshop was organized for the students at the institute on 24th & 25th Feb. 2015 by Amity Institute of Education.*
- *Amity Institute of Education also organized a National Seminar on 14th March 2013 on the theme “Value Crisis in Existing Indian Society and Role of Education”. The sub themes of the seminar were Inculcation of values in moral and social context, Nurturing the culture through value education, & Upholding human spirit & civilization through value based education.*
- *Similarly on 14 March 2012, we at Amity Institute of Education, New Delhi had organized an Inter college debate competition on the theme “Schools are Conservers, Preservers and Transmitters of Values” to solicit active participation by students community of teacher training institutes in Delhi NCR.*

ICT is indeed excessively incorporated by the students and teachers in delivery, presentation, projects, assignments etc. they are also updated from time to time about the new technologies and their use in the teaching learning process. Some of the important events conducted for our students in this regard are enumerated here.

- *On 9 Feb and 10 Feb 2017, an ICT workshop was conducted at Amity NOIDA for our B Ed students. Trainee teachers were given hands on exposure to concepts like e-Portfolio, Gaming Environment for Education, Digital Story Telling, Social Networking, Creating Blog for building Online community to share resources etc.*

- Again from 29th Feb to 1st March 2016 another two Days workshop on the theme “Critical Understanding of ICT” was organized for our students at AIIT, Amity University, UP. The workshop catered to the need of accessing and utilizing the digital platforms, e learning resources, social media platforms among other components of ICT to enhance digital literacy and corresponding work efficiency.
- Yet another workshop on “How to use a Smart Board in the classroom” was organized on 12 September, 2015.

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

Yes, the time table, schedules, circulars, notifications, academic calendar etc. are prepared and circulated via digital medium. The question papers for internal exams and the result record is also maintained with the help of ICT. The faculty members use the internet extensively to provide the latest information to the students in the field of teacher education and provide them with notes which the students can go through and give them web links which the students can see in their free times for increasing their understanding of the theoretical concepts.

1.2 ACADEMIC FLEXIBILITY

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

Amity Institute of Education, New Delhi strongly believes in making teaching a reflective practice. It is so because in order to move from the older teaching styles to the newer one, teachers need to think about what they do and how and why they do it.

It is known that the cycle of theory building, practice and reflection continues throughout a teacher’s career, as the teacher evaluates new experiences and tests new or adapted theories against them.

Hence we make certain that our faculty members and students question themselves about what they are doing and reflect upon their styles of teaching and the classroom interactions.

Once we start this cycle of introducing, teaching, questioning and reflecting there are several questions initiated in the students’ minds about the various teaching and co- curricular activities being professed to them with conviction and experience. Some of the questions towards which we lead the students are:

- What are they doing?
- Why are they doing it?
- How effective is it?
- How are the students responding?
- How can they do it better?

We concretize the learning of our students by asking them to maintain files and records of all that is done in the institute in both curricular and co-curricular aspects. Some of these are the

Lesson Plan File, peer observation file, Co-curricular Activities file, Human Value Quarter file, Work Experience file, Action research, reflective reports on workshop organized for preliminary school engagement sessions etc.

The Internship program and the peer observation done give the largest scope to the trainees to reflect upon on their progress and understanding gained through the theoretical and practical classes.

The experiences gained by the trainees through all these measures help them become more thoughtful and sensitive to the needs of others especially their own students. This leads them to the knowledge and practice of what professional development is all about. ***To support this drive we organize events from time to time that upgrade the theoretical concepts of all concerned and helps them take the practice of becoming a reflective teacher forward.***

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?

Considering the role teacher education has for the overall societal and economic development, it is necessary to ensure its responsiveness to the changing needs and expectations of the society. In this respect it is important to ensure participation of various factors in the governance of teacher education and to allow for flexibility in order to accommodate the continuous change.

From the teacher's point of view, the notion of flexibility may acknowledge student freedoms (or at least the desires for the realization of these freedoms) but is also constrained by the rewards, values and aspirations of the academic culture to which most teachers probably subscribe. These constraints may be fundamentally determined by the need to enroll students and provide them with structured learning programs that can be managed and assessed.

At Amity Institute of Education, the faculty is encouraged to use multiple methods of teaching in the classroom considering the comfort and understanding levels of the students. The styles of teaching also vary with respect to the requirement of the topic and the subject. (Please refer to the section 2.3 for details of methods used)

Apart from the usual classes in the time table, the students are free to interact and take guidance from the faculty. They are permitted to use the library even after the teaching hours so that they can clarify their doubts and make notes with ease.

During the Internship Program as far as possible, the students are allotted schools in the different parts of the city as per their convenience so that they don't have to go too far from their homes. The schools are allotted to them keeping in view their background and medium of instruction.

Being a teacher training course the scope of providing flexibility is limited as we follow the norms provided by various governing bodies and the GGSIP University. The students are expected to obtain credits in each subject on the basis of their attendance, class assignments, projects and written examinations. Minimum required credits per subject are specified by the

GGSSIP University which ranges from 2 to 9 and are to be achieved by each student by the end of the session failing which they have to reappear in that specific subject for obtaining the degree.

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.

Amity Institute of Education, Saket has the policy of encouraging its students in all the spheres of life and not just the teaching learning process. Not only from the last three years but from even before, we have been conducting the Personality Development classes every week to help the trainees enhance their personality. The module includes topics like Communication Skills, Workplace etiquettes, Facing an Interview, Group Dynamics, Team building, Resume Writing, Stress management etc. As some students come from humble backgrounds, there are numerous aspects of the personality which they either are unaware of or give no importance to. We bridge this gap and help them face their future employers and students more confidently.

Informative write ups and articles are read on a daily basis in the assembly both by students and teachers to develop amongst the students' awareness about life and their surroundings. These articles vary in scope and nature to cover areas like life skills, Spiritual Wellbeing, environment, social responsibilities and recent developments in teacher education. A meticulous vocabulary enhancement session is also a part of the assembly in which the students present five new words for each day and illustrate how they can be used in sentences and take a note of these words in their assembly diaries.

Apart from these a week long Military Training Camp is organized by AIE for all the students, boys and girls separately. In these seven days students are to perform all the adventurous activities like rock climbing, para-sailing, rappelling etc. The students are to stay in tents and are suppose to perform all the daily chores on their own. It has been observed that after going through the hardships of the camp, the students become more confident, helping and recognize their role as the citizen of the country more sincerely than before. The experiences shared by the students are published in the institute's souvenir.

Students are constantly motivated to enhance the new age skills. They are encouraged to use ICT as a tool for teaching in their classes through extensive practice sessions all through the year. They are free to use the well-equipped computer lab any time of the day apart from their scheduled practical classes. They have access to the virtual world via the internet facility made available to them during the working hours.

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

- i. Interdisciplinary/Multidisciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice teaching
- v. School experience / Internship
- vi. Work experience /SUPW

(Also list out the programs/courses where the above aspects have been incorporated).

Interdisciplinary/Multidisciplinary: Teachers constitute a potent part of the educational system and hence should be well informed and aware of the interdependence of various subjects on each other. At AIE, New Delhi the trainees are not only required to do all that is assigned in the curriculum but they are also to give presentations on various topics which mandates them to refer to the various academic disciplines and schools of thought. They seek information from history, politics, mathematics, sociology, psychology, art, craft, economics, environment, languages etc. to make their presentations. (Co-curricular file, Human Value Quarter file)

Multi-skill development: Through the means of various value addition programs we inculcate in our students varied skills apart from the ones required for classroom teaching. Various inter and intra institute competitions are organized at AIE and the students are made an active member in the preparation and execution of these activities which instills in them administrative and management skills. All the tutorial faculty in-charges ensure that during the assembly activities each student of the tutorial gets an opportunity to speak and hence ensuring good communication skills for all. (Assembly diary and personality development file)

During the Internship program the students are to synchronize with the school for daily schedules and other activities which helps them build good coordination and time management skills.

Inclusive education: We sensitize our trainees towards inclusive set up by arranging the practice teaching of some students in schools with inclusive education system. (Balwant Rai Mehta, Greater Kailash, New Delhi and Sadhu Vaswani School, Shanti Niketan, New Delhi etc.)

In the past we have also sent our students to St. Mary's School, Safdarjung Enclave which is a well-known school for inclusive set up. Lectures and classroom teaching also focus on providing information regarding the need and government policies promoting inclusive education. The record of schools adopted for Practice teaching is available in the institute.

Recently, on 10 Feb 2017, our B Ed students participated in a workshop for skill development in dealing with "Children with Special Needs".

Practice teaching: A dedicated semester of 16 weeks has now been allotted for practice teaching. In addition, two Preliminary School Engagement (PSE) sessions of two week duration each during first and second semesters are also there to gradually introduce the pupil teachers to practice teaching. These two PSE sessions help students in understanding the nuances of actual teaching process that go on in the schools to include pedagogical practices, class room

management techniques employed by regular teachers and role/ responsibilities of different school staff and infrastructural facilities. Pupil teachers are also exposed to writing reflective journals on the problems faced by them during execution of day to day teaching learning process in actual school environment. Various co-curricular activities in support of pedagogical subjects and case studies concerning their core subjects are also introduced to the students during the PSE which helps them in understanding and adopting the role of a teacher. Our institute identifies number of schools for effective delivery of Internship Program which are a happy mix of Government run, Government aided or privately managed. The medium of instruction adopted by the school (English, Hindi or Bilingual) is also considered before the students are allocated to the schools based on the background of the students enrolled with us.

The students are coached to undertake extensive documentation involving all aspects of their learning process. This includes Achievement Test Report (ATR) in their core subject, hand written reflective journal, journal for 50 lessons and peer observations on 10 lessons.

1.3 FEEDBACK ON CURRICULUM

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

Student feedback on curriculum and faculty is an important input for improving the teaching learning process. However, acceptance of feedback may be limited depending upon its usefulness.

At Amity Institute of Education, New Delhi student and faculty inputs are solicited through student feedback forms. The form is used to obtain comprehensive review and suggestions on different aspects of the curriculum.

The feedback is also taken from the employers and academic peer through the means of a 5 point scale prepared by the institute based on its objectives and the various areas of teacher training and actual classroom teaching. (*Annexure 7* Copies of the feedback)

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.

Feedbacks received help in selecting the feasible and appropriate suggestions, which are implemented after discussion.

As we follow the curriculum laid down by the GGSIP University, there is less that we can do at the curriculum revision level, but, the feedback taken from the students is utilized at our own institute level to improve the standard of our transactional strategies. (Copies of the feedback).

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

The institute sends its representatives on rotational basis to the university meetings as and when it is asked to do so by the university. The representative puts forth the institute's views and feedback about the curriculum and presents any revisions which, if possible, are reviewed by the university as per their own norms and conditions. (*Annexure 8* Letters of invite and minutes of the meetings held)

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)

There has been two revisions introduced by the GGSIP University in last five years. Firstly, during the year 2012-13, erstwhile B Ed course of one year duration was converted in to semester system course with two semesters of six month duration each with content distributed rationally in realigned subjects. Again in the year 2015, this one year B Ed course has undergone major structural changes in terms of content, duration and its execution. The new B Ed program is of two year duration divided in to four semesters. Of these, three semesters are dedicated to theory, practicum and PSE whereas one complete semester is dedicated to internship in a school. While there is minimal scope for curriculum update, the execution modalities are practiced by us in consultation with the GGSIP University. The revised format has allowed for a deliberate and more scientific approach for introducing the pupil teachers to adopt the role of a teacher. It is expected to facilitate gradual but permanent transition of the students in the role of teachers. The first batch of students from the revised course will be out this year but the satisfaction level of students and faculty due to quality improvement is evident from various formal and informal feedbacks being received.

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

The area of curriculum is one of controversy, concern, and conflict. Without doubt, however, educational curriculum is one of society's foundational components. Huge amounts of money, time and efforts are obligated throughout schools across the nation for the purpose of revising curricula, and yet too often, the response from communities, teachers, and students suggests that the actual classroom instruction is not adapting to the needs of a new century.

At Amity Institute of Education, Saket we fully recognize this need and hence provide teacher training which is cut above the class as compared to other training institutes in the country. We feel it is mandatory for every teacher training institute to grow beyond the boundaries of the stipulated curriculum and put in sincere efforts in making teachers who are not just "Teachers" by profession but by passion. We instill in our students the love and affection towards teaching so that it reflects in their overall personalities as teachers.

As quoted before, AIE is not directly involved in the process of Curriculum revision but we do review at our own ends the methodology adopted for teaching the given curriculum. Being an affiliate to GGSIP University we cannot modify anything stated in the prescribed curriculum but we do add modules for better teacher preparation.

The source of the revision of our strategic functioning is the feedback both formal and informal received from our students, Subject teachers and Principals of the schools where the trainees are sent for their teaching practice and the members of the teaching fraternity who visit our institution from time to time either for inspections or guest lectures.

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?

The following questions are considered from time to time to upgrade teaching learning standards in our institute:

1. What determines the “success” of curriculum management processes?
2. Were there specific factors that had a significant impact on whether or not the revision was successful?
3. Did teachers have strong views on the process of curriculum transaction processes?
4. Did teacher attitudes and/or backgrounds have an impact on the success or failure of curriculum transaction procedures?
5. Did the review procedures have an influence?
6. Was the curriculum effective in training the teachers as per the requirements of the schools based on the feedback received from them?

The institution has undertaken the following measures for the Quality sustenance and quality enhancement:

- Personality Development Module is adopted which helps in grooming of students’ overall conduct as a teacher.
- A week long Orientation Program is conducted at the beginning of the course.
- Students are encouraged to present papers in National / State level seminars, conferences and workshops.
- Students are encouraged to contribute articles on current issues in the collegewall magazine.
- Educational tours, field works and visits are arranged to enable students to get the practical knowledge.
- Subject wise classroom seminars, group discussions and tutorials are organized.
- Academicians / Experts and learned luminaries are invited to deliver special lectures.
- Military Training Camp of seven days duration.

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

Although “best practices” is a frequently used term in discussions about curriculum, it hardly ever refers to practices that are demonstrably the best as measured against a set of objective or quantitative standards. Rather, the term is usually used to refer to exemplars that successfully capture specific curricular objectives.

As such, they serve two purposes:

- (1) To clarify the curricular objective and
- (2) To serve as departure points and guides for curriculum designers who are pursuing the objective in question.

We at Amity Institute of Education, New Delhi strongly believe in creating teachers who are not only well versed in their content as stated in the curriculum but also have good communication skills and professional ethics.

The following best practices in “Curricular Aspects” have been planned and Implemented by the institution:

1. Every teacher prepares the month wise plan of action for the completion of the Syllabus, at the commencement of each semester.
2. Tests and Tutorials are conducted at regular intervals.
 1. Letters of counsel or advice are given to those students whose attendance is poor. (copies of these letters)
 2. Remedial steps are taken for the students who are found to be lagging behind in their studies.
 3. Internet facilities are provided to the students.
 4. LCD / OHP are used as part of ICT teaching aides.
 5. Guest lectures are arranged.
 6. Teachers and students are encouraged to present the papers and attend International / National / State / Regional seminars, conferences, symposia and workshops.
 7. Teachers and students are encouraged to undertake research work and projects

In addition to this we also encourage the concept of Co-operative learning amongst the students. This results in higher achievement than other learning styles. Since students work through an assignment until all group members successfully understand and complete it, this teaching strategy creates an atmosphere of achievement.

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-Assessment.

1. What are the main evaluative observations/ suggestions made in the first assessment report with reference to *curricular aspects* and how have they been acted upon?

The first assessment report has not made any evaluative observations and/ or suggestions with reference to curricular aspects. The assessment report is positive about the initiative taken by us and concurs with our approach in the subject matter.

Notwithstanding the above, we at Amity Institute of Education have continued to maintain these initiatives and actions to keep the curriculum relevant and contextual. We have managed to periodically obtain environmental feedback for its execution and accordingly made recommendations to GGSIP University. Latest communication to GGSIP University that includes the views of students community, faculty members and visiting academic luminaries has been sent on 13 October 2016 and the same is enclosed as ***Annexure 9***.

Evidently, we have continued to evolve in this manner to ensure that our students live up to the challenges posed by technology intervention and emerging market needs and are well groomed to fit in any given set of teaching learning scenario.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Post revision of B Ed course in the year 2015, it was necessary to realign our strategy for execution of the curriculum in most effective manner. Some of the concrete measures taken to ensure sustenance and enhancement of quality are mentioned here:-

1. A series of specially configured workshops by our faculty members were organized for the B Ed first year students to ensure they are oriented and well equipped to stay receptive during the execution of the revised curriculum. After the positive response and benefits observed it has been decided to continue these for coming batches. These workshops are:-

- (a) Workshop 1: Journal Writing
- (b) Workshop 2: Reflection on a significant event or experience in Life.
- (c) Workshop 3: Observation Skills.
- (d) Workshop 4: Mindfulness
- (e) Workshop 5: Working in Groups (Group Dynamics)
- (f) Workshop 6: Viewing and Analysing Films.
- (g) Workshop 7: Maintenance of School Records.

2. There have been renewed focus on enriching the faculty members to promote quality in teacher education programs. In this context participation of our faculty members in a number of events organized by AIE, Saket has been facilitated. Some of these are:-

- (a) A Management Development Program on the theme, “School Experience Program (SEP) – Train to Teach Challenges and Opportunities” was conducted to train our faculty on 24 January 2017.

- (b) Another five day Faculty Development program was conducted on the theme “Empowering Teacher Educators to Teach through 5 Es of Success – Exploration, Enrichment, Expansion, Excellence and Enjoyment in the Evolving World of Education” from 30 January to 03 February 2017.
 - (c) National Seminar on “Empowering Teachers as Ambassadors of change in fostering Discipline in Students” was organized on 21 February 2017.
 - (d) On 1 February 2016, Dr K B Kumar, Director IBHAS, New Delhi delivered a guest lecture to our faculty and students on “Guidance & Counselling”.
 - (e) A Faculty Enrichment Program (FEP) was organized on the theme “Evaluation and Feedback Mechanism to Promote Excellence in Teacher Quality” on 12 March 2015.
3. The Amity Institute of Education, Amity University Uttar Pradesh in collaboration with Amity Institute of Education, New Delhi, GGSIP University New Delhi organized a ‘Lecture cum Workshop on Action Research’ at Amity Institute of Education, AUUP, on January 24, 2014.
 4. Amity Institute of Education, New Delhi also organized a workshop on the theme “Training to become a Reflective Teacher” on 2nd April, 2014. The participants of this workshop came from 9 Universities and Twenty- Three colleges of NCR.
 5. Best Teacher Award was introduced for the first time based on 360 degree evaluation system to recognize exceptional efforts put in by our faculty members.
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CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENTS 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?

Amity Institute of Education, Saket, New Delhi, a part of Ritnand Balved Education Foundation, is affiliated to Guru Gobind Singh Indraprastha University, which is a state University of Delhi State.

The institution was established in 1999 and has an intake of two units (100 students) per year in the two year course of B.Ed.

The eligibility criterion for admission to the course is Bachelor's degree in Humanities, social sciences, arts, commerce or science with fifty percent marks.

Out of hundred students ninety students are given admission in the institute through the counseling sessions carried out by the university and the remaining ten students are given admission through the management quota for which the counseling is conducted by the institute itself on the guidelines given by the University. The institute has nothing to do with the university counseling of the 90 seats as mentioned above. It is the prerogative of the university to select the candidates for Amity Institute of Education, New Delhi. The institute's representatives are not allowed to attend the counseling.

For the management quota admission, the institute follows the procedure of first advertising the seats in Hindi and English daily national papers as per given guidelines by university. The notification consists the details regarding the eligibility criterion, availability of forms and important dates for admission.

As per the admission policy the merit list for all those who apply for management seats in our institute is displayed on the website of Amity Institute of Education, New Delhi and the institute's notice board. The criterion for the admission through management quota is made very transparent to all the students and their parents before the commencement of the admission on the scheduled date.

Apart from the newspapers the notification is also updated on the institute's website and on the notice boards at the institute. The University Prospectus also has the detailed information about the institute and the fee structure and other information regarding the institute. (***Annexure 10 Fee structure from the prospectus and the copy of the brochure for seat allotment***).

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

The programmes are advertised through the following means:

- Advertisements in the National newspapers
- Annual Prospectus of the University
- Website of the Institute: <http://www.amity.edu/aie/> has all the details regarding the programmes.

The website of the institute has all the important information pertaining to the procedure for admission, dates of admission and related notifications. The events and achievements of the institute are highlighted on the Amity University website (www.amity.edu/events) which is updated regularly with the key features and details. (**Annexure 11 Photocopy of main page of institute's website with a few reports of recent events.**)

Advertisements are published for management quota in both Hindi and English newspapers; thereafter a merit list is prepared as per the set norms and notified on the website for counseling. After this there is selection of students through committee systems and approval of authorities. The selected candidates' list is displayed on the institute notice board as well as on the Website of the institute. (**Annexure 12 Advertisement of Management Quota both in Hindi and English newspaper**)

The prospectus has all the details regarding the fee structure, seat allocation, eligibility criteria, important dates etc. (**Annexure 10 Fee structure from the prospectus and the copy of the brochure for seat allotment**).

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

The Institute follows a clear admission policy. Admission into the B.Ed course is done through Entrance Tests conducted by the GGSIP University and then counseling done by the University on prescribed dates as per the Reservation rules of the State Government. (**Annexure 13 of List of students of the academic year**)

Ninety students are selected by the GGSIP University after counseling purely on the basis of merit and allocation of seats for different categories. The dates of the entrance and counseling session are decided by the University and it is totally done under their supervision and in presence of University's representatives in the University campus.

The student admission under the management quota is done by the institute. The criterion for selection is based on the counseling held in the institution and the marks obtained in the graduation. After selection the report is sent to the University along with the details of the students selected and the criteria laid down while selecting the candidates.

Transparency is ensured from the stage of notification till the completion of admission process ensuring access, equity, social justice and adherence to rules. (***Annexure 14 of selected management quota students***)

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 students who are differently-abled or from SC/ST quota or the weaker sections are given admission as per the university norms, to ensure empowerment of the various sections of the society. (***Annexure 15 List of students who are come from different quotas***)

Students at Amity Institute of Education, New Delhi come from diverse economic backgrounds, as they are selected by the university on the basis of merit.

The motto of our institute is “Where Modernity blends with tradition”. We believe in respecting and celebrating the rich and diverse cultural heritage of our country. It is a ritual at AIE, New Delhi to celebrate all festivals with great zeal and fervor. All these celebrations are captured through photographs.

Students at AIE, New Delhi come from different linguistic backgrounds, to aid in their learning the faculty offers explanation of the content in both English as well as Hindi. Keeping in mind the caliber and linguistic background schools for SEP are allotted.

Students who are physically challenged are allotted schools for SEP depending on the distance from their home and their convenience.

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

To get an insight about the student’s knowledge, skills and needs before the commencement of the B.Ed programme, a weeklong orientation programme is held which begins with the auspicious Havana. This one week helps the students unfurl and provides them with the opportunity to gel with their classmates.

Orientation programme is an attempt to know the entry behaviour of the students which forms the base for the teacher educator to accentuate the skills of the students. (***Annexure 16 of the institute’s academic calendar and academic calendar of the University***) (***Annexure 17 of orientation Programme Schedule***)

During the orientation week we help them know the B.Ed programme in a better and clearer manner and clarify any myths and misconceptions about the course structure and the teaching profession on the whole.

A “Talent search” session is organised for the students every year at the conclusion of the orientation programme which helps in unleashing the hidden talents of our students. This also

gives a chance to the faculty members to recognise and familiarize the interest and potential of each student.

As far as assessment of student's knowledge before the commencement of teaching programmes is concerned, "content based examination" is held in the respective teaching subjects of the trainees, so as to review their knowledge of the subject. This also helps them to reflect upon their standing as a teacher trainee.

In addition to the content exam, the students undergo a week long Training workshop which orients them about the Micro-teaching skills, simulated teaching, Preparation and approval of Lesson Plans etc.

Morning assembly is another enriching experience for the trainees wherein they are provided the prospect to hone their communication skills and get acquainted with latest developments and information.

The activities and proceedings of assembly help the trainees to enhance their skills, knowledge level and to be more equipped for professional lives.

2.2 CATERING TO THE DIVERSE NEEDS

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

To ensure conducive environment and development of the students a whole quarter known as **Amity Human Value Quarter** is organized from 28th January to 27th April every year. During the quarter the students give presentations on the important aspects of India like its rich architecture, textiles, craftsmanship, artifacts, literature, poetry, handicrafts, festivals celebrated, important gallantry awards of the country and many more.

The idea behind celebrating this quarter is to cater to the needs of the students who will become the ideal representatives of the society and important agents of transmitting culture and values to the next generation therefore this is the right platform and opportunity where they learn about the multifaceted characteristics of their own country.

The activities conducted (as written below) under this quarter for creating conducive environment were helpful in promoting learning:

- Essay, Poster making & Slogan writing competition
- Regional language songs presentation
- Presentation on the classical & folk dance forms of India
- Presentation on the Gharanas of Hindustani classical music
- Recitation of poems by famous Indian Modern Era and Medieval Era poets
- Presentation on Historical monuments in Delhi
- Presentation on the entire Mughal empire (1526 – 1857), their genealogy, wars, administration, alliances, policies, contribution to culture, art and architecture
- Puppet Show on various themes based on Human Value

- Flower arrangement on the theme – Love for nature, importance of colour & medicinal values
- Presentations about the contributions of the Legends of Indian History in the fight for freedom
- Skit on freedom fighters
- Typical festival of each state
- Typical textiles of each state
- Typical dish/food of each state
- Presentation on the ancient Universities of India
- Presentation on the Mohenjo-Daro & Haddapan civilizations
- Presentation on India art work
- Presentations of the major dams, scientific & atomic research organization of India.

Such presentations are done in the morning hours during the assembly. The students are supposed to prepare a file compiling all the information discussed and presented during this quarter.

Remedial Measures for Students Hailing From Disadvantaged Communities

At AIE all students have access to a well equipped and functional computer lab, in which the students especially from economically weaker sections of the society complete all their technology related assignments with all support from the teachers and peers.

Provision of additional learning – reference material like Books, Review Articles and Reports, CDs and Internet surfing is also provided to the students. Students have to conduct seminars on selected reference topics so that they inculcate the habit of self study, present the required material and justify the content.

Book Bank Facility is also available for the students so that there is no extra burden on the students of disadvantaged group to spend money on the books and these books are available till the exams finish.

Another innovative practice found in Amity institutions is the seven day Military Camp at Amity Military Academy in Manesar. It is a unique experience for the future teachers. This experience ignites in them the importance of endurance, patience and tenacity which are becoming the essential features for surviving in this ever-changing and challenging world.

Every teacher needs to possess an inspirational personality as she or he is the role model for the students. Believing in this notion Personality Development classes are conducted by the faculty on every Monday .Topics mainly covered in the Personality development classes are stress management, group dynamics, motivation, self analysis, facing job interviews, decision making, job etiquettes, resume writing and many more that are correlated to the personality development of the teacher directly and indirectly.

The institute has an intake of 100 students each session and these students are divided into five - six tutorial groups under the supervision of faculty members. These groups are formed through random selection.

The teachers to head the group selects his/her group through lottery system. Tutorial classes are held as a formal provision for providing help to the students to overcome their difficulties, for problem solving and for deeper understanding of their subjects.

During the tutorial classes, the students get an opportunity to discuss on the matters related to education directly or indirectly. They have to submit assignments and presentation on the related topics in education in their tutorial classes. Their tutorial in-charges are responsible for the assessment of their ATR and Educational Book Review which is evaluated internally and externally.

The teacher in-charge of each tutorial group carefully monitors the regularity of attendance, participation in seminars and other activities and also the performance of the students in internal tests/ examinations. Accordingly the students are advised to improve by way of help and remedial/ corrective action. There is provision of meeting of students twice in a week with their tutorial in-charge. (*Annexure 18 of Time Table*)

Apart from the provision of meeting in the time table the teachers or the tutorial in-charge are always available for the students whenever they require any help. The tutorial in-charge marks the performance of the students within the group for their performance and participation in the activities conducted all through the year.

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

The diverse learning needs of the students are taken care of by the following exercises:

- TUTORIALS
- REMEDIAL
- WORKSHOPS
- PRESENTATIONS BY STUDENTS
- ASSIGNMENTS

The analysis of these exercises proves in a way that the diverse learning needs of the students are catered for. The list of tutorials, workshops etc are available in the institute and a report can be found in the students' co-curricular file.

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 diversity and equity in teaching learning process are the important considerations and both these things are taken care of by the institute by organizing visits, conducting workshops, seminars, guest lectures and personality development classes.

The list of these is available in the institute and a report can be found in the student's co-curricular activities file. The personality development file is also available for reference.

In addition to these activities, there are teaching subjects like Language Across Curriculum; Creating Inclusive Schools; Gender, School and Society which deal with the issues of diversity and equity in the teaching learning process.

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

We have tried to acknowledge the knowledge base and sensitivity of the educators towards diverse students' needs by adopting the following measures to evaluate the faculty's competencies:

- Workshops/ seminars/ FDPs attended by them
- Articles read in assembly
- Papers presented / published by them
- Students' feedback about their conduct and transaction of the curriculum
- Interpersonal Skills

A Record of the above mentioned strategies is available at the Institute

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 student teachers are relatively new to their role with respect to the structure and process of schools and classroom teaching. We ensure that they are made aware of all aspects of school teaching including addressing the issues of diversity of the learner and inclusive education. The steps taken for the same are as follows:

- Exposure to different types of schools
- Visits to institutions of Academic diversity, NGOs, Philosophical organisations etc.
- Human value quarter

2.3 TEACHING-LEARNING PROCESS

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

A well equipped library is made available to the students and the faculty and both use the books available in the daily classroom teaching. The computer lab is open all through the day and the students are free to use it for enhancing their learning on the topics taught in class and in making their presentations for the same.

They are taught the computer operations relevant to their curriculum and other IT operations for optimum utilisation of the online resources available for a teacher. They are given time and training on how to surf the internet, browse search engines like Google and access e – journals.

They are trained extensively to use MS-Office (MS-Word, Excel, PowerPoint, Publisher etc.), Create their own Digital Stories, Blogs, Discussion forums etc. These activities develop in the trainees a better understanding on how to use computer more effectively and safely.

Students are divided into various groups homogenously and assigned individual and group projects with an objective of incorporating reflective teaching learning amongst the students. Simulations, role plays, co-operative teaching or peer teaching are used as strong tools of imparting instructions in the classroom.

During the Internship the students are encouraged to learn from their mistakes and are provided with constructive and effective feedback. It is ensured by the supervising faculty that the trainee reflects on his/her mistakes and implements the same in further teaching.

All the subjects in their curriculum are practical based with a list of activities to be conducted in each theory paper. In addition to theory papers there are Practical Papers which are evaluated only on the practical competence displayed by the students in performing the tasks assigned.

Apart from classroom teaching, the institute believes in the integral aim of education i.e. all round development of the student, hence leading to the idea of organising field tours. Tours include local visits to Weather department, historical places in Delhi and nearby places, NCERT and its various departments, Parliament House, Science Centre, Aurobindo Ashram and Ramakrishna Mission etc.

These visits are planned to teach the pupil teachers about the various places in Delhi and their educational value for the teacher and their students. A teacher should be technologically equipped and at the same time she/he should be conscious about the social environment around them and these factors help in enhancing education. By visiting such places they will be aware of similar places in their city and it will help them as a teacher in their near future to take their students to local excursion and the planning and execution of trips.

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?

Along with lecture methods the teacher educators adopt other methods of teaching, like, ICT enabled presentation, CAI packages, co-operative learning, team project works, assignments, case studies, preparation of charts, models, quiz programs etc.

The institution has the important equipments required for effective instruction in teacher education, including the hardware and software support for practicing modern educational technology.

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.

The course of B.Ed is taught with a blend of various approaches as per the need of the content. The quality and quantum of the teaching methods and learning strategies (lecturing, discussion, group discussion, question answers, case studies, role play, illustrations, and special lectures) and the practical aspects of the teaching methods depend upon the topics being dealt with. Interactions are encouraged all through the teaching learning process.

The principles of other techniques and methods of teaching used to facilitate learning amongst the students and to enhance their skills of teaching and learning are as followed for example using Inductive thinking, Concept Attainment, Advance Organizers, Role Playing, Cybernetics and Constructivist model. At AIE we believe more in Social Constructivism where teaching learning process is facilitated with peer

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.

As per the new prescribed curriculum there is no specific mention of any particular model of teaching to be discussed in any of the subjects. But we have in past been encouraging our students to prepare lesson plans based on the two of the models of teaching (Bruner's Concept Attainment Model and Ausubel's Advanced Organiser Model) in the core paper of Curriculum and Instruction. This core paper is not taught with the same name and content.

In general we follow the Herbitarian Model for preparing Lesson Plans with a few modifications of our own as per the changing needs.

2.3.5 Do the student teachers use micro-teaching technique for developing teaching skills?

If yes, list the skills practiced and number of lessons given by each student per skill.

Before the commencement of School Experience Programme the student teachers undergo micro teaching programme. (*Annexure 19* Schedule of microteaching). In this programme the faculty members teach the various skills to the students. The faculties firstly give the overview of microteaching and its benefits for the teacher trainees. Then they demonstrate a few skills like Skill of Introduction, Questioning, Explanation, Reinforcement, Illustration, Closure, Stimulus Variation etc. All this is taught and they are told to make micro plans on the skills so that they can get hands on experience on the skills. The number of lessons given by each student is five per skill.

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.)

School Experience Programme (SEP) was of forty days before the change in the time duration of the B.Ed programme to Two years.

With this change in the duration, the School Experience Programme has been spread over three semesters. In the first and the second semester the students are required to visit the schools for duration of Two weeks and it is termed as Pre-School experience (PSE) I and II. The third semester is fully dedicated to the teaching experience of duration of sixteen weeks.

The schools for SEP are chosen keeping in view the distance, caliber, academic and personal background of the students. (*Annexure 20* List of students doing their TP in the allotted schools.)

For SEP the pupil teacher has to deliver twenty five lessons in each pedagogy and get half of the total lessons supervised from the faculty in charge. In addition to these lessons, Two Multimedia lesson plans and two discussion lessons in each pedagogy are also to be delivered in the presence of the supervisor.

On an average each student gives a minimum of two and a maximum of 5-6 lessons per day depending upon the availability of classes in the school on a given day.

The supervisor on duty in a particular school supervises 10-15 lessons in total depending upon the number of students in that school and the number of classes they take. On a given day the supervisor covers two schools hence making the total number of lessons supervised to as many as 20-30.

Pupil teachers have to assess their peer for ten classes i.e. five of their own subjects and five of different subjects and maintain a record of this assessment. This is done in order to help them evolve as better teachers and to learn from each other by observing their negative and positive aspects of teaching. (***Annexure 21 The Peer assessment form***)

Both qualitative and quantitative feedbacks are provided by the faculty supervising the students during their classroom teaching and on the preparation and presentation of the lesson plan. The feedback is given individually both verbally and in written form on the same day as the supervisions take place.

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

The process of internship involves the preparation phase of identifying the schools in the vicinity and the surrounding areas of the institute. Letters are sent to the respective Principals of schools for seeking their permission for the different time durations of the three phase SEP of our trainees. After receiving the letter of consent or verbal confirmations we allot these schools to the trainee teachers depending upon their background and medium of instruction and the requirement of school. For this the faculty members are consulted as they observe the students more closely in the daily classroom discussions.

During the teaching practice or internship the students are to stay in the schools all through the day as per the school timings. In addition to the classes they deliver, the trainees are involved in various activities of the school like celebrations of important days, ceremonies, PTA meets, co-curricular activities, bulletin board decoration etc. The trainees are instructed by the institute to maintain record of their participation and daily routine in the form of a journal.

The trainees also conduct a test of the content taught by them to the students and prepare an Achievement Test Report at the end of the internship.

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.

Before our students start their teaching in the classes of a specific school the convenience of the school is taken into consideration so that they can provide us dates to begin the teaching practice as per our request.

After their micro teaching workshop, the students are asked to visit the Principal of the allotted school and also the concerned subject teachers of the schools in order to have an idea of the periods and lessons which are assigned to them for teaching during the SEP.

The pattern of the lesson plans made by the students is as described and demonstrated in the institute, but, before the selection of the topic of teaching and the content of it the trainees are to ensure that the subject teacher of the assigned school is in approval of their choice. Hence they prepare the lesson plan as per the requirements of the school but on the structure provided by the institute.

The Head of the concerned school keeps a constant check on the trainees and regularly sends a report of these trainees' progress to the institute. At the end of the practice teaching the institute sends a letter of thanks and gratitude to the schools acknowledging their unending support and guidance.

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

Diversity is an evident aspect of any teaching set up. This diversity can vary in terms of students' cultural background, intellectual levels or in terms of any physical abilities.

We at AIE, New Delhi ensure that the student teacher is fully prepared to face and manage the diverse learning needs of their students by the following steps:

- Tutorials
- Remedial
- Workshops
- Presentations by students
- Assignments

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

With the advent of technology, it has become mandatory for every person to be well versed in its use. So is the case with the teachers. Hence we at AIE, New Delhi train our students in the following aspects which involve the use of technology:

- ICT Lesson plans
- Preparing Digital portfolios/e portfolios
- Digital Story Making
- Opening Discussion forums
- Making their own blogs
- Designing worksheets
- Drafting question papers
- Using technology in construction of Teaching aids

- Using internet to provide additional information
- Preparation of educational games
- Technology driven presentations
- Resume Writing
- Report Writing

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 both the school staff and the mentor teachers are actively involved in the planning and implementation of lessons by the trainees in the practice teaching. Before our students start their teaching in the classes of a specific school the convenience of the school is taken into consideration so that they can provide us dates to begin the teaching practice as per our request.

After their micro teaching workshop, the students are asked to visit the Principal of the allotted school and also the concerned subject teachers of the schools in order to have an idea of the periods and lessons which are assigned to them for teaching during the SEP.

The pattern of the lesson plans made by the students is as described and demonstrated in the institute, but, before the selection of the topic of teaching and the content of it the trainees are to ensure that the subject teacher of the assigned school is in approval of their choice. Hence they prepare the lesson plan as per the requirements of the school but on the structure provided by the institute.

The Head of the concerned school keeps a constant check on the trainees and regularly sends a report of these trainees' progress to the institute. At the end of the practice teaching the institute sends a letter of thanks and gratitude to the schools acknowledging their unending support and guidance.

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 ratio of the school and the identified students' is generally 1: 5. The variation in this ratio occurs because of various reasons which may include the subjects (at times we have many students or very few students offering a particular subject, the area from where the students are coming and the availability of schools in that area, the medium of instructions etc.

The decision is mutual between the school authorities and the institute. The number of students also depends on the commuting facility. Usually 4 to 6 students are sent in every school but about 10 students are also sent in the government schools if they ask for. Therefore we take a variety of schools to provide maximum exposure of diverse environments to our students. (*Annexure 22 List* of SEP schools for the session 2015-2017)

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

Students are given feedback in both written as well as verbal form. The faculty supervising the lesson of the trainee gives remarks and suggestions in the lesson plan file of the trainee and later discusses his/her teaching after the class is over. This helps the students to evolve as better teachers. The remarks are generally positive to ensure that the students remain motivated with few suggestions to improve.

The trainees also have an additional Supervisor's Report File which has the criterion for the assessment of their teaching. It is a five point scale and after the supervisor has entered her observations in it the trainee can objectively see the specific areas of improvement in his/her teaching style and methodology.

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

- Visit to eminent educational bodies like NCERT, NUEPA, CBSE etc where they have one to one interactions with various departments and get to know the latest in the field of education and teacher education in particular.
- Visits to various schools in the beginning of the session and before the commencement of SEP so that the students can clarify their doubts about the functioning of the schools and get a better understanding about the educational needs and policies of the specific schools.
- Guest lectures are also arranged in order to acquaint the students about the educational developments and policies.

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

The students and the faculty keep pace with recent developments in their disciplines by perusing research journals, latest reference books, participating in national seminars / workshops / symposium / refresher courses/ internet browsing and interactions with experts.

The students are encouraged to read the magazines, journals, CD-ROM databases and latest information available on the internet. The students are encouraged to present papers in seminars on recent developments. Such interactions are mutually beneficial to the students and the faculty. Special lectures are organised where experts address the students and teachers, which helps in equipping students and faculty with latest information.

Institute does a regular and continuous evaluation of their teachers and looks into the progress of the teacher educators at regular intervals. This process is done to see the present performance of the teacher educators and their research aptitude and enthusiasm to do action research and other related activities performed by the teachers apart from their regular teaching. Such activities help

in the professional and personal growth of the teacher and in lieu it uplifts the name of the institute in the fraternity.

For this the institute evaluates the teachers on their teaching and research work as well as extension performance based on their **Self Appraisal Reports (SAR)/ Personal Appraisal Reports (PAR)**. This evaluation based on SARs/ PARs helps in ensuring academic accountability of teachers and monitoring their major research projects and other academic activities. (*Annexure 23 Self Appraisal Forms and Student Feedback*)

On the lines of formative and summative evaluation the teachers are also evaluated by the students and their analyses and outcome are intimated to the teachers concerned, which helps in improving their performance. Apart from the institute the evaluation is also done by the Administrative and Academic Audit Committee which consists of internal and external experts from the educational fraternity.

Ways of Evaluation of Teachers by the Students

The Institute has introduced evaluation of the teachers by the students through a feedback form. The feedback from the students is obtained teacher-wise and course-wise. The model questionnaire is used for this purpose. The technical support committee reviews these feedback forms and gives the analyzed evaluative report teacher-wise. These analyzed reports are perused by the Principal of the institute and the higher authorities which in turn decide the outcome of the feedback analysis and then they inform to each teacher for their further improvement. The teachers are shown this feed back. The purpose is to improve the quality of teaching learning and other aspects of the training rather than finding faults.

Promotion of Self Appraisal of Teachers and Evaluation by the Principal

Further the SAR/ PAR's are given to the teachers at regular intervals and in the end of the session too and it is reviewed in light of the performances of the fellow teachers in the institute and through a well maintained and stated mechanism.

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 progress of an institute lies in the growth of its employees. The same is taken care of at Amity Institute of Education, New Delhi by the following measures:

- An Outstanding Teacher Award has been introduced in the institute to motivate the faculty members to perform with the best of their efforts.
- Staff is actively involved in various committees like sports committee, hospitality committee, etc.
- Staff has played a crucial role in various training programmes organised by the institute at national and international levels.
- Faculty is motivated to write articles and papers and get it published in eminent national/international journals.
- Faculty members have been the resource persons in various workshops and training programmes conducted by the institute.

- They are sent for various workshops, paper presentations, conferences etc held by other institutions all over the country.

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

An Outstanding Teacher Award is given to one of the faculty member. All faculty members are evaluated in four domains:

1. Professionalism
2. Teaching
3. Student Development
4. Institute's Development

The faculty members are marked by the students and management for their contributions and performance in these areas and the result received forms the basis for the choice of the Outstanding Faculty.

In addition, a letter of commendation by the Founder President of Ritnand Balved Education Foundation, which is the umbrella of Amity Institute of Education, New Delhi, and by the Principal of the institute, is readout to the teachers for their efforts at several occasions. The staff is also given a book with some inspirational themes along with a message from the Founder President, RBEF. The good workers are also nominated to be a part of workshops at national and international level.

2.5 EVALUATION PROCESS AND REFORMS

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

The barriers to student learning are identified, communicated and addressed

Identification of barriers

- Pattern of participation of students in classroom discussions.
- Feedback received from students about their understanding of the curriculum and the learning experiences provided.
- Observation by faculty at formal and informal levels

Common barriers identified

- Student attitudes, beliefs and perceptions
- Teacher expectations and beliefs
- Resource coordination
- Student and family assistance
- Personal issues-income, family situation, health
- Study skills including time management

Addressing these barrier

- Encouraging teachers to use new approaches in the instruction of low achieving students
- Motivating professional development activities, classroom instruction, and programs that go beyond the surface in celebrating diversity
- Building a strong commitment among staff members to empower students through their instructions
- Remedial classes for topics if the need is felt
- Tutorial classes for addressing the personal barriers

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

A firm and continuous pattern is followed to evaluate the students of the institute. The evaluation pattern is followed as prescribed by the university. The institute has developed adequate systems for the assessment of students' knowledge and skills. The Institute has provision for continuous comprehensive evaluation to decide whether all the objectives have been attained at appropriate points of time. Supervision and assessment of practical work is done using defensible methods. The criteria of assigning marks for different areas of academic work and non scholastic activities are well laid out. Students are given a clear picture well in advance about the various kinds of methods intended to be used for their evaluation.

Along with the Annual examination system that is held according to prescribed dates by the GGSIP University, institute holds various formative evaluation techniques such as:

- Before going for the SEP the students have to undergo an examination of twenty five marks that focuses on their content knowledge of their subject.
- After the completion of 40% to 50% of the course the students have to give an internal exam of ten marks.
- Out of 100%, 75% is under external marking and 25% internal marking and total number of credits awarded to the B.Ed student is 58. The scheme of credit distribution is given as per the university syllabus.
- The annual examinations are held as per the University notifications and the internal exams are also held during the approximated time given in the University academic calendar.

To maintain the security and confidentiality, the institute keeps the photocopy of all the OMR sheets being sent to the University to tally the marks if required. Apart from that the answer sheets of all the internal examination held are also kept for the records. All the documents are filed and kept under strict observation of the Principal in her cabin.

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

In the beginning of the session, i.e. in the orientation programme itself the students are given the overview of the examination system.

Once the students have appeared in the various tests and internal exams, their answer sheets are evaluated and the answers and their scorings are discussed in the class later. If any discrepancy is found in terms of correction or marking of the answers, it is corrected on the spot.

Immediately after the test papers/assignment is evaluated, every student is personally called for and pointed out their mistakes and given suitable suggestions for their better performance. The performance of the students in class tests and other university examinations are discussed in the departmental meeting and suitable remedial measures have been taken.

2.5.4 How ICT is used in assessment and evaluation processes?

The teachers have facility to use internet and they even teach their students through various A-V aids. All the teachers are already aware of the effective use of Computers and other A-V aids therefore they use them in their teaching learning process. Apart from this the ACDs and VCDs are also available in the library from NCERT and other related organizations that the teachers can use from time to time to teach their students.

Use of ICT in Evaluation

The examination forms filled by the students, the marks allotted to the students for the internal assessment of all subjects and all internal and external practical examinations including School Experience Programme are filled in the OMR sheets as sent by the University.

Before filling in the final marks, rough draft is prepared keeping in mind the students' performance all through the year. For this each faculty member is given printed sheets with all details of roll numbers, names and subject codes and they are asked to fill in the respective columns.

Apart from the final marks sent to the university, a proper record both in soft and hard copies of marks scored by each student in different tests and exams is maintained at the institute. The question paper for various internal exams are printed in the institute itself and a proper record of the same is maintained.

2.6 BEST PRACTICES IN TEACHING, LEARNING AND EVALUATION

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

The institute has made a niche of itself in the last 18 years. There are many innovative practices in the teaching learning process that have been carried out by the institute. The innovative techniques carried out are as follows:

- Creation of a richer learning environment through the faculty's use of OHP, LCD projector, Computers, Laptops, Internet, VCD and DVD
- Attempts at supplementing face-to-face instruction with virtual support.
- Educational visits, excursions and study tours are encouraged.
- Guest lectures are organized periodically.
- Faculty is accorded permission to attend and participate in refresher courses, seminars, conferences and workshops.
- Personality development classes
- Military Training Camp
- Human Value Quarter
- Content based examination before the commencement of Teaching Practice

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

The institution reflects on the best practice in the delivery of instruction, including use of technology by the following ways:

- By recognizing the students' needs both professional and personal
- Considering diversity of students, learning patterns and teaching practices
- Realizing the need to thrive in a knowledge based economy

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning and Evaluation* and how have they been acted upon?

The observations made during the first cycle were positive and an encouraging aspect for us to keep following our current practices with greater precision and vigour. The visiting team was mostly happy and satisfied with the Teaching Learning and Evaluation patterns followed in the institute.

There were suggestions on which we have taken actions too, these are as follows:

- The Computer Lab has been upgraded twice after the last cycle keeping in mind the need of strengthening and modernising the ICT facilities to the students and faculty members.
- Each faculty has been provided with individual work stations and Computers so that they can better plan their teaching and contribute to their research growth.
- The institute encourages and guides students to apply for scholarships provided by the affiliating university to help them meet the expenses of their B.Ed programme fee.
- The Evaluation parameters are discussed and communicated to the students so that they can prepare themselves more objectively for the examinations both for practical and theory exams.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Quality has been of paramount concern and significance for our institution right from its inception in the year 1999. It was because of this strive for quality and perfection that we could achieve good grade in our first cycle.

While preparing for the first cycle there were certain observations made for further enhancing our working styles so that better results in terms of quality can be generated.

These measures were:

- Greater dissemination of our work through our website.
- The faculty were provided with greater liberty to transact the curriculum as per the changing needs of the learners. They were encouraged to involve ICT more than usually done.
- During teaching practice preparation more precision and drill was desired so that the trainees perform even better.
- The record keeping of all the teaching material and student submission was encouraged more through the soft copy mode to help save on wastage of paper and efforts of writing assignments.
- Regular academic audits were done both internally and by the affiliating university.
- Faculty contributed 55 Articles over the past five years as compared to 29 in the previous five years.

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?

Research is a prime mandatory activity of the educational field along with regular teaching. All the departments of the education sector are actively engaged in research projects to facilitate manpower, skill and knowledge development, to serve the society in general and for academic excellence in particular.

The faculty at Amity Institute of Education, New Delhi is encouraged to submit new research proposals to different funding agencies, to participate in national and international conferences/symposia, to undergo special research oriented training programs, workshops in the field of teacher training and innovative strategies for enhancing the impact of classroom teaching.

The faculty is regularly deputed to undergo advance training and attend refresher courses in advance research topics.

Curriculum also consists of research oriented topics like review of articles and project work at B.Ed Level. The students are encouraged and trained to write their project reports and assignments using ICT/LCD enabled presentations in partial fulfillment of their degree courses in a few subjects.

The institute subscribes to important national and international journals for reference as per the requirements of the faculty and the students. The journals are subscribed both in print form as well as in e – form.

The Institution has the following provisions to promote faculty participation in research:

- i) Faculty members are granted leaves to pursue research leading to a Ph.D. degree.
- ii) Teachers have access to Institutional facilities to carry out research.
- iii) Institutional support is provided to teachers who undertake funded projects.

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

The major areas of research prioritized by the institute are as follows:

- Adolescence
- Environmental awareness and ethics
- Innovations in Teacher training
- Methods of teaching

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

Yes the institute encourages action research and has also provided training on how to do action research and use it as a tool for improvement to 500 teachers drawn from 35 NGOs of the Delhi NCR under a project granted to us for Training Teacher Teaching the Underprivileged Children by the Royal Embassy of Netherlands.

The trainee teachers are also required to carry out action research during their internship as a means of identifying and resolving certain issues which they come across during their class room teaching.

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

The details of the Seminars/ Conferences/ Workshops **attended and organised by the faculty members in the last five years are as follows:**

SEMINARS AND WORKSHOPS ATTENDED / ORGANISED (2012-2017)

Year 2017

All Faculty members

- All faculty members attended the National Seminar Two-days National Seminar sponsored by Ayodhya Research Centre, Govt. of India, Faziabad on the theme “Bharat ki Jiwan, Sahitya v kala me Ramkatha” on 27th – 28th March, 2017
- All faculty members attended the National Seminar organised jointly with Gandhi Smriti and Darshan Samiti (GSDS) on the theme “Beliefs of Mahatma Gandhi for Vibrant Youth – The Hope of India” on 21st March 2017
- All faculty members attended the National Conference on the Theme “ Significance of Legal Awareness for Teachers” organised by Amity Institute of education, New Delhi in collaboration with Amity Law School, New Delhi and Amity Institute of Education, AUUP, Noida on 07th February 2017
- All faculty members attended the Faculty Development programme (FDP) on the theme “*Empowering Teacher Educators to teach through the 5 E’s of success: Exploration, Enrichment, Expansion, Excellence and Enjoyment in the Evolving world of Education*” from 30th Jan to 03rd February 2017 at Amity Campus, Saket, Delhi
- All Faculty members attended the Management development Development Programme on the theme “**School Experience Programme – Train to Teach Challenges and Opportunities**” on January 24th, 2017 at Amity Institute of Education, New Delhi

Mrs. Puneet Rahi

- Attended National Seminar sponsored by ICPR on the theme “ Meaning of Life” , organised by Amity Institute of Education, AUUP, Noida from 16th – 18th March 2017.

Dr. Sadhna Tyagi

- Attended National Seminar sponsored by ICPR on the theme “ Meaning of Life” , organised by Amity Institute of Education, AUUP, Noida from 16th – 18th March 2017.

Dr. Pratimam Saxena

- Participated in a Round Table Discussion on “Remodelling Global Cooperation to Address Global Challenges” on 25th Jan 2017 at TERI University.

YEAR 2016

Mrs. Puneet Rahi

- Attended the **FDP** on ‘Competency Building of Teacher Educators For Excellence’ organised by GNCE, New Delhi from 25th Nov 2016 – 01st December 2016.
- Attended **three days seminar** on the theme “ Ram Charit Manas ki samajik evum shekshik prasangita” sponsored by Kendriye Hindi Nirdeshalye from 27th- 29th July 2016
- Attended a seminar on the theme “Enhancing Legal Awareness amongst Teacher Trainees” organised by AIE, Saket and Amity Law School, Delhi on 29th March 2016.
- Attended ICPR sponsored - Five Days Workshop on ‘Critical Reflections on the Ancient Indian Schools of Philosophy in the context of Current Education System’ held on 15-19th February 2016 at Amity Institute of Education, AUUP, Noida
- Participated in The Conference on Education at Mother’s International School on 13-14th February 2016

Dr. Sanjna Vij

- Attended the **FDP** on ‘Competency Building of Teacher Educators For Excellence’ organised by GNCE, New Delhi from 25th Nov 2016 – 01st December 2016.
- Attended **three days seminar** on the theme “ Ram Charit Manas ki samajik evum shekshik prasangita” sponsored by Kendriye Hindi Nirdeshalye from 27th- 29th July 2016
- Attended a seminar on the theme “Enhancing Legal Awareness amongst Teacher Trainees” organised by AIE, Saket and Amity Law School, Delhi on 29th March 2016.
- Attended ICPR sponsored - Five Days Workshop on ‘Critical Reflections on the Ancient Indian Schools of Philosophy in the context of Current Education System’ held on 15-19th February 2016 at Amity Institute of Education, AUUP, Noida
- Participated in the two days Conference on Education organized by The Mother's International school on 13th -14th February, 2016

Dr. Sadhna Tyagi

- Attended Seminar on “राम चरित मानस की सामाजिक और शैक्षिक प्रासंगिकता” jointly organized under the aegis of Central Hindi Directorate and Amity Institute of Education
- Attended Seminar on the theme “Enhancing Legal Awareness amongst Teacher Trainees” organised by AIE, Saket and Amity Law School, Delhi on 29th March 2016
- Attended ICPR sponsored - Five Days Workshop on ‘Critical Reflections on the Ancient Indian Schools of Philosophy in the context of Current Education System’ held on 15-19th February 2016 at Amity Institute of Education, AUUP, Noida

Dr. Pratimam Saxena

- Participated in National Workshop on “Critical Reflections on the Ancient Indian Schools of Philosophy in the context of current education system sponsored by Indian Council of philosophical Research (ICPR), New Delhi organized by Amity Institute of Education Amity university campus, Sector 125, NOIDA Uttar Pradesh on 15th-19th Feb 2016.
- Attended a workshop on “Innovations and Challenges: B Ed Curriculum” by AIE NOIDA, Amity University, UP on 26th April 2016.
- Attended International storytelling festival ‘Kathakar” organized at Indira Gandhi National Centre of Arts New Delhi on 4th Nov 2016.
- Participated in a five days faculty development programme organized by Guru Nanak college of education Punjabi Bagh New Delhi on title “competency building of teacher educators for excellence” from 25th of Nov 2016.
- Attended Seminar on “राम चरित मानस की सामाजिक और शैक्षिक प्रासंगिकता” jointly organized under the aegis of Central Hindi Directorate and Amity Institute of Education

Dr. Sukhjit Kaur Mahal

- Attended a work shop on “Critical Reflections on the Ancient Indian Schools of philosophy in the context of current Education System” sponsored by Indian council of philosophical research (ICPR), New Delhi, held on 15th-19th February 2016 at Amity Institute of Education, Amity University campus, Sector -125, Noida, Uttar Pradesh.

Ms. Deepti Madhura

- Attended National Seminar organised by Central Hindi Directorate, Department of Higher Education, MHRD at Amity Institute of Education, Delhi from 27th -29th July 2016 on the theme “Ramcharitmanas ki samajik evam shikshik prasangikta”
- National Workshop organised by Amity Institute of Education, Amity University sponsored by ICPR from 15th -19th Feb 2016 on the theme “Critical Reflections on the Ancient Indian Schools of Philosophy in the context of Current Education System”

Ms. Rajani Upadhyay

- Attended National Seminar organised by Central Hindi Directorate, Department of Higher Education, MHRD at Amity Institute of Education, Delhi from 27th -29th July 2016 on the theme“ Ramcharitmanas ki samajik evam shikshik prasangikta”

Ms. Yogita Vyas

- Attended National Seminar organised by Central Hindi Directorate, Department of Higher Education, MHRD at Amity Institute of Education, Delhi from 27th -29th July 2016 on the theme“ Ramcharitmanas ki samajik evam shikshik prasangikta”

YEAR 2015

Mrs. Puneet Rahi

- National Seminar on the theme "Adhunik YugMein Hindi Bhasha Ka Mahatv Evam Upyogita" sponsored by National Testing Service(NTS), Mysore - 7th & 8th December, 2015
- Attended ICSSR sponsored National Seminar on the theme “Right to Education: Equal Rights and Opportunities for Social Participation of Students from Marginalised Sections of the Society” on 07th October 2015 at Amity Institute of Education, Saket, New Delhi.
- Attended the 8th CMS VATAVARAN - International Environment & Wildlife Film Festival and Forum at the Convention Centre, New Delhi on 12th October 2015.
- Attended Lecture series at Amity Institute of Education, AUUP on 13th October 2015

Dr. Sanjna Vij

- Participated in the one day National Seminar on the theme “Right to Education: Equal Rights and Opportunities for Social Participation of Students from Marginalised Sections of the Society sponsored by ICSSR, ND organised by AIE,ND on 07th October,2015
- Participated in the “Teacher Leadership Management Training Programme” as a part of the Nationwide research on Teacher Attrition & Teacher Retention’15 in Indian Schools conducted by Edu Excellence Educational Society at IIT Delhi in July 2015
- Participated in one day National conference on "Policy Changes in Teacher education Programme: Accomplishing the Vision held on 03 March, 2015 At Amity University, AUUP
- Participate in National Conference organized by Amity Institute of Education, New Delhi on “Corporate Governance and its Role in Minimizing the Isolation of Teacher Education” sponsored by Guru Gobind Singh Indraprastha University, New Delhi held on 2015
- Participated in the “Inaugural Lecture on Swami Vivekananda” organized by National Council of Teacher Education (NCTE), MHRD, New Delhi on 12th Jan, 2015 at FICCI auditorium, New Delhi

- Participated one day Faculty Enrichment Programme (FEP) at Amity Institute of Education, New Delhi on "Evaluation and Feedback Mechanism to promote Excellence in Teacher Quality " held on 12th March, 2015

Dr. Sadhna Tyagi

- Attended Seminar on “Right to Education: Equal Rights and opportunities for Social participation of students from marginalized sections of the society”, held at Amity Institute of Education on 07th October 2015
- Participated one day Faculty Enrichment Programme (FEP) at Amity Institute of Education, New Delhi on "Evaluation and Feedback Mechanism to promote Excellence in Teacher Quality " held on 12th March, 2015

Dr. Pratimam Saxena

- Participated in a Faculty Development programme from 16 -17 January 2015 on “Nurturing Research Skills among teacher educators” held at Guru Nanak College of Education New Delhi.
- Participated in a FEP on “Evaluation and feedback mechanism to promote excellence in teacher quality” held on 12 March 2015 at Amity Institute of Education, Saket New Delhi.
- Participated in seminar on “Right to Education: Equal Rights and Opportunities for social Participation of students from marginalized sections of the society”. Conducted by Amity Institute of Education, Saket, New Delhi on 7th October 2015.

Dr. Sukhjit Kaur Mahal

- Attended Seminar on “Right to Education: Equal Rights and opportunities for Social participation of students from marginalized sections of the society”, held at Amity Institute of Education ,on 07th October,2015.
- Attended Faculty Enrichment Programme on “Evaluation and Feedback Mechanism to promote Excellence in Teacher Quality” on 12th March 2015 held at ` Amity Institute of Education, New Delhi
- Participated in faculty development programme on 16th-17th January 2015 on the topic” Nurturing research skills among teacher educators” held at Guru Nanak College of Education, New Delhi

Ms. Deepti Madhura

- National Seminar on “Pedagogical Discourse in Teacher Education: Using Films as a Pedagogic Tools” in association with USEFI organized on Sept7th 2015 at Lady Shri Ram College for Women, Delhi University.
- Faculty Enrichment Programme on March 12 th ,2015 on the theme “Evaluation and Feedback Mechanism to Promote Excellence in Teacher Quality” organised by Amity Institute of Education, Saket, New Delhi.

Ms. Rajani Upadhayay

- Education in transition: Moving towards a performance driven teaching and learning culture on 22nd Jan 2015 at Ideal institute of management & technology and school of law.
- Right to education: equal rights and opportunities for social participation of students from marginalized sections of the society held at AIE saket ND on 7th Oct 2015.
- Evaluation and feedback mechanism to promote excellence in teacher quality held on 12th march 2015 at AIE saket ND.

Ms. Yogita Vyas

- Participated in a seminar on Right to education: Equal rights and opportunities for social participation of students from marginalized sections of the society, organized by Amity institute of education on 7th Oct. 2015
- Participated in a workshop organized by DESS, NCERT, reg. Review and finalization of human ecology and family sciences textbooks for class XIIth From 9-12TH Feb. 2015.
- Participated in a workshop organized by Department of Education in Social Sciences, NCERT reg. Review and finalization of human ecology and family sciences textbooks for class XIIth from 23-27 Feb. 2015.

YEAR 2014

Mrs. Puneet Rahi

- ‘Lecture cum Workshop on Action Research’ organized by The Amity Institute of Education, Amity University Uttar Pradesh in collaboration with Amity Institute of Education, New Delhi, GGSIP University New Delhi at Amity Institute of Education, AUUP, on January 24, 2014
- Attended Two Days workshop on Development and Management of the National Repository Of Open Educational Resources Held on 4th and 5th March 2014 at Amity Institute of Education, Amity University Uttar Pradesh jointly organized by Central Institute of Educational Technology CIET, National Council of Educational Research and Training and Amity institute of Education, Amity University, Uttar Pradesh
- Attended Faculty Development Programme on the topic “orientation on NTeQ Model” organized by Guru Nanak College of Education on 25.2. 2014.
- Participated and presented a paper in Annual conference on “Education for changing world challenges for teacher education” organized by Diet Moti Bagh on 19 March 2014

Dr. Sanjna Vij

- Participated in one day Workshop on "Training to become Reflective Teacher" at Amity Institute of Education, New Delhi on 02nd April, 2014 (Member of Organising Team)
- Participated in the Workshop on “ Chalk Board Writing “ on 27th February ,2014 held at Amity Institute of Education, New Delhi

- Participated at the IDA Connect Workshop at World Didac India 2014 for the session “How can Technology Enhance your teaching-The UK Approach” conducted by Eurotalk, Data Harvest, GL Education held on 10th-12th Sep,2014
- Participated at the IDA Connect Workshop at Worlddidac India 2014 for the session “E-Content Development for E-Pathshala Project” conducted by Centre for e-learning, khalsa College, Delhi University held on 10th-12th Sep,2014
- Participated in the two days Workshop on National Repository of Open Educational Resources (NROER) jointly organized by CIET,NCERT Amity University, AUUP on 04th - 05th March,2014
- Participated in the Workshop on “Literacy Learning in the Early Years” conducted by Australian Council for Educational Research (ACER) on 06th Feb,2014
- Participated in Faculty Enrichment Programme (FEP) on the theme:"Enhancement of Research Skills for Professional Development of Educators" on 30th April, 2014. (Member of Organising Team)
- Participated in the FDP on “Imparting Quality Education: Role of Performing & Reforming Leaders ” held on 01st March 2014 organized by Bharati Vidyapeeth University Institute of Management & Research

Dr. Sadhna Tyagi

- Attended National Conference on “Corporate Governance and its role in minimising the Isolation of Teacher Education” held at Amity Institute of Education , Saket, New Delhi on 12th-13th November 2014.
- Participated at the IDA Connect Workshop at Worlddidac India 2014 for the session “How can Technology Enhance your teaching-The UK Approach” conducted by Eurotalk, Data Harvest, GL Education held on 10th-12th Sep,2014
- Participated at the IDA Connect Workshop at Worlddidac India 2014 for the session “E-Content Development for E-Pathshala Project” conducted by Centre for e-learning, khalsa College, Delhi University held on 10th-12th Sep,2014
- Participated in the two days Workshop on National Repository of Open Educational Resources (NROER) jointly organized by CIET,NCERT Amity University, AUUP on 04th - 05th March,2014
- Participated in a Faculty Development Programme on NTeQ Model held at Guru Nanak College of Education Panjabi Bagh New Delhi on 25 Feb 2014.

Dr. Pratimam Saxena

- Participated in a Faculty Development Programme on NTeQ Model held at Guru Nanak College of Education Panjabi Bagh New Delhi on 25 Feb 2014.
- Participated in a two day workshop on NROER at Amity Institute of Education, Amity University NOIDA UP held on 4, 5 March 2014.
- Participated and presented a paper in a seminar on” Brain based learning with Technology support” at KIRAS on 8 March 2014.
- Participated and presented a paper in Annual conference on “Education for changing world challenges for teacher education” organized by Diet Moti Bagh on 19 March 2014.
- Participated in one day Workshop on theme “Training to become a Reflective Teacher” organized by Amity institute of Education, Saket, New Delhi on 2 April 2014.

- Attended FDP held by Amity Institute of Education, Saket, New Delhi on “Enhancement of Research Skills for Professional Development of Educators” held on 30 April 2014.
- Attended Workshop at world DIDAC India 10-12 Sept 2014 on “Factors that enhance learning outcomes in the classrooms” conducted by Pearson education.
- Attended Workshop at world DIDAC India 10-12 Sept 2014 on “Overview of connecting classrooms programme” conducted by The British Council.
- Participated in National Conference on “Corporate Governance and its role in minimizing the isolation of teacher Education” on 12-13 Nov 2014 at Amity Institute of Education Saket New Delhi

Dr. Sukhjit Kaur Mahal

- Attended National Conference on “Corporate Governance and its role in minimising the Isolation of Teacher Education” held at Amity Institute of Education ,Saket, New Delhi on 12th-13th November 2014.
- Attended IDA Connect Workshops at Worlddidac India 2014 on overview of connecting classrooms programme conducted by The British Council on 10-12 September 2014.
- Attended IDA Connect Workshops at Worlddidac India 2014 on Factors that Enhance Learning outcomes in the classrooms conducted by Pearson Education on 10-12 September 2014.
- Participated in Faculty Enrichment Programme on “Enhancement of Research Skills for Professional Development of Educators” on 30th April 2014 at Amity Institute of Education, New Delhi.
- Participated in one day workshop on “Training to become Reflective Teacher” on 2nd April 2014 at Amity Institute of Education, New Delhi
- Attended Two Days workshop on Development and Management of the National Repository Of Open Educational Resources Held on 4th and 5th March 2014 at Amity Institute of Education, Amity University Uttar Pradesh jointly organized by Central Institute of Educational Technology CIET, National Council of Educational Research and Training and Amity institute of Education, Amity University, Uttar Pradesh
- Attended Faculty Development Programme on the topic “orientation on NTeQ Model” organized by Guru Nanak College of Education on 25.2. 2014.

Ms. Deepti Madhura

- Workshop on April 2nd , 2014 on the topic “Training to become a Reflective Teacher” organised by Amity Institute of Education,Saket, New Delhi
- National Seminar organised by Kalka Institute for Research and Advanced Studies on 8th March 2014 on the theme “ Brain Based Learning with Technological Support”

Ms. Rajani Upadhyay

- Incorporating global perspective into administration teaching and research on 8th Dec 2014 at Kamal Institute of Higher Education and Advanced Technology ND.

YEAR 2013

Mrs. Puneet Rahi

- Attended a FDP on the theme "**Research for Improving Classroom Practices**" at Kamal Institute of Higher Education & Advanced Technology, New Delhi on the 20th April 2013.
- Participated in the Interactive Session on "**New Education can make the World New**" with Revered J. P. Vaswani at Sadhu Vaswani International School for girls, New Delhi on 28th March 2013.
- Participated in a two days workshop on the theme "**Designing of Achievement Tests for Effective Evaluation of Students' learning**" on the 21st-22nd March 2013 at Amity Institute of Education, New Delhi
- Attended a National Seminar on the theme "**Value Crisis in Existing Indian Society & Role of Education**" on 14th March 2013 at Amity Institute of Education, New Delhi

Dr. Sanjina Vij

- Participated in National Seminar on "Value Crises in Existing Indian Society & Role of Education at Amity Institute of Education, New Delhi. on March 14th, 2013
- Participated in a two days workshop on the theme "**Designing of Achievement Tests for Effective Evaluation of Students' learning**" on the 21st-22nd March 2013 at Amity Institute of Education, New Delhi
- Participated in the Faculty Development Programme (FDP) on "Research for Improving Classroom Practices" on 20th April 2013 organized by Kamal Institute Of Higher Education & Advance Technology

Dr. Sadhna Tyagi

- Participated in two days training cum workshop on 'Designing of achievement Tests for Effective Evaluation of students' Learning' held on 21-22nd March 2013 at Amity Institute of Education. New Delhi. Sponsored by National Testing Service India
- Participated in national seminar on "Value Crisis in Existing Indian Society & Role of Education" held on 14 March 2013 at Amity Institute of Education, Saket, New Delhi

Dr. Pratimam Saxena

- Participated in national seminar on "Value Crisis in Existing Indian Society & Role of Education" held on 14 March 2013 at Amity Institute of Education, Saket, New Delhi.
- Participated in two days workshop on "Designing of Achievement Tests for effective evaluation of student's learning" on 21-22 March 2013 at Amity Institute of Education Saket, New Delhi conducted by NTSE India.
- Participated and presented a paper titled "Quality in Higher Education: Identifying, Developing and Sustaining Best practices" in a two day national seminar held on 16 & 17 May 2013 at Amity Institute of Education Saket, New Delhi.

Dr. Sukhjit Kaur Mahal

- Participated in National Seminar on Quality in Higher Education: Identifying ,developing and sustaining best practices” on 16th -17th May 2013 at Amity Institute of Education, New Delhi.
- Attended a seminar on ‘Value Crisis in Existing Society and Role of Education’ at Amity Institute of Education, New Delhi on 14th March 2013.
- Participated in two days training cum workshop on ‘Designing of achievement Tests for effective Evaluation of students’ Learning” held on 21-22nd March 2013 at Amity Institute of Education. New Delhi. Sponsored by National Testing Service .India

Ms. Rajani Upadhyay

- Quality in higher education: identification, developing and sustaining best practices held at AIE saket ND on 16th to 17th may 2013.
- Technological foundation of education at Sant Haridass College of higher education ND on 21st dec 2013
- Professional development in lifelong learning and extension on 21st to 22nd Oct 2013 at DU.
- Human values and Professional Ethics held at GSSIPU dwarka on 25th to 31st july 2013

YEAR 2012

Mrs. Puneet Rahi

- A two days FDP on the theme "**Transforming Teacher Education: Crafting Directions for Change**" on 10-11 Dec 2012 at Amity Institute of Education, New Delhi
- Attended a Seminar on "**Research and Innovation in Teacher Education: Pragmatic Approach in today’s scenario.**" organized by Amity Institute Education, AUUP on 9th Nov, 2012.
- **A three and a half day workshop** on the theme "**Mindfulness and Applied Ethics in Education**" organized by Ahimsa Trust India in collaboration with Lady Shri Ram College for Women & Bluebells School, New Delhi from 20th -23rd Oct 2012.
- Participated in a seminar for NUFFIC alumni in Delhi Region, on "Dynamics of Research Opportunities in Education, in India and Netherlands” held on 28 Sep 2012.
- **Five day workshop** sponsored by Indian Council of Philosophical Research on the theme "**Relevance of the teaching of Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi and J. Krishnamurti in Context to the Current Educational scenario**" organised by Amity Institute of Education, New Delhi 16th-April to 20th April 2012
- Workshop on the theme “**How to conduct a Research**” on 09 &10th Feb 2012 at Institute of Vocational Studies, Sheikh Sarai New Delhi
- Participated in two days FDP held at Amity Institute of Education Saket New Delhi on theme of “**Transforming Teacher Education: Crafting Directions for Change**” held on 10-11 Dec 2012.

Dr. Sanjna Vij

- Participated in two days Faculty Development Programme (FDP) on "Transforming Teacher Education: Crafting Directions for Change held on 10th-11th Dec,2012 at Amity Institute of Education, New Delhi
- **Five day workshop** sponsored by Indian Council of Philosophical Research on the theme "**Relevance of the teaching of Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi and J. Krishnamurti in Context to the Current Educational scenario**" organised by Amity Institute of Education, New Delhi 16th-April to 20th April 2012

Dr. Sadhna Tyagi

- Attended Five days workshop on “Relevance of the teaching of swami Vivekananda, Sri Aurobindo, mahatma Gandhi and j.krisnamurti in context to the current educational scenario.” held from 16th-April to 20th April 2012 at Amity Institute of education , Saket, New Delhi
- Participated in a seminar for NUFFIC alumni in Delhi Region, on "Dynamics of Research Opportunities in Education, in India and Netherlands” held on 28 Sep 2012.
- Participated in two days Faculty Development Programme (FDP) on "Transforming Teacher Education: Crafting Directions for Change held on 10th-11th Dec,2012 at Amity Institute of Education, New Delhi

Dr. Pratimam Saxena

- Attended a five day workshop on “Relevance of the Teaching of Swami Vivekanand, Sri Aurobindo, Mahatma Gandhi and J Krishnamurti in context of Current Scenario” held from 16 to 20 April, 2012 at AIE, Saket New Delhi.
- Participated in a seminar for NUFFIC alumni in Delhi Region, on "Dynamics of Research Opportunities in Education, in India and Netherlands” held on 28 Sep 2012.
- Attended Global Education and skill summit 2012 from 19th -21st September 2012 organized by India Didactics association at Pragati Maidan, New Delhi.
- Paper presented in a National Seminar on “Research and Innovation in teacher education: Pragmatic Approach in Today’s Scenario” held on 9 Nov 2012 at Amity University NOIDA.
- Participated in two days FDP held at Amity Institute of Education Saket New Delhi on theme of “Transforming Teacher Education: Crafting Directions for Change” held on 10-11 Dec 2012.

Dr. Sukhjit Kaur Mahal

- Attended Faculty development programme of two days at Amity Institute of Education on Transforming Teacher Education, Saket, New Delhi on “Transforming Teacher Education: Crafting Directions for Change ‘ held on 10th and 11th December 2012
- Participated in “Dynamics of Research opportunities in Education in India and The Netherland” Seminar for the Holland Alumni Network –India on 28th Sept 2012 at Amity Institute of education New Delhi

- Attended Five days workshop on “Relevance of the teaching of swami Vivekananda, Sri Aurobindo, mahatma Gandhi and J. Krishnamurti in context to the current educational scenario.” held from 16th-April to 20th April 2012 at Amity Institute of Education, Saket, New Delhi
- Attended orientation programme on psychology Practical and Action research conducted by Lingayas Group on 28.8.12 sponsored by GGS

Ms. Deepti Madhura

- Two day Faculty Development Programme on “Transforming Teacher Education : Crafting a direction for Change” organised by the Guru Gobind Singh University, Delhi at Amity Institute of Education, New Delhi on 10th & 11th Dec. 2012.

Ms. Rajani Upadhyay

- Multiple Intelligences and child centred education by Howard Gardner held at Talkatora Stadium ND on 7th Feb 2012.
- Transforming Teacher Education: Crafting Directions for Change held on 10th and 11th Dec 2012 at AIE Saket ND.

Mrs. Yogita Vyas

- Attended the National seminar on Implementation of Right to Education Act 2009: Challenges and Remedies, organized by SCERT, Delhi held at India Islamic Cultural Centre, Lodhi Road from 12-14, March 2012.
- Participated as resource person in the In-service education programme under SSA for TGT-Hindi organized by SCERT, New Delhi, from 7-11, May, 2012

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 institute over the years has developed a resource pool of PowerPoint presentations, teaching notes, transparencies, and charts, models etc. on several topics related to their curriculum and also for enhancing their teaching skills. Some of the topics on which the instructional and other material has been developed are as follows:

- | | |
|---------------------------------------|---|
| • Alternative systems of Examinations | • Objectives |
| • Problems of Adolescents | • Recruitment norms |
| • How to prepare a question paper | • Organisational climate |
| • How to set an achievement test | • Standard based approaches to Teacher Training – for round table meet of US AID. |
| • Techniques of teaching | • How to open a school |
| • Lesson planning | |

- Creativity and innovation in teaching
- ICT in teacher Education
- Concerns of Adolescents
- Emotional Intelligence
- Using Technology
- Good practices in Teacher Education across the continents
- Auxiliary services in a school
- Quality concerns in teacher education

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

Amity Institute of Education, New Delhi provides several facilities to the faculty members for the preparation and transaction of instructional material. These are as follows:

- | | |
|-----------------------------|---|
| 2. ICT | 7. Mathematics lab |
| 3. Music Room | 8. Science Lab |
| 4. Home Science lab | 9. Social Science lab |
| 5. Art and Craft room | 10. Language lab |
| 6. Clay modeling laboratory | 11. Amity University as a resource pool |

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

To enhance teaching learning process materials developed with the help of ICT such as digital presentations are extensively used. Students are also encouraged to give ICT driven presentations and are also motivated to incorporate ICT in the delivery of lessons.

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

Various training programme focusing on material development are given below:

- Organised by the institution: The institute each year has organised a number of workshops, wherein, one of the workshop on the theme of Designing Question Papers and blue prints helped in the development of instructional material as well. A workshop is organised annually to train in material development through Art and Craft. (*Annexure 24*)
- Attended by the staff: The staff has attended several Workshops and Faculty Development Programmes organised by other institutions. The same are organised in plenty each year in our own institute as well. (*Annexure 25*)
- Training provided to the staff: The staff was provided training in the use of Information Technology in Education by the Faculty of Amity Institute of Information Technology, Amity University Uttar Pradesh, Noida in the year 2015.

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

PUBLICATIONS IN NATIONAL and INTERNATIONAL JOURNALS (2012-2016)

YEAR 2016

Dr. Ranjana Bhatia

Bhatia R. (2016) Article on “The Changing Contours of Secondary Education – Issues and Challenges with special reference to inclusive Education” published in Educational Herald Jan- March, 2016 Vol. 45 No. ISSN 0974-0732 Quarter Journal

Mrs. Puneet Rahi

- **Rahi P. & Vij, S., (2016)** Book Review of **Effective Instructional Strategies – From Theory to Practice, SAGE Publications by Kenneth D. Moore (2012)**, accepted for Publication in the May 2016 Edition of Journal of Indian Education, NCERT
- **Rahi P. (2016)** “Innovations in Teacher Education” published in GNCE Journal of Transforming Teacher Education, Vol. 1/No. 1/Jan-Dec 2016

Dr. Sanjna Vij

- Unit Plan of 6 months special in-service Professional Development Programme for Elementary Teachers(PDPET), 2016 at NIOS

Dr. Sadhna Tyagi

- Published an article on “Emotion Coaching For Successful Teacher-Student Interactions” in August- November 2016; Vol. 1, No.2 No.1 (<http://echetana.com/>)
- Published an article jointly with Dr.Sukhjeet Kaur on “Teacher Education to Support Inclusion” in Chetana Education International/March 2016-June-2016; Vol. 1, No.1(<http://echetana.com/>)

Dr. Pratimam Saxena

- Article titled “Transforming Teacher Education in changing Scenario” published in GNCE journal of transforming teacher education by Guru Nanak college of Education Punjabi Bagh, New Delhi in vol-1/,No (ISSN No awaited) /Jan-Dec 2016.

Dr. Sukhjeet Kaur Mahal

- Article published in International Journal ISSN 2455-8729 Chetana (International educational Journal) on the topic “Teacher Education to support Inclusion” jointly with Dr. Sadhna Tyagi in april 2016

Ms. Rajani Upadhyay

- Research article on ICTs and Teacher Education in Chetana:International Journal. ISSN 2455-8729/Aug-Nov 2016/Vol 1/2.
- Research article on Life skills needed by adolescent in the modern day society in Research Matrix: An international Refereed multidisciplinary journal of applied research. ISSN 2320-7620/Vol-1/Issue-12/April 2016.
- Research paper on Academic achievement in relation to emotional intelligence among youth in View of space: an international refereed multidisciplinary journal of applied research. ISSN 2320-7620/Vol 1/Issue 12/April 2016

Mrs. Yogita Vyas

- **Awareness and Future Vocational Interest of Senior Secondary Students** International Journal of Educational Planning & Administration. ISSN 2249-3093 Volume 6, Number 1 (2016), pp. 55-60.
- **हिन्दी भाषा के सामाजि और सांस्कृतिक परिप्रेक्ष्य** Published in national journal of higher education (Chhavi) Vol.4, Issue 15, April-June 2016, ISSN: 2319-9679.
- **Effective Teaching Practices for Students in Inclusive Classrooms** Communicated for publication in Chetana International Journal of Education, ISSN:223-13613

YEAR 2015

Dr. Ranjana Bhatia

- **Bhatia, Ranjana, Vij, Sanjna, Madhura, Deepti (2015)** “Study of the Level of Anxiety amongst Boys and Girls appearing for Board Examination in Delhi and NCR” Teacher Supoort , A Refereed Journal for Professional Development of Teacher Educators, Vol 4, Number 1,January 2015,NCTE,New Delhi with ISSN 0975-4598

Mrs. Puneet Rahi

- **Rahi P. & Vij, S., (2015)** “Technology and the Rights of the Child” published in The CTE National Journal: Quest for Excellence in Teacher Education, Vol XIII, No. 1, Jan-June, 2015, pp7-13

Dr. Sanjna Vij

- **Rahi P. & Vij, S., (2015)** “Technology and the Rights of the Child” published in The CTE National Journal: Quest for Excellence in Teacher Education, Vol XIII, No. 1, Jan-June, 2015, pp7-13
- **Bhatia, Ranjana, Vij, Sanjna, Madhura, Deepti (2015)** “Study of the Level of Anxiety amongst Boys and Girls appearing for Board Examination in Delhi and NCR” Teacher Supoort , A Refereed Journal for Professional Development of Teacher Educators, Vol 4, Number 1,January 2015,NCTE,New Delhi with ISSN 0975-4598
- “The Construction of Knowledge” Teacher-The International Education Magazine,Vol 9,No-3,July-Sep 2015

Dr. Sadhna Tyagi

- Published an article jointly with Dr.Sukhjeet Kaur on "Role of teachers in using ICT" in Chetna Journal , August 2015 ISSN22331-3613,published by Chakoli Educational & social Development society, Dholpur, Rajasthan. Page no. 51-53
- Article published jointly with Dr.Sukhjeet Kaur on "Right to Education" in journal August 2015 ISSN22331-3613,published by Chakoli Educational & social Development society, Dholpur, Rajasthan. Page no. 51-53
- Article published jointly with Dr.Sukhjeet Kaur in Seminar proceeding published by SCERT ,Defence Colony ,New Delhi, on the theme " The changing contours of Secondary Education – Issues and Challenges" held on 17th March 2015 on the topic " Role of Teachers in using ICT in Secondary Education"

Dr. Sukhjeet Kaur Mahal

- Published an article jointly with Dr. Sadhna Tyagi on "Role of teachers in using ICT" in Chetna Journal ,August 2015 ISSN22331-3613,published by Chakoli Educational & social Development society, Dholpur, Rajasthan. Page no. 51- 53
- Article published jointly with Dr.Sadhna Tyagi on "Right to Education" in Chetna Journal August 2015 ISSN22331-3613, published by Chakoli Educational & social Development society, Dholpur, Rajasthan. Page no. 51-53.
- Article published jointly with Dr. Sadhna Tyagi in Seminar proceedings published by SCERT ,Defence Colony ,New Delhi, on the theme " The changing contours of Secondary Education – Issues and Challenges" held on 17th March 2015 on the topic " Role of Teachers in using ICT in Secondary Education".

Ms. Deepti Madhura

- **Research paper on** "*Study of the Level of Anxiety amongst Boys and Girls Appearing for Board Examination in Delhi and NCR*" published in Teacher Support (A Refereed Journal) NCTE, Vol. 4 No. 1, **Jan 2015**, ISSN 0975-4598.

YEAR 2014

Dr. Ranjana Bhatia

- **Bhatia R. (2014)** "Education of Tribal Children" published in Educational Herald, a Quarterly Journal of Educational Research, Vol. 43, No. 4, October – December 2014, ISSN: 0974-0732.
- **Bhatia R.(2014)** "The Mystery of Good Teaching" published in Vetri Education, Vol. 9, No. 4,October – December 2014, ISSN: 0973-8614.
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- Article published jointly with Dr. Sadhna Tyagi on the topic “Active learning techniques in higher education as the best practices” in Chetna Journal ISSN2231-3613 published in August 2014 page no. 29 to 35

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Ms. Rajani Upadhyay

- Research article on Quality concerns and new methodology: measures of assessment and accreditation of higher educational institutions in View of space: an international multidisciplinary journal of applied research. ISSN 2320-7620 Vol 1/Issue 9/Dec 2013.
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Dr. Sukhjit Kaur Mahal

- “Being attentive in the classroom” in Chetna Sep 2012 ISSN2231-3613, Page 24-26

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

The details of the awards, honors and patents received by the faculty members in last five years are as follows:

- Mrs. Puneet Rahi was Awarded the “Outstanding Teacher Award” for the year 2016-17 by Amity Institute of Education, New Delhi
- Dr. Sanjna Vij, Dr. Sadhna Tyagi, Dr. Pratimam Saxena and Dr. Sukhjeet Kaur were appointed as External Examiners by Amity University Uttar Pradesh, Noida in the years 2016, 2015 and 2014.
- Dr. Ranjana Bhatia and Dr. Sanjna Vij were appointed External Examiners for B.Ed Practical Exams by GGSIP University in the year 2016, 2015, 2014, 2013 and 2012.
- Mrs. Puneet Rahi was appointed External Examiners for B.Ed Practical Exams by GGSIP University in the year 2012.
- Dr. Ranjana Bhatia was appointed as Observer for UGC – NET Exam held on 28th December, 2014 in St. John’s College at Agra.
- Dr. Ranjana Bhatia was invited as a Online Jury Panel for Pearson Teaching Awards for evaluating the nominations of teachers through a feasible online evaluation process portal.
- Dr. Ranjana Bhatia was the Zonal Coordinator of Anugoonj- 2014 , The Annual Cultural Festival of GGSIP University
- Dr. Ranjana Bhatia was the Zonal Coordinator of Anugoonj- 2013 , The Annual Cultural Festival of GGSIP University

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

Details of the research projects completed by the staff members of the institution during the last five years are as follows:

- **A research study on the theme “A study of stress levels among adolescents in government and public schools of Delhi”, as granted by ERIC, Department of Educational Research and Policy Perspectives, NCERT (*Annexure 26*)**

The research was conducted by Dr. Ranjana Bhatia, Prof & Principal, Amity Institute of Education, New Delhi, Dr. Sanjna Vij and Ms. Deepti Madhura Asst. Profs, Amity Institute of Education, New Delhi

3.3 CONSULTANCY

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

The list of organisations to which consultancies have been provided is as follows:

- Bhutan Power Corporation in September and October 2013 (Details attached as *Annexure 27*)
In addition to the Institutional Consultancy provided the faculty members have gone as a representative of the institute to various workshops and Training Programmes as Resource Persons. The details are as follows:
- Directorate General of Resettlement, Indian Army. *Annexure 28*
- Amity International Schools *Annexure 29*

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

Yes the staff members are involved in consultancy. Most of the consultancy is done as per the requirements of the target group as stated by the schools during the needs assessment done by the institute.

The Needs Assessment exercise as conducted by the institute includes systematic exploration of the way things are and the way they should be in the schools or other institutions of education. These "things" are usually associated with organizational and/or individual performance. Based on our interactions with the target organisation this Needs assessment helps us in determining and addressing needs, or "gaps" between current conditions and desired conditions, often used

for improvement in individuals, education/training, organizations, or communities. The need can be a desire to improve current performance or to correct a deficiency.

The areas of competence are as follows:

<ul style="list-style-type: none">▪ Communication Skills▪ Life Skills▪ Methods of Teaching▪ Work Etiquettes▪ Action Research▪ Planning and drafting of Blue Prints and Question Papers▪ Stress Management	<ul style="list-style-type: none">▪ Adolescence▪ Institutional Level Management▪ Time Table Management▪ Arrangement and Organisation of co-curricular and sports activities▪ Guidance and Counseling
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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 revenue generated through consultancy in the last five years is Rs. 04, 27, 500 (BPCL - *Annexure 30*).

This revenue forms a part of the total annual budget and taken care by the management

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

The revenue generated from these consultancies is utilized in the research activities undertaken by the institute, in preparation of the Teaching Learning Material for the consultancies and for the procurement of the resources for conducting further consultancies.

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)

Amity Institute of Education, New Delhi executes projects as granted by various national and international organisations and funding agencies. During the implementation of these projects, workshops and seminars are conducted. We ensure that the teachers of various schools of the NCR of all sectors- Public, Government, NGO run schools and those teaching the underprivileged are invited for these events.

Remedial classes for underprivileged children are also taken by our students. The students chose the areas in the vicinity of their homes for this activity.

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

Community plays a vital role in the development of the institution. The network is strengthened by the following contributions from the community:

- By harnessing/taking advantage of community resources, visits and excursions to the places of utmost relevance & importance for the trainees are planned. This helps in augmenting and supplementing the work/curriculum/learning experiences that institute wishes to provide to its students.
- The Institute-School network provides a strong base for the training to teacher trainees under the SEP programme.
- Exposure to the work environment, functioning and operation of various administrative and organizational departments.

The benefits received by the institution from the community are as follows:

Community participation in institutional development:

The institution has been able to identify the needs of the community and therefore has been successful in training its teachers accordingly. This has helped in the institutional growth and in the skill enhancement of the faculty members.

Institution-community networking:

The strong network between community and the institute has assisted in academic and non academic activities, placements of our students in reputed schools, developing futuristic plans and institutional image.

Institution-school networking:

The institute has strong networking with the many schools of the NCR of Delhi, which is highly beneficial in the successful and smooth conduct of our school experience programme. The alumni of the institute are also well placed with these schools and they have proved to be really helpful for our students during practice teaching, interviews and placements.

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

The institution plans to take up the following steps in the direction of community orientation for students:

- Extensive involvement with NGOs and extending immense support to them through workshops addressing their needs.
- Workshops for skill enhancement of trainees for working in close coordination with community
- Seminars on key issues affecting the teacher community relationship such as use of technology in teaching, addressing the needs of an inclusive set up, Quality in Teacher Education and Sustaining it, Catering the needs of Digital Natives and bridging the gap between digital natives and immigrants, Best practices in various dimensions of teacher

education across the continents, ethics and professional commitment of the teaching profession.

- Strengthening community services by assigning them tasks which would require them to reach out to the community and probe into the various facets of it.

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.

We at AIE conduct several workshops and seminars where in we invite people from all sections of the community and teaching fraternity. In addition to the projects which we do, the teacher trainees of the institute are encouraged to conduct field surveys and community services for presenting reports as a part of their curriculum.

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

The institute ensures the development of the above mentioned through the following:

- Celebrating all national and religious festivals
- Amity Human Value Quarter
- Military Training Camp
- Highlighting the contributions of eminent personalities who contributed towards the social well being of the country and aroused patriotism towards the nation. (This is done daily in the morning assembly)
- Tutorial groups prepare and present various skits, role plays and puppet shows to sensitise the trainees on social issue.

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.

Amity Institute of Education has collaborated with the following national organisations in the last few years:

- Ayodhya Research Centre, Govt. of India, Faziabad in 2017 *Annexure 31*
- Gandhi Smriti and Darshan Samiti (GSDS), New Delhi in 2017 *Annexure 32*
- Kachchh University, Gujarat in 2017 *Annexure 33*
- Central Hindi Directorate, Department of Higher Education, Ministry of Human Resource Development in 2016 *Annexure 34*
- S.N.D.T College of Education, Pune, Maharashtra in 2016 *Annexure 35*
- Dr. H. R. Gajwani College of Education, Kutch, Gujarat in 2016 *Annexure 36*

- ICSSR in 2015 *Annexure 37*
- National Testing Services- India, Mysore in 2015 and 2013 *Annexure 38*
- Self Defense Techniques Training workshop for Girls 2014/2015 *Annexure 39*
- VITAL (Value Integrated Teaching and Learning) Workshop 2014/2015 *Annexure 40*
- GGSIP University 2013 and 2014 for Anugoonj and 2014 seminar *Annexure 41*
- NAAC 2013 *Annexure 42*

The above mentioned list is of the collaborations done in the form of Seminars and workshops. In addition to these we have arranged annual Visits to organisations like

- NCERT
 - Aurobindo Ashram
 - Rama Krishna Mission
 - World Book Fair
 - National Science Museum
 - National Art and Craft Museum
- (All reports *Annexure 43*)

The collaborations at national level have proved to be an enlightening experience and have satisfied to some extent the institute's desire to make its philanthropical contribution to the society.

These organisations have helped us throughout in our endeavors by providing us immense guidance and unending support. During the preparation for conducting the seminars and workshops under the projects assigned, the institute and faculty members gained broader prospects of enhancing their skill sets and knowledge base. It has led to the development of their competencies in the domains of analysis, design, evaluation and implementation of these projects.

The faculty and participants have been observed to appreciate the need and importance of reorienting educational policies & programmes more after such collaborations.

These linkages have also helped the institution to balance aspirations for cultural and educational enrichment with more contemporary elements of advancement, growth, commerce and economic development in the field of education.

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

Amity Institute of Education, Saket has in the past collaborated in academics and research with the following:

- Bhutan Power Corporation Limited, Thimpu, Bhutan 2013
- NUFFIC- Nesodesk, The Royal Netherlands Embassy, New Delhi, India – September 2012 *Annexure 44*

Benefits attained from international collaborations were similar to the national ones though the learning in the fields of implementation and planning was of a higher magnitude.

Through the refresher course the faculty members of Amity Institute of Education; New Delhi learnt the difference between training for impact and training for activity.

Being the participant of these collaborations the institute was able to conduct training and performance needs assessment in a more systematic way and gained further insight into the concepts of training design and the steps involved in the development of any training programme.

Such collaborations provided an opportunity for the faculty and the students of the institute to get acquainted with the sophisticated facilities which they are not exposed to in our own country's education system.

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

- **Curriculum Development:** Students and faculty were exposed to the global educational practices and set ups. Such linkages broadened their perspectives and helped the faculty in better transaction of the curriculum.
- **Teaching:** Enhanced the skills and methods used by the faculty members for imparting instruction. The faculty was acquainted with several innovations while preparing and conducting their assigned tasks in the execution of the projects.
- **Training:** New styles of training were introduced and the faculty specifically gained expertise in carrying out needs assessment for designing more specific and target oriented training programmes.
- **Practice Teaching:** Faculty skills for drawing the best out of students, trainees have been sharpened and enhanced.
- **Research:** New ideas were generated for preparing and conducting research in future.
- **Consultancy:** With each new endeavour or collaboration the faculty gained a better understanding of the teaching learning process and the training aspects. Hence enabling them to conduct themselves with more confidence and expertise.
- **Extension:** Through these linkages Amity Institute of Education, New Delhi pushed its horizons further and evolved as a visible body working not only for teacher training but also contributing at a larger and varied scale to the society.
- **Publication:** With the publication of reports of such collaborations in the national journals and newspapers, the institute has made its global presence evident.
- **Student Placement:** From the last 13 years Amity Institute of education, New Delhi has established itself in the field of teacher education and our placements have been good each year. The liaisons with eminent national and international organisations have further augmented opportunities for our students.

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

The institute has a strong, healthy and friendly association with many schools in the vicinity and the NCR of Delhi. Our students go to these schools each year for their internship and many get employed in them as well.

The teachers of the schools help our trainees adjust in the school environment and accommodate their classes to provide the trainees with teaching periods. The trainees also take guidance from the school teachers and seniors for developing practical knowledge of what has been demonstrated to them in the institute during the Micro-teaching Workshop.

In turn our trainees participate in all the school activities in both curricular and co-curricular areas.

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 works in close coordination with the school teachers and other personnel during the practice teaching phase. Regular feedback is taken from the teachers about the performance of the students and they are required to sign all the lessons delivered in the absence of the institute's faculty.

The content of the subjects to be taught by the trainees is also taken from the subject teachers as per their convenience and requirements.

At the end of the teaching practice the school principal, HODs and subject teachers evaluate the students' performance on a five point scale provided by the institute and send it to the institute for further use.

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

From time to time the faculty at AIE, New Delhi gets the opportunity to interact and collaborate with the faculty members of the schools and colleges in the network of the institute.

This happens while attending or conducting Workshops, Seminars etc. The faculty also invites senior faculty members or other eminent educationists from other colleges as well as universities for interactions and guest lectures with the trainees.

Being a part of Amity Universe we also make use of the Amity University as a resource pool and collaborate with their faculty members for various projects.

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 institute has a Research Activities group. The group's activities are defined in its terms of reference as follows:

- i) Gathering and disseminating information about the availability of various research grants.
- ii) Writing of proposals for seeking grants for research projects and training workshops.
- iii) Organizing workshops on recent innovations and research areas for faculty members

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

The good practices in Research, Consultancy and Extension activities prevalent in the institution are:

- Using our expertise and resources to impart remedial classes for underprivileged
- Apart from the teaching other avenues are explored by the faculty by providing consultancy, which gives them an opportunity to further hone their skills
- Along with training provided members of Bhutan Power Cooperation Limited (Consultancy provided) were acquainted with the rich and diverse cultural heritage of India. They were taken on visit to the famous monuments of Agra, Jaipur and Delhi
- The institute carries out need assessment before any research is carried out

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?

The visiting team had given the following observations for this criterion:

- The Faculty is sent for various research related training and refresher courses.
- Principal is recognised as a Research Guide by the University
- The Institute has worked on several projects sponsored by significant National and International Organisations
- Community extension activities and celebration of important days in the institute were well organised.
- Collaborations with National and International level organisations exist.

All observations received were positive and further strengthening of these was ensured.

The recommendations were:

1. Collaborations for research and Training to be established: For this we have signed MoUs with two teacher training Institutions, one in Pune, Maharashtra and the other in Kutch, Gujarat . Further action is in process to collaborate with them for research. ***Annexure 45***
2. Teachers be encouraged to publish their work in International Journals of Repute: For this the faculty members have contributed Twenty articles in International Journals and 32 in National Journals of repute. ***Annexure 46***

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

- Faculty has contributed a total of 57 articles in International and National Journals.
- One of the Faculty members has contributed to writing a unit for the NIOS reading material of the course of 6 months special In-service Professional Development Programme for Elementary Teachers(PDPET)
- Two Faculty members have been awarded Ph. D post the previous cycle of inspection in the years 2012 and 2014 and one has enrolled to Ph. D in the year 2016. Three more are preparing to fill for admission into Ph.D in the coming session.
- College is in process of bringing out its own research journal.
- We have extended our services to more collaborating organisations and have added to our basket many new projects from many National Organisations.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES.

4.1 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.

Amity Institute of Education, New Delhi is a part of Ritnand Balved Education Foundation (RBEF). The institute is ideally nestled in a serene campus in the posh location of South Delhi. Saket is a residential area with a government school and a small market a little distance away from the institute.

The institute is housed in a three storied concrete building with good ventilation and spacious interiors. The institute is well connected to the other parts of the city by road and the metro. The institute is flourishing under the dynamic leadership of its founder President Dr. Ashok K Chauhan who has been guiding the institute to new heights with his vast knowledge and rich experience.

The smooth functioning of any institute to a larger extent depends on its facilities provided as it is one aspect which makes the students and faculty comfortable. It is a known fact that the physical environment plays a major and important role in the education system.

The infrastructure of Amity Institute of Education, New Delhi is as per the NCTE norms and details of which are as follows:

- **Area**

The three storey structure stands on a land area of 8544 sq mts. The land is taken on perpetual lease from DDA, Delhi Government. The building is permanent in nature and the total built up area is 1749 in sq. mts (*Annexure 47 Building plan and built up area*)

- **Ground and Garden**

The building is well surrounded with a high wall for protection and well guarded entrances which are two in number. The building has a well maintained garden with a play ground which includes a basket ball court, badminton court and other play area. The ground has a small area for potted plants, open stage and a science garden. The ground also has a pigeon house and maintains some geese.

(*Annexure 48 Plan of the three storeys and total area plan*)

- **Class Rooms**

The classrooms at AIE are airy, spacious and well arranged. All the class rooms are well lit and ventilated. They have the provision of white boards and are provided with good seating arrangement for the students. These classrooms are equipped with an LCD & OHP along with screens for presentation and teaching whenever required.

Each classroom has a black board/green board, a white board, wide windows and a large entrance. Every classroom has sufficient fans and tube lights. The class room according to the seating capacity has comfortable chairs with a writing board attached. (*Annexure 49 list and size of rooms*)

- **Administrative Room**

At AIE, New Delhi the main office is part of the building that houses the classrooms. The air-conditioned office also has the principal's room which is equipped with a large work table and a chair for the principal. Besides this, there is a provision for the seating arrangement of important visitors in the principal's chamber itself. The principal's office has a computer, with a scanner & a printer, fax facility is also available in the chamber. To store all paper work a steel cupboard along with two side cupboards are provided in the chamber. The office also has a refrigerator.

Out side the principal's chamber is the principal's **Personal assistants'** office with two workstations and chairs. There are two computers and a printer. Besides this the office also has three chairs and a huge cupboard with drawers and a steel cupboard. There is also an open cupboard to accommodate additional documents and files.

- **Staffroom**

The faculty at AIE is well taken care of. They are provided with two air conditioned staff rooms. Each faculty is provided with a work station with individual Personnel Computers and enough storage space and lockers to keep their belongings and documents.

- **Infrastructure facilities for Academic activities**

Besides the classrooms the students are also provided with the following rooms/facilities:

- **Main Hall**

The institute has good physical infrastructure with facilities for the students and the staff. The institute has well ventilated, airy and spacious class rooms to run the course. The main hall serves as a multi purpose hall, which is air conditioned and has a seating capacity of 100 students. The desks provided for the students are comfortable. The huge hall has a raised stage on which a podium is placed with a mike and proper sound system for the lectures to be audible to the students. The hall also has a music system for the conduct of the morning assembly, which is used during the meditation session. The main hall also has a LCD & television connected with a DVD player to show the students relevant educational material via CDs.

- **Tutorial Rooms**

Students constantly require mentoring and counseling for good mental health and to cope up with the syllabus and stress of daily life. To serve this purpose they need to be given proper guidance and support by the principal and faculty. Therefore, the students are divided into groups called tutorials. The faculty regularly interacts with the students in tutorial rooms. The seating arrangement is generally "U" shaped or semi circular for face to face and individual interaction of the faculty and students. At the institute we have five Tutorial rooms.

▪ **Computer Laboratory**

Computer Education is a part of teaching subjects at AIE. It is one of the core papers as per the prescribed syllabus of GGSIP University. Four periods in a week are allocated for the teaching of this subject. Besides, these two periods in a week are allocated to carry out practical in computers in the institute. The students are taught the basics, use of the internet, making Digital Stories and animation in their presentations. They are also taught to make Digital portfolios and learn how to use a software package called hot potatoes. The students have to maintain a soft copy for computer education.

▪ **Library**

The institute has a well equipped and well furnished library which has a vast collection of course, reference and books on varied topics. Journals, magazines of varied interests can be found on the shelves of the library.

▪ **Audio Visual Lab**

Teaching from time to time requires the inclusion of films, documents, and other required material and aids. To make education enjoyable and interesting affair, we at Amity have well equipped audio visual rooms. One of the rooms is well fitted with a LCD and a screen with proper sound system. The other room has good seating arrangement with a screen, OHP, a DVD player and a TV. *Annexure 50 (list of equipment)*

▪ **Facilities for differently abled students**

The availability of this infrastructural support is in the pipeline and we are planning to materialize it at the earliest.

Though we are working on adding this feature to our campus, a ramp is available at the entrance of the main hall at the third floor where most of the major events for the students take place.

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

The students' intake is as per the university norms. Our present facilities in terms of classrooms are adequate but we do update the existing facilities like for example up loading the latest software into our computer systems etc.

Every year new books are added into the library. A wide and vivid variety of books of different subjects are added to the existing stock.

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

Co-Curricular activities

It is said, “All work and no play makes jack a dull boy”. Students’ all round development is possible when they are exposed to various activities and situations. At AIE we organize regular co curricular activities.

(*Annexure 51*: List of activities performed under CCA)

The activities are conducted in the classrooms, open air stage and at times in the auditorium.

- **Auditorium-** Air conditioned auditorium is available for the students to pursue their interest in drama and other cultural activities. The auditorium has a capacity to accommodate three hundred people at a time. The stage is well lit and has wooden flooring. The auditorium has proper sound and mike system with speakers placed appropriately. The auditorium has two large entrances with a green room and store room attached to it.
- **Open air stage:** The students have an option to perform and carry out their activities in open area as well. A huge raised stage is available in the ground with an open area in for ample seating arrangement.
- **Musical Instruments:** The institute has the essential musical instruments required for use during the various co-curricular activities.
- **LCD Projectors:** The institute has proper mounted projector to carry out activities related to academics.

Sports equipment

The development of the students is not confined to the four walls of the classroom. The students need to go out in the play ground and develop their physical health and at the same time enhance their social and life skills. AIE has a play ground with sports facilities like cricket, football, basket ball court, skating, and badminton court. Besides this the students are provided with equipment for various games like table tennis, carom, etc. The total playground area is 3200 sq mtrs.

A sports event referred to as Sangathan is celebrated on a very large scale to mark the occasion of the birthday of the Founder President, Dr. Ashok K Chauhan.

These celebrations take place at Amity University Campus sector 125 Noida for a month. All the institutes of Amity University from across the country are invited to take part in the month long sports and cultural meet. The last day of the meet falls on the founder’s birthday where all the institutes participate in March Past.

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 institute shares the following facilities on time sharing basis with Amity International School, Saket which is in the same premises as Amity International School and Amity Institute of Education and both the institutions are under the same foundation i.e. RBEF.

- **Laboratories are fully equipped as per 10 + 2 standard of CBSE**

Students use these labs to develop demonstration apparatus and ideas.

- **Language Lab**
- **Home science lab**
- **Mathematics lab**
- **Physics lab**
- **Chemistry lab**
- **Biology lab**

Besides the regular teaching we have practical classes to give in depth knowledge to our students. The labs are spacious, well lit and provided with all the required materials, equipment, apparatus, trained and qualified lab assistants. (*Annexure 52: list of labs along with equipment list*)

- **Sports room/Sports field**

- **Basket ball court**
- **Badminton court**
- **Volleyball court**

The campus has a sprawling play ground comprising different sections for various sports activities like volleyball, basket ball, throw ball, kho- kho, kabbadi, yoga etc.

- **Art and Craft/ S.U.P.W**

- **Art room**
- **Clay modeling room**
- **Paper recycling section**

With changing times, 'Creativity' and 'Aesthetic sense' have become synonymous with the art of teaching. Keeping this in mind we at AIE, New Delhi provide ample opportunity to our trainees to help them flare their artistic streak.

There are three separate rooms for the different activities. One for clay modeling, another one is for sketching, painting and doing other related art work. There is one paper recycling room as well.

- **Music room**

A teacher needs to be an all rounder. For this very purpose trainees at AIE, New Delhi are exposed to various facets of music. Although the institute possesses various musical instruments, but to give an in-depth knowledge into the world of music, students are given access to the two rooms comprising more sophisticated instruments.

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

- **Common rooms**-The Institute functions from 9 a.m. to 4.15 p.m. and has students coming from far distances. To make the students feel comfortable, common rooms are provided separately for the boys and the girls in the institute. (*Annexure 49*)
- **Wash Room** – The students and staff are provided with clean and hygienic washrooms. There are separate washrooms for girls, boys and staff. The washrooms are cleaned and well maintained by the maid specially recruited for the purpose. The washrooms are cleaned and disinfected at regular intervals or as per the need. (*Annexure 49*)
- **Water:** It is the duty of any institute to look after the health and hygiene of its students and faculty. One such area which requires utmost importance is drinking water. At AIE, New Delhi proper care is taken and it is made sure that proper clean drinking water is available. The drinking water area is in the corridor of the building. Water is purified through a Reverse Osmosis system and then passes through a water cooler. The area is kept clean and neat. The water coolers and the RO systems are serviced on regular intervals.
- **Power Supply:** AIE has good power supply system with very less power cuts. In case of any power cut the institute has a good back up system. Two generators with the capacity of 125 KV each and one generator of the capacity of 62KV is available to cater to the power supply requirement of the institute in the form of a back up.
- **Safety:** To ensure the safety of the building from fire an alarm system is fixed for the auditorium (hit system) which goes off when the sensors fixed in the auditorium get heated to a certain degree of temperature. For the rest of the building there is a fire hose and reel stations positioned on each floor. The fire hose is tested at regular intervals to meet the fire code.

The Fire Safety System provided for the whole building is as follows :

- ❖ Fire Hydrant is provided for the whole building.
- ❖ One under ground fire water tank of size 30' X15'8'
- ❖ Overhead tank for use in case of fire of size 2 X 5000 liters.
- ❖ There are two HP pumps to pump water to extinguish fire in case of one
- ❖ There are 46 fire cylinders placed in the whole building and surrounding area.
- ❖ There is a Heat Sensor Fire Alarm in the Auditorium
- ❖ To warn the occupants of the whole building in case of fire there is a
 - PA system which can be heard through the whole building
 - Alarm system and the school bell
 - Manual bell (*Annexure 53certificate of safety*)
- **Canteen**- The students are provided with a good, neat canteen in the institute premises. The food is prepared in hygienic conditions and served quickly and well. The canteen meets the requirements of the students.

- **Health and Hygiene (Health Care Centre, Ambulance, Nurse, Qualified Doctor) (full time/part time etc)**

The student safety is of utmost importance to us. AIE has a medical room with two beds and a house doctor with two helpers to deal with students' sickness of basic nature. The medical room is equipped with basic medicines and other equipment. Further the outside doctor is also available on call in case a need arises in the institute. The medical room has a tie up with **Neelu Angel Hospital, Saket** for emergency services. The medical officer in charge of the medical room is a qualified medical doctor with a experience of many years. The following lists are attached as appendix

- ❖ Medical Room Registers - *Annexure 54*
- ❖ Common medicines available - *Annexure 55*
- ❖ Medical equipment - *Annexure 56*
- ❖ Equipment available in the ambulance.- *Annexure 57*
- ❖ Hospital service letter - *Annexure 58*

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

Though the institute is not providing any hostel but we help the students to identify PG accommodation in the vicinity of the institute.

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**
- **Equipments**
- **Computers**
- **Transport/Vehicle**

The details of the budget allocation and utilization in the last five years for the maintenance in mentioned areas:					
	2015 -16 (INR)	2014-15 (INR)	2013-14 (INR)	2012-13 (INR)	2011-12 (INR)
<u>Buildin g</u>					
Budget	4,400.00	4,300.00	8,000.00	99,100.00	10,400.00
Utilisatio n	5,375.00	4,804.00	10,398.00	153,887.00	13,751.00
<u>Laborator y</u>	As we share the laboratories with the Amity International School, Saket there are no budget allocations for this.				
<u>Furniture</u>					
Budget	-	-	-	-	-
Utilisatio n	-	-	-	-	-
<u>Equipme nt</u>					
Budget	-	-	-	-	-
Utilisatio n	-	-	-	-	-
<u>Comput er</u>					
Budget	221,700.00	208,900. 00	175,700. 00	188,700. 00	181,800. 00
Utilisatio n	273,926.00	236,500. 00	229,654. 00	293,206. 00	241,652. 00
<u>Transpo rt</u>	As we do not provide transport facility there are no budget allocations for this				

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

The rooms constructed are made keeping in mind their utility and efforts are made to see that no space is left unused. The corners of each floor are turned into small cabins for use as store rooms or pantry

The classrooms and assembly hall is used for multiple purposes like conducting workshops, seminars, guest lectures, presentations, cultural events and competitions.

Computer maintenance, networking, and library, information facilities:

The computers' maintenance is done on regular basis and the contract is given to the maintaining agency by our head office. Regular care and cleaning of the machines like fax, printers, telephone, etc is done for our institute. Our machines are connected to the main server of Amity University through the server room. A technician has been specially appointed for the control and care of the server room, it is his responsibility to ensure that internet connectivity and other required technological facilities are available to us all the time. Any upkeep of the software, virus problem and related operations has to be maintained by this technician.

To cater to the growth of the organization there is a felt need to expand and renovate the facilities and infrastructure regularly. Maintenance of the existing infrastructure is also done on regular basis.

In Amity the building is maintained by a regular white wash, painting, polishing and up keep of the furniture and fittings. This is done during the summer vacation. The broken furniture is either repaired or replaced.

The other equipment such as the computers and air-conditioners in the institute are serviced regularly within the span of 3 months.

The black boards in the class rooms are polished on regular intervals. The classrooms and other rooms in the institute are cleaned on daily basis. The institution has disposal bins placed at appropriate places and are cleaned every day.

The wash rooms are well maintained and hygienic and cleaned every day on half an hour basis or according to the use. The students' wash rooms are adequate, well maintained, cleaned and disinfected on daily basis.

The drinking water provided has an RO system so the students and staff get clean and pure drinking water which is as per the seasonal requirements.

The building has a fire extinguisher which is checked and serviced at regular intervals.

The budget allotting and maintenance is carried out by our head office. The general requirement is forwarded to the office as and when felt.

Staff appointed for maintenance and repair and how is infrastructure maintained:

Amity Institute of Education is located on the top floor of the campus building, and all the facilities are available jointly for maintaining the infrastructure, repair work etc. There is a

supervisor to supervise the repair and maintenance on daily basis and annual maintenance like white washing, major repair of furniture, major electrical and sanitary/ plumbing is also taken care of by him. For daily cleaning and regular maintenance we have appointed two workers for the upkeep of the classrooms and campus. There are maids for the cleaning of the washrooms and sweeping as well as mopping of the floor.

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

The institute is located in Saket area its location is near the Saket sports complex and the surroundings are full of trees and plants which provides clean environment. The greenery in the campus provides a pleasant sight and acts as a motivating force for both the students and staff.

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)?

Yes the institution has a qualified librarian and one assistant to support the smooth functioning of the library.

The qualifications of our librarian are as follows:

- B.A Hons (Hindi). M.A Hindi from Delhi University
- BLIS from IGNOU, MLIS from IGNOU
- Bachelor in Education (Kurukshetra University)
- CTET, Feb, 2015

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

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms enable students to acquire information, knowledge and skills required for their study programme. AIE, New Delhi has a well equipped library with a huge collection of books.

Our library is well-stocked with latest editions of books by eminent authors. It contains collection of books, periodicals and research journals related to the field of education. Apart from the academic subjects, books on General knowledge, Philosophy, Health and Fitness including Yoga, text books and other literature books etc. are also available. Magazines related to field of education and other general reading like CSR, Readers Digest are also subscribed on

regular basis. The library also has a collection of video cassettes / CDs / DVDs related to academics and professional area.

The library provides a safe, comfortable and friendly environment that enables learning and advancement of knowledge, and promotes discovery and scholarship.

The air-conditioned, Library is equipped with computer and houses more than 9652 volumes of books. In addition to the Library, we have a reading room in which the students can sit and read the books issued from the library by submitting their I Cards solely for this purpose. If required they can even get the pages Xeroxed as per their requirement. The only condition made mandatory here is that they have to return the book before the closing hours of the library on the same day. This helps the students to refer to more information at their convenience and ease.

Annexure 59-61 (Library status, rules, subject catalogue)

The Library has a collection of **9652 books** which includes Reference books, Dictionaries, Encyclopedias, Manuals etc. Online, Automation facility is available.

The area of collection broadly fall under the following areas:-

Educational Technology, Educational/ School Org & Mgmt, Research, Psychology(Educational Psychology, Religion and Culture, Personality Development), Theory of Education(Sociology & Philosophy), Indian Education, Teacher Education, Child Development, Elementary Education, Early childhood Education, Non Formal Education & Adult Education, Inclusive education, Women Education, Population Education, Curriculum and Instructions, Work Experience, Teacher as a Counselor, Language Across the Curriculum, Guidance And Counseling, Environment Education, Special Education, School, Organization and Management Assessment & Evaluation, Health/Nutrition & Physical Education, Higher Education, Value Education, Art & Activity, Books on Eminent Personalities, Computers, Teaching Subjects (Social Studies, Accounts & Commerce, language, English, Hindi, Science, Mathematics, History, & Geography.), Dictionaries & Encyclopedias, General Reading (Fiction), Miscellaneous.

Annexure 62(List of books/ Accession Register.)

Journals subscribed by the Institute

Besides the regular books concerning the course and other books AIE also subscribes for various journals, magazines of national and international level.

Library subscribes to

- 2 newspapers,
- 18 national periodicals
- 6 international periodicals and
- 9 magazines.

These are read by the students in the library and the old issues are given as per request for circulation. ***Annexure 63 (List of Periodicals subscribed.)***

The Journals titles are indexed and are available to faculty and students to facilitate education and research in the institute.

The timings of the library are from 9 a.m. to 6 p.m. on all working days of the institute. The library is kept open after the working hours of the institute from 4 to 6 p.m. for the students

benefit. Though the e- resources service can be used during the working hours due to regular classes the students use it mostly from 4.15 pm p.m. to 6p.m. The computer available in the library and the rest in the computer lab help students' access information accordingly. Besides there is a list of free E journals available online with the library through which the students can gather required Information through networking with Amity University Uttar Pradesh.

E-RESOURCES

With the advancement of technology and plenty of online books available reference and reading has become much easier. AIE has a stock of E- Resources to cater to the needs of the students. Many times the library might not have a particular book to refer to them. The students can turn to the E-Books for reference purpose which is very helpful.

Besides the online journals the institute also keeps a stock of CD both audio and video for further understanding of the subject. There are a few subject related E-Material available in the library.

Annexure 64(List of E- Journals)

Annexure 65 (List of CDs and electronic material)

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

Library collection catering to needs of the students

Though the library has a good collection of books we at AIE frequently ask our students and faculty if they require/recommend any other book to be purchased. The students and faculty are given catalogues to go through on frequent intervals (once in six months) and recommend the purchase of books for the library. In case of non availability of any book the library helps the students by accession to the net for online books.

Purchase & use of current titles

Once in six months new catalogues are called for from the publication houses /reputed book stores of Delhi. These catalogues are then circulated amongst the faculty and students to choose the books/ reference books etc of importance and relevance to their course. Some books are also chosen for their good and rich information and literature. Once the choice is made the demand is placed with the publisher or two faculties are sent to purchase these books from our regular distributors.

Expenditure

Expenditure in the last five years for the purchase of library books has been Rs. 1,60, 275/- Library uses **DDC Classification code** and complete collection is classified.

Registers maintained by Library are:

1. Periodical Subscription Register: Subscription record of all the periodicals is maintained in this register. ***Annexure 66***

2. Circulation Accession Register : All the books are accessioned in Library Accession Register
3. Record Register for faculty *Annexure 67*
4. Reference Record Register. Books referred by students and faculty other than issued to them are recorded in this register. *Annexure 68*

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

Yes our library is partially computerized. Excel and word files are used to maintain the data. A software Library manager is used with circulation module with manual data entry.

4.3.5 Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes the institution library has Computer, Internet and Reprographic facilities, the details of which are as given below:

Computer

A computer is provided in the library with all information about the library. The library has a good database system.

There is a separate reference collection of the Library which is continuously updated, and enriched with the collection of CD-ROMs. The database of the entire collection of books has been created and made available to the users.

Books can be searched by Accession number, class number, title, author and publisher.

The staff and students can take help of this database to locate the desired book in the library.

Internet

On-line Public Access Catalogue (OPAC) (Excel worksheet form) facility is available at Circulation Desk which can also be accessed through computer terminal in Computer lab.

Internet surfing facility is provided to the students and staff on request.

Reprographic facilities

Many a times it so happens that the students wish to get a Xerox done of some notes or of some information /instructional material from the books. To serve this purpose the reprographic facility is provided to the students at nominal charges.

Book Binding

The B.Ed program involves submission of many files, and journals, through out the year. For this a book binding facility is also provided in the institute for the students' at nominal charges

Library books are regularly sent for binding to keep them in good condition. Binding is also done in the library premises by an outsider binder as and when required.

Mechanism to access, use and security of resources

Use

All students, faculty members and employees of the Institute are entitled to use the Library facilities on taking library membership. Library membership is free to all its members.

Each B.Ed student is issued 2 library cards on which 2 books can be issued for a maximum period of 15 days. *Annexure 69*(Sample of Readers Ticket with card)

Students can access the library during their library periods , free periods and after their classes get over. The working hours of the library are 9:00 am to 6:00 pm.

Annexure 70(Library membership record register)

Security of resources

To ensure that the library resources are safe and secure no students are allowed to carry any bag into the library. They need to deposit their bags outside the library.

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

The institution makes use of these facilities and e-journal facility of Amity University Uttar Pradesh. They have the license for this.

4.3.7 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 library is open on all working days from 09:00 am to 06:00 pm. All through the academic year the library is open on all days except weekends and gazetted/national holidays.

The students have access to the library during the vacations and can retain the books issued till their final examinations. For retaining these books they submit a nominal security and their Identity cards which are returned once the books are given back to the library.

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

On the purchase of new books an announcement is made in the class and the library also displays a list of new books on the soft board.

A section specially meant for new arrivals is maintained at the entrance of the library and the new additions are displayed there. These books can be accessed easily by the student and staff.

Journals and other reading material

New Journals of academic relevance and professional importance are subscribed regularly. These new arrivals are displayed for reading in the library. Any relevant information or news paper clippings of importance are also displayed on the soft board of the library.

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

A Book Bank facility is available, through which student members are provided with one book per student as per the recommendations of the concerned faculty members. Students can keep these books for the entire academic session. These books are selected by faculty members after thorough scrutiny and assessment of all the available books in the field, on the basis of quality of contents and coverage of syllabus. This system helps students to have continued access to the required books. *Annexure 71*

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

Special assistance is provided to physically and visually challenged persons by the library staff while physical browsing of the books lying in various sections in library to retrieve the books and information required. Books and information are also searched on their behalf by library staff.

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 teaching profession is one such profession where the teacher trainees need to keep themselves updated and be techno savvy to cope with the every changing educational institutions and young minds curiosity. The 21st century are characterized by the emergence of globally connected knowledge economy and rising use of Information and Communication Technology (ICT) in almost all social and economic sectors. These developments are making important impact on the education scene:

- Education is increasingly being considered as a life-long learning process rather than as an end point of a degree.
- More importantly education is viewed as acquisition of ability to understand and work in cross-cultural environments. On graduation students will often be required, in almost all the professions, to interact with others from different cultural backgrounds.
- Growing globalization of education requires the education process to go beyond imparting knowledge in closed environment and extend the classroom boundaries to other locations to strengthen intercultural communication

Bearing all the above in mind AIE, New Delhi has a well equipped students with technological knowledge. It also helps the students increase their self learning capacity.

Computer Lab

Total numbers of computers available in the computer lab are 15 which are available for the students and faculty members from 9.00 am to 6.00 pm.

All the computers are equipped with the internet which helps them gather information for making their presentations, notes etc.

Details of the hardware and software available

Hardware: Intel Celeron Processor 2.8 GHZ

Software: Visual Studio 6.0, MS SQL, Acrobat Reader, Hot Potatoes, MS Office 2007

(Annexure 72 List of computer room soft ware details)

Audio-Visual and other media and material

The institute also has a television, Cassette player, OHP, VCD player and a DVD player. This is placed and used in the audio visual lab of the institute.

A mike and amplifier is available in the hall and is used on daily basis for assembly and regular classes.

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

Yes we have a provision in the curriculum for imparting computer skills to all students. The students have “Critical Understanding of ICT” as one of their practical paper and hence get ample knowledge about the theoretical and practical use of computers.

During their practical classes the students are to work extensively on the computer which helps them enhance their skills of using the MS office suite. They are provided training in making E-portfolio, Digital Story Telling and Storyboarding, question papers, assignments, worksheets and their CVs. The students also learn to prepare digital portfolios and their lesson plans using animation and other effects through power point presentations. They are also taught to use soft ware like hot potatoes for improving their teaching skills.

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

ICT acts as an important tool in enhancing educational quality, expanding educational opportunities, promoting efficiency and maintaining the interest of the students. The faculty at AIE, New Delhi uses various digital equipments in curriculum transaction like OHP, LCD, DVD, Computer etc to make the teaching learning process even more effective.

Teachers sometimes e-mail the content and important web links as and when required to the trainees. They are updated about the result and important information both academic and administrative through the social networking websites.

These digital equipments are judiciously and frequently used during classroom teaching, morning assembly, workshops etc by the faculty and the students.

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

The trainees are encouraged to use IT extensively in their classroom teaching. They have to prepare multimedia lesson plan and teach during the school experience programme . They develop digital portfolios and are supposed to provide additional knowledge to their students by surfing the internet on the topic to be delivered in the class. This gives them an edge over the other teachers. They are also to find out activities, games and additional information which prove to be helpful in their teaching.

They make their worksheets, class and home assignments and draft questions papers for evaluation purposes with the help of computers. Mark lists/Award lists are also prepared and maintained with the help of excel sheets which helps them in simplifying their calculations for Achievement Test Reports.

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.

Amity Institute of Education, New Delhi makes the best use of its infrastructure all through the academic year.

During the school experience programme when the classrooms and hall is vacant, the infrastructure is judiciously utilized for the purpose of trainings, FDP, workshops, seminar for the educators, people catering to the underserved sections of society, members of NGOs. The

school ground and auditorium is also used for various outdoor and cultural purposes by the institute.

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

The list of various audio-visual facilities/materials available with the institution is as follows:

- Television
- DVD Player
- Cassette player
- Amplifier
- Mike
- O.H.P. Projector
- LCD
- Educational and recreational CDs.
- Meditational cassettes.

The student teachers are encouraged to optimally use all these resources to support their teaching and enhance the effectiveness of their lessons

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

The various general and methods Laboratories available with the institution are:

- Psychology Lab
- Audio Visual Lab
- Physics Lab
- Chemistry Lab
- Biology Lab
- Language lab
- Mathematics Lab
- Computer Lab

These labs are maintained regularly with the help of the appointed staff. The faculty members are assigned the duties for the upkeep and up gradation of the equipment and material available in the labs.

Trainees are advised and briefed to keep the equipment at the appropriate place carefully after using them. Need analysis is conducted annually and checks are done to report any damage or loss of equipment.

As per the requirement and curricular changes the faculty in charge is asked to forward the requisition details to the Principal who takes the necessary action thereafter.

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

Multipurpose hall

The institute has a multipurpose hall where the assembly is conducted every day. This hall is also used for Guest Lectures, FDP, MDP, Workshops, Paper Presentations, Co-curricular activities and special classes.

Music and Sports

The institute has the basic musical instruments like the Harmonium, Congo, Guitar, Tambourine, Manjira and Dholak required for the morning assembly and various co-curricular activities.

The Institute has provision for the following sports activities within the campus:

- Volley ball
- Badminton
- Carom
- Throw ball
- Basketball
- Kho-Kho

The students enthusiastically participate in all these activities during the working hours of the institute.

Transport

AIE, New Delhi is well located and well connected to the other parts of the city. There are buses from different parts of the city which have stopovers right across the institute campus. The Metro service is also very close to the institute which is an added advantage to the students and faculty.

As the need to provide transport has not been demanded so far AIE, New Delhi does not provide any transport facility on daily basis but when it is required for visits, and other educational trips arrangements are made accordingly.

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.

Yes the institute has several equipments to address the need of use of technology in education. The multipurpose hall is equipped with television, DVD player, mike, amplifier, cassette player and LCD Projector and the same are used for conducting classes as well. In addition to these the OHP is used in different classes for teaching purposes.

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?

The faculty at AIE, New Delhi models and reflects the use of IT and other diverse resources in their teaching methodologies to address the different learning needs of the trainees. The faculty seeks to increase the incorporation of ICT in teaching learning process so that the trainees also learn to utilize them later in their professional growth.

The goal is to improve student academic achievement through the use of technology and diverse methods of teaching like problem solving approach, project method, enhancing critical thinking, using models of teaching, educational visits and excursions, class seminars and presentations etc.

The idea is to teach trainees how to effectively integrate the technology available to them to improve student achievement and to become technologically literate.

The faculty understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners through the means of the feedbacks generated both formally and informally. At times their feedback may reflect challenges posed by difficult content, but at times challenges may be related to the style with which the content is presented.

They also use cultural diversity and individual student experiences to enrich their instructions.

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

The institution has adopted best practices such as the usage of Educational Technology in its academic activities, computerization of library information and computerization of all academic events throughout the year.

The computer based learning or ICT has helped the students to share and build information and knowledge which is one of the greatest potentials of a web mediated cross-cultural exchange.

The innovative practices adopted by the institute that aid in Quality enhancement are:

- Creation of digital portfolio
- Digital Story Telling and Storyboarding
- Digital presentations
- Use of ICT in classroom seminars
- Preparation of project reports and assignments
- Designing of blue print and worksheet

4.6.3 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?

Innovations/best practices in ‘Infrastructure and Learning Resources’ as adopted/adapted by the institution are as follows:

- Students are to make several presentations and a book review which makes them utilize the library and the computer lab to the most.
- List of new books purchased are displayed in the separate section so that the faculty and students can go through it.
- Cultural activities during the Amity Human Value Week are organized by using the infrastructure well.
- Computer training programmes are arranged for the students and faculty.
- Suggestion boxes are installed in front of office and library to enable the students to convey their grievances and suggestions.

Additional Information to be provided by Institutes opting for Re-accreditation/ Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have been they acted upon?

- Enhanced ICT facility i.e. Mounted LCD installed for bringing qualitative improvement.
- Wifi Facility in all rooms and the speed has been satisfactorily increased.
- Strengthened the various laboratories

2. What are the other quality sustenance and enhancement measures undertaken by the institute since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

- Mounted LCD installed for bringing qualitative improvement.
 - More computer facility has been added in the institute in the form of providing individual computers to all the teachers.
 - Internet facility has been made available in all the rooms and bandwidth has been satisfactorily increased
 - Digitization of library is in process
 - Library is equipped by latest reference books, journals, internet based references.
 - Numbers of text books and reference books have been increased in the library.
 - ICT lab, science lab, psychology lab are become more enrich.
 - Ramp facilities are under process for physically challenged students and staff.
-

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1. How Does The Institution Assess The Students' Preparedness For The Programme And Ensure That They Receive Appropriate Academic And Professional Advise Through The Commencement Of Their Professional Education Programme (Students Pre-Requisite Knowledge And Skill To Advance) To Completion?

The aim of AIE, Saket is to produce the teachers, who are effective, efficient and good human beings. The main emphasis is on providing the most modern and sophisticated learning environment coupled with the in depth knowledge of Indian heritage, our strong value system and our ethics.

The guiding principle of the organisation is: "Where modernity blends with tradition. The academic and cultural activities in the Institute provide a platform where all come together and explore the individual and group talents and resources. The faculty and management possess a high degree of integrity and knowledge that churns the teacher trainees into efficient and effective human beings. AIE's mission of education is to provide balanced professional, social, and emotional growth and development, apart from providing preparations of the profession.

Amity Institute of Education since its first session has followed a tradition of starting the academic session after the Havana Ceremony done in the institute. This is done during the first day of the Orientation week. During this week the students have to fill their dossiers which include their general information and their anticipations from their decision of being a teacher.

During this week they are told about the working style of the institute, the syllabus and the overall expectations of the programme from the students. A brief account is given to the students on curricular and co-curricular activities conducted by the institute in the academic session. Lastly, meeting is scheduled between the alumni and the present session students in which the alumni share their experiences with the new batch and their achievements.

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

The institute ensures that all the students of the institute are infused with motivation and satisfaction to become ideal teachers. The Principal along with the faculty members constantly motivate the students and encourage them to deliver their best as teachers.

The institute provides platform for students to showcase their talent. Institute carries out morning assembly in which it is ensured that all students come in front and speak in front of everybody and if there are some shortcomings then they are rectified then and there only.

Human value Quarter which is conducted every year focuses on nurturing various facets in the students besides being a teacher. As teacher we believe in holistic development and overall knowledge in the teacher. Therefore during this quarter the students are exposed to the rich and vast culture of India and abroad. The major purpose behind this quarter is to bring our students

closed to our roots so that they become perfect emissary to transmit the culture in values to their students.

Satisfaction as a teacher is ensured when our students undergo a personality development programme. In this programme they are taught on various facets of a teacher and his/her personality. This is done to make their personality more charismatic as teachers.

To enable the students for job, and progress to higher education, some arrangement is made as cuttings of the Newspaper, career news Magazine, and Employment News are put on the notice board regularly. (*Annexure 73* samples of news paper cuttings)

The institution has a Job placement cell and during practice teaching session and during the recruitment for the teachers in the new session, they are regularly encouraged to apply in reputed schools. All the information about the job vacancy is provided by the institute. This is done by adopting the following measures:

- The institute subscribes to two national dailies that advertise the job vacancies in various schools in Delhi NCR. These vacancies are displayed on the notice board and the students are also personally informed about the availability of jobs in various schools. The institute also gets information about job vacancies from different school by telephonic requests. This information is immediately passed on to the students and is also displayed on the notice board. At times the job vacancies/availability of job in various schools is also sent through the institute by email or by post which is also displayed on notice board. The institute stays in touch with the schools for availability of jobs.
- For personal and Career development each student is assessed and counseling is done on individual basis. Institution provides free counseling, consultation and information to assist individuals in self-understanding, career planning and problem solving, which is helpful to motivate students so that student can improve their own skills. The management and head of the institute collectively monitor the functioning of the Institute.

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

Programmes	Year 1 2011-12 (%)		Year 2 2012-13 (%)		Year 3 2013-14 (%)		Year 4 2014-15 (%)		Year 5 2015-16 (%)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B.Ed.	1	1	0	2	0	0	0	0	0	5

Over the years it has been observed that 1- 5 % of the students who seeked admissions in the B.Ed programme dropped out of the course due to their domestic reasons. In few years there is no dropout.

The boys dropped out because of getting government jobs in other fields where B.Ed was not required. These boys have been observed to have taken admission in B.Ed just as a back up and hence when they get their desired targets, they quit B.Ed programme.

Girls on the other hand being in majority constitute 95% of the class strength. The most commonly occurring reason for the girls to drop out is that they get married elsewhere and have to move out of town. In some cases there are girls who also get government jobs and decide to quit out of B.Ed programme.

5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in slet, net, central/state services through competitive examination in the last two years?

All through the year the students are counseled about the teaching profession and its true nature apart from what they study in the classrooms during their lectures.

Special classes on facing interviews, drafting resumes, soft skills and personality development etc. are conducted all through the session. In the beginning of the session they are provided a first hand experience of the school system through visits to the schools and guest lectures by eminent and experienced educationists. (Please refer *Annexure 74– orientation programme*)

5.1.5. What percentages of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

From the past 18 years it has been observed that on an average about 30-40% students choose to take up higher studies while more than 50% take up jobs.

The details of the last three years are as follows:

	Year 1 2013-14 (%)	Year 2 2014-15 (%)	Year 3 2015-17 (%)
Higher studies	17%	22%	NA
Employment (Total)	23%	40%	NA
Teaching	All	All	NA
Non teaching	-	-	-

*For the current session, 2016-17 the students are still appearing for the interviews.

**After completion of the course of B.Ed batch 2015-17, Institute will provide the details.

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.

No formal arrangements are available for the students who have graduated out of the students but as and when required these students are extended all support and facilities as available with the institute.

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.

Yes the institute provides placement services to the students. The students are provided counseling on the choice of job and are given special classes for facing interviews and drafting their resumes.

The lists of students who have been benefited by the placement cell in getting jobs are as follows:

This placement record is of those students who were desirous of taking a job right after the completion of their session. There were many who wished to pursue higher studies while there were some who did not wish to work immediately after the session completes.

PLACEMENT OF B.Ed. STUDENTS - BATCH 2014 – 15

S.No.	Enrol. No.	Name of the student	Placement Schools
1	05010202114	Nupur Arora	Brain International School, Vikas Puri, New Delhi
2	05410202114	Akanksha Gosain	Bal Bhavan Public School, Mayur Vihar – II, New Delhi
3	00310202114	Latika Nagar	Amity International School, Noida
4	03010202114	Krishna Das	Amity International School, Noida
5	03410202114	Isha Jain	Amity International School, Noida
6	01810202114	Juhi Joshi	Presidium Senior Branch , Gurgaon,57
7	08810202114	Shivani Chhikara	The Sovereign School , Sector 24, Rohini
8	30110202114	Suvriti Kapoor	Amity International School, Pushp Vihar

9	30310202114	Sincey Thomas	Amity International School, Pushp Vihar
10	30610202114	Gunjan Chamoli	Gems High School, Dubai (Joining from August,2015) Amity International School, Pushp Vihar (Presently working)
11	02810202114	Sadhvi Sethi	Amity International School, Pushp Vihar
12	'04410202114	Kiranjot Kaur	Amity International School, Pushp Vihar
13	06910202114	Aditi Pasbola	Amity International School , Mayur Vihar
14	00610202114	Kavita bhoj	Amity International School, Mayur Vihar
15	01310202114	Kriti Nagpal	Amity International School, Saket
16	00810202114	Arushee Mahaldar	Amity International School, Saket
17	00110202114	Anjali Mehta	Amity International School, Pushp Vihar
18	07710202114	Neha Dahiya	National Public School , Narela , Delhi
19	01010202114	Nidhi Chopra	Ahlcon International School, Mayur Vihar
20	09410202114	Reeta Pal	Jeewan Jyoti Public School, Jagat Pur, shahadra
21	30910202114	Ms. Manisha	Ch. Baldev Singh Model Sec. School, Balved Park, Main Mubarak Pur Road, Kirari Extension
22	09310202114	Ms. Niharika	Ch. Baldev Singh Model Sec. School, Main Mubarak Pur Road, Kirari Extension
23	07510202114	Vijay Laxmi	K.S.k. Public School
24	06810202114	Vineeta	Diwan Chand Arya Senior Secondary School, Lodhi Colony, New Delhi
25	06210202114	Swati Priya Mishra	Edify School Mandsaur
26	07110202114	Bhavna	Vanasthali Public School, Vasundhara
27	05910202114	Manpreet Kaur	Indian Modern School, Chattarpur

			Enclave, New Delhi
28	08910202114	Vandana Choudhary	KSK ,Academy , Sr. Sec. Public School, Sangam Vihar
29	01510202114	Nidhi Patak	Ashok Memorial Public School, Faridabad
30.	06110202114	Ms. Dolly Sharma	Bal Bhawan Public School
31	07610202114	Ms. Neha Tomar	Amity International School, Saket
32	06610202114	Mitali Gandhi	Banyan Tree School, Lodhi Institutional Area
33	03610202114	Shefali Verma	Banyan Tree School, Lodhi Institutional Area
34	03210202114	Shilpa Mishra	Vidya Niketan Senior Secondary School
35	03310202114	Barkha Nirwan	Asha Convent School , Faridabad
36	01210202114	Manjri	New Green Field School, Saket
37	01610202114	Priyanka Harit	New Green Field School, Saket
38	07010202114	Manvika Godiyal	Banyan Tree School, Lodhi Institutional Area
39	00910202114	Garima Luthra	Desy Dales Senior Secondary School, GK – I
40	03510202114	Tanya Nanavaty	Gems High School, Dubai

For the session 2015-17, the students are still pursuing 4th semester but there are some students who have got Confirmation letters to join after their exams have finished. The list of these students is as follows:

PLACEMENTS OF B.Ed. STUDENTS - BATCH 2015 – 17

S.No.	Name of the student	Placement Schools
1	Ashima Chopra	Bal Bhavan Public School, Mayur Vihar, Delhi
2	Harshita Grover	Lotus Valley , International School , Noida
3.	Himanshi Sachdeva	Bal Bhavan Public School, Mayur Vihar, Delhi

4.	Shreya Gupta	Lotus Valley , International School , Noida Father Agnel School, Vaishali, Uttar Pradesh
5.	Asmita Kumari	Bal Bhavan Public School, Mayur Vihar, Delhi
6.	Swati	Mayur Public School, I.P Extension, Delhi
7.	Preetima	Mayur Public School, I.P Extension, Delhi
8.	Rita Shammi	Mayur Public School, I.P Extension, Delhi
9.	Shreya Arora	Ambience Public School, Safdarjung Enclave, Delhi General Raj's School, Hauz Khas, Delhi Amity International School, Saket
10.	Esha Purohit	East Point School, Vasundhara Enclave, Delhi
11.	Jasleen Kaur	Cambridge School, Srinivaspuri, New Delhi K.R. Mangalam, G.K. II
12.	Jaya Ralhan	Banyan Tree School, Lodhi Institutional Area, New Delhi
13.	Shikha Ahuja	The Heritage School, Gurgaon
14.	Deepika Bisht	The Heritage School, Gurgaon
15.	Guntas Gambhir	G.D. Goenka, Rohini
16.	Saloni Goyal	Shemford Doon School, Dehradun
17.	Ashwani Panwar	Amity International School
18.	Disha Ahluwalia	Amity international School
19.	Parul	Amity international School
20.	Shilpa Ahuja	Amity International School, Pushp Vihar
21.	Ritika Gautam	Amity International, Sector 43, Gurgaon
22.	Rupa Sehdev	Smarten Sr. Sec. School, Najafgarh, New Delhi

23.	Gargi Thakur	Bhai Parmanand Vidya Mandir, Surya Niketan, Anand Vihar, Delhi
24.	Preeti Gambhir	Kothari International School, Noida Khaitan Public School, Ghaziabad, Uttar Pradesh
25.	Nitisha Tandon	DLF Public School, Sahibabad, U.P.

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

The placement cell as such does not face any major problem; however, some difficulties that we face with regards to schools and students are as follows:

- For teaching Hindi the schools require teachers who are educationally qualified for the subject but should have proficiency in spoken English., this combination is difficult to obtain as students coming from Hindi medium background have the required qualification for teaching in Hindi but their spoken English is poor. Having experienced this problem year after year we at AIE start their grooming in spoken English right from the beginning of the session. This we achieve by encouraging them to speak in English and indulge in reading and listening to English channels. We also encourage them to give presentations related to their curriculum in English; this further prepares them and helps them to overcome the fear of speaking in English. The mistakes of spoken English are corrected by all faculty members on the spot. They also learn five new words from the dictionary to enrich their vocabulary. They are encouraged to not only speak in English but also use the new words.
- A post graduate student who is looking for placement on completion of the training expects to get full grade and higher classes matching with qualification, even though they have no teaching experience. They feel that they are meeting the eligibility requirement/ conditions and hence deserve higher classes and full scale of pay. Most of these trainees are in the age bracket of around twenty five years. The schools on the other hand treat them as inexperienced trained teachers who though equipped with the subject knowledge and skills of teaching lack the expertise of handling senior classes. Schools are weary of giving senior classes to these fresher's as the board result are at stake. The institute has to do lot of Counselling for the fresh teachers. The distinction between eligibility for the job and requirement as well as constraints of the employing school is explained to these trainees.
- There is yet another factor in this area and that is of supply and demand. For subjects like math's and science it is difficult to get experienced teachers for various reasons which may include the salary demanded by them and generally non availability of teachers in these subjects. In situations like these the institution tries to talk to the principals of the schools and at times the students are given contractual appointment.

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

The institute has a provision of gathering feedback from the schools in which our students go for SEP. After the feedback is received the schools ask for the students to be recruited in their schools and hence they are sent for the interviews. If and when the students get selected, they are allowed to join the school after their annual examinations conducted by the University are over.

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

The institute provides human as well as ICT support to the placement cell.

5.2 STUDENT SUPPORT

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

Time table is made in which a separate period is allotted to the extra curricular and co-curricular activities. Every year we celebrate Human Value Quarter. During which the calendar of activities is prepared and fixed on the notice board. The students are assigned work in accordance to their tutorial groups and the faculty in- charge of the tutorial along with the students is informed about the activities well in advance. On the assigned date the activity is conducted and assessed by the Principal and the faculty members. (*Annexure 75* copy of schedule of AHVQ also refer the institute Time Tables Annexure)

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

We do give them an edge over the other in cases of assignment, sports and file submissions and when visits and trips are organised.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the institution has provision of mentoring the students. After the reporting of all the students they are distributed in various tutorial groups and the faculty members are in charge of such groups. The faculty is responsible for the whole year in solving their problems and mentoring them when ever required. They take care of the students if they have difficulty on education, professional or personal front. They provide counseling if and when required by the students.

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

The institute provides all the infrastructural and material support to the teachers while they prepare for their classes.

The provisions available in the institute are as follows:

- LCD
- OHP
- INTERNET
- PERSONAL COMPUTER
- DVD PLAYER

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 named as <http://www.amity.edu/aie/>

The information posted on the website is about the mission and vision of the institute. Recent and past endeavours of the institute in the field of education are given on the website. Details about the faculty are posted on the website. Details about the management quota seats, its admission and last date as prescribed by the University are also posted on the website.

Academic Interactions, about campus, research and publications of the faculty and infrastructure. All these details are provided on the web site and it is updated regularly.

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

Yes, we do have a remedial programme for academically low achievers. The students mainly face problems in lesson planning before the start of school experience programme; they find it difficult to conceptualize the writing of objectives and detailed planning of the lesson when this topic is covered in the class. They are given one to one help till their concepts are cleared and they are able to make a good lesson plan.

5.2.7. What specific teaching strategies are adopted for teaching the

A) Advanced learners and (b) slow learners

A) Advanced Learners: Advanced learners are intellectually bright and can do multi tasking; their capabilities are utilized in organizing academic events, taking leadership role in school experience programme. A record of these students is maintained when they go for practice teaching as well as peer observation. Their potential is also utilized in dissemination of relevant information as well as collecting information for the entire group. They are also encouraged to give demonstrations/ presentations to the entire group for any good work done.

B) Slow Learners: The class is divided into tutorial groups and each tutorial group is a heterogeneous group of students with a mix of bright and slow learners, the bright students are encouraged to help the weak learners. Since the tutorial group is small, it becomes easier for the teacher to have one to one interaction with the slow learners. Dividing them into groups helps in understanding their problems and providing solutions

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

Give details.

We provide guidance in several areas, based on the needs of the students. Some of these areas are as follows:

- **Academic Guidance:** When the students join the institute in the month of August, they are quite confused about the subjects they can choose or want to choose in the area of methodology. Keeping in view the norms of IP University, their eligibility, percentage of marks obtained in the subject and their personal liking for the subject they are provided guidance. The facts are placed before them and they are encouraged to take their own decisions by weighing the pros and cons.
During the session, at times students find difficulty in understanding some subjects, this particularly happens with those coming from science background as comprehension of philosophy, sociology and psychology based curriculum of B.ed is totally alien to them.
- **Professional Guidance:** For a course like B.ed, professional guidance for teachers to be is of paramount importance. The students are told periodically about the advertisements of schools for job vacancies. The advertisements are displayed and they are encouraged to apply in a number of schools as applying only implies that one is in queue. Professional guidance is given to students while selecting the school, teaching a subject and in many other aspects. This year when the government advertised CTET, the advertisement was read out to the students and was also displayed on the notice board. The entire class was encouraged to fill up the form and appear for this test. They are taught how to write a resume, the faculty even checks their resume for any mistakes. They are prepared to face an interview, the personality development classes further enhance and boost their confidence level.
- **Personal Guidance:** Almost every year we come across some students who have personal problems, these problems are generally related to finance, domestic, health or personality issues. In areas like domestic and personality issues, the institute provides personal counseling. This is done by the interaction with the faculty and by providing a kind of platform for catharsis. At times the institute also approaches the parents/ spouse/ guardian to delve into the root of the problem.
- **Career Guidance:** A number of students wish to go for further studies on completion of B.Ed; they are given guidance to choose a career of their choice from various available options. They are given the web links and even told about the advertised courses

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?

We have not had any severe case of student's grievance so far but we do have a complaint box, specially meant for student's grievance if any. The minor complaints of the students are addressed at the institute level. The complaints of students are directed to the mentor of their tutorial group who diligently handles the problem. We also have a special committee at management level to look into any major case of grievance.

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

From the beginning of the session the mechanism of monitoring the progress is set in motion we divide the students in tutorial group and each tutorial group is responsible for the conduct of the assembly of one hour on rotation. Participation of each student in these rotational activities is ensured as there is internal weight age attached to this significant part of their training. This comprehensive one hour activity includes the following aspects:

- Communicative skills
- Level of confidence
- Personality
- Art of speaking on the mike
- Knowledge
- Presentation skills

Since all the groups have to present these skills and their turn comes more than once in the entire course duration we get to see the progress and change. Correction for all these areas is also done on daily basis on the spot.

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?

Before the students proceed for practice teaching they have to undergo a test of their content knowledge of their respective subjects as per the prescribed curriculum of the CBSE schools for classes IV to XII.

On the basis of the result of this test they are counseled to improve in their content knowledge. **(Please refer Annexure 06- Copy of question papers)**

Once the students are assigned their practice teaching schools, they are to get 5 lessons approved from their respective subject teachers before entering them in their journals. During these approvals the subject teachers of the trainees make repeated changes till the lesson plan meets the level of mastery as stated by the institute.

During the teaching practice, the supervisors (faculty members of AIE) give their comments to the students and mark them at the scale of 1 to 5 in various areas of classroom teaching. (Please refer *Annexure 4- The Lesson plan Journals- both*)

5.3 STUDENT ACTIVITIES

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

We have an alumni association which is structured. There are some active members of the alumni who are in constant touch with us for collection as well as dissemination of all relevant academic information.

(i) List the current office bearers

- Dr. Ranjana Bhatia, Principal cum Director, Amity Institute of Education, New Delhi
- Dr. Sadhna Tyagi
- Ms. Kiranjot Kaur
- Mr. Krishna

(ii) Give the year of the last election: September 2014

(iii) The list of alumni activities in the past entails the following:

- Participation in academic events organized by the institute like seminars, paper presentations etc.
- Acquainting the new comers during the orientation week
- Updating the institute about the latest happenings in the school
- Informing about the job opportunities

(iv) Give details of the top ten alumni occupying prominent position.

The alumni occupying prominent positions:

- Mr Krishna , TGT and Timetable Incharge, Amity International School, NOIDA
- Ms. Kiranjyot Kaur, PGT, Amity International School, Pushp Vihaar
- Ms. Kavita Bhoj, PGT, Amity International School, Mayur Vihaar
- Ms. Kanika Agarwal, Assistant Professor , GGSIP University
- MS Chetana Tyagi, HOD English, Brain International School
- Ms. Jyotika Chug, PGT, Army Public school, Dhaula Kuan
- Ms. Divya Chaudhary , , Assistant Professor , Delhi Teacher's Training College, Nazafgarh, Delhi.
- Ms Rajni Upadhyay Assistant Professor , Amity Institute of Education, Saket
- Ms Mani Sharma Assistant Professor , Amity Institute of Education, Saket
- Ms. Alka Sharma, Head Mistress, LPS School, NOIDA

(v) Give details on the contribution of alumni to the growth and development of the institution.

The alumni of the institute are our ambassadors in different schools of the country especially the Delhi NCR. They have helped the institute in image building as the quality of training imparted by the institute gets reflected in the way they work in their respective schools. When the alumni members talk to the freshers every year they reinstate the confidence in the new entrants about the strengths of the institute in terms of quality and placements. During School Experience programme every year they act as an excellent support system and a guiding force for the new comers.

They contribute by being a part of the academic and literary events and by furnishing expressive write ups. They invite us for organizing workshops in their respective schools.

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.

Co-curricular activities as the name implies, are those, not directly related with the prescribed curriculum and include: sports, athletics, scouting, various hobbies, excursions, dramas, debates, one day trips etc. The students are constantly encouraged to participate in the co-curricular activities conducted in and by the institute. The institute conducts extra curricular activities like puppet shows, regional song competition, Rangoli competition, Board Decoration competition, Debates, Extempore, Celebration of Festivals and various other activities are carried out in the institute during the academic year. It is ensured that there is compulsory participation of all the students so that no gender distinction is left. It also makes sure that every student gets a chance to show his/her creativity and will enhance it in the due course of time.

Apart from the co-curricular activities conducted in the institute every year AMITY conducts sports meet named as “Sangathan” which is conducted in the Amity University Campus, Noida. It ends on 24th October of every year. A two week sports meet has various sports organized in which the students of AIE, Saket participate whole heartedly and bring laurels for the institute. On the last day of the sports meet some students representatives of the each department of Amity participate in the parade. (*Annexure 76* **Details of the sports meet and students won**)

In this way AIE, Saket prepares students practically for the future & provide opportunities for students to work in teams, to exercise leadership, and to take the initiative themselves. These co-curricular activities are physically active, getting the student out from behind their desk and making them try new things.

AIE has the appropriate infrastructure for sports and other co-curricular activities. Periods are allotted for such activities in their time table. These activities are carried out by trained Faculties. Efforts are made to provide all activities suiting to the choice or attitude of the student. All the students are given equal opportunities to participate in such activities. Institution promotes participation of boys and girls in inter and intra-institutional sports competitions and cultural events. Ample opportunities are provided to students through co-curricular activities to expose their talents in several fields like art, music and dance etc. Activities allow them to boost

their self-esteem as they learn to perform in something they enjoy. They get the right platform to show their talent & gain experience in a variety of areas. Such activities are helpful in building up of the student character and personality as well as training of their mind that may facilitate their academic achievement.

Military Training Camp conducted by the AIE, Saket provides a platform for the teachers of tomorrow to learn the basics of armed forces. In the training camp the students are subjected to various sports in which the students have to indulge and on the last two days of the camp the sport get experience of adventure sports which is a kind of life time experience for most of them. This way we try to cast away their inhibitions and can overcome their fear.

Extra-Curricular Activities

Extra-curricular activities bring out the best in a student if they are of student's interest, curiosities, and abilities. All through the session, AIE, Saket organizes inter-tutorial competitions in varied fields of art, culture and academics. Various co-curricular activities like Recitation of poems, singing of bhajans & patriotic songs, puppet shows, presentations on different themes, debates and other cultural programmes prepares students for the future & develop all aspects of the personality .

These activities also help students to gain experience in a variety of areas. Through participation in sports, students learn co-operation, teamwork and time management. It also helps students to discover hidden talents, to show creativity and inculcate increased sense of honesty and trustworthiness.

The institute conducts “**Amity Human Value Quarter**” every year which begins on 28th January and continues till 27th April. Students participate in this Human Value Quarter with full zeal and enthusiasm. (Please refer to *Annexure 03* Human Value Quarter file)

Various activities are conducted during this quarter ranging from the Indian Literature, Art and Craft, Architecture, theatre, freedom struggle, festivals etc.

The students are given a vast exposure in varied subjects which gives them an edge over the others. (*Annexure 77* Copy of the displayed notice for these activities, photos)

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

AIE publish a news letter in every quarter. This news letter contains articles on various themes written by students. Magazine contains reports and pictures of various events prepared by students.

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

We have tutorial groups and each group has a student in charge that is selected by the entire group, at times this group leader is identified by the faculty in charge depending on the dynamism and willingness to work and to lead the group.

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

We have tutorial groups for intra activities of the institute. For school experience programme the students are allotted different schools based on the distance / availability/ type of the school and caliber of student. Each school is represented by a group leader chosen or nominated by the institute, since the students go to their respective schools for forty days it is important for the institute to know their attendance in the school, their time of arrival and departure and the work done by them during the day. The group in charge is responsible for ensuring all these things by way of maintaining records, monitoring the other group members and reporting the same to the institute on weekly basis. The group leader also informs the teacher in charge on daily basis about the timetable of the classes, supervision schedule any change in the time table any extra work given by the school or any message to be conveyed to the institute by the school etc.

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?

The institution takes the feedback from the students in the end of the academic year and a constant feedback is taken from the stakeholders of the institute. The feedback is checked thoroughly and if required it is discussed with the faculty. The major short comings if any are discussed among the Board of Management including the Principal of the institute and the suggestions are solicited. This is done to enhance the quality of education and facilities provided to the students. In this way institute has tried to make a niche of its own in the past years among the educational fraternity.

5.4 Best Practices in Student Support And Progression

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

- At AIE, Saket emphasis is given on not only making academically brilliant, but true leaders and team players, thus preparing them for the real life. At AIE, many unique programmes are conducted that improves mental and physical agility. All-Round Personality Development Programme is the main part of the curriculum. For it, special lectures on Personality development are conducted by experts. These provide the would be teachers a unique opportunity to polish them, along with attainment of skills in resume writing, facing interview panel, professional communication, conflict management and making use of interpersonal skills.
- Regular practice of Yoga and Cultural activities.
- Orientation Program is conducted for Freshers to introduce them to AIE and its way of life.
- Alumni are invited for lectures and for interaction with the students. (*Annexure 78* name of alumni who came last year along with their contact details and school where they are working)

- Ensuring good students support – academic, infrastructure, finance and co-curricular activities.
- Chanting of Gayatri mantra, Pranayama and Meditation is the regular part of assembly enabling the emotional culture. (*Annexure 79* copy of gayatri mantra with its meaning)
- Workshops and Seminars on various innovative topics are organized for students at AIE. (*Annexure 80* Details of Seminars with reports)
- The institute conducts Military Training Camp every year for all the students, boys and girls separately. It teaches students to face the hardships of life and to emerge out as winner in every situation. (*Annexure 81- Copy of the homepage of the Military Training Camp website*)
- Conducting Human Value Quarter in which values, ethics and moral values are inculcated. (Please Refer *Annexure 03,75*)

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

- 1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?**

The institution has Alumni Association since 2000. Need to be registered.

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

AIE is ensuring good students support – academic, infrastructure, finance and co-curricular activities on regular basis. Workshops and Seminars on various innovative topics are organized for students at AIE. These activities help students to gain experience in a variety of areas. The institute provides all the infrastructural and material support like personal computers, internet to the teachers while they prepare for their classes.

CRITERION VI: GOVERNANCE AND 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?

Dr. Ashok K. Chauhan, the founder President of Ritnand Balved Education Foundation (RBEF) is the inspiration for all his employees because of his undying passion, determination and persistence.

A distinguished educationist, an academician and an entrepreneur par excellence, Dr. Ashok K. Chauhan focuses towards making each child a success story in whichever field opted for.

The same vision and foresight is shared by the faculty working in Amity Institute of Education, (AIE) Saket. They constantly strive hard to reach their goals of producing quality teachers for the society. AIE, Saket sees a winner in every student and spares no effort to provide facilities that would spur and speed each student's journey towards emerging as the winner and inspires every future teacher to be ambitious and be a front runner.

Amity Institute of Education visualizes a future which is solemn yet stimulating, secure yet assertive. The motto of AMITY "*Where Modernity Blends with Tradition*" is made into reality by various endeavors of AIE, Saket at every step during the academic year of B.Ed students. Therefore our students in spite of being modern in thought are well groomed all through the year to be enriched with our true culture and heritage.

For **Mission statement** of the institution and **Objectives** of the institute please refer point 1.1 of this report.

Vision of the Institute

It is said that the destiny of a Nation is shaped in the Classroom. Amity Institute of Education is committed to prepare professionally competent teachers in tune with the latest trends in the field of teaching -learning, with focus on Human Values and Indian Heritage.

The various institutions of the Ritnand Balved Education Foundation (RBEF) from the nursery level to the Higher/ Professional levels of education, whose slogan is "Where Modernity Blends with Tradition", have the mission that each one of our students makes a success story.

Amity Institute of Education, Saket aims to take appropriate measures to successfully achieve this vision by the following measures:

- We are in constant touch with the schools where our students are working as our ambassadors and they continuously provide us with feedback on ways to improve our quality which in turn improves our relations with the schools for the future.
- Feedback forms filled by the students each year are also a good source of information which helps us to review our ways of functioning on the whole.

- We even invite Principals, Teachers and Counselors of various schools for brainstorming sessions to seek knowledge, confirmation and affirmation in new areas and ideas of pedagogy.

All these endeavors ensure high quality of research and teaching especially through the promotion of inter and intra disciplinary studies

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 Mission and the Vision statement of the institution provide a clear reflection of our work and ideologies. The institute believes in the whole hearted participation of its every member to improve quality in teacher education. Further the Curricular and Co curricular activities of the institution which are directed towards the total development of the student personality are properly carried out and monitored by the institute. These activities are aimed at fulfilling the needs of the schools of today, as they form our major stakeholders and our students have to teach in these schools.

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.)

As a part of RBEF Amity Institute of Education, Saket comes under the big umbrella of Amity Universe and the recruitment of the staff is done after a personal interview with the Principal of the institute and then panel interview in the Amity University as conducted for the final selection of the candidate. This short listed candidate has to meet the Head of the HR Department for the finalization of appointment and related details.

The Director cum Principal of AIE, Saket is the Head of the campus. Major and minor decisions are taken by the Director cum Principal after reviewing the matter in question. The role of the Director cum Principal of AIE, Saket is holistic both for the institute and the wider community. As a Director cum Principal her duties are to be in good relations with the education department, students, lecturers, and with her colleagues of the educational fraternity. The Director cum Principal is responsible for the day to day administration of the institute and is accountable to the management and stakeholders.

The commitment of top management is to ensure that quality in training of teachers is provided keeping in view the right blend of traditions and modern learning techniques. The management lays down the guiding lines for achieving this objective. The management also directs the institutional Head to provide a number of value additions which directly and indirectly help in achieving the objective. These value additions are given in the form of personality development programme which has a module of twenty five lectures spread through the year.

A **compulsory military camp** of seven days duration and the Human Value Quarter are also the unique value addition programmes for the students. (*Annexure 82– Report of students' experiences and certificate copy of the camp*)

FUNCTIONING AND COMPOSITION OF VARIOUS COMMITTEES:

- **COMMITTEE TO MONITOR QUALITY OF EDUCATION:**

GGSSIP University our affiliating university, has got a quality assessment committee which annually monitors and inspects the institute in terms of activities, practice teaching, curriculum transaction, Quality of Faculty, Placement, publications done by the faculty, Laboratories, Library etc. We submit a detailed report on all these points to the committee (*Annexure 83*)

- **SPORTS COMMITTEE:** Amity Institute of Education is a part of RBEF, at the dedicated Amity institute of physical education, a lecture is arranged by the faculty of physical education for the students every year to give them an overview of different types of games to be arranged by them when they go to school as teachers. They are also acquainted with the relevance and importance of physical well being in today's stressful life.
- **GRIEVANCE REDRESSAL COMMITTEE:** There is a grievance redressal committee formed by the management to look into any grievances of the students as well as faculty. This committee comprises of a senior members nominated by the management, principal of the institute and one faculty member of the institute or of Amity University.
- **MANAGING COMMITTEE** that looks into the finance, administration, staff, financial and academic audit: Amity Institute of Education gets all support in terms of finance, administration and financial audit from its parent body. We have our accounts department and administrative office to look into the following: disbursement of salary, pf (wherever eligible), payments, advances and imprest accounts. The accounts related assistance required by the institute for different projects or training programmes are also looked into by the committee. The GGSIP University conducts inspection every year to audit the academic functioning of the institute. They check the number of faculty members, their qualifications and experience etc matching with the prescribed norms they also check the number of articles published by the faculty, seminars, workshops conducted by faculty or organized by the institute. They even interact with the students to find out the standards of teaching learning, school experience programme and problems or difficulties if any.
- **STUDENTS COMMITTEE:** We have five tutorial groups and each tutorial group has a student in charge, this in charge is responsible for the rotational duties to be performed by the entire group for the conduction of a comprehensive and multi dimensional assembly every morning. The student in charge of the tutorial group act as bridge between the students and the institute

BOARD OF GOVERNANCE /BOARD OF MANAGEMENT: The Board of Management of our institute comprises of the following members:

S.No	Name	Address	Designation
1.	Dr. Atul Chauhan	E-27, Defence Colony, New Delhi 110024	President, Ritnand Balved Education Foundation (RBEF)
2.	Mr. Ajay Chauhan	-do-	Vice President, RBEF
3.	Mr. Anand Chauhan	-do-	General Secretary, RBEF
4.	Mr. Manjeet Singh	192-B, Delhi Road, Meerut, UP	Treasurer, RBEF
5.	Mr. Aseem Chauhan	E-27, Defence Colony, New Delhi 110024	Additional President, RBEF
6.	Dr. Ashok K Chauhan	-do-	Member
7.	Dr. (Mrs) Amita Chauhan	-do-	Member
8.	Mr. Arun Chauhan	-do-	Member
9.	Mr. Ajit Chauhan	-do-	Member
10.	Brig G. D. Sharma	E-503, Som Vihar, R K Puram, Sector 10, New Delhi 110022	Member

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?

Management of Amity through The Head of AIE, Saket communicate to the staff of the institute in regard to the appraisal, relieving and other related work. Apart from this the Director cum Principal of the institute delegates some of her authorities to the teaching staff. The work is assigned to the faculty keeping in view their strengths and weaknesses. All the notices and other information are circulated in the staff and it is ensured that everyone has read them and the faculty signs on each notice. (*Annexure 84* Workload of Each Faculty and Copy of a few notices circulated for the faculty)

Confidential Report is detailed and objectively prepared by the Head of the institute for all the faculties. These are considered before promotion. The report is prepared on the criteria like papers written by the faculty in referred journals, seminars attended and papers presented in seminars and various other related endeavors done by faculty members. Self Appraisal form is filled by the faculty and then a personal report is made objectively.

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?

Regular reporting of all the activities on daily basis is done by the institution by the management.

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

The institution takes the feedback from the students in the end of the academic year and a constant feedback is taken from the stakeholders of the institute. The feedback is checked thoroughly and if required it is discussed with the faculty. The major shortcomings if any are discussed among the Board of Management including the Principal of the institute and the suggestions are solicited. This is done to enhance the quality of education and facilities provided to the students. In this way institute has tried to make a niche of its own in the past years among the educational fraternity.

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 faculty is involved in day to day decision making process or in certain situation which the Head feels should be discussed with the faculty to get the right decision. As decision making can be regarded as an outcome of mental processes (cognitive process) leading to the selection of a course of action among several alternatives. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

While making a decision The Head and the faculty members follow many steps which are:

The **first step** - Goals are outlined and outcome is meant to see what they are trying to accomplish and also to keep them on a specific path.

The **second step** - Gather data to have actual evidence to help decision makers to come up with a solution.

The **third step** – Brainstorming session that helps in developing alternatives to see what suits the situation.

The **fourth step** - Pros and cons of each alternative are listed and discussed.

The **fifth step** – Appropriate decision is made.

The **sixth step** – Action is immediately taken.

The **seventh step** – Reflections

The faculty members of AIE, Saket are actively involved in taking decisions regarding academic and research activities and they also hold periodic meetings. However, the major decisions are taken by the Managing Committee after careful reviewing.

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees made by the Principal. (*Annexure 85* Annexure of the duties delegated to the faculty members) Powers are delegated to these different bodies for the smooth functioning of the academic activities with the Principal coordinating all the functions. Responsibilities are well defined and communicated to the staff through office communications and through the meetings of the various committees. Efforts are on to utilize the Computerised LAN of the institution for communicating with the teaching departments and staff. All the staff members have an e-mail id given by Amity. (*Annexure 86* Annexure e-mail ids of all faculties given by Amity)

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

As the head of the institute, the Principal, has the vision and leadership ability to keep the institute developing into a progressive structure with healthy and co-operative relationships.

The contribution of the Head of the Institution in the overall governance and management of the institute is as follows:

- Leadership and direction in order to ensure that the Institute continues to succeed in its Mission and achieve its strategic aims and objectives.
- Provide vision and an empathetic leadership approach, in order to equip the institute to adapt and succeed.
- In the role of the institute's Principal and the Chief Executive of the Institute, she ensures that all aspects of the Institute are managed effectively and efficiently.
- As the member of the board she influences the strategic agenda to ensure that the institute is recognised as a major partner in the community.
- Devises a strategic plan which meets the institute's developmental objectives and exceeds its requirements in developing a culture of continuous improvement to ensure that learners are at the centre of learning.

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.

We have the following major committees which are coordinated by the faculty of AIE.

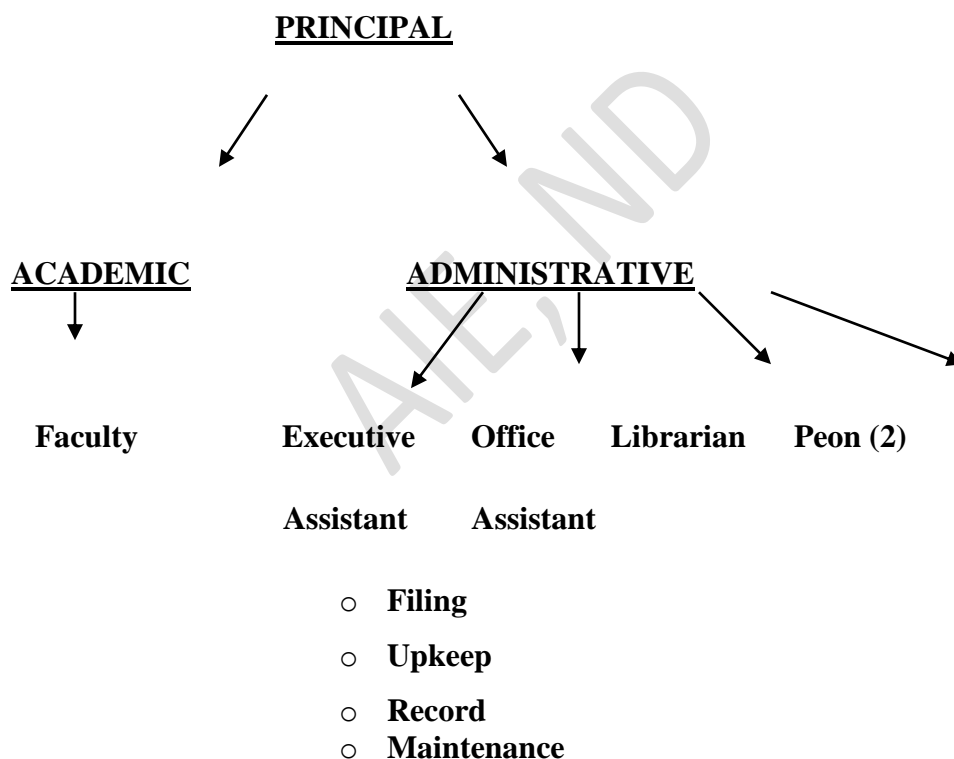
- Admission Committee Including Admissions Of The Management Quota
- Orientation Programme

- School Experience Programme
- Co Curricular Activities
- Examination Committee
- Sports Committee
- Human Value Quarter
- Projects
- Organising Academic Events
- Organising Visits And Excursions
- Work Experience
- Time Table Setting

Annexure 87 Details Of the Schedules and minutes of Meetings

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

The Organizational Structure and the Details of The Academic And Administrative Bodies Of The Institution.



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

The administration of AIE, Saket is decentralized to the extent that all day to day decisions of running the institute are taken by the Head of the Institution. Allotment of classes, framing of time table, number of teaching periods, subjects to be taught by each faculty member is all decided by the Head of the Institution.

Decision on the type of schools, number of schools, duty of faculty for supervising the lessons are also decided by the Head of the institution.

The decisions regarding the Number of excursions, trips and visits, place, date, day and time of these visits and educational excursions are also taken by the Head of the institute.

The Head has the power to grant leave (casual and earned leave) to the staff. She also has the authority to permit the faculty to attend seminars, present papers and participate in any academic activity outside the institute.

The Head with the help of the faculty decides the type and number of books that can be purchased for the library and has the discretion to subscribe any magazine or journal related to the field of education.

Before making any new appointments, the head interact with the candidates and the further recommends them for final selection.

The Head keeps a record of the attendance of all the staff members including their regularity and punctuality. At the end of the month she sends a report to the HR indicating the details of attendance and total salary of the month that needs to be paid. (*Annexure 88- Faculty Details sent every month*)

She is responsible for the conduct of the staff and the students in the institute and can issue advisory/ warning notes if the laid down code of ethics are violated. The personal files of the staff are also maintained along with their leave record.

The appraisal of the staff members and the recommendation for the increment in salary to the HR office is also done by the Head.

The Head is responsible for the upkeep of the infrastructure and the equipments of the institute. She informs the management about various activities taking place at the institute.

It is her duty to deal with all official matters related to the University, the Delhi Government and NCTE. The Head is responsible for motivating the staff professionally for writing articles, publishing books and for further study. The information of new happening in the field of teacher education, applying for projects and keeping a track of sanctions for the same is also her responsibility. She also stays in touch with other teacher training institute to remain posted about the latest in the field of teacher education.

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

The Institute has carried out many tailor made workshops for the various sections of the society which have been a major milestone in its journey to achieve its ultimate goal. The details of these collaborations and consultancies can be referred to in **point 3.3 and 3.5 of this report**

Apart from this for their own students AIE, Saket has a provision of feedback from the schools where its students work as teachers at various levels and schools in which the student teachers are sent for School Experience Programme. This provides an overview on the requirements of the schools and in accordance to that the pedagogy is planned for the next batch by the institute.

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 feedback obtained from the experts, the students, the alumni and the faculty members, constitutes the major inputs for the prospective planning. These inputs are carefully analyzed by the Board and Management Committee and a road map is developed. The institute in conscience with the Amity University Committee recommends new plans, academic programs, infrastructure development, development of central facilities etc. by optimal use of the resources. It also helps in mobilization of resources to strengthen the planned activities. The recommendations of the Managing Committee are considered and approved by the Accounts Committee, Finance Committee, and the Board of Management for further necessary action and implementation.

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

Institution has started giving award to best faculty of the year to promote co-operation, sharing of knowledge, innovations and empowerment of the faculty.

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, an information system is maintained by the institute for recording all the academic and administrative aspects.

The procedure of selection as done by the university and communicated to us through the web portal is collected and kept in our record. All the records of attendance and leave of students and staff, marks obtained by each student, notices and circulars issued and other practicum related aspects are carefully recorded and aligned by the institute through MIS.

The institute is able to integrate all the data related to the collection, recording and forwarding to the affiliating university by aligning the available information through MIS.

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

The strengths and the shortcomings of the staff have been identified by the Head of the Institution. Work allocation is based on the strengths of each individual to ensure win – win situation and make every individual feel happy, successful, motivated and productively involved.

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

We have a very progressive management and our requirements as and when conveyed to them through email are looked into and immediate action is taken on the same.

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?

The academic calendar and list of holidays is provided by the GGSIP University and the Institute follows it accordingly. The University gives approximate dates to organize the forty days SEP. The Plan and calendar of SEP is prepared by the Institute with collaborated schools. In-charge is made from the faculty who takes care of the overall working during SEP. The faculty along with the Principal decides on the number of students to be assigned in each school. Care is taken keeping in view the medium of instruction and distance proximity. The faculties are assigned duties to assess the students during SEP. They are provided with a format (of 10 marks) to assess the students. These marks form the basis for the internal assessment of the students for SEP (*Annexure 89* Details of SEP- Letters to the schools, schedule of SEP)

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

The objectives of the institute are communicated to all the staff members right in the beginning. These objectives are periodically reinforced by the reminders and random checking.

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

On the basis of feedback received from students at the end of the each academic session and reviews done every quarter by the institute, we evaluate and accordingly revise our planned agendas based on our vision and mission.

The section 6.1 of this criterion and Criterion I, gives a broader picture of how we implement the fulfillment of our goals derived from the vision and mission of AIE.

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

The students and the faculty have the provision to use internet during the office hours. Both faculty and students are encouraged to use computer technology. Even the University has assigned a core paper in Computer Technology that gives a first hand experience to the students on computer. They are given assignments that they have to prepare after taking the help of World Wide Web. It is just an attempt to bring them closer to the virtual world which has become the need of today's generation. They are even encouraged to give presentation using LCD. Through digital literacy the institute aims at building confidence amongst its students and staff members.

6.4 HUMAN RESOURCE MANAGEMENT

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

Individual growth requirement is analyzed frequently in light of growth and progression. Each individual is encouraged to apply for research projects after a detailed study and research in a chosen area. Staff members are also motivated to carry out action research and share the outcomes with other members of the staff. They also prepare a report of the findings and send them to other beneficiaries as well.

Grievance Redressal of Human Resource is done periodically to air their views.

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

Institute does a regular and continuous evaluation of their teachers and looks into the progress of the teacher educators at regular intervals. This process is done to see the present performance of the teacher educators and their research aptitude and enthusiasm to do action research and other related activities performed by the teachers apart from their regular teaching. Such activities help in the professional and personal growth of the teacher in lieu uplifts the name of the institute in the fraternity.

For this the institute evaluates the teachers on their teaching and research work as well as extension performance based on their **Self Appraisal Reports (SAR)/ Personal Appraisal Reports (PAR)** submitted every year. This evaluation based on SARs/ PARs helps in ensuring academic accountability of teachers and monitoring their major research projects and other academic activities. (*Annexure 90 Copy of the feedback forms*)

A letter of commendation is given to the teachers by the Founder President and by the Principal of the institute on doing reasonably in their path breaking effort.

On the lines of formative and summative evaluation the teachers are also evaluated by the students and their analyses and outcome are intimated to the teachers concerned, which will help in improving their performance. Apart from the institute the evaluation is done by Administrative and Academic Audit Committee which consists of internal and external experts.

The Institute has introduced appraisal of the teachers by the students. The feedback from the students is obtained teacher-wise and course-wise. The model questionnaire is used for this purpose. The technical support committee reviews these feedback forms and gives the analyzed evaluative report teacher-wise. These analyzed reports are perused by the Principal of the institute and the higher authorities which in turn decide the outcome of the feedback analysis and then they inform each teacher for their further improvement.

Further the SAR/PAR's are given to the teachers at regular intervals and in the end of the session too and it is reviewed in light of the performances of the fellow teachers in the institute and through a well maintained and stated mechanism. The institute takes the help of the Amity University academic audit department to further analyze the performance of the teachers in the previous session.

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)

1. Preference in ward admissions in Amity Schools and institutions of Higher education
2. Guest house accommodation in all campuses of Amity.
3. Concession in tuition fee of wards studying in Amity International Schools and Institutions of Higher education.
4. Facility of Synergy Card for discount on purchase of books.

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.

- Five days faculty development programme on the theme “ Empowering Teacher Educators to teach through 5 E's of success - Exploration, Enrichment, Expansion, Excellence and Enjoyment in the evolving world of Education” from 30th Jan 2017- 3rd Feb 2017
- Faculty Enrichment programme was organized on Evaluation and feedback Mechanism to Promote Excellence in Teacher Quality” on 12th March, 2015

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.)?

Please refer to the answers given in the above questions of this section.

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, specialisations).

There is no provision for employing part time/ ad-hoc faculty

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).

The management is very supportive and encouraging when it comes to any academic growth of the staff. The staff is granted official leave to participate in seminars, conferences and workshops. They are also encouraged to take active interest in international professional associations.

The staff has NUFFIC, Netherlands membership

The faculty members are also the members of CTE

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).

Kindly refer the details mentioned in Criterion IV on Infrastructure

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

The faculty can talk to the HR department for any information related to their terms and conditions of appointment and about their leaves, increments, promotions and any other problem faced.

The faculty also has access to the accounts department for clarification of any doubts and queries related to their salaries, provident funds, any reimbursements, advance etc.

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.

Please refer the Teaching load sheet as given under Point 2.4 of this report

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

The staff is motivated for good work done. This motivation is at times tangible and at times non tangible. They are given annual increments each year and additional bonuses are given provided to the non teaching staff at certain occasions.

Written notes of appreciation for the staff are circulated for the good team efforts displayed at bigger occasions.

From this year management has started “Best teacher award” on the basis of teacher’s performance.

6.5 FINANCIAL\ MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

We don't get any government grant. The source of revenue for the institute is the fees received from the GGSIP University which they take from the students on annual basis.

6.5.2. What is the quantum of resources mobilized through donations? Give information for the last three years.

We don't take any donations

6.5.3. Is the operational budget of the institution adequate to cover the day to- day expenses? If no, how is the deficit met?

No, the deficit is met by the foundation.

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 Institute's main budgetary resource is the fee received from the student. However as institute is a part of Ritnand Balved Education Foundation which is umbrella organization of All Amity Institutes and the budgetary deficits are met from the foundation's resources.

Budget allocations over the past five years are as follows:

Year	Plan Budget		Available Resources		Surplus/Deficit	
	Recurring	Non Recurring	Recurring	Non Recurring	Recurring	Non Recurring
2011-12	5,500,000.00	25,000.00	5,080,000.00		(- 420,000.00)	(-25,000.00)
2012-13	6,325,000.00	40,000.00	5,080,000.00		(- 1,245,000.00)	(-40,000.00)
2013-14	6,957,500.00	85,000.00	5,080,000.00		(- 1,877,500.00)	(-85,000.00)
2014-15	7,653,250.00	65,000.00	5,080,000.00		(- 2,573,250.00)	(-65,000.00)
2015-16	8,418,575.00	70,000.00	5,080,000.00		(- 3,338,575.00)	(-70,000.00)
2016-17	9,566,563.00	75,000.00	7,905,000.00		(- 1,661,563.00)	(-75,000.00)

#Deficit met out of the resources of the Parent Society Ritnand Balved Education Foundation.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, accounts are regularly audited. Details of Internal and External Procedures are as follows:

Internal Audit Procedures:

1) Student fee and Other Income

Area covered:

Tuition Fee

Tuition fee is disbursed by GGSIP University. The entry passed in the Books of account is verified with the cheque received from the University.

2) Purchases and payments

Area covered:

Purchase: Invoices are checked with the purchase requisitions, purchase orders and challans.

Payments: Payments made are verified with the terms and conditions laid out in the purchase order. Also any previous balance is adjusted. Only cheques or bank transfers are made. No cash transactions is involved

Stock Register: Stock inwards are traced to the challans. Store outwards are traced to the requisition slips.

3) Payroll

Area covered:

Salary

New Join Salary

Increments

Salary: Salary paid is verified with the staff on rolls. Also the attendance sheet is verified and the paid days and the days for which salary paid are checked.

New Join Salary: The same is verified with the appointment letter and joining sheet of the employee.

Increments: Any increment paid is checked with the increment letters issued to the employee.

4) Assets and depreciation

Area Covered:

Fixed Assets

Depreciation

Fixed Assets: Fixed Assets are verified with the Invoice. Fixed Assets are verified physically and Fixed Asset Register verified.

Depreciation: Depreciation charged is verified with the rates provided by the Income Tax. Also the Depreciation Chart is prepared.

5) Petty cash

Area covered:

Fund transfer

Expense Statement

Fund transfer: Transfers made are verified with the Fund requests made.

Expense Statement: Along with the Fund transfer requests Expense statements are received which are verified to check any unauthorised expense.

6) Debtors and Creditors

Area covered:

Debtors

Creditors

Debtors: Debtors ledger is verified. Third party confirmations are called for to confirm the accuracy of outstanding amounts. Debtors ageing are verified and overdue debtors list are prepared and contacted to settle the dues.

Creditors: Creditors ledger is verified. Third party confirmations are called for to confirm the accuracy of outstanding amounts. Creditors ageing are verified and overdue debtors list are prepared and presented to the management for information.

7) Fee and Bank Reconciliation

Area Covered:

Fee Reconciliation

Bank Reconciliation

Bank Reconciliation statements are verified on a monthly basis. Also the items in the Bank Book are traced to the Bank Statement on a test Check Basis. Reconciling items are traced to the Bank Book on a test basis to verify the accuracy of the Bank Reconciliation statement.

Fee Reconciliation statement are verified. Defaulter list is verified and items traced to the fee reconciliation on a test basis.

8) Tax deducted at Source (TDS)

Area Covered:

TDS on contractor

TDS on Salary

TDS on Interest Income

Contractor: TDS charged on contractor are verified with the invoice raised by the contractor, PAN number mentioned on the contractor.

Salary: TDS charged on employees are verified with the Appointment letter, Increment letters and Investments made and Rent paid by the employee.

Interest Income: TDS charged by the Banks are verified with the interest certificate and TDS certificates issued by the Banks.

External Audit Procedures

The following areas are audited by external statutory auditors:

1. Random Voucher verification
2. Cash verification

3. Physical asset verification
4. Statutory compliances verification
5. Bank Reconciliation
6. Third party balance confirmation

6.5.6. Has the institution computerized its finance management systems? If yes, give details.

Yes the institute's finance management system is computerized. All accounting systems are computerised and maintained on Tally. Student's data and fee collection data are maintained on independent ERP software.

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?

Institutional Vision & Leadership

The mission and vision of the Institute is based, keeping in view the societal needs, institutional traditions with value orientation and goal reflecting quality. The institute and the members of the institute are working towards the accomplishment of the vision and mission. The Head of Institution while exercising her powers as prescribed by the statutes, Ordinances and regulations controls the overall working of the Institute.

Organizational Arrangements

The overall administrative wing is decentralized. Depending upon the nature of the work to be executed various committees/bodies have been constituted. These committees meet at regular intervals to take time to time administrative, financial decisions. Different faculties also meet regularly which take academic decisions. All the decisions taken at different levels, after passing through different relevant bodies are implemented

Strategy Development and Deployment

The strategic Development of the institution is looked after by the Head of the institution who plans the year work in accordance to the academic calendar made by the University. The schedule of Academic calendar is to be followed during the running year.

Human Resource Management

The number of the teaching staff is based upon the Plan and Non-Plan posts and proper procedure is adopted for the recruitment of staff both Teaching and Non- teaching. Self appraisal of teaching staff is yearly based. Staff development programme, refresher courses, orientation courses and grant to attend national/international conferences seminars, workshops etc. is available for the teachers.

Financial Management and Resource Mobilization

The fee structure of the Institute is prescribed by GGSIP University which is decided by the University after their internal audit. No major audit objections have been pointed out

The organizational arrangements have been well established with the duties well specified to each section/body. Each body/committee is working regularly with sincerity considering all the aspects for smooth running of the Institute. The administrative functioning as well as the academic functioning is regularly monitored. The academic atmosphere is well maintained by observing the schedule lay down by the Institute. The financial and resource management is also well looked upon by the finance committee. Overall the Institute set up is working for the achievement of set mission and vision and to compete at the national and international levels

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

No evaluative observations made under *Governance and Leadership* in the previous assessment report.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

Amity Institute of Education is working for the achievement of set mission and vision and to compete at the national and international levels on regular basis. The administrative functioning as well as the academic functioning is regularly monitored. The academic atmosphere is well maintained by observing the schedule lay down by the Institute. The financial and resource management is also well looked upon by the finance committee regularly.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes. It was established during the session 2012-13. The cell constitutes of all the faculty members with Dr. Ranjana Bhatia as Chairperson and Ms. Puneet Rahi as Coordinator. The following activities are undertaken for assuring the quality in the institution:

1. **Class Seminars/ Presentations:** While giving the topics for presentation the faculty is very clearly instructed to state the objectives of giving the presentations. The students are strictly instructed to do self study and understand the topic before presenting it in the class. The students are assessed according to the presentations delivered by them. This also inculcates the habit of using technology in the students which is useful for them as teachers in the schools. On each presentation the faculty gives her observation and students are given the feedback.
2. **Testing Learning Outcomes:** As far as possible learning outcomes are tested after completion of a unit by the faculty. This is done by conducting internal assessments and also through oral examination. The topics are revised and discussed after the completion of the syllabus. This is deliberately done so that everyone is prepared for the topic.
3. **Action Research:** Students are encouraged to conduct action research during the school internship and share their findings with the entire class.
4. **Feedback from the Principals of Schools:** Feedback is taken from the Principals of the practice teaching schools to ensure that the institute is providing training according to needs of the school and society.
5. **Feedback on the Answer Sheets of Internal Examination:** Internal Examination is conducted twice a year and the answer sheets are shown to the students. The answers are discussed in the light of shortcomings and students are told on how to improve upon them in the future.
6. Morning Assembly
7. Guest Lectures
8. Inviting Principals for Management Development Programme
9. Human Value Quarter
10. Military Camp
11. Personality Development Classes
12. Associations with Alumni

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

The objectives of the institution are as follows and the mechanism to achieve each goal is also explained:

- To prepare professionally competent teacher trainees in tune with the latest trends in the field of teaching-learning.

For the achievement of this objective the faculties give them assignments to prepare presentations and in tutorial classes they work with their peers on those presentations. The topics of these assignments are the latest trends in the field of education.

- To provide hands on experience to teacher trainees on accessing and processing information in improving the methods of teaching and learning.

To achieve this goal we expose our students to the world of internet. We give them assignments which they make with the help of new technologies and get hands on experience with latest technology.

- To acquaint the teacher trainees with the various psychological facts required for day to day handling of the students in schools.

For this the faculties talk to the students on the latest trends in psychological behavioral pattern in the students of today. The student teachers are encouraged to participate in the paper presentations and extempore held in the institute and in other colleges on such topics as they act as eye openers for the teachers of today and tomorrow. The students are also asked to prepare case studies during their internship.

- To inculcate ethics, values and modernity in teacher trainees and to give them an opportunity to apply those values to move ahead and make a mark.

For this objective the institute organizes Human Value Quarter in which the values, ethics, culture and heritage is transmitted to them.

- To equip the teacher trainees with a sense of responsibility and respect for human values.

For this objective the institute organizes Military Training Camp and Personality Development Sessions to develop our future teachers for better community living and for their holistic development.

7.1.3 How does the institution ensure the quality of its academic programmes?

The most innovative practice that Amity Institute of Education follows is of organizing “**Human Value Quarter**” every year. During this the students are asked to collect and present information about the rich culture and heritage of India. As future builders of our society and being a global citizen the teacher needs to be well informed and acquainted about the rich heritage of our country in context to the culture of the world. This information is given by the students to their peers during the special morning assembly sessions.

Attending the “**Military Training Camp**” is another unique practice that is carried out by the Amity Institute of Education, Saket where our future teachers experience the hardships of our men in uniform. They learn various basic techniques of armed forces and experience their life when subjected to the challenging environment of the camp life. They are also exposed to the guest lectures by senior officers retired from the defence services, who share with them first hand experiences of the war fronts. During this period the students get an experience of some adventure sports that many of them might not have experienced before, like rock climbing, parasailing, rappelling and others. The major thought behind such innovative practice is to make our future teachers experience the hardships of life so that they emerge out as winners in every situation. They work logically, strategically, rationally in every sphere of life.

“**Personality Development Sessions**” is another endeavour of the institute that has been into practice since many years. The idea behind starting this was to facilitate a holistic and confident personality of each of our students’. The need for the same was felt because the institute caters to students from different backgrounds that may or may not have been exposed to such an

environment and discipline in their initial years. . These classes are conducted in the premises of the institute by the faculty and the visiting faculty of the institute. In the end of the session the students are awarded certificates for their efforts. (**Annexure 91 The schedule of PDP and the teachers taking the classes**)

“Visits and Day Long Excursions” The students are taken on various visits in and outside Delhi. The major purpose for such visits and excursion is to teach them the educational importance of all the places like Parliament House, Aurobindo Ashram, Ramakrishna Mission, Nehru Planetarium, National Science Centre, Crafts Museum, Book Fair and many more such places in the Delhi. The students are also sent for trips to places like Agra, Jaipur, Udaipur and other nearby places. This teaches our students the way of planning a visit, controlling and management. To ensure the quality the objectives of such visits are decided and students are given a brief on these objectives. They are specifically told what has to be seen/ observed/ learned as well as recorded in the light of pre-decided objectives. After the visit all the students are required to submit a brief report on the visit and the teacher has to assess whether the objectives decided for the visit have been achieved in terms of behavioral change. This change in behavioral change is tested as the students have to give a presentation on the salient features of the visit. At times they are even asked to submit an assignment. As these visits are compulsory so all the students of diverse backgrounds get an experience to visit places of different importance and will in turn teach the importance of such places to their students in future (**Annexure 92 Feedback report of various visits**).

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

The following aspects of administration are looked into to ensure quality:

Planning:

(i) Before the commencement of the academic session in terms of availability of the staff for teaching various subjects and other subject related details. In terms of allocation of duties and responsibilities, time table is set and allotment of subjects and periods is done. On the first day of the session, the students are to fill the Dossiers; hence preparation for the same is done by the faculty in-charge. A week long orientation programme is conducted for helping the students to settle down comfortably in the new course structure. The planning for this is also done before the session starts and the speakers to be invited for the orientations are informed well in advance.

(ii) During the session planning is done for arranging Microteaching workshops and School Experience Programme which includes the number and name of the schools taken, allocations of students in the school, duties allotted to the teachers during SEP. One full week is allotted for orientation before sending the students for school experience programme.

(iii) Towards the end of the session planning is done for the internal marks assessment, conducting final exams of SEP and other practicals. Internal marks have to be sent to the University. Winding up the session in an effective manner is also planned before hand.

Organising: For every department to function smoothly everything is well organized beforehand. As our students go for SEP the letters are exchanged with the concerned schools in

advance in terms of the students and their names allotted those schools. As our students go for visits and excursions the letters are written to the concerned department and after their response the visit is carried out. The seminars and workshops are carried out after proper planning and the whole schedule is prepared to avoid confusion.

Staffing: All the faculty members are allotted the duties before the commencement of the session. The subject allotment is done in accordance to their teaching subjects and the other papers are allotted in accordance to their specializations. Appraisal of the faculty is done once in a year after assessing their previous work.

Directing: The authorities delegated to the faculty by the principal are in accordance to their ability assessed by the institute in the past.

Co-ordination: The co-ordination amongst the staff members, principal and the higher authorities is a prerequisite to ensure the smooth functioning of the organization.

Record/Revenue: The following records are kept by the institute:

- Records pertaining to NCTE
- Records pertaining to Delhi Government
- Records pertaining to the GGSIP University (a) Affiliation (b) School of Education (c) Examination
- Records pertaining to the students (a) Ex Students (b) Present students
- Records pertaining to Faculty (a) Personal Files (b) Attendance (c) Leave Record (d) Salary (d) Internal Notices (e) Miscellaneous
- Records pertaining to Library (a) Accession Register (b) Issue and return register for students and staff (c) Stock Register (d) register for book bank (e) Register for fine (f) register for no dues (g) Magazine register giving details on issues received and not received/ renewal record (h) register for lost/damaged books
- Records for other labs (a) Computer Lab (b) Psychology Lab (c) Technology Lab (d) Science Lab
- Stock registers for consumable and non-consumable items.
- Register for fixtures and furniture's
- Register for imprest account

Quality of Academic System

AMITY INSTITUTE OF EDUCATION, Saket has developed the following mechanisms for the quality assurance within the existing academic and administrative systems.

- Ensuring quality of the Faculty at Entry level
- Faculty Improvement Programmes
- Revising Courses
- Promoting Interdisciplinary Research
- Research Collaborations
- Innovative Programmes

Ensuring quality of the Faculty at Entry level

To guarantee the quality of the faculty, merit and eligibility are considered as the major criterion for recruitment and no other influences are entertained by the Institute. The Institute has devised a system where different scores are fixed for different achievements of the applicants applying for Lecturer's post e.g. marks scored at different levels, Ph.D., NET/SET, Publications, Experience etc. In this way, the objectivity is maintained, outside influences are minimized and the subjectivity of the interview is reduced. The candidates have to undergo four to five rounds of interview. The first interview is with the Principal in person in the institute, then in front of the panel on a prescribed date by the institute, and then with the HR and the higher officials of the management then on pre-decided criteria the selection is done.

Faculty Improvement Programme

Time to time different Faculty Development Programmes, such as seminars, symposia, conferences, orientation programmes and refresher courses are organized by the Institute and other institutes. The Faculty members are encouraged to participate in National or International level seminars. Apart from workshops and seminars the faculties are encouraged to write research papers and get them published and all this is published in the Souvenir of each year which is released in national seminar conducted by the institute every year. (Kindly refer the faculties' contribution of articles etc. under the **Criterion 3**)

Revising Courses

The emphasis is laid down on the University to revise and update courses in accordance with the changing needs of society, industry and knowledge explosion. During the past five years nearly all the Departments have updated their syllabi according to the UGC guidelines. The students are given updates on the changing pattern of curriculum. The students have to undergo twenty five classes of personality development to augment their personality as a teacher. The future teachers needs to withstand all the problems that they have to face in future therefore they are taught at step the ways to face challenges.

Promoting Interdisciplinary Research

Amity Institute of Education, Saket is promoting interdisciplinary research to enhance the quality of research. The institute has made it compulsory for the students of B.Ed to attend the Military Training Camp every year separately for boys and girls during the session for seven days. The certificates are provided by the Amity University and this camp is held every year in Amity Military Camp, Manesar, Haryana. Along with this the faculty too was involved in interdisciplinary research work in which they have been conducting workshops and seminars for other departments and they have furnishing them with the basic skills of Human Resource management

The list of organisations to which consultancies have been provided is as follows:

1. Bhutan Power Corporation in September and October 2013
2. Directorate General of Resettlement, Indian Army from 2013 to 2016.
3. Poorna Prajna Public School, Vasant Kunj, New Delhi in September 2013

Innovative Programme

The most unique programme of AIE, Saket is the Human Value Quarter. As we in amity believe “where Modernity blends with tradition” therefore it is our responsibility as teacher educators to teach our future and modern teachers about the rich and vast culture and heritage of India and the world around us. As our students are the ambassadors of tomorrow and they will transmit the same cultural knowledge and values in their students. So it is very much required that our own students should be aware of the culture of India and the value system that holds all of us still together. Such information is given to the students and by the students during the morning sessions. In the “Human Value Quarter” the students are assigned work to educate other students about the folk tales of India, art work of our country, literature that holds our rich heritage.

(Kindly refer the **point 5.3 and Annexure 75**)

Apart from the guest lectures, the students of AIE, Saket make a visit to various important buildings and organizations in the Delhi state like Weather Department, Even both houses in the parliament, National Science Centre and many more. (**Annexure 93** List of all the visits done in this session).

Student feedback on course, subject, syllabus, grievance redressal and expectations are considered in right earnestness for quality sustenance. Periodic workshops for students are arranged by the institute using both external and internal resources on–orientation, learning–evaluation methods, library reference, ICT and employability, career guidance and counseling, leadership qualities and personality development. All this is done to ensure the quality enhancement of the students.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

Best practice that is followed by the institution:

AIE, Saket is in the practice of conducting **Content based exam** of twenty five marks which is mainly objective type. This exam is conducted before the students go for their School Experience Programme. This initiative is taken by the institute to facilitate deep learning in their future teachers before entering in their classrooms. The teachers need to be well equipped knowledge and content wise therefore a thorough reading is required by the teachers too before conducting the class. Therefore it’s an attempt to bring out students more near to books and to make them feel the importance of content based teaching and learning process.

Personality Development Programme highlights on the communication skills, appropriate dress sense in our future teachers, Basic etiquette as teachers when dealing with their students, colleagues, and seniors, Body language, posture, ways to build confidence, Emotional quotient so that they hit the right cord when they want to connect with their students. Spiritual Quotient is also taught so that they deal the unwanted situations rationally and with positive attitude. Most important are the interpersonal skills as human we are to deal with various kinds of people time to time in different situations and to handle such situation with calmness and with right approach inter personal skills are of utmost importance. Apart from such skills other skills like decision making, time management, resume writing and others are talked during this programme to enhance the overall personality of our future teachers.

Another Best practice followed by the institute is our **Morning Assembly** where the students start their day by enchanting Gayatri Mantra and then they recite the meaning of the Gayatri Mantra and then they sit for some time in meditation. The thought behind doing meditation is to relax them and make them ready for the hectic schedule of the day. In this way their worries are forgotten for some mind and they feel light from mind and fresh to start their new day in the institute. After the meditation thought for the day is told that that they are supposed to imbibe in their life. Then five words of English are taught to them. This practice is followed as we know that every student doesn't come from the same background therefore to teach those new words and their usage will then enhance their vocabulary. After this there is news reading. Then article is read by the student that is either related to various facets of life or education field. Then they get to know about the personality. This is done to increase their knowledge about the great personality of our country that has given their heart and soul to build the rich heritage our country. The students are evaluated in their internal marks keeping in view the overall change in the student and their participation

Staying In touch with Schools - As our students are the ambassadors of our institution and they reflect the teaching of our institute and transmit their knowledge in their students. The schools in which they teach are the major consumers of our product. Therefore it is very important to satisfy the consumers for the consumer loyalty in the near future. Working on such lines AIE, Saket is constantly in touch with the schools in which our students are working and making their mark. The feedback given by the schools in which our students work and even go for SEP is of importance to the institute as it helps in building up the base for our future endeavors.

Military Training Camp is one such endeavor which is done by AIE, Saket out of all the teacher education institutes under GGSIP University. This attempt helps our future teachers to be more disciplined and punctual in life. After this training programme they learn more about the respect and to maintain the decorum of one's profession.

Human Value Quarter is an effort to bring our students near to our culture. This will help them to remain deep rooted with their culture and mix their modern thoughts with the culture of India and will in future imbibe the same in their students.

Sangathan is every year held in the month of October and every year it ends on 24th October. This event is the annual sports meet and during this all the institutions under Amity compete in various sports against each other and on the last day they all have representatives from each institute participating in the parade. Every year we send our students who bring laurels to our institutions. This way we believe not only our students should excel in curricular activities but should excel in the co-curricular activities then only there will be holistic development in our future teachers.

Seminars and Conferences: Every year AIE, Saket conducts seminars on the issue of major concern in the education field. Our institution tries to bring the students and the teachers and other prominent personalities in the fraternity to come on the same platform and discuss such matters and try to find a positive solution on such issues. (*Annexure 94* List of all the seminars and Conferences conducted by the institute)

Inter-Institute and Intra-Institute Competitions: They are held in and by the institute and many a times our students participate in such events. We believe that a good teacher is one who has a critical, logical and rational way of looking at the teacher learning process.

7.2 INCLUSIVE PRACTICES

7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The students are sensitized on the issues of Right to Education and Inclusive Education. Both are covered in their curriculum. They are told about various sections in constitution related to education. They are told about various constitution acts that talk about Right to Education to all the students. Even the students on such issues conduct plays and skits during Human Value Quarter. Such issues raise points of discussion among students and teachers. The faculty members try every possible way to solve the queries of the students and the way they can be good teachers when deal with children of all the sections.

Even there is discussion on the latest acts that government has passed on inclusion of children of weaker sections in the schools. They are taught the various techniques of behavior and the code of conduct of the teacher with every student.

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?

In B.Ed. curriculum students learn about the following categories of exceptions:

- Physically Exceptional
- Mentally Exceptional
- Emotionally Exceptional
- Multi Handicapped

Each category is explained properly talking about the characteristics of these children, causes for these exceptions which may be genetic or environmental and coping with strategies. The role of teacher bears special significance for these categories of children as an effective teacher can enable such a child to overcome the handicap to a large extent.

Case study

The students are required to identify any boy and girl with scholastic backwardness. The teacher is also required to submit the possible teaching techniques to enhance learning in these students.

Skits and plays are conducted on issues of gender and exceptionalities and such plays and skits are done by the students so that they understand the real challenges faced by these children and the way teachers can handle such situation to facilitate learning.

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 curriculum of B.Ed has included various practical engagements in various subjects of B.Ed that enhance the learning environment and lead to social interaction. Some examples of these activities are listed below:

1. During PSE II organization Co-curricular activities by pupil teachers in a group by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.
2. In the third semester the students have to work together during field engagement of 16 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty. In the next 15 weeks of internship the student teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations post the internship in schools.
3. In the subject **Language Across the Curriculum** Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing is necessary as it also enhances their communication skills.
4. In the subject **Drama and Art in Education** Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Hence, these are few of the examples of the activities envisioned in the curriculum to create learning environment.

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

Practices taken up by the institution to provide access to students from the following sections of the society:

- The institute admits the students of various sections i.e. weaker sections, differently-abled, socially backward that are sent by the University counseling. (**Annexure 95** Break up of the seats of students)
- There is facility of **Book bank** for the students who have some financial difficulty. Such students can use book bank facility and have to return the books at a prescribed time. This is of great help for the students' who have some financial problems and can't buy many required books.
- **Internet facility** is provided to all the students and it is of great use for the students of weaker sections as there are many topics which are not available in books which can be only downloaded or read from the net and every time spending on internet is not feasible for such students so the facility of accessing internet is available from morning 9.00 am to 6.00 pm.
- Quite often a number of students coming from rural and tribal background are first generation learners. As a result they lack self confidence, in depth knowledge and have

severe handicap of communication skills. The institute constantly motivates these students to build their confidence. They are encouraged to speak on the mike and the mistakes they make are corrected on the spot. They are also advised to listen to them and to correct their pronunciation. They are generally placed under the care of a group leader who helps such students by providing all kinds of support. Every positive step taken by them is appreciated and by the time they finish their training, there is lot of improvement in their overall personality. They are constantly guided in dressing sense and communication skills. Observing others in the class also helps them a great deal.

- The Pedagogy followed by the teacher educator's emphasis to enhance the background knowledge, skills and need for developing competencies in their students. The strategies adopted for slow learners also help in their academic development.
- **Periodic assessment** of the assignment and projects given to them, this assessment is made. Every submission by these students is checked and observations made are given them in writing. The next assignment is checked keeping in view the previous observations and amendments made there on.

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

As the admissions are totally control by the University, The students sent to the institute are the ones who take admission in our institute on the basis of pre-decided category, merit and counseling. In the Past twelve years the institute has had only one category from the ones mention above that is physically handicapped.

In fact in the University's brochure also only physically handicapped category is mentioned for the admission. Under this category also we have had students in the past with orthopedic handicap. The students who have come to us in the past with orthopedic challenge are not the severe cases of this challenge. They can move around seriously and are able to deliver their lessons without any difficulty and perform the other training related tasks with ease. At times their self –esteem and confidence level is low. Special care is taken by the institute and faculty to keep their confidence and morale very high. This is done by appreciating their work frequently.

They are also encouraged to participate in various activities, speak on the mike and take initiative for various training related tasks.

7.2.6 How does the institution handle and respond to gender sensitive issue (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Skit and plays talking about the role of great Indian women pre-independence and post independence are performed by the students as a part of their co-curricular activities. There is a subject in fourth semester of B.Ed - **Gender, School and Society** that further helps in making the students understand the gender sensitive issues.

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?

Regular inspection is done by the members of the GGSIP University to assess various issues related to the institution. Every year inspection by the University is done with regards to provide a year affiliation to the institute. In this inspection a detailed work done by the institute is furnished to the authorities.

Apart from the inspection by the University NCTE also conducts the inspection in which again the curricular and co-curricular work of the previous and the current academic year, faculty details and other related work is shown and provided to the team and the suggestions given by them if any are worked upon in the next academic year.

Along with this the website of the institute is regularly updated to give the latest information of the work done by the institute to enhance the quality education in teacher education field. NCTE's QCI report is also uploaded on the website giving the complete details about the institute.

<http://www.amity.edu/aie/pdf/QCI-StudentReport.pdf>

The feedback of students, current and ongoing, are also taken analysed in the light of course content, design, syllabi, examination methods, teachers' involvement, quality of teaching, facilities of library and laboratories, transparency, orientation and suitable amendments are made.

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 students and stakeholders are provided equal opportunities to put forward their demands and issues for the welfare of institute. Affordability, transparency and extension of all facilities are provided. Adequate infrastructure, library and other resources is present in the institute. Student and Learner Centric Focus is there. The pedagogy is revised as per feedback from students and other stakeholders. The infrastructural facilities like, Internet, library, latest equipment etc. are strengthened for superior transaction of curriculum.

Apart from all the above stated we also have required Teachers' quality, transparent admission and administration, Rich and distinct culture and heritage. Proud ownership and involvement is there, Presence of an institution with proven track record. Good results and progression.

The Institute attempts to take into confidence the students and teachers while developing and implementing new programmes. Thrust is given to practical component, field training, and experiential learning applied knowledge, use of ICT tools, computer labs and updated labs. Interactive learning through discussion, practical, and hands on experience to create an overall climate conducive to learning is followed. Facilities of e- library, journals (CD ROM and on-line), counseling and guidance also enhance learning activities

Pedagogical innovations (assignments, student seminars, participatory methods, case study strategies) also make the course content, delivery and evaluation more attractive, interesting and relevant. Special lectures, endowment lectures, subject conferences and seminars (National/State level), experts visit and advice are other learning processes.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on program quality?

How does the institution use the information for quality improvement?

Before the end of the session the feedback form is filled by the students in which they talk about the overall working of the faculty members, their relationship with them. They even have an opportunity to write their views on shortcomings and the best practice carried out in the institute all year through. Through this feedback form the institution tries to make certain amendments in the pedagogy and the working style of the academic staff in the future.

Various prominent personalities are called as guest lecturers in the seminar conducted by AIE, Saket every year. Even guest lectures are conducted on regular basis from the people of education fraternity on the latest trends in education. Feedback is taken by them after the sessions about the session and other related facets.

Members of Alumni are called every year during the seminar and before the commencement of the classes during the orientation week. They are allowed to talk to the new batch during the day and they give the feedback to the students and an insight about the institute and its impact and the quality students it produces every year.

Feedback from the schools related to the institute as the direct consumers of our product. i.e. who recruit our student teachers as teachers in their schools at various levels and the schools in which are students go for SEP is taken on regular basis. This is done to see the progress of the institution and to fulfill the requirement of the schools.

Amity Institute of Education, Saket is constantly working on the feedback provided by various stakeholders to enhance the quality of its student teachers so that they leave a positive mark in the society and work hard to enlighten the society with their knowledge, dedication and hard work.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

Following are the core values of NAAC:

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System among Student*
- *Promoting the Use of Technology*
- *Quest for Excellence*
-

Through various functions and activities in the institute the above mentioned values of NAAC are reflected.

Contributing to National Development

- Participation of the students in the Swach Bharat Abhiyan on October 2nd
- Participation in VISAKA (Vittya Saksharta Abhiyaan). A Digital Education campaign that commenced on December 12, 2016 and concluded on February 12, 2017.
- Visiting the NGOs like Muskaan every year.
- Visiting Age old Homes

Fostering Global Competencies among Students

- A TOEFL workshop was organized for the students.
- A workshop for students who are interested to study abroad was also organized in the institute.
- International Placements are the biggest examples that are students are trained as global standards.

Inculcating a Value System among Student

- **Human Value Quarter** is an effort to bring our students near to our culture. This will help them to remain deep rooted with their culture and mix their modern thoughts with the culture of India and will in future imbibe the same in their students.
- **Morning Assembly** where the students start their day by enchanting Gayatri Mantra and then they recite the meaning of the Gayatri Mantra and then they sit for some time in meditation. The thought behind doing meditation is to relax them and make them ready for the hectic schedule of the day.

Promoting the Use of Technology

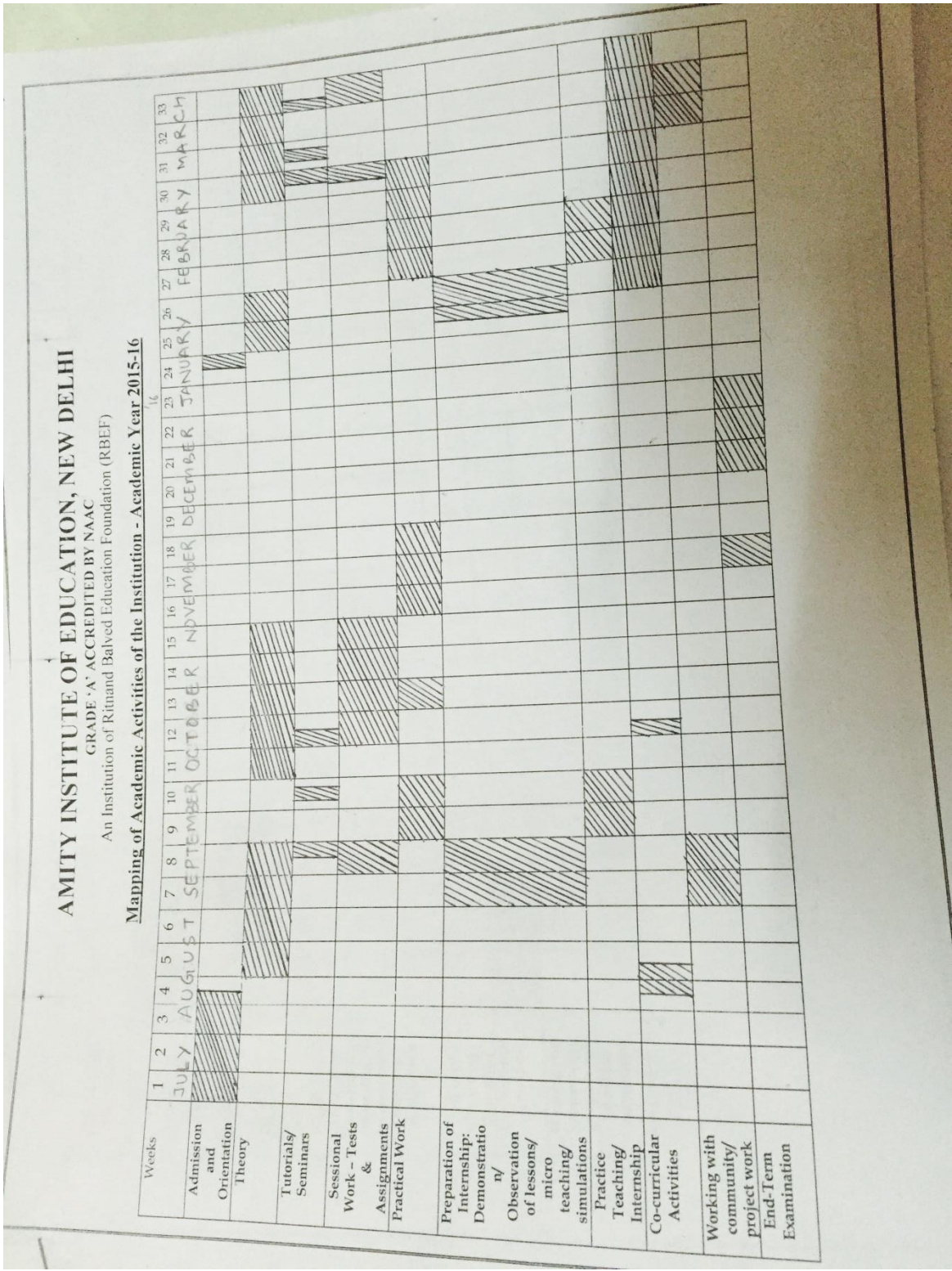
- Students are asked to prepare presentations in every subject and present in the class.
- Workshops on ICT are also organized for them which is taken by experts from outside the institute.
- Lecture on Cyber Security and Cyber Crimes are also organized.
- Students are asked to work on Digital Lesson Plans
- Work shop on 'how to use Smart Boards' is also organized for them.

Quest for Excellence

For every activity organized in the institute or outside the institute, the students are marked for their attendance and their performance. This makes them work towards excellence and also motivates them to perform better than their last performance.

** All the Annexure will be made available to the visiting peer team.

Mapping of Academic Activities of the Institution



Weeks	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Admission and Orientation																			
Theory																			
Tutorials/ Seminars																			
Sessional Work - Tests & Assignments																			
Practical Work																			
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																			
Practice Teaching/ Internship																			
Co-curricular Activities																			
Working with community/ project work																			
End-Term Examination																			

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Mapping of Academic Activities of the Institution - Academic Year 2016-17

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
	JULY			AUGUST			SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER			JANUARY			FEBRUARY			MARCH								
Admission and Orientation Theory																																	
Tutorials/ Seminars																																	
Sessional Work - Tests & Assignments																																	
Practical Work																																	
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Weeks	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Admission and Orientation	MARCH						MAY												
Theory																			
Tutorials/ Seminars																			
Sessional Work - Tests & Assignments																			
Practical Work																			
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																			
Practice Teaching/ Internship																			
Co-curricular Activities																			
Working with community/ project work																			
End-Term Examination																			

III. Declaration by the Head of the Institution

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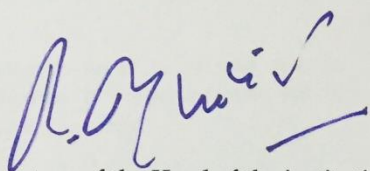
Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Date: 23.03.17
Place: NEW DELHI


Signature of the Head of the institution
with seal:

RBEF Office: E-27 Defence Colony, New Delhi 110024
Tel.: +91-11-41888000, 24339700 Fax: +91-11-24339100, 24339200
E-mail: rbeef@akcgroup.com

Group Office: Main 44, M-Block Saket, New Delhi 110017

IV. Documents Annexed with the Self – Appraisal Report

1. A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)
2. Institutional academic calendar and timetable.
3. A copy of the syllabus.
4. Master plan of the institution
5. Sample of student feedback on curriculum and faculty, if any
6. Audited income-expenditure statement for the previous financial year
7. A copy of the latest recognition order issued by NCTE
8. University results for previous academic year
9. Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching Schools

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A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board.

Education is the most vital tool in bringing about social and economic development in an individual. In this regard, the role of teacher is linchpin for any organization and so is the procedure concerning their appointment, preparation, status and advancement. A teacher is the sole person responsible for assisting the student body in attaining their goals in life.

It is a rightly known fact “students of today are citizens of tomorrow” and it is the teacher herself who is assigned the task to shoulder responsibility in modifying the thought process of their students. Since the task constructed for the teacher is demanding and complex, it throws light on the fact that it is so essential to provide adequate training to the teachers, as their betterment would result in better educational training to the students. The teachers have to regularly face the changing demands of the education system and also she has to be determined to face the challenges posed by the education process. An individual can become an enlightened citizen only by excelling in the field of education, catered by the teachers in school.

The National Council for Teacher Education as a statutory body came into existence in accordance with The National Council for Teacher Education Act, 1993. The main aim of this act is to enhance the teacher development by enriching, planning and coordinating their education itself. The notions and norms set for teacher education must be properly regulated and implemented.

National Curriculum Framework for Quality Teacher Education is an important document dealing with all dimensions relating to teacher education including the context, concerns and social aspects of it in view with the Indian society. It formulates an amalgamation between unity and diversity, freedom and compulsion, social planning and initiative. Its essential components are increased duration, multiple models and up gradation of teacher education. It's the need of the time to implement new inputs in the existing programme of teacher education by conceptualizing the aspect of professionalism, commitment, competencies and performance skills. Proper utilization of resources, advancement of technology and constructing provision for preparation of teachers especially in neglected spheres of society is drafted as part of NCF. Teachers must also be trained and specialized in context of inclusive education.

The Centrally Sponsored Scheme of Reconstructing and Reorganization of Teacher Education introduced VII plan and continued during VIII have the following salient features:

- Establishing DIETs to transmit pre-service and in-service education to teachers and to supplement a framework of academic and resource support in the field of elementary education.
- Up grading the SECONDARY TEACHER TRAINING institutions into CTEs and IASs to provide the similar facility for secondary school system. The IASEs are required to enroll in training for elementary teacher educators.
- Standing as pillars for SCERTs by conferring it with the status of independent and autonomous body which performs the function of supervising and guiding the system of DIETs, DRUs and other teacher educational institutions.
- Supporting the Department of Education in universities so they render adequate academic assistance to the structure of training institutes set up at various levels.

The UGC is the only statutory body labeled with performing two foremost important responsibilities which is to provide funds and maintain standard of institutions. Its mandate includes:

- promoting and coordinating university education
- establishing and recording the necessary standard of teaching and examination system
- formulating regulation on minimum standard of education
- assessing developments in the field collegiate and university education
- directing as a vital link between the union and state government
- addressing the Central and State government on the measures necessary for improvement of university education

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Institutional academic calendar (Same as Affiliating University)**GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY****Academic Calendar for Academic Session: 2015-16**

		<u>Duration</u>	
		<u>From</u>	<u>To</u>
	<u>ODD SEMESTERS (FIRST, THIRD, FIFTH, SEVENTH, NINTH AND ELEVENTH SEMESTERS)</u>	21 weeks of working duration including 15 weeks of teaching & class tests	
	Commencement of New Academic Session *	03.08.2015 (Monday)	
1	Imparting of Instructions and/or laboratory work (including class tests) - 15 weeks (68 days excluding govt holidays)	03.08.2015 (Monday)	13.11.2015 (Friday)
2	CLASS TEST (To be held in mid-semester; dates are indicative; schools may decide ± 1 week)	21.09.2015 (Monday)	25.09.2015 (Friday)
3	Sports Meet	29.10.2015 (Thursday)	31.10.2015 (Saturday)
4a)	For programmes without practical components		
i	Preparatory leave of one week	16.11.2015 (Monday)	22.11.2015 (Sunday)
ii	Commencement of Theory Exams	w.e.f. 23.11.2015 (Monday)	
4b)	For programmes with practical components		
i	Commencement of Practical Examinations followed by one week preparatory leave between completion of Practical Examinations and commencement of Theory Examinations	16.11.2015 (Monday)	
5	"Convocation 2015"	01.12.2015 (Tuesday)	
6	Winter Break	26.12.2015 (Saturday)	10.01.2016 (Sunday)

- The first day of the commencement may be utilized as Orientation Day for new Students.
- The specific dates of end term theory/practical examinations shall be notified by COE.
- One working day in a year may be utilized in any semester for a school level festival.
- Schools may decide on dates/classes for academic conferences/workshops/seminars.

		<u>Duration</u>	
		<u>From</u>	<u>To</u>
	<u>EVEN SEMESTERS (SECOND, FOURTH, SIXTH, EIGHT & TENTH SEMESTERS)</u>	21 weeks of working duration including 15 weeks of teaching & class tests	
1	Imparting of Instructions and/or laboratory work (including class tests) - 15 weeks (73 days including govt holidays)	11.01.2016 (Monday)	22.04.2016 (Friday)
2	Anugoonj "2016"	11.02.2016 (Thursday)	13.02.2016 (Saturday)
3	CLASS TEST (To be held in mid-semester; dates are indicative; schools may decide \pm 1 week)	29.02.2016 (Monday)	04.03.2016 (Friday)
4a)	For programmes without practical components		
i	Preparatory leave for students	23.04.2016 (Saturday)	01.05.2016 (Sunday)
ii	Commencement of Theory Exams	w.e.f. 02.05.2016 (Monday)	
4b)	For programmes with practical components		
i	Commencement of Practical Examinations followed by one week preparatory leave between completion of Practical Examinations and commencement of Theory Examinations	25.04.2016 (Monday)	
5	Summer Vacation (of Six Weeks)	w.e.f. 04.06.2016 (Saturday) to 17.07.2016 (Sunday)	

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY

Academic Calendar for Academic Session: 2016-17

S. No.	ODD SEMESTER 2016-17	DURATION	
		From	To
	<u>ODD SEMESTERS (FIFTH, SEVENTH & NINTH SEMESTER)</u>	21 weeks of working duration including 15 weeks of teaching & class tests	
	Commencement of New Academic Session *	18.07.2016 (Monday)	
1	Imparting instructions and/or laboratory work (including class tests) - 15 weeks (68 days excluding govt holidays)	01.08.2016 (Monday)	11.11.2016 (Friday)
2	FIRST CLASS TEST (Class Test Shall be held after 6 weeks of Teaching/Dates are indicative)	12.09.2016 (Monday)	16.09.2016 (Friday)
3	SECOND CLASS TEST (Class Test Shall be held after 12 weeks of Teaching/To be held on working days)	31.10.2016 (Monday)	04.11.2016 (Friday)
4	Sports Meet	20.10.2016 (Thursday)	22.10.2016 (Saturday)
5 (a)	For Programmes without practical components		
i	Preparatory leave of one week	12.11.2016 (Saturday)	20.11.2016 (Sunday)
ii	Commencement of Theory Exams	w.e.f. 21.11.2016 (Monday)	
5 (b)	For Programmes with practical components		
i	Commencement of Practical Examinations followed by one week preparatory leave between completion of Practical Examinations and commencement of Theory Examinations	15.11.2016 (Tuesday)	
6	Winter Break	24.12.2016 (Saturday)	08.01.2017 (Sunday)

- The first day of the commencement may be utilized as Orientation Day for the fresher students.
- The specific dates of end term theory/practical examinations shall be notified by COE.
- One working day in a year may be utilized in any semester for a school level festival.
- Schools may decide on dates/classes for academic conferences/workshops/seminars.

S. No.	EVEN SEMESTER 2016-17	DURATION	
		From	To
	<u>EVEN SEMESTERS (SIXTH, EIGHTH & TENTH SEMESTER)</u>	21 weeks of working duration including 15 weeks of teaching & class tests	
1	Imparting instructions and/or laboratory work (including class tests) – 15 weeks (69 days excluding govt holidays)	09.01.2017 (Monday)	21.04.2017 (Friday)
2	Anugoonj "2017"	09.02.2017 (Thursday)	11.02.2017 (Saturday)
3	FIRST CLASS TEST (Class Test Shall be held after 6 weeks of Teaching/Dates are indicative)	20.02.2017 (Monday)	24.02.2017 (Friday)
4	SECOND CLASS TEST (Class Test Shall be held after 12 weeks of Teaching/ Dates are indicative)	10.04.2017 (Monday)	14.04.2017 (Friday)
5 a)	For Programmes without practical components		
i	Preparatory leave of one week	22.04.2017 (Saturday)	30.04.2017 (Sunday)
ii	Commencement of Theory Exams	w.e.f. 01.05.2017 (Monday)	
5 b)	For Programmes with practical components		
i	Commencement of Practical Examinations followed by one week preparatory leave between completion of Practical Examinations and commencement of Theory Examinations	24.04.2017 (Monday)	
6	Summer Vacation (of Six Weeks)	w.e.f. 03.06.2017 (Saturday) to 16.07.2017 (Sunday)	

TIME TABLES followed in the Institute

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B.Ed. – I Year, (2015-17) (Semester – I)

TIME TABLE for Odd Semester w.e.f. August, 2015 till further notice

Day	9:00 am To 9:45 am	9:45 am To 10:30 am	10:30 am To 11:15 am	11:15 am To 11:30 am	11:30 am To 12:20 pm	12:20 pm To 01:10 pm	1:10 pm To 1:45 pm	1:45 pm To 2:35 pm	2:35 pm To 3:25 pm	3:25 pm To 4:15 pm
Monday		Childhood and Growing up Sec A & B (RB, SK)	School Organization and Management Sec A & B (RB, SV)	S H O R T B R E A K	Philosophical and Sociological Sec A & B (ST, PS)	Language Across the Curriculum Sec A & B (PR, SV)	L U N C H B R E A K	Und. Discipline and Subjects Sec A & B (SK, DM)	Pedagogy	Understanding the Self
Tuesday	A	Childhood and Growing up Sec A & B (SK, RB)	School Organization and Management Sec A & B (SV, RB)		Language Across the Curriculum Sec A & B (SV, PR)	Und. Discipline and Subjects Sec A & B (DM, SK)		Philosophical and Sociological Sec A & B (PS, ST)	Pedagogy	Tutorial + Preliminary School Engagement (PSE)
Wednesday	S	School Organization and Management Sec A & B (RB, SV)	Childhood and Growing up Sec A & B (RB, SK)		Und. Discipline and Subjects Sec A & B (SK, DM)	Philosophical and Sociological Sec A & B (ST, PS)		Language Across the Curriculum Sec A & B (PR, SV)	Pedagogy	Understanding the Self
Thursday	E	School Organization and Management Sec A & B (SV, RB)	Childhood and Growing up Sec A & B (SK, RB)		Philosophical and Sociological Sec A & B (PS, ST)	Language Across the Curriculum Sec A & B (SV, PR)		Understanding Discipline and Subjects Sec A & B (DM, SK)	Pedagogy	Tutorial + Preliminary School Engagement (PSE)
Friday	M	Childhood and Growing up Sec A & B (RB, SK)	School Organization and Management Sec A & B (RB, SV)		Language Across the Curriculum Sec A & B (PR, SV)	Und. Discipline and Subjects Sec A & B (SK, DM)		Philosophical and Sociological Sec A & B (ST, PS)	Pedagogy	Understanding the Self

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An Institution of Ritnand Balved Education Foundation (RBEF)

B.Ed. – I Year (2015-2017) (Semester-II)

TIME TABLE for Even Semester w.e.f. January, 2016 till further notice

Day	9:00 am To 9:45 am	9:45 am To 10:30 am	10:30 am To 11:15 am	11:15 am To 11:30 am	11:30 am To 12:20 pm	12:20 pm To 01:10 pm	1:10 pm To 1:45 pm	1:45 pm To 2:35pm	2:35 pm To 3:25 pm	3:25 pm To 4:15 pm
Monday	A S E M B L Y	Learning and Teaching Sec A & B (RB, SK)	Assessment of learning Sec A & B (RB, SK)	S H O R T B R E A K	Knowledge and Curriculum Sec A & B (ST, PS)	Teacher as a Counsellor Sec A & B (SV,PR)	L U N C H B R E A K	Drama & Art (ST, DM)	Drama & Art (ST, DM)	Pedagogy
Tuesday		Learning and Teaching Sec A & B (RB, SK)	Assessment of learning Sec A & B (RB, SK)		Knowledge and Curriculum Sec A & B (ST, PS)	Teacher as a Counsellor Sec A & B (SV,PR)		Drama & Art (ST, DM)	Drama & Art (ST, DM)	Pedagogy
Wednesday		Learning and Teaching Sec A & B (RB, SK)	Assessment of learning Sec A & B (RB, SK)		Knowledge and Curriculum Sec A & B (ST, PS)	Teacher as a Counsellor Sec A & B (SV,PR)		ICT (SV,PR)	ICT (SV,PR)	Pedagogy
Thursday		Learning and Teaching Sec A & B (RB, SK)	Assessment of learning Sec A & B (RB, SK)		Teacher as a Counsellor Sec A & B (SV,PR)	Knowledge and Curriculum Sec A & B (ST, PS)		ICT (SV,PR)	ICT (SV,PR)	Pedagogy
Friday		Learning and Teaching Sec A & B (RB, SK)	Assessment of learning Sec A & B (RB, SK)		Knowledge and Curriculum Sec A & B (ST, PS)	Teacher as a Counsellor Sec A & B (SV,PR)		Tutorial & PSE-II	Tutorial & PSE-II	Pedagogy

AMITY INSTITUTE OF EDUCATION, NEW DELHI
GRADE 'A' ACCREDITED BY NAAC
An Institution of Ritnand Balved Education Foundation (RBEF)

B.Ed II year (2015– 2017) Semester III

TIME TABLE w.e.f. July, 2016 till further notice

Session Begins	18th July 2017
Simulation Teaching	30th July 2017 to 05th Aug 2017
School Internship begins	08th August 2017
School Internship ends	23rd December 2017

Supervision Schedules are available in the Institute for further reference

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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An Institution of Ritnand Balved Education Foundation (RBEF)

B.Ed. – I Year (2016-2018) (Semester – I)

TIME TABLE for Odd Semester w.e.f. August, 2016 till further notice

Day	9:00 am To 9:45 am	9:45 am To 10:30 am	10:30 am To 11:15 am	11:15 am To 11:30 am	11:30 am To 12:20 pm	12:20 pm To 01:10 pm	1:10 pm To 1:45 pm	1:45 pm To 2:35 pm	2:35 pm To 3:25 pm	3:25 pm To 4:15 pm
Monday	A S S E M B L Y	Childhood and Growing up Sec A & B (RB, SK)	School Organization and Management Sec A & B (RB, SV)	S H O R T B R E A K	Philosophical and Sociological Sec A & B (ST, PS)	Language Across the Curriculum Sec A & B (PR, SV)	L U N C H B R E A K	Und. Discipline and Subjects Sec A & B (SK, DM)	Pedagogy Eng, maths, Sst, Science B.Studies	Understanding the Self
Tuesday		Childhood and Growing up Sec A & B (SK, RB)	School Organization and Management Sec A & B (SV, RB)		Language Across the Curriculum Sec A & B (SV, PR)	Und Discipline and Subjects Sec A & B (DM, SK)		Philosophical and Sociological Sec A & B (PS, ST)	Pedagogy	Tutorial + Preliminary School Engagement (PSE)
Wednesday		School Organization and Management Sec A & B (RB, SV)	Childhood and Growing up Sec A & B (RB, SK)		Und Discipline and Subjects Sec A & B (SK, DM)	Philosophical and Sociological Sec A & B (ST, PS)		Language Across the Curriculum Sec A & B (PR, SV)	Pedagogy	Understanding the Self
Thursday		School Organization and Management Sec A & B (SV, RB)	Childhood and Growing up Sec A & B (SK, RB)		Philosophical and Sociological Sec A & B (PS, ST)	Language Across the Curriculum Sec A & B (SV, PR)		Understanding Discipline and Subjects Sec A & B (DM, SK)	Pedagogy	Tutorial + Preliminary School Engagement (PSE)
Friday		Childhood and Growing up Sec A & B (RB, SK)	School Organization and Management Sec A & B (RB, SV)		Language Across the Curriculum Sec A & B (PR, SV)	Und Discipline and Subjects Sec A & B (SK, DM)		Philosophical and Sociological Sec A & B (ST, PS)	Pedagogy	Understanding the Self

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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An Institution of Ritnand Balved Education Foundation (RBEF)

B.Ed. – II Year (2015-2017) (Semester-IV)

TIME TABLE for Fourth Semester w.e.f. January, 2017 till further notice

Day	9:00 am To 9:45 am	9:45 am To 10:30 am	10:30 am To 11:15 am	11:15 am To 11:30 am	11:30 am To 12:20 pm	12:20 pm To 01:10 pm	1:10 pm To 1:45 pm	1:45 pm To 2:35pm	2:35 pm To 3:25 pm	3:25 pm To 4:15 pm
Monday	A S S E M B L Y	Gender, School and Society (ST & PS)	Knowledge and Curriculum: (Part-II) (PR & SV)	S H O R T B R E A K	Inclusive School (RB & RU)	Elective	L U N C H B R E A K	Reflection on School Experience BED258	Reflection on School Experience BED258	Tutorial (Assembly/ School)
Tuesday		Knowledge and Curriculum: (Part-II) (PR & SV)	Gender, School and Society (ST & PS)		Inclusive School (RB & RU)	Elective		Sports	Sports	Tutorial (Assembly/ School)
Wednesday		Gender, School and Society (ST & PS)	Knowledge and Curriculum: (Part-II) (PR & SV)		Inclusive School (RB & RU)	Elective		P D	Sports	Sports
Thursday		Knowledge and Curriculum: (Part-II) (PR & SV)	Gender, School and Society (ST & PS)		Inclusive School (RB & RU)	Elective		Lib (Enrollment 01- 45)	Lib (Enrollment 45onwards)	Sports
Friday		Gender, School and Society (ST & PS)	Knowledge and Curriculum: (Part-II) (PR & SV)		Inclusive School (RB & RU)	Elective		PD	Reading and Reflecting on texts BED260	Reading and Reflecting on texts BED260

AMITY INSTITUTE OF EDUCATION, NEW DELHI
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B.Ed. – I Year (2016-2018) (Semester-II)

TIME TABLE for Even Semester w.e.f. January, 2017 till further notice

Day	9:00 am To 9:45 am	9:45 am To 10:30 am	10:30 am To 11:15 am	11:15 am To 11:30 am	11:30 am To 12:20 pm	12:20 pm To 01:10 pm	1:10 pm To 1:45 pm	1:45 pm To 2:35pm	2:35 pm To 3:25 pm	3:25 pm To 4:15 pm
Monday	A S S E S S M E N T S	Learning and Teaching (RB & DM)	Assessment of learning (RB)	S H O R T B R E A K	Knowledge and Curriculum (ST, PS)	Teacher as a Counsellor (PR SV)	L U N C H B R E A K	Pedagogy Maths, Science	Pedagogy Eng, S.St, Accnts	Tutorial (Assembly/ School)
Tuesday		Learning and Teaching (RB & DM)	Assessment of learning (RB)		Knowledge and Curriculum (ST, PS)	Teacher as a Counsellor (PR SV)		Pedagogy Eng, S.St, Accnts	Pedagogy Maths, Science	Tutorial (Assembly/ School)
Wednesday		Learning and Teaching (RB & DM)	Assessment of learning (RB)		Knowledge and Curriculum (ST, PS)	Teacher as a Counsellor (SV, PR)		Lib	Drama & Art (ST, DM)	Drama & Art (ST, DM)
Thursday		Learning and Teaching (RB & DM)	Assessment of learning (RB)		Teacher as a Counsellor (PR SV)	Knowledge and Curriculum (ST, PS)		Pedagogy Maths, Science	ICT (PR SV)	ICT (PR SV)
Friday		Learning and Teaching (RB & DM)	Assessment of learning (RB)		Knowledge and Curriculum (ST, PS)	Teacher as a Counsellor (SV, PR)		Pedagogy Eng, S.St, Accnts	Sports	Sports

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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Copy of the Syllabus is attached as a PDF document separately

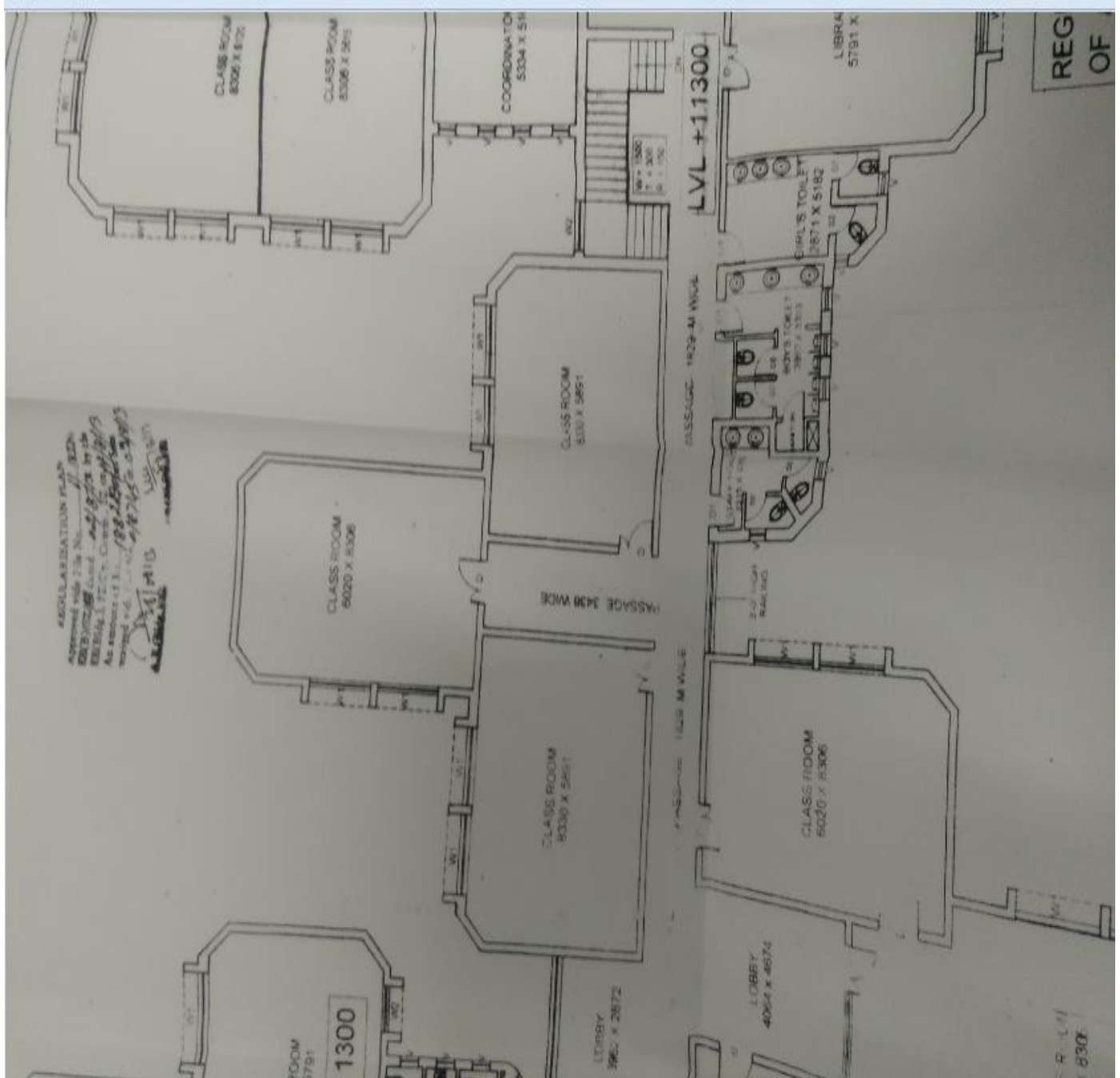
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AMITY INSTITUTE OF EDUCATION, NEW DELHI

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Master Plan of the institution



The hard copy of the Master Plan would be provided to the visiting team.

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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An Institution of Ritnand Balved Education Foundation (RBEF)

Sample of student feedback on curriculum and faculty, if any

OVERALL FEEDBACK FOR THE INSTITUTE

AMITY INSTITUTE OF EDUCATION, NEW DELHI
GRADE 'A' ACCREDITED BY NAAC
An Institute of Ritnand Balved Education Foundation (RBEF)
Feedback from Students

Programme: B.Ed Term/Year: II

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	<input checked="" type="checkbox"/>			
2. Extent of coverage of course		<input checked="" type="checkbox"/>		
3. Applicability/relevance to real life situations		<input checked="" type="checkbox"/>		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		<input checked="" type="checkbox"/>		
5. Clarity and relevance of textual/reading material	<input checked="" type="checkbox"/>			
6. Relevance of additional source material (Library)		<input checked="" type="checkbox"/>		
7. Extent of effort required by students		<input checked="" type="checkbox"/>		
8. Overall rating		<input checked="" type="checkbox"/>		

Students' overall Evaluation of the Programme and Teaching
Course - B.Ed (2015-17)

1. The syllabus of each course was: a) adequate <input checked="" type="checkbox"/> b) inadequate c) challenging d) dull	2. Background for benefiting from the course was: a) more than adequate <input checked="" type="checkbox"/> b) adequate c) inadequate d) cannot say
3. Was the course easy or difficult to understand? a) easy <input checked="" type="checkbox"/> b) manageable c) difficult d) very difficult	4. How much of the syllabus was covered in the class? a) 85 to 100% b) 70 to 85% c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course? a) more than adequate b) adequate c) inadequate <input checked="" type="checkbox"/> d) very poor	6. To what extent were you able to get material for the prescribed readings? a) easily <input checked="" type="checkbox"/> b) with some difficulty c) not possible at all d) with great difficulty
7. How well did the teacher prepare for the classes? a) thoroughly <input checked="" type="checkbox"/> b) Satisfactorily c) poorly d) indifferently	8. How well was the teacher able to communicate? a) Always effective <input checked="" type="checkbox"/> b) Sometimes effective c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class? a) mostly yes b) sometimes c) not at all <input checked="" type="checkbox"/> d) always	10. If yes, which of the following methods were used? a) Encouraged to raise questions <input checked="" type="checkbox"/> b) got involved in discussion in class c) encourage discussion outside class d) did not encourage
11. How helpful was the teacher in advising? a) Very helpful <input checked="" type="checkbox"/> b) sometimes helpful c) not at all helpful d) did not advise	12. The teacher's approach can best be described as: a) Always courteous <input checked="" type="checkbox"/> b) sometimes rude c) always indifferent d) cannot say
13. Internal assessment was: a) Always fair b) sometimes unfair c) Usually unfair <input checked="" type="checkbox"/> d) sometimes fair	14. What effect do you think the internal assessment will have on your course grade? a) Helps to improve b) discouraging c) no special effect <input checked="" type="checkbox"/> d) sometimes effective
15. How often did the teacher provide feedback on your performance? a) Regularly /in time <input checked="" type="checkbox"/> b) with helpful comment c) often/ late d) without any comments	16. Were your assignments discussed with you? a) Yes, fully <input checked="" type="checkbox"/> b) yes, partly c) not discussed at all d) sometimes discussed
17. Were you provided with a course contributory lecture too at the beginning? If yes, was it helpful? a) Yes <input checked="" type="checkbox"/> b) no c) Yes d) no	
18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below _____	

FEEDBACK of FACULTY MEMBERS

AMITY INSTITUTE OF EDUCATION, NEW DELHI
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Students Feedback on Teachers

Programme: B.Ed Term/Year: 2015-17

Name of the Teacher: *Dr. Ranjana Bhatia*

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment /other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes /Tests/assignments/examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback		✓		
10. Overall rating		✓		

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Students Feedback on Teachers

Term/Year: 2015-17

Programme: B.Ed
 Name of the Teacher:

Dr. Pratimam Saxena

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher	✓	✓		
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment / other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes / Tests/assignments/examinations and projects to evaluate students' understanding of the course		✓		
9. Provision of sufficient time for feedback		✓		
10. Overall rating				

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Students Feedback on Teachers

Term/Year: 2015-17

Programme: B.Ed

Name of the Teacher:

Ms. Puneet

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher	✓			
5. Ability to integrate course material with environment / other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes / Tests/assignments/examinations and projects to evaluate students' understanding of the course	✓			
9. Provision of sufficient time for feedback	✓			
10. Overall rating				

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Students Feedback on Teachers

Programme: B.Ed

Term/Year: 2015-17

Name of the Teacher: Dr. Sanjana Vij

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		✓		
2. Communication Skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity / Commitment of the teacher		✓		
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment /other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)			✓	
8. Ability to design quizzes /Tests/assignments/examinations and projects to evaluate students' understanding of the course			✓	
9. Provision of sufficient time for feedback			✓	
10. Overall rating		✓		

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Students Feedback on Teachers

Programme: B.Ed

Term/Year: 2015-17

Name of the Teacher: Dr. Subject

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment /other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes /Tests/assignments/examinations and projects to evaluate students' understanding of the course		✓		
9. Provision of sufficient time for feedback		✓		
10. Overall rating		✓		

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Students Feedback on Teachers

Term/Year: 2015-17

Programme: B.Ed

Name of the Teacher: Ms. Yogita

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher	✓			
5. Ability to integrate course material with environment /other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes /Tests/assignments/examinations and projects to evaluate students' understanding of the course	✓			
9. Provision of sufficient time for feedback		✓		
10. Overall rating				

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Students Feedback on Teachers

Term/Year: 2015-17

Programme: B.Ed

Name of the Teacher: Dr. Sadhna Tyagi

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher		✓		
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment /other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes /Tests/assignments/examinations and projects to evaluate students' understanding of the course		✓		
9. Provision of sufficient time for feedback	✓			
10. Overall rating		✓		

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Students Feedback on Teachers

Programme: B.Ed

Term/Year: 2015-17

Name of the Teacher: Ms. Reepti Madhura

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment /other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes /Tests/assignments/examinations and projects to evaluate students' understanding of the course	✓			
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			

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Students Feedback on Teachers

Programme: B.Ed

Term/Year: 2015-17

Name of the Teacher: Ms. Rajani

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		✓		
2. Communication Skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity / Commitment of the teacher		✓		
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment /other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes /Tests/assignments/examinations and projects to evaluate students' understanding of the course		✓		
9. Provision of sufficient time for feedback		✓		
10. Overall rating		✓		

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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Audited income-expenditure statement for the previous financial year

Attached as a separate PDF file


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AMITY INSTITUTE OF EDUCATION, NEW DELHI

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A copy of the latest recognition order issued by NCTE

उत्तर क्षेत्रीय समिति राष्ट्रीय अध्यापक शिक्षा परिषद (भारत सरकार का एक विधिक संस्थान)	 गुरुगुरुतमो धाम NCTE	Northern Regional Committee National Council for Teacher Education (A Statutory Body of the Government of India)
F. No./NRC/NCTE/DH-184/2015	11/356-61	Dated: 5 JUN 2015
TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4		
ORDER		
<p>WHEREAS, in exercise of the powers conferred by Sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.</p>		
<p>2. AND WHEREAS, the institution Amity Institute of Education, Amity Campus, M-Block, Saket, New Delhi – 110 017 was recognized by NRC vide its Order No. NRC/NCTE/F-3/DH-184/2004/14197-205 dated 09.03.2005 for B.Ed. course for 100 seats.</p>		
<p>3. AND WHEREAS, the institution Amity Institute of Education, Amity Campus, M-Block, Saket, New Delhi – 110 017 has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed. which require additional facilities.</p>		
<p>4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely.</p>		
<ol style="list-style-type: none"> The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015. The application-Institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these condition by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc. 		
<p>5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to Amity Institute of Education, Amity Campus, M-Block, Saket, New Delhi – 110 017 for conducting B.Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.</p>		
कार्यालय : चौथी मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल, भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान) कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान Phone No. 0141-2744288, 2744635, Fax : 0141-2744173	Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambekar Circle, Bhawani Singh Marg, Jaipur -302 005 (Rajasthan) Jurisdiction : U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan E-mail : nrc@ncte-india.org, Website : www.ncte-india.org	

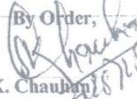
6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University /Body, the State Government etc. as applicable.

7. ~~The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.~~

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Name of faculty members who left or joined during the last quarter.
- (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- (e) Fee charged from students.
- (f) Available infrastructural facilities.
- (g) ~~Facilities added during the last quarter.~~
- (h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- (i) The affidavit with enclosure submitted along with application.
- (j) The institution shall be free to post additional relevant information, if it so desires.
- (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

(Dr. S.K. Chauhan)
Regional Director

The Manager to Govt. of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054

Copy to:-

1. The Principal Amity Institute of Education, Amity Campus, M-Block, Saket, New Delhi – 110 017.
2. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
3. Secretary (Education), Govt. of Delhi, Old Secretariat, Civil Lines, Delhi – 54.
4. The Director, Directorate of Secondary Education, I/C Teacher Education, Govt. of Delhi, Directorate, Delhi.
5. The Registrar, Guru Gobind Singh Indraprastha University, Sector – 16, Dwarka, New Delhi.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file


Regional Director

AMITY INSTITUTE OF EDUCATION, NEW DELHI

GRADE 'A' ACCREDITED BY NAAC

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University results for previous academic year

Attached as a separate PDF document

AIE, ND

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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Sample of feedback on Practice Teaching by Teacher Educators

Recapitulation : Today we have done cases and their types are nominative, objective case, possessive case. Nouns pronoun which are subject of verb are NC. The objects of noun, pronoun and preposition are objective case. Any noun, pronoun that show ownership is the possessive case.

Evaluation : (Worksheet + ppt)

QUICK RECAP!
Case - grammatical function performed by a noun or a pronoun in a sentence.
3 types of Cases
1. **Nominative Case** - any N or P standing as a subject of the verb.
2. **Objective Case** - any N or P standing as object of verb or preposition.
3. **Possessive Case** - any N or P denoting possession or ownership of anything.

EVALUATION

Q.1 Write down the possessive form of the following.

- The clothes of children.
- The nails of the finger.
- The wings of the woman.
- The laughter of the baby.
- The forest of the trees.
- A holiday for a week.
- The sons of the fathers.

EVALUATION

Q.2 Write out the following, putting in the possessive case.

- The woman went to the grocer's shop.
- The name of Mrs. Shukla's dog was blackie.
- Without the children's shouts in the distance.
- This is a lady's purse.
- Mary sits in the teacher's corner.
- The teacher's boys were trying on the floor.

EVALUATION

Q.3 Identify the case of the highlighted words.

- The policeman arrested the thief.
- I shall speak after lunch.
- The house was full of people.
- Annie lost her mother's ring.
- The earth moves around the sun.
- The farmers' crops have failed this year.

Home Work :

Take a newspaper article or storybook. Write 10 sentences from it and mark possessive, objective and nominative clauses from them.

Take 10 Sentences from a Newspaper or storybook and mark possessive, objective and nominative cases.

Overall Comments & Suggestions :

Well done Breeti! Excellently delivered lesson! Your explanations were undoubtedly excellent! The flow and progress was smooth & flawless! Examples used to establish this complex topic were good & relevant! Questions, tg aids, student participation and the voice modulation you used to bring the students' attention to punctuations & presentation of examples were excellent! Overall a beautifully & confidently delivered lesson!

Praveen
Supervisor's Signature

Preeti-Eng- Case - 26/9/16

Set Induction - was done well through questions. Students were encouraged to think & answer.

BBW - Neat, organised & adequate in amount! Space management was good & handwriting was beautiful. The tabular presentation of content & summary maintained was good.

Explanations & questions - Well structured, fluent and confident explanations provided for the topic. The mastery of content was flawless & the use of examples to develop the same was excellent too! Questions were judiciously & wisely used to establish the link & the mastery of the topic amongst students. The ppt was also used very well! The balance of all things was excellent! Keep it up!

SV, PP, TA etc. - your voice was loud, clear & confident. Students were found to be attentive & eager to participate in the discussions. The SV provided through bb work, ppt & ques. was good. The ppt was used efficiently to connect students' perception & knowledge with the topic.

Closure → well recapped lesson! All the imp. points were touched upon with good emphasis with the help of a chat. Evaluations encouraged each student to get involved. The variety & no. of questions was good.

Overall a good & excellently presented lesson!

Preeti
26/9/16

Recapitulation :

Tropical region lies between the Tropic of Cancer and the Tropic of Capricorn. Temperate region lies between the Tropic of Cancer and the Arctic circle in the Northern hemisphere; and Tropic of Capricorn and the Antarctic circle in the Southern hemisphere. Further, evergreen forests remain green throughout the year whereas, deciduous forests have trees whose leaves fall off at a particular time of the year.

Evaluation :

- Students take the labelled strips and put them on the chart.
- Students give one characteristic each of the forest located in a particular zone.

EQUATOR

FRIGID ZONE

TROPICAL ZONE

TEMPERATE ZONE

Home Work :

- Make a list of the trees in your region and observe the time/month of the year during which they shed their leaves and the new ones begin to come up.

Well prepared lesson plan.

Overall Comments & Suggestions :

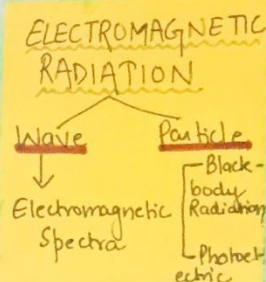
- P.T was confident, loud and clear.
- Teaching aids used were relevant and well prepared.
- Class was active.
- Explanations were relevant, adequate and well supported by well made charts.
- Overall a very well delivered lesson.

Sadana
Supervisor Signature

Recapitulation :

So, In today's class we discussed about electromagnetic radiations. These radiations have two characters (i) Wave like
(ii) Particle like.

In wave like, we discussed about their propagation, Medium and Spectrum. In particle like: We discussed about photoelectric effect: In which electrons were ejected when certain metals were exposed to a beam of light with frequency above threshold frequency.



Evaluation :

- Q1. Calculate the Kinetic energy of electron ejected when yellow light of frequency $5.2 \times 10^{14} \text{ sec}^{-1}$ fall on the surface of Potassium metal. Threshold frequency of potassium is $5 \times 10^{14} \text{ sec}^{-1}$?
- Q2. Explain the dual nature of electromagnetic radiation?

Home Work :

Arrange the following type of radiations in increasing order of frequency.

- Radiation from microwave oven
- Amber light from traffic signal
- radiation from FM radio
- Cosmic rays
- X-rays.

Shikha, You have the potential of being an excellent teacher. So ~~keep~~^{be} dedicated to your work in ^{the} same manner.

Overall Comments & Suggestions :

- Neatly written lesson plan
- Excellent made chart
- Explanations were good with the help of Colourful chart.
- P.T interactive, confident & loud
- Excellent Blackboard work.

Vaibhava
Supervisor's Signature

Recapitulation :

Today, we studied about Adverbs i.e. the words which add to the meaning of verbs. We have discussed 3 of them.

1. Adverbs of Manner - tell about the way of action
2. Adverbs of Place - tell about the position/place
3. Adverbs of Time - tell about the time in/at which action took place.

Evaluation :

WORKSHEET

1. Fill ups

- Joyant works.
- He is at maths.
- She dressed .

2. Underline the adverb and tell its type

- The dog barks loudly. • The bank securely
- The boy carefully built a tower. closed.

Home Work :

Take the article from the newspaper and underline the adverbs. Categorise them into different categories as well.

- * Encourage more pupil participation.
- * B.R. board work needs to be more.

Discussion Points :-

Overall Comments & Suggestions :

- * Set-Induction was satisfactory. It could be more innovative.
- * Teaching aids were well prepared and used appropriately.
- * Write the sentences on the blackboard (at least one)
- * Activity was well-planned and brought more clarity to the explanation.
- * Explanation was adequate & clear.

- Today, we learnt about -
- 1) Transfer of Heat (from hotter to colder objects)
 - 2) Modes of transfer of Heat
 - Conduction (in solids)
 - Convection (in gases and liquids)
 - Land Breeze (At night)
 - Sea Breeze (Day time)

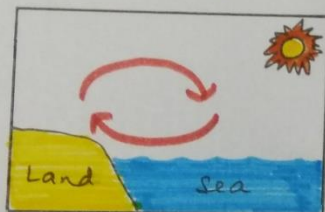
Evaluation :

Q: State which mode is used for the transfer of heat to take place -

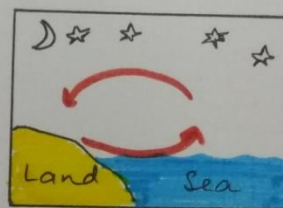
- 1) A pot on a hot burner
- 2) Greenhouse
- 3) Using a heating blanket to get warm.
- 4) Macaroni falling and rising in a pot of hot water.

Home Work :

Q: Draw the diagrams of land breeze and sea breeze.



Land Breeze



Sea Breeze

well taught

Overall Comments & Suggestions :

- Content introduced, spent some more time at the time of introduction.
- Content explained v. well using various media like slide presentation, activity using apparatus & objects
- v. well prepared and used slides in a bright manner and at the right time.
- Teacher was quite active and appropriately handling aids while explanation.

Pat.
Supervisor's Signature
4/10/16

— She was thorough ^{was on} interactive.

Sample of feedback on Practice Teaching by Peers

AMITY INSTITUTE OF EDUCATION, NEW DELHI
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CRITERIA FOR DISCUSSION LESSON

Name of the Pupil-teacher giving lesson : Shikha Ahuja
 Class : XI Section :
 Subject : Chemistry Topic : Electromagnetic Radiation Date : 22/09/2016

DIMENSION	CATEGORY	SUB-CATEGORY	OBSERVATIONS
Classroom Transaction	Entering the class	With greeting / smiling, grave/serious / pleasant mood, irritating mood	
	Starting the class	Use of Blackboard related, indirect approach, direct approach	
	Methodology of Teaching	Asking questions, showing charts, cards etc., writing on blackboard, one child or teacher does & the other repeats, reading explaining correcting	<u>Self Induction was used</u>
	Teaching Learning material	Available in class as objects, other, prepared by the teachers, given to school	<u>well made charts and models</u>
	Reinforcement	Positive, negative	<u>Wrong answers corrected</u>
	Kind of activity teachers expect from the children in the class	Listen to the teacher, answers questions posed by the teacher, copy from book, copy from blackboard	
	Home work / assignment	Writing, learning, problem solving	
	Ending the lesson	Recapitulation, activity based, abrupt, written work	<u>Everything summarised</u>
Classroom climate	Organisation and management	Good (organised, warm / friendly, supportive, pleasant, acceptance, encouraging, helpful) Bad (chaotic, disorganised, cold, unfriendly, threatening, rigidly controlled)	
	Gender examples / related observation	Separate lines for boys & girls, mixed lines/seating arrangement, all girls section/class, all boys section/class, mixed boys answer, girls answer, teacher asks boys, teacher asks girls, discipline related girls behaviour, discipline related boys behaviour	
	Teacher's movement in the classroom	Amount of time spent in one section of the room, amount of time spent standing in one place, amount of time utilised in going around the class	<u>movement around the class</u>
	Discipline	Rigid, laissez-faire, liberal	

Teachers pupil interaction	Style of addressing children	Observations
	Question asked by the teacher	Individually, by name, as a whole (group), pointing fingers at the child, using derogatory words (Hay, Suno)
	Answers of children	Subject related question, object related question, question asking to write, read & draw etc., asking children for their participation, asking children to repeat & clarify doubts, teacher asking general question, ask student about their life outside school
	Instruction given by the teacher	All together in chorus, correct answer, wrong answer, teacher helps them answering / correcting them, could not answer, passive listener, teacher gives no chance to answer
Participation	Children involvement in the classroom	Subject related, discipline related, clues given by the teacher - verbal, non-verbal (physical)
	Types of vocal expression of the students	Passing listeners, blackboard activity, ready for answering the question
	Participation of the students	Asking something, shouting / weeping, complaining, talking, explaining, making a noise
Building emotional climate	Developing students self confidence	Students answer, answer in chorus, not paying attention & doing something else, student's respond positively to teacher's instructions
	Helping students to interact and become involved with others	Help students feel capable, minimize the effect of making mistakes, build confidence, focus on improvement, show faith in students, acknowledge the difficulty of task, focus on past success, recognize achievement, applause, stars & stickers, awards & assemblies exhibits, acknowledge successful experiences
	Help students contribute	Give students five A's - Acceptance (accept sincerely and unconditionally, accept students personal style), attention (greet / listen to students), Spend time chatting, involvement in the project with students, appreciation, affirmation (acknowledge the positive traits verbally or in writing), affection (showing affection while things go bad, showing kindness)
		Encourage students, contribution to the class, invite students help with daily task, encourage students to help with other students

* A happy gram is a brief note to parents with good / positive news about the student's behaviour or academic work.

Signature of the trainee observing the lesson : Shikha
 Signature of the trainee whose lesson has been observed : Shikha
 Signature of the supervisor : Ray's

Sample of feedback on Practice Teaching by Staff of Practice teaching Schools

Saloni Goyal
English - VI - XI
S. Sc - VI - VII

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Feedback of our students in your Organisation

Disposition	Sub Domains	1	2	3	4	5
		RECOMMEND INTERVENTION Contact the Education office with concerns	UNSATISFACTORY Below average behaviors and participation	ADEQUATE Average behaviors and participation	PROFICIENT Above average behaviors and participation	EXEMPLARY Outstanding behaviors and participation
PEDAGOGY	Command over Content	1	2	3	4	✓ 5
	Teaching styles and methodology	1	2	3	4	✓ 5
	Innovative practices adopted	1	2	3	✓ 4	5
	Willingness to improve/upgrade knowledge	1	2	3	4	✓ 5
VALUES	Elicits a positive response	1	2	3	4	✓ 5
	Believes that all children can learn	1	2	3	4	✓ 5
	Values multiple aspects of diversity	1	2	3	✓ 4	5
COMMITMENTS	Shows promise for being an effective and reflective teacher	1	2	3	4	✓ 5
	Leads and serves within the classroom	1	2	3	✓ 4	5
	Shows responsibility for being present and ready for assigned tasks	1	2	3	4	✓ 5
PROFESSIONAL ETHICS	Exhibits professional qualities in dress and behavior	1	2	3	4	✓ 5
	Balances professional demands with personal needs	1	2	3	✓ 4	5
	Begins to establish professional advocacy	1	2	3	4	✓ 5
	Exhibits compassion, enthusiasm, loyalty and respect for all	1	2	3	4	✓ 5

AIS, GURGAON

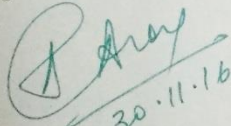
Comments by the HOD/ Subject teacher:

Saloni has a good command over language and her classroom teaching is effective. She is sincere and always willing to take on any responsibility. She has shown confidence in capably handling and teaching senior classes. Her lessons are meticulously and neatly planned. She has used PPT's, flash cards, dictionary etc to teach concepts of English and S. Science

Comments by the Principal:

Saloni exudes confidence and has taught English literature and grammar till grade XI. She has capably taken charge of classes in the absence of a teacher who had gone for a long leave. She used ppt and conducted quiz etc. to make her teaching innovative.

Principal's Signature:


30.11.16

Date:

V. Record of Best Practices

AMITY INSTITUTE OF EDUCATION, NEW DELHI

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BEST PRACTICES

Title of the Practice:

Value Addition

- Personality Development
- Military Training Camp
- Amity Human Value Quarter

The Context that required initiation of the practice:

Value education is extremely important to help everyone in improving the value system that he or she holds and put them to practice. Once, we understand our values in life, we can examine and control the various choices we make in our lives. With modern developments and a fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards; therefore the role of teachers in imparting these essential values becomes vital. This makes it all the more indispensable for the teacher training institutes to incorporate value education and equip future teachers to meet the ever rising needs of the modern society with respect to code of conduct and values.

Objectives of the Practice:

- Inculcation of virtues and habits
- Fostering consideration for others- principle of equality and dignity of the individual
- To bring about personality development with regard to the different behavioral dimensions
- To build a strong character
- To gain add-ons and enhancements to their personality
- To acquaint with the rich and diverse cultural heritage of India

The Practice:

- **Personality Development:** Regular personality development classes aim at the holistic development of students. Wide areas and issues ranging from Stress management, motivation, self analysis, enhancing interview skills, conflict management, resume designing, teachers personality, self-esteem, disaster management, attitude, effective listening, creativity, sustainable development are covered that help in the grooming of the trainee teacher. The main advantage of these classes is that the trainee teachers realize their self worth and are better equipped to face the challenges of the outer world and can effectively strike a balance between professional and personal life.
- **Military Camp:** In accordance with the National Youth Policy which envisages that the youth of the country should spend at least one fifth of their time spent in an educational institution on out door activities, our Respected Founder President has directed that a

seven days compulsory Military Training Camp for all PG students of Amity institutions be organized. Accordingly, The Amity Indian Military Education Society has established a Military Training camp in tented accommodation, at the Amity Education Valley, Manesar, to give the PG Students an exposure to outdoor life in a natural habitat and fulfill some of the objectives as enshrined in the National Youth Policy. The military training camp is named as “**Amity Green Horn Military Training Camp**”.

- **Amity Human Value Quarter:** It presents a kaleidoscope of well planned and structured activities spread over a quarter and crafted to address wide avenues -Diversity in the culture of various states, Indian poets of ancient, medieval and modern eras, Regional songs and Dances, Indian Art and Craft, Regional craftsmanship and Jewellery. The heterogeneous wide- ranging presentations are given by students with zeal and dynamism.

Obstacles faced if any and strategies adopted to overcome them

Wrong perceiving and lack of intelligent handling of the vast knowledge obtained is an obstacle. The students are at a learning stage and somewhere feel constrained and limited in the projection and management of the enormous information gained. This is where the guidance and experience of the faculty act as a saviour. To cater to this requirement the students are divided into groups and each group is provided with a mentor who helps in channelising their energies by directing them towards the right path.

Time is another factor that imposes limitations to the amount of familiarity to Indian heritage that we want our students to possess. The plethora of knowledge that we want to share with students is restricted by the time factor due to academic pressures. We feel delimited due to the course period, since the time is less and there is lot to be achieved. To overcome this barrier the Amity Human Value Quarter comes to our aid.

Impact of the Practice:

To quote the valuable words of Dr. (Mrs.) Amita Chauhan, Chairperson, Amity International Schools (AIS) “Values happen to be the very way of life. It is the responsibility of us human beings to metamorphose the term and idea of Human Values to hard core implementation in every small or big way possible to be able to contribute to Nation building. Humility and love are the greatest assets of the universe. When there is humanity in mankind, then there is order in the Nation.”

Dr. Ashok K Chauhan, Founder President, Amity University believes "Education should not merely be the acquisition of degrees but the acquisition of traditional and spiritual knowledge and values of the country one belongs to." He says, people responsible for setting up higher institutions of learning and governing them should firstly themselves believe in the values of goodwill, tolerance and helping out the underprivileged.

Value addition gives a great opportunity to bond with humility and human values. Working on these grounds the Amity Human Value Quarter instills in its students humbleness, modesty, obedience, empathy, altruism and moral values. This quarter exposes them to the rich accumulated wealth of knowledge which has been forgotten over the years. Through self driven activities they explore, learn and appreciate the exceptionality and exclusivity of Indian culture.

They deep dive into the depths of Indian poetry, literature, folklore, and depict them through various means like recitations, theatre, kavi-sammelan, puppet show, exhibitions, etc. This familiarizes them with the intricacies and richness of the culture they are born into.

Another unique initiative of Amity is the military training camp, which has managed to inculcate an essence of camaraderie and brotherhood amongst its students. It has been successful in providing an opportunity to the participants to understand the work ethos and the broader details about the Armed Forces.

The camp exposes the students to subjects of general awareness such as Disaster management, Nuclear, Biological, Chemical and Radiological Threat and Counter measures etc. They also become aware of the essentials of physical well-being and fitness.

The class observations reveal that students more actively participate in group activities and group discussions after attending this camp. It is their vital opportunity of being a part of adventure related training and sports activities in an eco – friendly and pollution free environment. The camp has many matchless programmes which comprises of activities like parasailing, trekking, shooting and many other activities that test their mental and physical agility

Discipline is the soul of Camp life. Discipline in general imply following the laid down regimen strictly with particular reference to punctuality, correct dress code, response and strict adherence to the laid down instructions and general sense of orderliness. All participants observe and follow the decided code of conduct and try to inculcate this inevitable quality in their routine life.

Sensitization towards the contribution and role of the armed forces, coping with the hardships, working as the member of a cohesive unit, realizing the importance of discipline in life and building of a strong character is the essence of this training. It is a week long training completely sponsored by the institute and is a life time experience for them to cherish

Another important feature of the Value Addition is the Personality Development classes; personality development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change in life. Believing in the notion that each individual has a distinct persona that can be developed, polished and refined, we strive to bring a positive change through these classes.

This process includes boosting confidence, improving communication and language speaking abilities, widening the scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

Amity believes in not just developing achievement oriented skills but also developing humane values in students. To help students become an efficient team member and effective leader, various special classes on leadership, teamwork and analytical skills are held. The Value Addition gives students opportunities to participate in activities and events outside the academic arena and to gain practical experience. These opportunities enrich and enhance the outlook of students towards life. They become more sentient, practical, adroit, confident, focused, compassionate, responsible, and proficient.

Resources Required

- Faculty
- IT Support
- Technical equipments and various musical instruments
- Informative DVDs
- Fully equipped library

Contact Person for further details:

Dr Ranjana Bhatia
Prof. & Principal,
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An Institute of Ritnand Balved Education Foundation (RBEF),
Saket, New Delhi
Phn: 011- 26897437
Hand phone: 09810310625
Fax: 011-29562050
rbhatia@aie.amity.edu

Title of the Practice: *Academic events held at inter and intra institute level*

- Seminars
- Workshops
- Paper Presentations
- Souvenir

The Context that required initiation of the practice:

Teachers are potent factors in education. They are responsible for shaping the youth through quality education. It is imperative that teachers acquire the totality of the information and qualities of education through instructions and training which maximize the development of an individual physically, mentally and morally.

Academic events held at inter and intra level aid in the development and enhancement of 21st century skills in teacher trainees. They are capable of keeping the students updated with the technology; they provide latest information about the things which are happening globally in the field of education. Such events endow the trainees with a platform to share and realize the vision and perspective of eminent personalities who have achieved some feat in teacher training and education

Believing in the fact that textbooks alone cannot improve the knowledge of the teacher trainees; we conduct these events to fortify and elevate their knowledge levels.

Objectives of the practice:

- To garner the collective synergies
- To elicit participants ideas about various issues
- to review and increase their understanding of the specific topics discussed
- To improve their ability to communicate
- To provide students with food for thought
- To introduce the audience with the current issues and global scenario
- To enhance the emblematic skills of ideas

The Practice

Seminars: Eminent professionals from diverse backgrounds, cultural settings and arenas are invited to share their knowledge and expertise. The institute extensively indulges in organizing seminars on streaming issues and concerns which are of importance for the educational fraternity and society as a whole. These seminars aim at generation of ideas, suggestions, and recommendations and address some of the important concerns of our education system. Both the students and faculty are benefited through such endeavors.

Paper Presentations: Paper presentations are made by faculty, students and professionals from the field on a fine assortment of topics. These presentations are held at inter and intra institute level. It aids in improving reading and writing skills, expressions, grasping power, overcoming stage fear, boosting of confidence, voicing and exchange of views and opinions which is imperative for the teachers to be.

Workshops:

Workshops provide an effective platform to train people from diverse sections of the society about the importance of team. We are constantly engaged in organizing workshops for students, educators, members of NGOs working in the education sector. Some of the issues covered in these workshops are “Education for Cultural Sustainability”, “Nurturing Institutional Climate through indigenous practices and techniques” and “Training Teachers for promoting Sustainable Development through Education”

Souvenir: Publication of Souvenir is an attempt of AIE which showcases the work and efforts of the faculty and students. A brief account of the accomplishments and activities of the institute is furnished in this document. Glimpses of all the special moments are captured in it and it also incorporates the contributions of the learned people from the field.

Obstacles faced if any and strategies adopted to overcome them:

Time and scheduling constraints: The foremost difficulty encountered in organizing these academic events is the time and availability of the renowned professionals, coordinating with them and scheduling the event accordingly imposes problems. To overcome this hurdle, we start planning way before the actual event and propose multiple dates according to the suitability of the experts.

Perceived lack of need: Students feel reluctant to invest time in these events due to the academic pressure on them. Since their scope of vision is limited, they sometimes fail to realize the importance and relevance of such an initiative. At such a stage they are made to understand the significance and role of such activities in their academic as well as professional development.

Hesitation among students: Students feel that they are not experienced and competent enough to share the podium with the experts and professionals. They experience stage fear, nervousness, anxiety, and have apprehensions concerning their performance and abilities. They feel insufficient and inadequate in handling managerial, administrative and organizational tasks they are involved into. They are motivated, encouraged and equipped to face the challenges and overcome their trepidations.

Impact of the Practice:

“The future depends on what we do in the present” these are the golden words said by Mahatma Gandhi. If teachers would be able to implement good programs and provide the learners effective teaching learning situations, the success of this would be reflected in the desired changes in the pupil’s behavior. Believing in the very notion, we at Amity have been working hard for developing an integrated and balanced personality admixed with enshrined ethical and traditional values reflecting Indian horizon of cultural ethos, which enables to help each student in discovering their talent and abilities besides academic excellence by way of participation in such events or activities.

Academic events are the means of professional development through structured and systematic reflective practices. Events like seminars make trainees receptive to the information, ideas, views and opinions expressed by the speakers. Such scholarly discussions instill in them the quality to strain and absorb the knowledge made available. It provides them global exposure as the

speakers are professionals from different parts of the world and from diverse backgrounds. It bestows them with an opportunity to upgrade their knowledge and it also provides a stage for face to face interaction for live clarification of the doubts up to the desired satisfaction level.

Workshops are designed to familiarize teacher trainees with interactive and developmentally appropriate teaching methods, levels of curriculum, lesson planning and other strategies to make their teaching more effective. It emphasizes on 21st century skills like problem solving, critical thinking and digital literacy. Our workshops aim at raising awareness and improvement in implementation of certain approaches to the understanding and management of education.

After being a part of these workshops students become more confident in interaction and participate enthusiastically in exchange of information and ideas. Workshops foster a collaborative environment of interest to both practitioner and learner. They stress on the importance of giving priorities to certain activities like team building and time management.

To further accentuate the skills of students, paper presentations offer a wide scope, which facilitate the teacher trainees to rise to the occasion with their sensitivity and dexterity and display their exemplary academic, administrative and management skills to scale greater heights in future and become responsible teachers. It provides an opportunity to students to convey their ideas and thought procedures to friends, teachers and experts. The trainees learn to face the audience and are able to talk before a crowd later in their life without any difficulty.

The students have multiple roles to play in these events besides being fabulous information seeking inquisitive audience. They also assist in the various backend, offstage and onstage activities right from the conception of the ideas. The students are involved in the planning, organization, preparation and management of these events. This helps in imbibing in them the essential skills that would be an added advantage for them at their workplace.

We at AIE strongly believe that such events help students to hone their skills and break out from the shell. Students learn the basics of organizing these events and activities and are enlightened that to make an event successful, the presence of **Speakers, Hospitality, Audience, Management (SHAM)** is necessary.

These events help students to break free from subjectivity; they are the triggering force for further development and the source for making the implicit explicit. Seminars, presentations, workshops etc are helpful in clarification of concepts and best suited for providing a framework for reflection. They help students to unlock their true potential, gain a winners edge through tailor made programmes and become more productive and self aware in the classroom.

From these programs the students are infused with renewed enthusiasm for teaching, they look at teaching with fresh eyes. It is very clear that after participating in these activities, students become more reflective and aware. They are provided with the life time opportunity to build professional communities and are motivated to contribute to the society.

Resources required

- Faculty
- IT Support
- Monetary support
- Relations/Contacts with Professionals in the field
- Audience
- Infrastructure
- Logistic support
- Reading and reference material

Contact Person for further details:

Dr Ranjana Bhatia
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