BHOPAL

**Attributes of a Good School**

Every community across the world is in need of good schools. While the Muslims in India, are falling behind the frame work of education system that is required for establishing good schools or maintaining the standard of existing schools.

**A good school and an effective school**

* A good school is a place where children learn enough worthwhile things to make a strong start in life.
* Where a foundation is laid that support later learning.
* Most importantly where children develop desire to learn more.
* It reflects the realities of life in an ordered adult society.
* It is rational and safe.
* A practice ground for the things people do in the outside world.
* A good school creates a sense of community that permits persona expression within a framework of social responsibilities.
* It focuses on learnings that grow through use—with or without more schooling—such as communication skills, decision making, craftsmanship and group interaction.
* It makes children think of themselves as people who find strength, nourishment and joy in learning.
* A good school has a broad-based and realistic curriculum with subject matter chosen not only for its relevance to higher education and jobs, but also for family and community membership and personal enrichment.
* It uses teaching practices that stimulate the people live in the outside word.
* Children are actively involved in production task that combine and extend their skills, show off their accomplishment, and look for harder, more exciting work to do.
* A good school is like a healthy tree. As it grows, it sinks its roots into its notice soil.
* It adapt to the surrounding climate and vegetation.

**An effective school**

* In contrast an effective school looks at learning in terms of test scores in a limited number of academic areas.
* It does not take into consideration problem solving abilities, social skills.
* It does not differentiate between dynamic and inert knowledge.
* It ignores motivation.
* Children who cover a traditional curriculum in order to master as much of it as possible are not initiators, seekers or builders, they are at best reactors.
* The knowledge they dutifully sock up is not necessarily broad based or useful .
* .it is taught because it is likely appear in test or exam.
* It is quickly and easily forgotten.

**How do these good schools differ from not so good or bad schools?**

The answer is not as easy as it might appear at first glance. For being a bona fide good school, certain quarries need serious consideration.

Do we mean by a **good school** that scores of students are educated with very little hope for their future?

* How can a school call itself ‘good’ when it produces students who don’t know themselves, the world or their place in it?
* What should schools teach and how?
* Whether we should restrict the teaching to the contents of syllabus only or teaching them to think, design their own learning pathways and do extraordinary things that are valuable to them for their future?
* How do we know if we are doing it well?

Beside scrutiny of these quarries, there are so many other relevant observations; those must be answered in regard to social needs, teachers’ true grits and access to technological developments.

**Effective requisites and characteristics of a good school;**

**Leadership**

* A good school is driven by the principal who is passionate about making a difference to the life of children in his care.
* Students perform better when the principal and the management provide strong leadership.
* Successful school principal constructs goals and then effectively communicates them to appropriate individuals (e.g students, teachers and community at large).

**Vision, mission and Strategic Planning**

* A good school has a clear vision that is shared with all for a combined mission.
* A good school plans in advance the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions.

**Expectations**

* A good school has high expectations from its students as well as teachers.
* It will have a positive impact on students’ performances.
* Similarly, the teachers who are expected to teach at high level of effectiveness can reach the set level of expectations.

**Conducive learning environment**

* A good school needs a clean and well-organized environment in order to boost up students to develop their knowledge and skills. Such an environment catalyzes the teaching and learning process.

**Skilled and dedicated staff**

* A good school has dedicated teaching and non-teaching staff.
* They are required to have a never ending urge to better them and improve their skills, a pre-requisite for one and all.
* Needless to say that the students try to follow teachers, as their role models who have fine and admirable qualities.
* Such teachers can better cultivate their students’ talents and abilities they posses.

**Supportive administrators**

* Administrators of a good school must be professional and supportive to the needs of academic staff.

**State-of-the-art equipment and facilities**

* A good school, besides having conducive academic environment has the educational tools considered to be essential such as computers, smart classes, AV room etc.

**Sports and co-curricular activities**

* A good school gives equal importance to sports and co-curricular activities almost equivalent to the studies.
* Good laboratories
* A good school combines classroom teaching with laboratory experiments to ensure that students grasp each and every concept thoroughly. They get a first hand learning experience by performing various experiments on their own.
* A good school has a great library and a librarian who loves students and he wants the two to make meaningful connections.

**Counseling and career counseling**

* A good school has a counselor cum career counselor.
* Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help student develop socially and personally.
* Career counseling isan effort for students’ career guidance right from their school about the available options as per their interest and stream of academics.

**Motivation of students**

* Teachers of a good school are very well aware of the importance of motivation.
* It is the process of stimulating students to actions in order to accomplish the goals.
* Motivation of students is the responsibility of teachers.
* Activities such as giving them awards, speeches by various personalities including the alumnae, and participation in quiz competitions other such activities.

**Future booster**

* A good school cares for the future of its students.
* Activities such as talent search and personality development are carried out for those students who have the potential to succeed in higher education.

**Moral education**

* For maximum learning, students need to feel secure and respected by those who come in their contact.
* A good school promotes moral education to inculcate discipline among students, and a sense of respect for their fellow students and all elders.

**Discipline**

* A good school inculcates a sense of discipline in its students and deals the incidences of indiscipline effectively. Students are bound to understand the class and school rules and expectations and must adhere to them.

**Monitoring**

* A good school has an effective system of regular monitoring and screening of students’ performance and development as per their needs.
* Effective use of assessment data allows schools to identify the problematic areas of learning and the teachers can generate solutions to address the problems.

**Job satisfaction**

* Job satisfaction is most crucial in determining the faithfulness.
* It is the main indicator of an individual’s level of commitment and productivity in his/her profession as a teacher.
* Factors those influence job satisfactions are;
* Behavior of Principal, colleagues, students and the society,
* Administrative relationship and rapport.
* Work-load,
* Salary,
* Growth opportunities,
* Recognition of service and reward, and,
* Professional development
* If teachers have a high level of job satisfaction, a more enjoyable, energetic and effective school environment can be developed which indirectly will give positive effects on the students’ academic achievement.
* A teacher who is happy and satisfied with his/her profession will emanate positive energy that will give positive influence on students.
* As such the teachers who possess high level of satisfaction in them will be a source of motivation to the students to succeed in their studies.
* School administration too is required to make some innovative plans in order to improve and enhance the moral and motivation of the teaching staff.
* An effective motivational program and an interesting reward system relevant to the needs of the teachers would bring forth effective, dedicated and committed teachers.

**Parental involvement**

* A good school stresses parental involvement.
* It is the school’s job to pull parent in and help them understand what they can do for their wards and other children of the school.
* The more a school involves the parents, the better the students will behave and learn.

**Positive environment**

* A good school needs a clean and well organized environment that encourages students to develop their skills and increase their knowledge.
* A clean and comfortable school setting helps enhance the teaching and learning experience.

**Community development and social changes**

* A good school adapts quickly to social change/s.
* A good school visibly and substantively improves the community it is embedded within.

**Use of resources**

* A good school uses every resource, advantage, gift and opportunity it has to grow students and tends to see more resources, advantages, gifts and opportunities than lower performance schools.

**Students’ mutual support**

* A good school has students who get along with and support one another towards a common goal-and they know what the goal is.

**Confess limitations**

* A good school admits its failures and limitations while working together with a local or global community for its growth and take corrective measures without fail.

**Measures for success**

* A good school has diverse and compelling measures of success—such as,
* Academic achievement,
* Physical and mental health of students,
* Socio-emotional development of students,
* Creativity and innovation,
* Citizenship and democracy,
* Favorable school climate which can be a condition that improves students’ chances for success.

**Cultural pluralism**

* A good school promotes its unique cultural identities while maintaining the cultural pluralism, a term used “when smaller groups within a large society maintain their unique cultural identities and their values and the practices are accepted by the wider dominant culture.

**Satisfaction for all**

* A good school makes certain that every single student and family feels welcome and understood on equal terms.
* High level of intelligence
* A good school is full of students who not only ask great questions but do so with great frequency and ferocity.

**Quality of ideas**

* A good school understands the difference between a bad idea and the bad implementation of a good idea.

**Teachers’ professional development**

* A good school provides a conducive environment for professional educators who are always learning and growing their craft.
* They are being motivated to follow the education path where new ideas, teaching strategies, skills or new information are available for their professional development.

**Transparent projection**

* A good school doesn’t make empty promises, create misleading mission statements, or mislead parents and community members with educational-jargon (technical language).
* It is authentic and transparent.

**Worth of stake holders**

* A good school values its teachers and administrators and parents as agents for students’ success.

**Flexible policy**

* A good school is willing to change its mind in the face of relevant trends, data, challenges and opportunities.

**Disruptive of bad practices**

* A good school is disruptive of bad culture practices, such as intolerance based on race, income, faith, illiteracy, apathy towards the environment and such other preferences.

**Realization of ambitions**

* A good school produces students who have personal and specific hope for the future that they can articulate and believe in and share with others.

**Habitual discoverer**

* A good school produces students who can emphasize, critique (a detailed analyses), love, inspire, make design, restore and understand almost anything—and then do so as a matter of habit.

**Affinity with school**

* Teachers, parents, staff, administration and students have a sense of belonging to their school.

**Co-operation with other schools**

* A good school will connect with other schools—and connect students too.

**Ideologist**

* A good school will produce students who can think critically about issues of human interest.

**No un-necessary meetings.**

* A good school does not have un-necessary meetings.

**Financial regulation**

* A good school does not spend money just because it is there.

**Project base learning**

* A good school may love the project base learning, and the students doing the projects even more.

**Avoid pessimism**

* A good school does not prepare students with little or no hope for the future.

**Equal opportunity for students**

* A good school moves ‘*struggling students’* as far as they move ‘*gifted students’.*

**Skill augmentation**

* A good school seeks to grow great teachers who seek to grow all students to shape and change their world.

**Persistent performance**

* A good school’s teachers and administrators do not exhaust.

**Conducive academic atmosphere**

* A good school feels good to learn in and teach in.

**Better students**

* A good school wants all its students on ‘a better grade level’ and persistently endeavors to achieve the same.

**Optimistic school atmosphere**

* A good school is full of joy, curiosity, hope, knowledge and constant change

**Health and environment**

* Generally speaking, there is lack of medical facility in our schools.
* This is a highly neglected area which usually fails to attract the attention of management, teachers, parents and other stake holders.
* There should be a health-care facility within the school intended to provide basic healthcare for students.

**Value and trust promoter**

* A good school values and promotes trust between and within home, school and community.

**Positive climate**

* A good school has a positive and nurturing school climate and culture.
* A good school encourages a positive environment for respectful dissent.
* Trust and compassion are essential qualities.
* In order to transform every single skill and knowledge into a seamless whole, the dedication, devotion and time is required for practice and perfection of every individual skill and knowledge set.

***A good school changes students; students change great schools***

**What is a Bad School?**

There seems to be an un-usual pandemic of poor academic performance in Urdu medium schools in Delhi. The number of ***failing schools***has increased gradually. Much of this may be attributed to the lack of accountability of the principal/HOI and the administrators who use to hegemonies the schools, or lack of interest for improvement on the part of our students’ learning skill or both. There may have been some other factors too.

The scenario attracts our contemplation for reformation to explore and identify the ways and means in order to counter the odds that are being faced by these schools. As we are aware of the fact by our experience that no school fails from one day to the next; the reasons for school failure must have been manifested for some time. The quarry remains staring at us for our failure in taking remedial measures at the initial stage before the complete rot started.

In recent times a school’s failure is defined by the students’ test/examination results, i.e. how many students are below grade level. The management of the school should be serious only when it identifies and admits about the failing of the school at the earliest stage. A rapid turn-around is possible only when the problems are first identified and a remedial action is taken as early as possible. But, once it is allowed to fester, the turn-around is not easy to take place rather it is rarely achieved. Every ***falling school*** exhibitsthe warning signs that require action on the part of educators of the concerned school to immediately start the remedial action.

***Warning signs;***

1. Absence of head of school for a considerable time due to any reason.
2. The school’s principal fail to include the staff members in the process of strategic planning.
3. The principal shows or behave in authoritarian style of leadership. The teachers feel apprehensive to approach and talk to him.
4. The school principal is afraid of confrontation and avoids making decisions on issues that are, or appear to be controversial.
5. In-effective teachers are tolerated and no action is taken against them.
6. It is considered to be the duty of principal to visit classrooms in order to gauge the quality of teaching. If the principal fail to perform his duty, constructive feedback may not be provided to the teachers.
7. Students and the teachers who are good performers require appreciation for their motivation and encouragement. The act may generate positive energy to do more quality work.
8. When students fail to respect their teacher, classroom gets noisy and out of control. Naturally quality of teaching-learning process gets plunged.
9. Teachers have low academic and behavioral expectations of their students.
10. Teachers have a high rate of high rate of absenteeism, both excused and un-excused.
11. Teachers and the staff exhibit a low level of confidence, and rarely arrive more than a few minutes before their students in the morning or stay more than a few minutes after their students have been dismissed for the day.
12. Teachers shout at their students as a means of maintain order and discipline in the classroom.
13. Teachers fail or casual in making contact with their parents.
14. Teachers are required to revive the knowledge.
15. Lesson plans are to be prepared always in advance. Teaching without it may not draw the desired results.
16. If teachers wear inappropriate attire, it attracts disrespect from the students.

**Warning signs directly related to school’s culture**

1. The school building is in bad shape and in a poor state of cleanliness, needs a repair or an urgent repair, both indoors and outdoors.
2. There is poor lightning in the hallways and classrooms.
3. The school is noisy during the school hours due to reasons of traffic or otherwise.
4. Students roaming outside the classroom without purpose or permission.
5. If there is high rate of absenteeism, excused and un-excused both.
6. There is little regard for authority of principal of teachers.

**Warning signs associated with strategic planning**

1. The school’s leadership does not understand the value of **strategic planning** that is a must for success of the school.
2. The school either does not have a strategic plan or no one can remember when the plan was last discussed.
3. The school’s staff and teachers do not know the school’s mission and they do not have a vision for the future.
4. The school’s principal does not pay any attention to the budget and has little or understanding of how it was developed or has to be developed.

**Warning signs related to a school’s communication network.**

1. There is no formal mechanism for teachers to either collaborate on best practices or discuss school’s wide concerns.
2. There are few or no staff meetings.
3. Staff meetings are disorganized and used by the staff as a time to complain about the school.
4. The school does not keep the parents informed through news letters or other forms of communications about what is happening in the school.
5. Parents are not expected to meet with teachers face-to-face at least twice in a month to discuss their children’s overall progress.
6. The school fails to provide parents with ample time left (at least 3 or 4 months) that their children may be at risk of academic failure.

**Warning signs related to the use of student performance data**

1. School leaders and staff do not use data to support their instructional strategies.
2. Teachers do not understand the value or proper use of formative evaluations or summative assessments.
3. There is limited or no use of bench mark testing to identify each student’s academic starting point for the school year and his or her progress throughout the year.
4. Teachers cannot determine if a child has made progress or the extent of that progress.
5. The school is using assessments to measure academic progress but teachers do not know how to interpret the associated diagnostic tool.

**Other important warning signs**

1. The teachers, who are teaching in the school, don’t admit their children because the know the school is not worthy or good.
2. Existence of groupism or sycophancy rule.
3. Basic amenities like sports equipments, labs and its equipments, potable water are in scarcity.
4. The students are taught what to think and not “how to think”.
5. Marks take the precedence and not the talent in any other field.
6. A few students are polished and rest are treated like dust.

**Conclusion**

* a school’s failure should not be seen as surprising or inevitable.
* The warning signs are neither difficult to recognize nor difficult to correct.
* The biggest question facing the community is the willingness of the management to realize the failing signs and act accordingly.
* There are no excuses for school failure.
* Waiting until the end of academic year or consequent years to realize that the school has failed simply means that we have consciously allowed our children to be left behind.

**Remedial steps to check a failing school**

There is no magic bullet to turn around the failing schools. A series of remedial steps need to be taken. Each step’s impact depends and builds on the previous step in the sequence, because the later determines the access to good leaders, teachers and students.

**1. Don’t improve the teaching first**

* This is a very common mistake. It is not worthwhile to improve teaching while still struggling badly behaving students or having a poor head of school in charge.
* We cannot expect teachers to sort out all the problems themselves—we need to create right environment first.

1. **Do improve governance, leadership, and structure first**

Otherwise we are putting great teachers in a position where they fail—they will waste time doing or managing the wrong things**.**

1. **Don’t reduce class sizes**

While reducing class size works, it is not the best use of reduces. It is expensive and we can create the same impact by improving students’ motivation and behavior, which fewer resources. Class size of 30 may perform well as the class size of 15. Hence there is no use of reducing the class size.

1. **do improve students’ behavior and motivation level**

The best way to create the right environment for good teachers is to improve students’ behavior and motivate them. Conversely we will find that the fastest way to do this is to exclude poorly behaved students. Move these poorly behaving students into another pathway, so that they can be managed differently and reintegrated into the main pathway once their behavior is improved.

1. **Avoid the zero tolerance policy**

Schools which tried to come down hard on poor behavior with a “zero tolerance” policy to bring positive impact may get success but for a short term. Students may revolt and even indulge in riots.

1. Keep the students from the nursery to class X under the cultural umbrella. In this way the, school leaders can create the right culture early on and ensure that poor behavior never develops. It also makes teaching at senior secondary level much easier.
2. **No super head policy**

Avoid bringing a super head from other successful institutions. It didn’t create the right foundations for sustainable long term improvement. Exam results may dip after they left.

1. **Do improve all your groups**

Although schools can improve short term performance by cutting and reallocating resources, they will not create sustainable improvement unless they invest in all age groups and subjects.

1. **Don’t expect spending more money to solve your school’s problem any faster**

More resources can help to overcome specific challenges, such as attracting good leaders and teachers, but what matters the most to the overall speed of improvement is the right changes in the right order.

But at the same time, don’t expect to improve without spending more, at least in the short term. To improve students’ learning, schools must have the basic resources they need to improve students’ behavior, pay higher salaries to attract good teachers, and employ staff to manage parents so teachers can spend more time at academic matters.

**Conclusion**

**First:** we need to create the right environment before improving teaching standards. Great teaching is wasted without the right governance, leadership and structure with well behaved students.

**Second:** the most significant improvement occurs when the schools change their students by excluding poor behavior students by creating multiple pathways for students with differing needs and keeping students of Nursery to X separate.

**Attributes of a Good Principal**

**Leadership of a principal demands the following trait**

A senior and the most talented teacher perching at the pinnacle of an academic institution, holding its helm to steer the teaching community and others for an all-round excellence of students in academics, sports and co-curricular activities through his/her vision, leadership, authority, guidance, direction, supervision, control and management.

* **Desired Qualifications**
* Masters in Education (M.ED/M.A. Education) with 5 years teaching experience, preferably **PG in STEM education (Science, Technology, Engineering, and Math)**
* Any Masters degree with at least 10 years of teaching experience (preferably a science graduate)

**Characteristics of a good school principal:**

* **Outstanding leader**: A Principal is in charge of all faculties, staff and students in the school, so, if she/he wants to be effective in this role, she/he must have strong leadership skills. She/he cannot afford to be a back-seat driver.
* **Fair and reasonable:** Problem solver and exceptional listener are her/his other character traits.
* **A good coordinator:** Behind every great staff of teachers in a school, there is equally a great school principal coordinating and managing the activities of both students and staff members.
* **A good teacher and a good administrator:** The work of a school principal combines elements of teaching with administrative tasks.
* **A good supervisor of all activities in the school**:
* Maintaining the disciplinary practices of the school.
* He/she is generally responsible for supervising all academic, sports and co-curricular activities, and non-academic activities.
* One of his/her main duties includes, overseeing the subjects taught by his/her teachers ensuing adherence to the regulatory curriculum, as well as to the particular ideas, rules and principles of the school.

**Primary responsibilities of the Principal**

**Coordinating and organizing all academic activities in the school,**

Such as:

* Coordinating with teachers in order to maintain curricular, disciplinary and academic performance-standards of students;
* Establishing academic programs and co-curricular activities along with other zonal, district schools programs in order to promote achievements;
* Documenting and submitting reports on students’ academic performance to the Managing committee/Executive Board.
* Establishing and upholding school policies;

**Managing school budget, pay roll and maintenance costs:**

* Monitoring and recording all schools’ incomes and expenses;
* Using the school budget to plan and carry out special school activities;
* Proposing renovation and construction of school facilities;
* Planning and approving all out-of-school activities, trips, and competitions with other schools;

**Coordinator of school staff:**

* Training all teaching, administrative and maintenance staff, instructing them in the common practices and procedures of the school, and coordinating their activities.

**Assisting school teachers and counselor (if any) with disciplinary and students’ counseling tasks;**

* Overseeing the disciplinary practices ensuring they comply with school practices;
* Advising teachers on how to apply academic programs and how to deal with students;
* Providing counseling and guidance through teachers to students’ with learning difficulties or behavioral issues; and
* Conferring parents of students regarding school behavior and academic performance.

**Ensuring the students’ personal and social development:**

* Offering teachers and staff members suggestions and discussing strategies to improve students’ leadership, stress management, self confidence, and decision-making skills, as well as communication and interpersonal skills;
* Assisting teachers in facilitating conflict resolution between students when necessary;
* Reporting any abusive situation to appropriate authorities, whether the student is experiencing physical, sexual, and/or verbal abuse.
* Ensuring the school meets with all health and safety standards.

**Job Skills for a principal**

**People skills**

* Principals have to interact with lots of people, including students, teachers, non-teaching staff, parents, school officials and officials of Education and other government departments.
* Principal needs to be able to work with people in all of these groups to accomplish the school’s goals.
* He/she has to be the boss to the teachers, establishing clear goals to give them directions. But, He/she has to be appreciable, so that all may feel comfortable talking to him/her, while remaining professional and authoritative as the head of the school.

**Problem-Solving Skills**

* Students, teachers and other individuals depend on the school’s Principal to solve problems.
* To be a Principal, it is required to have excellent analytical skills to develop solutions to all kinds of problems, including disciplinary issues and budget concerns.
* When leading a school he/she is not in a position to take unilateral decisions. Views and concerns have to be incorporated with many individuals when developing solutions. Work with people involved so that they feel comfortable over the solution.
* To arrive at these solutions he/she must be creative problem solver.

**Communication Skills**

* Principals must have excellent communication skills.
* Communication with school staff, external individuals and organizations has to be undertaken on behalf of the school.
* When dealing with students a principal is needed to be skillful and communicative.
* A Principal is expected to communicate the vision to teachers, students and parents.

**Leadership Skills**

* The Principal is more than a boss or disciplinarian and a leader of the school.
* He/she is expected to establish policies and procedures that govern the operations of school. But this leadership will go beyond this formal role.
* To motivate the teachers and students is the responsibility of Principal, so that they can do their best and to strive for improvement.

**Role of the principal**

* The role of the Principal is to provide strategic direction in the school system.
* Principals develop standardized direction, curricula, assess and evaluate teaching methods, monitor students’ achievements, encourage parents’ involvement, raise policies and procedures, hire and evaluate staff and other facilities.
* Principals monitor daily activities as well as emerging issues.
* Effective school Principals care deeply about students’ success and recognize that test scores are not the only measures of a quality education.
* If he/she is a visionary leader with effective communication skills and a desire to provide diverse students with an exceptional education, he/she may have what it takes to confidently serve in the role of Principal

1. **Personality of the Principal**
2. **Honesty and integrity**

* Needs to know the value as a leader.
* Needs to make a personal commitment to be honest with him/her and his/her team all the time.
* There should be no partiality in behavior toward teachers.
* Be transparent.
* If a mistake is committed, should admit it, take responsibility for it. Resolve it and learn from it.

1. **Ability to trust and empower**

* Listen to the teachers and students.
* Learn their talents, interests and passions and then delegate accordingly.
* Empower them to take responsibility for tasks and projects.
* Be there to coach them and make sure they are appreciated for what they achieve.

1. **Communicative, Collaborative and Connected**

* Openly seek and share information and knowledge.
* Seek to be understood, and understand others.
* Collaborate with others virtually and face to face.
* To ensure best decisions are made.

1. **Positive energy**

* Always present a positive, pro-active and caring approach.
* Make the time to speak with teachers, students and their parents.
* Get to know and value them by developing authentic relationship.
* It is to be made sure that his health is maintained, along with well-being and energy level.

1. **Confidence**

* Should be confident and approachable.
* Be visible, ask questions liable to be asked, but in a polite and authentic tone.
* Give praise for effective teaching-learning practices.
* As a leader, principal may face difficult situations. He/she is required to stay calm and confident in such compelling situations.
* Morale and confidence of the school community is to be maintained.

1. **Commitment and Persistence**

* Displaying genuine commitment and dedication that is a big motivator to the teachers and students.
* Make sure that the short term and long term plans are created.
* Should be 100% committed to the achievement of the school improvement goals.
* Adapt when unforeseen situations occur and then persist till the important goals are achieved.
* Never give up

1. **Willing to learn, unlearn and relearn**

* Never stop learning.
* The opportunities and possibilities are exciting and empowering for the Principal and school community.
* Be open to it and adopt a growth mindset.
* It is said that “if you are not doing the things, the things that scare you, you are not really learning”.
* Attending workshops and conferences give an opportunity to learn from others.

1. **Entrepreneurial, creative and innovative**

* The ability to think outside the box is powerful.
* Creation and innovation are great-ways to manage the disruptions and complexities.
* Empower teachers and students to be resourceful, flexible and creative to think like entrepreneurs.
* Develop the school as an entrepreneurial organization.

1. **Initiative**

* Instinct is to be believed. Recent research shows that we can successfully solve problems instinctively.
* Listen to the internal voice. It comes from a wise and good place.

1. **Ability to Inspire**

* Be inspiring. Address teachers, students and parents with speeches about modern educational possibilities, *highlighting the school’s vision and mission.*
* Create an enthusiasm and optimism to work together in creating future directions for the school.
* Continue this focus all through the tenure
* The ultimate authority for running of the school always remains with the Principal.
* He is praise-worthy for appreciable results, but equally criticized otherwise.
* The gigantic task of running a senior secondary school requires a genuine support from the teaching and non-teaching staff, especially from those who have been assigned the task of assistance to the principal, *the assistant principals or the vice-principals/head teachers.*
* Vice principals are assigned organizational tasks, while the Principal handles the visionary leadership task for himself/herself.
* In Senior Secondary Schools, principals have more collaborative style and share most duties and responsibilities with their vice principals.
* A Principal is often assisted by at least one or two vice-principals. They are heavily involved with administrative and academic tasks and are responsible for carrying out the principal’s decisions.

1. **Duties and responsibilities of Principal**

* Carry out all administrative duties required of a principal;
* Handle official correspondence relating to the school and furnish the necessary information required by Department of Education or any other important agency;
* Ensure that the fee is collected within specified time from all the students;
* Make sure that all purchases and all other expenditures, required for school are in accordance with the establish rules and regulations and also ensure that such expenditures are properly maintained in stock registers or elsewhere in the place allotted for it.
* Conduct physical verification of school’s property at least once a year and ensure the maintenance of stock register.
* Make satisfactory arrangements for the continuous supply of good quality of drinking water and other facilities for the students;
* Ensure that the school building, its fixtures and furniture and office and laboratories equipments and all computers and all other properties are properly and safely maintained;
* Supervise, guide and control the work of the teaching and non-teaching staff of the school;
* Supervise preparation of school timetable and make sure that allocation of duties and equal number (almost) of periods are allocated to all the teachers without prejudice or favor to any of the teaching staff.
* He/she should also make it sure that every teacher is assigned the teaching duty as per her/his specialization;
* Plans the year’s academic work in advance in consultation with her/his colleagues;
* Hold staff meetings at least once a month, review the work done during the period and assess the progress graph of the students;
* Conduct school examinations in accordance with the instructions issued by the directorate of education from time to time, and he/she shall perform these duties in consultation with vice principal or colleagues;
* Helps and guides the teachers and promotes their professional growth;
* Towards the end of the academic year encourage the teachers for participation in courses designed for **in-service education;**
* Promote the initiative of the teachers for self improvement.
* Supervise class-room teaching and secure co-operation and co-ordination amongst teachers of the same subjects area as well as ensure inter-subject co-ordination;
* Arrange for informal and non-classroom teaching and counseling;
* Plan and specify a regular timetable for scrutiny of students’ written work and home assignment and ensure that the assessment and corrections are carried out timely and effectively;
* Make necessary arrangements for organizing special instruction/counseling for the students according to their needs;
* Organize and co-ordinate various co-curricular activities through the house system or in such other effective way as he/she thinks fit;
* Develop and organize the library recourses and reading facilities in the school and ensure that the students and the teachers have access to and use books and journals of established value and usefulness;
* Send regularly the progress report of students to their parents/guardians;
* Secure physical well being of students, secure high standards of cleanliness and health habits, and held periodic medical examination and explanation of the students and send reports to their parents;
* Be responsible for the proper maintenance of accounts of the school, school records, service books of teachers, and such other registers, returns and statistics as may be specified by the directorate of Education and other government agencies from time to time.
* Handle official correspondence relating to the school and furnish, within the specified dates, the returns and information required by directors,
* Promote the physical well being of the pupils, secure high standards of cleanliness and health habits, and arrange periodical medical examinations of the students and send medical reports to parents/guardians.
* Devote at least 12 periods in a week to teaching of the pupils,

***The key objective of Principal’s endeavor is to keep everyone moving and busy in thinking, planning and execution of vision and strategies required to lift the standard of education of his school, bit by bit.***

**Requisites of a Good Teacher**

**A good teacher**

* Those who know, do. Those who understand, teach. (*Aristotle*)
* A good teacher affects eternity; he can never tell where his influence stops. (*Henry Adams*)
* Every teacher wants to be good, but what exactly are the qualities, skills, talents and characteristics of a good teacher.
* Can these be taught or learned?
* Teaching can be satisfying for people who do it well, but opposite may be the experience of others.

**Requisites of a good teacher**

* Every good teacher has his own special, unique style. There are certain requisites for being a good teacher.
* A genetic study suggests that good teachers make a difference and poor teachers may do damage, even to gifted students.
* Effective teachers help kids notch up, while poor teachers brought down all the children in a classroom to the same mediocre level or an expected poor level.
* Students are most affected by the quality of their teachers.
* Before they begin offering instruction in the classroom, successful teachers spend time preparing goals and lesson plans. Lesson plans outline what chapters or topics will be taught on particular days and what homework will be assigned.
* An organized schedule helps the teacher keeps on task each day and on pace to meet the required education standards for his/her grade level or class.
* A good teacher keeps the required teaching aids or the supplementary subject material available at internet ready, which are helpful in making the lesson more interesting and more comprehensive.
* A good teacher interacts with students every day in the classroom, the quality of that interaction matters for the students’ future’
* The difference between a good and a bad teacher can be a full level of student achievement in a single school year. But, students rarely have an opportunity to express their perception about a good teacher.
* The top qualities can be summarized as under.
* A good teacher is one whose knowledge, understanding and conception about his subject matter is quite clear.
* Has a sharp skill of transferring the knowledge effectively to the ultimate satisfaction and needs of his students.
* Such a teacher also has effective discipline skills and can promote positive attitude among his students, for an effective study and work habits, and an overall sense of respect in and outside the classroom.

**Ability to develop relationships with their students**

* A good teacher develops relationships with students.
* A good teacher has the ability to keep a good and constant communication with his students during the delivering of the lecture.
* The nature of the job demands that a good teacher has good presentation skills to provide instructions to a class, and good interpersonal communication skills to work one-on-one with students.
* A good teacher is required to create a safe, positive and productive learning environment.
* A good teacher is always willing to listen the students when there is a problem.
* A good teacher regularly shares students’ progress with parents as needed.

**Patient, caring and kind personality**

* A good teacher is a compassionate person having sensitivity to student differences.
* Teacher’s temperament is strongly related to students’ learning and development.
* A good teacher provides an environment that allows children to reach their potential.

**Knowledge of learners**

* It includes an understanding of how students learn at a given developmental level.
* A good teacher knows that the learners have individual needs and abilities.
* A good teacher knows that instruction should be tailored to meet each learner’s needs.
* A good teacher understands the pace and capacity of the students.

**Dedication to teaching**

* A good teacher has a love of teaching or passion for the work, which includes commitment to students’ success.
* A good teacher should be willing to help and give time to solve the problem of individual students.

**Engaging students in learning**

* A teacher should be able to engage and motivate students to learn.
* Three types of engagements are required for students to learn i.e. cognitive, emotional and behavioral.
* A good teacher has the ability to make the contents of the lesson interesting and thereby motivating the students to learn.
* A good teacher can motivate his/her students for a success in and out of school.
* A good teacher develops strong bonds with students, and uses them to help students learn.

**Leadership skills**

* Good teacher needs leadership skills and patience to train students to function in a disciplined environment.
* It is at the start of the session, when students are told to behave properly and follow the basic classroom policies required to maintain discipline and helpful atmosphere necessary for good teaching-learning process.
* A good teacher needs patience, to avoid speaking out in anger or frustration when students are loud or speak out of turn.

**Creativity**

* A good teacher needs to bring a creative ability and personal style to his role to help students achieve academic success.
* A good teacher needs to come up with creative and interesting examples to get the students excited, who sometimes fail to focus at repetitive contents or dry lesson.
* The useof latest classroom technology devices such as tablet, computer, and interactive whiteboard can help the students get excited while enhancing their learning experience.
* A good teacher is always excited to learn about all new technological devices which are in use all over the world for the best teaching-learning environment in the classroom.

**Optimistic Attitude**

* A good teacher needs a genuinely optimistic attitude.
* Students usually come in the school with one or the other familial problem with them, unaware of the solutions.
* An optimistic and good teacher can help kids to focus on the positive aspect of the problem and thus nullifying the possible negative impact of the problem/s that may affect his academic progress.

**Top signs of a good teacher**

* He sees the class as that of individuals, not as a drawer full of case files,
* He keeps his sense of humor against all odds,
* He deals with the upset kids, clueless administrators, and aggressive parents with grace and dignity.
* He is not afraid to be flexible and creative,
* He knows when to make a stand and when to choose his battles,
* He sees the parents as allies, not enemies,
* He never gives anybody any doubt as to why he went into teaching.
* He loves his job, and he shows it.
* His students love him too.
* He is expert in communication skills.
* He has the superior listening skills.
* He has deep knowledge and passion for his subject matter.
* He is easily approachable and friendly to all concerned.
* He has the excellent organizing and performing skills for what he is given the responsibility of.
* He has the strong work ethics.
* He has the community building skills in abundance.
* He has high expectations from all and satisfies those who have high expectations from him.

**Personality** **development of students**

* Personality means the characteristics and appearance of a person—his thoughts, feeling, behavior, communication ability and physical features.
* With the help of simple methods anybody can develop a winning personality and change his/her future.
* With the help of good training a child can learn communication skills, different subjects, driving or computer operating.
* Similarly, training in personality development enhances the general as well as unique traits (characteristics which differentiate from one another) of a person.
* A teacher helps in personality development of students, in order to get positive thought pattern, gain confidence, improve behavior, learn better communication and develop a healthy physique.
* Good personality doesn’t mean wearing of good dress or a well build body, but, the inner personality that has a longer lasting impact. Therefore, inner and outer personality of a child needs to be develop that requires;

**Setting an aim in life;**

* Life is not an aimless destination that is driver by sheer luck. But, is a target that is achieved through a plan of action.

**Power of knowledge,**

* Knowledge is a weapon that is required to impress others. To update the knowledge,
* Read news papers
* Watch informative programs at TV.
* Read good and popular books
* Interact, interrelate, and communicate with intelligent persons.

**Confident look,**

* Think positive then looks will be automatically positive.
* Always wear a smile at your face.
* Confident faces impress others; so, feel confident rather than looking frustrated.
* While shaking hands have an eye to eye contact with others.

**Style of speaking,**

* Speak clearly and forcefully with sweetness and command.
* No mistakes of grammar and pronunciation.
* Speaking power is an essential trait of a good personality

**Smart dress,**

* Successful persons in every field usually wear smart dress to feel more confident and relaxed.

**A healthy body**

* A healthy and smart look is absolutely essential to attract others.
* Exercise regularly, play games and go for a morning walk.
* Eat a balanced diet.

**Good habits,**

* Cleanliness, punctuality, completing your work in time, fulfilling your promises, being sincere and dedicated to your work.
* Listening other people with empathy.
* No smoking and no drinking are the essentials for sparkling the overall personality.

**We get the result of what we think. So, think big and live big.**

**Ascent of pedagogy depends on certain factors such as;**

* Talent search and personality development.
* Use of technology in teaching
* Discipline
* Use of audio-visual aids
* Teaching of subject and its proper lesson planning
* Moral education
* Monitoring of academic performance of individual students for giving award
* Report of good behavior and misbehavior to the concerned authority
* Maintenance of records
* Frequent counseling
* Health awareness
* Frequent motivational activities
* Encourage sports and co-curricular activities
* motivation

***Teachers are the fulcrum of teaching learning process. They are the catalyst to empower the future generation. Right kind of teaching is provided now a-days only through computers, Audio-visual aids, use of CDs, smart boards, e-mail learning etc. Educational institutions cannot afford to ignore detach. Most of the faculties are not very well aware of its use. Grooming of faculty for technology based teaching methods thus becomes imperative***

**Grooming of Teachers**

**What is the grooming of teacher?**

The process of refining and developing personal and social traits, such as care, concern, sensitivity, acceptance, empathy, co-operation, etc, of teachers as per the requirements to implement the strides in modern technology and the specific need of the school, if any.

**Importance of grooming**

* Today information ‘technology is in fast forward’ mode and so is the education. The seeds of a dramatic transformation in education are being planted.
* Prompted by massive revolutions in knowledge, information technology, and public demand for better learning, schools worldwide and nationwide too are slowly but surely restructuring themselves.
* This implies that teachers need to understand and learn these developments and skills right now, so as to inculcate them in students for their future needs.
* This also means that the teachers are needed to be groomed.
* If the teachers are not groomed on the needed or right skills, they may not be able to bring the required excellence for the investment schools are making in them.
* Schools spent about 70% of expenditure at the salaries of teachers.

**Grooming considerations**

* There exists a subjective and dynamic environment in the school with a wide range of age difference among the teachers of different subjects with varied teaching experience.
* Assess and understand it first, then identify the grooming needs of individual teachers.
* Teaching skills and performance profile of each teacher is taken into consideration for the grooming needs of the teacher.
* Schools leaders must be practical to ensure concrete contribution from teachers after their grooming.
* To make grooming effective, schools need to focus on understanding teachers,
* Where they are coming from?
* What skill-set they already have?
* What skill-set they may need?
* What would motivate them to be ready for grooming?
* And more importantly what the school needs at this time?
* Understanding this and identifying the right skills to groom a teacher, requires measuring skill-profile of the teacher.
* Individual grooming of teachers requires patience, time, money, expertise and efforts.
* Due to lack of time, this is not happening in the current school system.
* If this is not possible at school level, engage the external experts, to measure a battery of core teaching skills for grooming the teachers.

**If the teaching of a teacher is less than the excellent**

* Then a remediation plan (reformative, alleviative, and remedial) is required to be instituted in order to enhance the performance.
* A sound remediation process identifies issues early, improve skills, and maintain competency.
* Remediation can provide an educator a systematic plan to assist students in developing learning strategies and skills for success.
* If teaching performance still remains less than excellent, departmental action is considered to be followed.

**Grooming tips**

1. A teacher remains a teacher for his/her whole life. It is a 24 hours seven days a week work and hence amongst the toughest career of the world.
2. Teachers are the back-bone of any school/educational organization and without them the infra structure of the organization cannot remain in an ideal position.
3. A teacher must learn dissimilar teaching methodologies and teaching styles.
4. Teaching approach must always be positive.
5. Training, seminars and workshops play a vital role in the enhancement of confidence level of the teachers.
6. Teachers should be well versed and should know the psychology of his/her students for better learning and teaching skills.
7. Group work must be learnt and dealt with Excellency by the teachers as it helps them to collect and learn different teaching techniques.
8. Use the visual aids especially with the help of new technology and internet.
9. Lessons must be prepared by the teachers before they walk into their respective classes to avoid any haphazard situation.
10. Reading books is an excellent grooming tip for teachers of all levels.
11. Other than course books a teacher must read and store interesting books best suited for his taste and stamina.
12. Exploit the information present in the books according to the level of students in order to make it easier for them to understand.
13. Wearing a wrist-watch completes the personality of the teacher wherein it is required to keep mindful of time and punctuality for complete delivery of the lesson.
14. He/she should inspire hope, ignite the imagination and instill a love of learning among students. He/she is the one who shapes the minds of students and set them sail in the right direction.
15. Teach the students in a friendly way so that they could learn better and make it sure that they command respect equally from students and their parents.
16. Teachers should make the students believe in them, help them overcome their setbacks.
17. Show the students the right path under all circumstances and never shy away from the responsibilities and duties.
18. Train and teach them to convert pressure situations into motivation and success.
19. Believe in students than no one else does.
20. Make them accountable of their actions and decisions.
21. Encourage the students wisely when they are wrong. Be a friend, a philosopher and a guide to them at a stretch.
22. Make the students believe that they can change the world and can make a difference.
23. Make them accountable of their actions and decisions.
24. Try to make your personality of an ideal teacher, in the larger benefit of the society. An ideal teacher is a live machine who transforms ordinary kids into positive, productive and reliable persons who can take responsibility of making the world a better place for human beings.

**What a teacher is required to be aware of;**

* Growth:
* Passion Ideas
* Dreams
* Inspiration
* Encouragement
* Dedication drive
* Strength
* Heart
* Honesty
* Believe and love

**1) Growth:**

**(i) Good teachers are always learning and growing their craft.**

* They are on an endless journey where they are always looking for new ideas or teaching strategies, ways to improve their skills or new information that will help their students to succeed.
* It takes a lot of hard work and effort to be an ideal teacher. It takes time to go to seminars, conferences and serve on committees.
* It requires effort to go an extra mile for students who need it.
* And it takes patience to continually grow and truly understand the craft as a teacher.

**(ii) Professional development promotes students’ growth.**

* Use the most-recent educational technology.
* Set high expectations for student achievement.
* Plan instructional strategies.
* Apply high order thinking skills.
* Use co-operative learning (an educational approach which aims to organize classroom activities into academic and social learning experiences).
* Apply class-room management technique.

**(iii) Make use of your time**

* Focusing your students’ attention on the tasks at hand.
* Using materials and technology appropriately.
* Evaluating class-room instruction.
* Planning according to students’ ability (differentiate instruction).
* Optimizing the task at hand.

**(iv) Improve your performance**

* **Read:** Join a professional scholarly journal, go online and read educational blogs, or read some literature on education. Yes the knowledge is power and is acquired by reading.
* **Participate:** go to educational conferences or workshops, or attend online seminars. Participation in these types of events will make you a more effective teacher.
* **Join a group:** There are many online and offline groups, all of these are a great source of information.
* **Observe your peers:** an effective teacher takes the time to observe other teachers. These teachers can be a great source of knowledge for you. You can find a new strategy to teach or behavior management plan to implement.
* **Don’t be afraid to take risks:** “where there is no risk, there is no gain”. Often teachers get so comfortable in their daily lives that they forget to take a risk. A risk may be in trying to implement the new technology that we have heard so much about. Before you try something new in your class-room, make sure that you have done your research about it. This will help you take the risk. Try observing other teachers who may have already implemented that strategy or piece of technology. Keep always learning and always growing.

**2) Passion ideas:**

**(i) Being enthusiastic and a passionate teacher**

* Passionate teachers get better results.
* They are also driven by a deep desire to teach and help others.
* These teachers give their heart and soul to their work, and to the students they teach.
* Teachers who are passionate about making a difference are more likely to make a difference.
* Teaching is an emotional work and greatness comes from passion.
* Passion puts mankind on moon.
* Passion is what, that drives people to excel despite the inevitable hurdles they face along the way.
* People who are passionate about their work love what they do.
* They find purpose in their calling—a purpose that drives them to work hard, to learn along the way, and to achieve more than they have ever accomplished before.
* Their work challenges them and pushes their abilities to their limits.
* The challenge excites them. It forces them to learn, think and grow, and amidst this, it is almost as if their work becomes play.

**(ii) Passion helps you persist**

* Passion of passionate people fuels their efforts, and it helps them push through the obstacles.
* Even the best teachers have bad days.Teaching is a hard work, and for those of us who care about kids, it can be emotionally draining.
* Your passion to make a difference can stop you from throwing your hands in the air and thereby giving up.
* That’s the reason that teachers’ passion is so important.
* Passionate teachers get better results
* Your passion becomes their passion.
* Your passion is contagious.
* It gets your students passionate about learning.
* It ignites their inner curiosity, and it gives them confidence in their own capacity to learn.

**(iii) Passionate teachers generate enthusiasm,**

* This brings out the best in their students and allows their performance to soar.
* Share your joy for teaching, for reading for everything, as it forms the foundation for a love of learning.
* **Passion makes learning fun:**when you have passion you make the hard work, the learning, fun.
* **Teachers’ passion is crucial:**teachers’ passion is vital, it affects how students act, and it affects how well they do.

**3) Dreams**

* Advise the children about the importance of having dreams and setting goals.
* Work hard and be optimistic, for the goal/s they aspire.
* Urge them to dream big: When they grow up, they can translate their dreams into reality, they can become what they want, a dentist, a teacher, a scientist, a doctor, an engineer or an author.
* Show them how to set and stick to goals.
* Sit down with your child and come up with their goals both big and small!
* They can get creative by writing or drawing their dreams on a poster board.
* Have a brainstorm on how you can work to make their dreams come true together.
* Remind them that they can do anything
* Have an honest conversation about all of the hard work their dreams will require while letting them know that they are 100% capable of achieving their wildest dreams.
* Help your child focus on who they are?
* Make sure that they are defined by their heart, character, abilities and those who love them, not by their physical appearance or the opinion of others.

**4) Inspiration**

* It must be recognized that ‘inspiring students’ is not a one-way process.
* The educator who can inspire students to learn will always gain personal and professional inspiration from observing students’ positive engagement with the subject materials.
* Students can inspire their teacher--but only if the teacher initiates the process by inspiring them to learn.
* Inspiring students is primarily a matter of motivation. When inspired, students are motivated to engage with the subject and to learn.
* An individual’s motivation to learn is determined by a range of factors such as,
* The learners’ desire to please the teacher.
* Perceived need for the material presented
* The learners’ attitudes towards the materials being delivered
* The academic and career aspiration of the learner
* Incentives and rewards which are expected to accrue from the learning.

*The relative importance of the different factors as suggested varies over time and with circumstances. In order to maximize learning, it is the educator’s task to maximize the positive attributes of each of the factors mentioned above.*

**5) Encouragement**

**Ways to encourage the students to take responsibility for their**

**learning**

**(i) Don’t make all the decisions**

* Allow choice. Encourage students to make choice about how they learn best.
* Create opportunities for them to pursue their own interests and practice skills in a variety of ways.
* Cater for different learning styles.
* Don’t expect everyone to respond in the same way.
* Integrate technology to encourage creative expression of learning.

**(ii) Don’t play guessing act, what’s in my mind**

* Ask open-ended questions, with plenty of possible answers which lead to further questions.
* Acknowledge all responses equally.
* Use thinking routines to provide a framework for students to encourage with new learning by making connections, thinking critically and exploring possibilities.

**(iii) Model behaviors and attitudes which promote learning**

* Talk about your own learning.
* Be an enquirer. Make your thinking process explicit.
* Be an active participant in the learning community. Model and encourage enthusiasm, open mindedness, curiosity and reflection.
* Show that you value initiative above compliance.

**(iv) Ask for feedback**

* Get your students to write down what they learned, whether they enjoyed a particular learning experience.
* What hindered their learning and what might help them next time. Use a thinking routine like connect, extend, challenge. Take notice what they write and build learning experiences based on it.

**(v) Test less**

* Record students’ thinking and track development.
* Provide opportunities for applying learning in variety of ways.
* Create meaningful assessment tasks that allow transfer of learning to other contexts.

**(vi) Encourage goal setting and reflection.**

* Help students to define goals for their learning.
* Provide opportunities for ongoing self-evaluation and reflection.
* Provide constructive, specific feedback.

**(vii) Don’t over plan**

* If you know exactly where the lesson is leading and what you want the kids to think, then you are controlling the learning.
* Plan a strong provocation that will invite the students in and get them excited to explore the topic further.
* But, don’t plan in too much detail where it will go from there.

**(viii) Focus on learning, not work**

* Make sure you and your students know the reason for every learning experience.
* Don’t give ‘busy work’.
* Avoid worksheets where possible.
* Don’t start by planning activities, start with the ‘why’ and develop learning experiences which will support independent learning. Include appropriate tech tools to support learning.

**6) Dedication drive:**

* To a student it means a teacher should be “always willing to help and give time”.
* Passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students’ intellectual and moral development. Teachers who work with passion, enthusiasm, and dedication, their commitment increases, and they believe in the importance of their job.
* Dedication refers to a love of teaching or passion for the work, which includes commitment to students’ success.
* Response often refers to loving the subject matter or simply being dedicated to the work.

**7) Strength:**

* Communication and social skills.
* Patience, responsibility and tolerance.
* Ability to solve conflicts, emotional intelligence.
* Creativity and enthusiasm for teaching.
* Ability to explain difficult things in a simple way.
* Ability to connect with children or with older students, on a personal level.

**8) Heart:**

* The heart of teaching means to be a great teacher.
* A great teacher shows kindness to students, colleagues, parents and those around him/her.
* Kindness makes the world go around.
* It truly changes the environment in the classroom and school.
* Being a kind teacher, helps students feel welcomed, cared for and loved.
* Teaching is a very humanistic profession, and compassion is the utmost feeling of understanding, and showing others you are concerned about them.

**9) Honesty:**

* Teachers have to build and maintain trust with students, families and colleagues to be effective.
* Trust comes from 5 qualities, each one is important as the next—***kindness, reliability, competence, honesty and openness***—that must come together to foster a sense of belief in your work.
* Honesty is just telling the truth.
* Honesty tempered with compassion makes teachers more trustworthy.
* Honesty is found in plain language.
* Practice what you preach.

**10) Believe and love:**

* When you believe and love your students they do better.
* It is obvious that students achieve at higher levels when teachers believe in them.
* A simple message from teachers can change students’ whole trajectories and achievements.

**11) Personality of a teacher:**

**Ingredients of a successful teacher;**

* It needs constant self direction towards sincerity, personal integrity, sociability, courtesy, morality, wisdom etc, these characteristic should be a part of a teacher’s life. These are the ingredients of a successful teacher.
* Every teacher has to keep motivating her/his pupils to succeed in academics and in life.
* Teachers need to be self motivated.
* It is important for teacher to help in personality development of students. It helps the students to get positive thought pattern, gain confidence, improve behavior, learn better communication and develop a healthy physique.
* Teachers are required to take care of their own, as they are the role model for their students. Students use to follow their teachers’ conduct.
* They respect their teachers. Respect cannot be demanded, it has to be earned.
* Looking smart and professional is the demand of teaching profession. Smartness will boost the teachers’ confidence and self esteem. And in turn they will earn respect from their students.
* Personal grooming and etiquettes go hand in hand as they complement each other perfectly. It’s like using a knife and a fork. You cannot use one without the other.
* The main role of a teacher is to educate, it is not to distract the attention of students. So, keep your attire simple. Simplicity is the key in any educational environment.
* Teachers can dress simply by keeping accessories to a bare minimum.
* For female teachers, this means probably only a pair of simple earrings and/or necklace. Strictly no bling bling earrings or pearl necklaces. These are sure to distract students’ attention.
* For male teachers it is even easier to adopt simplicity. There is no need of a tie except in some occasions or functions.
* It is said that a person is judged by his shoes. So, if you have never really bothered, it’s time to sit up and get a good pair of comfortable shoes, a must-have imperative. Shoes are supposed to be a finishing touch to a lasting positive first impression.
* Now, look out at your hair style. It should be proper and simple. A messy, out of bed look is definitely a no. Appropriate amount of hair products should be used to keep your hair in check. That’s all, so simple.
* Maintain dining etiquettes while dining in the school with your fellow teachers or with your students.
* During grooming session, participants can also share their class-room experience and innovations with their peers thus, resulting in enriched learning.
* Resource persons can move amongst the participants, thus, developing a closer rapport
* Right kind of teaching is provided nowadays only through computers, audio-visual aids, use of CDs, smart boards, e-mail learning etc. Educational institutions cannot afford to ignore it. Most of the faculties are not very well aware of its use. Grooming of faculty for technology base teaching methods thus, becomes imperative.

**CENTRE FOR COACHING AND COUNSELING (CCC)**

All the minority schools, Urdu medium, aided or private are grappling with a common problem that is poor and lifeless results. There is lack of Muslim representation almost in all sectors, be it education, in services (govt. or private sector), economic leadership or the political leadership.

Sachar committee presented its report in 2006. It showed that the Muslims are at the lowest level of education and persistently dwindling. Even after 16 years situation remained the same or dwindled further. There is a little hope in future too. It is a matter of great concern which calls for an immediate attention for a reconditioning and overhauling.

**Need to thrust the Muslim Community**

Survey conducted by an Educational Trust reiterated the Sachar committee report about the depleted academic affairs of students of Urdu medium and other schools in “Old Delhi”

* Students were found to be a bundle of useless stuff unfit for any competitive examination. Devoid of any specific goal regarding their career in education.
* Mathematics and English are like a spitting fire dragon for them. Even the knowledge of Urdu failed to justify their option of studying in Urdu-medium schools.
* Most of the schools either Urdu medium or public schools are grappling with the same problem of low quality results.

It is thus imperative to establish coaching cum information centre as per the needs of Muslim students in order to design a blueprint for their future. Success of such centres rests at the “quality of people” managing such centers. Triumph demands their persistent dedication.

**Importance of Coaching Classes**

* To attain a desired objective, coaching classes have become an important part of every student’s life.
* While the debate about the importance of these classes continues, one cannot deny the fact that coaching classes do come with a set of advantages especially when it comes for preparing for the competitive exams.
* The purpose of competitive exams is to filter with right aptitude for a said profession.
* Therefore simply mugging up the study material may not prove to be useful.
* Its importance is to have a strategy in place.
* Thus a well chartered plan is the need of the day, and this brings us to one of the important advantages of a coaching-class guidelines.

**Impact of coaching and monitoring**

* To coach is to instruct or train and is an effort of enhancing the knowledge.
* The practice of coaching in the class-room is one of the most effective ways to bring out the best in students, to develop their talents and strengths.
* To built skills and confidence and to nurture learning, students sometimes need an extra push of encouragement to help them thrive.
* A powerful technique of listening and questioning can provide a myriad of benefits.
* An important component of academic coaching is helping students understand how their ‘use of time’ and level of organization or disorganization (paper, space, and technological data) impact their studies.
* Proper guidance is vital for preparing the students for their higher studies.
* Increases reflectivity and clarity of thinking.
* Improves psychological wellbeing and confidence.
* Better problem solving skills.
* Gains in practitioner knowledge and skills.
* Improves practice of sharing.
* Better communication and relationship.
* More positive attitude towards professional and career development.
* Self management and self learning skills.
* The most powerful way that school leaders can make a difference to the learning of their students is by promoting and participating in the professional learning and development of their teachers.
* Only qualified, experienced and good teachers successfully identify and bring about need of the day.
* Students’ efforts play an important role in fetching the desired results.
* The coaching class does not determine the success, the students’ hard work does, an important message to be inculcated among the students to motivate them for their triumph.

**Vision**

* To establish coaching centers at different places in Delhi and then try to establish gradually, in other cities too, big or small, all over India with an agenda to transform the existing available talents among Muslims and other disadvantaged groups, into the future leaders in all streams and fields through “promotional” education.

**Objectives**

* Development of moral values and religious culture.
* To assist in acquiring such a quality of education that is needed to seek admission in various professional courses like medicine, engineering, journalism, law, beside so many others streams.
* To inculcate the scientific temper, rational attitude and logical approach in order to enable the students to become leaders in diverse professions.
* We believe that average IQ of Muslim children is not at the ebb, if compared to the other community children, yet they usually fail to achieve their potential at the higher level of their education. Objective is to remove the barriers through persistent counseling.
* To enhance the skill of employability to an extent that is required to seek employment in govt. and public /corporate sector.
* To guide those who wish to choose self employment, either by choice or compulsion, utilizing the opportunities and facilities available or being provided by the govt. directly or through minority commission/private agency.
* To engage in detecting the avenues those are beneficial for employment of the community youth.
* To engage in activities required to facilitate the objectives and conducive to the set forth vision.

**Mission:**

* In keeping with the spirit of vision/objectives, following steps as mission are suggested.
* Endeavor to develop a platform to guide students about the prospects available in different streams in education/vocations.
* To accomplish the proposed design, it is crucially pressing to establish CCC’s in a School premises, so that the students of it and those of the other academic institutions around, may relish the benefits of facility.

**Procedure**

* Set out a Survey of existing schools/coaching institutes, private tutors, trusts and societies engaged in academic activity. Such an activity/information will guide to select the talented and the best teachers/tutors from the surrounding area. It will also contribute to measure the degree of academic scenario prevailing in the locality for a possible need based measures.
* Set-up such a CCC preferably in schools located at a strategic area with an easy approach for those pupils residing in and around it.
* If the selected school is equipped with smart-boards (in at least 2 class-rooms initially), it will be an additional advantage.
* The initial level for intervention would be class 6th. Free coaching in 3 subjects will be undertaken to the students of class 6th, 9th and 10th of the school, selected through the criteria set forth by the centre. Counseling cum career counseling will be used as a tool to develop leadership initiatives among the students.
* For a longer lasting life of the centre, nucleus of it demands a self sustaining character. Attempts to make CCC self-sustainable in economic terms are therefore imperative and shall be under taken.
* Constraint as stated above may push the CCC to fix a small amount as fees from the students of other institutions, in order to hold CCC posture straight, on no profit no loss basis.
* It will undertake the responsibility of coaching about an equal number (or so) of scholars from other institutions too.
* Coaching of school students will start after half an hour of the school is over.
* Coaching of students of other institutions will commence after the coaching of school students is over.
* All the students will be treated as adopted children of the centre in order to develop a sense of strong bond for each other.
* Individual profiles of all students and their parents will be made for a better understanding and academic performance of students.
* Case history of all students will essentially be kept for the development of their literacy and related capabilities.
* Assessment of learning style and caliber and subsequent academic, communication and performance skill improvement.
* CCC will undertake different programs/activities for the development of life skills among students.
* A complete knowledge of talents as recognized by their respective institutions will be collected for its further development/elevation.
* Frequent personality development programs will be held in order to find out the latent talents and perceptions among the students for development
* Undertake Quality Development Program in Schools who ask for the same.
* Conduct Counseling, Career-counseling and Personality Development Program in schools in order to motivate the students for a better future life.
* Regular counseling of students along with their parents will be undertaken.
* Will conduct workshop for parents.
* To guide and prepare the students of class 9th and 10th for selection of stream in class 11th.
* CCC intends to expend every year and make the coaching available till class 12th.
* In following years a strict monitoring during 11th and 12th class for scoring a desired grade required to get admission in the subject/course of their choice.
* Guide the students to get admission in different institutions in and around Delhi as per their score in class 12th.
* Those who fail to get admission in regular classes at college/university will be guided about the distant-learning programs conducted by different universities.
* Training for the govt. jobs such as staff selection commission, banking, police services and so many others.
* Students who intend to pursue Civil Services and Medical/Engineering should start preparing early. Every student in Class 8th must be very clear about his future plan and start preparing accordingly. The CCC will shoulder their wishes through persistent motivational coaching and guidance. Guide students post 12th class for coaching institutes of repute those are imparting coaching for admission test to medical, engineering and Civil Services.
* Career guidance post graduation.
* Student(s) residing anywhere in the city would avail the complimentary facility of finding a good tutor/coach in their own area of residence.
* Collaboration with other institutions who are working for identical motive.
* Transfer of available information regarding different opportunities given by govt. or private agencies, to the students in time and assist them to get its benefits.
* Vocational guidance post class 12th.
* CCC will distribute literature related to careers and education.
* Will help in all round personality development who may desire so.
* Will help/guide/launch Professional courses in computers to make them eligible for immediate employment.
* Will guide in seeking admission in various ITI Vocational Courses.
* Foreign destination, complete guidance.
* Career counseling shall be a complimentary/charge-less service for all..
* Synchronized shall be the working of all centers through internet.
* To establish Schools, wherever possible for quality Education.

**Selection of stream in Class 11th & 12th**

1. **Humanities**
2. **Commerce**
3. **Science**

**Choosing the stream after passing class 10th is a deciding factor for one’s future course of studies. It requires total dedication and concentration in studies from class 9th. Interest and capabilities of individual student in class 9th and 10th determine the selection stream in class 12th**

**HUMANITIES**

**Definition:**

Defining Humanities is a difficult task. However, it can be said in a few words that it is an academic discipline which deals with the study of ‘Human Condition’, utilizing methodologies that are usually analytical, critical or speculative.

**Employability and the skill quotient**

What one needs is a will to succeed, a perennial source of energy and unrelenting dynamism.

**It is important to be skilled, but what is equally important is to be employable.**

* One of the key requirements is a global mind set, which is about thinking big, thinking on a scale beyond what we are used to, thinking worldwide. When one is working in a global marketplace, a global mindset is indispensable. This can be achieved by developing capabilities to scan the world from broad perspective, an esthetic openness towards divergent ideas and experiences.
* Greater tolerance of other people and culture. It is important to build the capacity to rethink boundaries, to consider diversity an asset and to view uncertainty as an invigorating and natural part of the business, rather than being threatened by it.

A talent mixed with expertise in areas spanning from technology, domain (industry), business-practices usually is required by an agency for its need based employment.

The right combination of consistent good academic scores, sound knowledge of subject fundamentals, good communication and interpersonal skills can pave the way for a rewarding career.

It is important to develop behavioral skills, communication and presentation skills, dynamics, and business etiquettes, cross cultural adaptability and so on. Continuous learning, flexibility and a “can do” attitude are clear plus points in today’s environment.

**Positive attitude**

Employers love to employ those UGs/ PGS who may not have acquired niche skills, but has a positive attitude towards learning.

**1. HUMANITIES**

**Definition:**

Defining Humanities is a difficult task. However, it can be said in a few words that it is an academic discipline which deals with the study of ‘Human Condition’, utilizing methodologies that are usually analytical, critical or speculative.

**Why studying a Bachelor’s in Humanities**

* The Humanities are academic disciplines that seek to understand and interpret the human experience, from individuals to entire cultures, engaging in discovery, preservation and communication of past and present record to enable a deeper understanding of contemporary society.
* The humanities encompass literature, classics, ancient and modern languages, history, philosophy, media studies, the fine and performing arts, and other related subjects.
* It can be a challenge to show the benefits the Humanities bring. The Humanities are about what it is to be human.
* They foster social justice and equality and reveal how people have tried to make moral, spiritual and intellectual sense of the world.
* They teach empathy.
* They teach us weigh evidence skeptically and consider more than one sideof every question.
* The Humanities encourage us to think creatively.
* They teach us reason about being human and to ask questions about our world.
* The Humanities develop informed and critical citizens.
* Without the Humanities democracy will not flourish.
* The value of Humanities is more often in the questions posed than the answers found.
* Humanistic study is not formulaic.
* One only needs to turn on the news to see that we need the skills and knowledge of the Humanities in understanding other cultures, being able to communicate effectively realizing the ramifications of history and analyzing human behavior.
* Over two third of Humanities and social science graduates enter the private sector, primarily the financial and business sectors, followed by wholesaling and retailing. These sectors represent some of the fastest growing areas within the economy.
* Humanities students build skills in writing and critical reading.
* Arts indeed is a very diverse field and the students belonging to this discipline can make their career in a variety of fields including law, journalism, fashion designing, marketing, and aviation beside other courses.
* Humanities are wide field of study with extremely interesting and mind stimulating career galore.
* Wide range of subjects that come under the umbrella term Humanities range from history, languages, literature, law , philosophy, religion, performing arts, anthropology, communication, sociology, psychology and many more.
* Choosing the Humanities stream after class10 would enable a student to choose a career from a range spanning a wide area.
* Social science is a field of academics that deals with a scientific study of the human society. It is a broad category encompassing several disciplines that cannot be studied under three natural science such as archeology, anthropology, geography, economics, history, psychology, political science, linguistics etc.
* On average Humanities graduates have a comparable employment rate to graduates with other degrees.
* It offers a host of opportunities in various fields. Like mass-com, counseling and teaching. The main subjects opted by most CBSE class 12th Arts students are History, Pol. Sc., Sociology, Economics, Geography and Psychology etc.
* To produce committed, value-based and intellectual approach that contributes to the advancement of academics and the fields related to the practical life

**2. Commerce**

Students wishing to choose commerce stream need to get themselves more acquainted with the subject like economics, accountancy, finance, business mathematics, book-keeping, etc. and also develop an interest in them.

**Definition**

Commerce as a stream of education can be defined as the study of trade and business activities such as the exchange of goods and services from producer to final consumer.

**Why studying a Bachelor’s in commerce**

* Commerce is a popular choice among students after passing 10th standard.
* It opens doors that lead to professional courses, which acts like foundations.
* The diversity that commerce stream offers is one of the main factors that still attract many 10th standard students.
* If anyone is good in numbers, good at analyzing and dealing with large chunks of data, have a taste in finance and economics, commerce stream will suit him.
* Students studying commerce stream have a thoughtful outlook on the outside world.
* This career has lots of difficult challenges and practical facts added to it.
* Most students opt for commerce because they want to take the next step in business and follow the strategies to become successful.
* Due to the popularity of commerce among most of students, many countries have brought up excellent career-related opportunities for the students in this stream, including India.
* The most respectable career options in this stream are Chartered Accountant and MBA position holders.
* Commerce is soon becoming a new way of modern life and setting a new direction for students to lead their life in the best possible way.
* Students wishing to choose commerce stream need to step up and start to choose commerce after 10th.
* Choose this field only if you have genuine interest in economics, accountancy and business studies.
* Students are advised to choose this field if they have an affinity for numbers and have more interest in business and economy.

**3. Science**

* Science is an important part of the foundation for education for all children.
* Science allows students to explore their world and discover new things.
* Science is the most important subject students study, because it gives them critical thinking skills they need in every subject.
* Science is a way of helping the brain grows in finding new knowledge.
* Science is important because it influences most aspects of everyday life including food, energy, medicine, transportation and many more activities.
* Science improves human life at every level, from individual comfort to global issues’
* Science knowledge allows us to develop new technologies, solve political problems and make informal decisions—both individually and collectively.
* One goal of science iss to provide natural explanations for events in the natural world.
* With science a student improves his education and communication.
* Technology is the practical science, with the use of it one can make his daily work easier.
* A school is not supposed to be a complete academic institution without science stream.
* Science is the most sought after stream among students at the 10+2 level. All CBSE schools across the country provide students with the option of choosing Science after class 10.
* Teaching the scientific method to students is teaching them how to think, learn, solve problems and make informed decisions.
* These skills are integral to every aspect of student’s education and life from school to career.
* The process and ideas of science are of great importance to everybody in three ways. The first is in their personal lives, for example, they can validly identify the components of a healthy life style.
* The second is in their civic lives, so that they take an informed part in social decisions, for example, on future options for electricity supply.
* The third is in their economic lives, where they need to be able to respond positively to change in the science-related aspects of their employment.
* If the major purpose of science education is to increase the flow of specialist scientists, technologists and engineers, then young people with special talents in science should be identified as early as possible and provided with a separate, specialized and highly focused science education.

**C. Index-- Humanities Courses**

* 1. **B. Lib.**
  2. **Civics**
  3. **Economics**
  4. **English**
  5. **Geography**
  6. **Hindi**
  7. **History**
  8. **Home Science**
  9. **Political Science**
  10. **Psychology**
  11. **Sanskrit**
  12. **Sociology**
  13. **Urdu**

**Courses common for All Streams**

* **Advertising**
* **Animation**
* **Aviation**
* **Beauty & Fitness**
* **Food Industry**
* **Hotel Management**
* **Journalism**
* **Management**
* **Modern Indian Languages**
* **Performing Arts**
* **Travel & Tourism**

**F. Index--B.Com. Courses**

* 1. **B.Com (Pass)**
  2. **B.Com (Hon.)**.
  3. **B. Com (Hon) vocational**
  4. **B.Com. (Management studies)**
  5. **B.Com Business Economics (Hon.)**
  6. **B.Com (Hon.) Computer Application**
  7. **B.Com (Hon.) Foreign Trade Management**
  8. **B.Com (Hon.) Taxation**
  9. **B.Com (Hon.) Banking Management**
  10. **B.Com (Hon.) Accountancy**
  11. **B.Com (Hon.) B.Sc. Economics.**
  12. **B.Sc. Economics and Management**
  13. **B.Sc. Business and Management**
  14. **Company Secretary**
  15. **B.Com (Hon.) Industrial Management**
  16. **B.Com Banking and Financial Management**
  17. **Bachelor in Accounting and Finance**
  18. **Economics (Hon.)**
  19. **B.Sc. Economics and Management**
  20. **B.Sc. Business and Management**
  21. **B.Sc. Hon. (Economics and Finance)**
  22. **Bachelor of Business Studies (BBS)**
  23. **Bachelor of Business Management (BBM)**
  24. **Chartered Accountant (CA)**

**AA--Index of Science Subjects**

**G Index Different *Diploma* & *UG Courses--*Science**

**3.1 Cardio Care Technician, 2-years..To Diploma**

* 1. **Diploma in General Nursing and Midwifery (GNM-Nursing)**
  2. **Diploma in Invasive Cardio Vascular tech. 2-years**
  3. **Diploma in Medical laboratory Technology**
  4. **Diploma in Operation Theatre Technology …2 years.**
  5. **Diploma in Pharmacy**
  6. **Diploma in Radio Imaging Technology … 2 years**
  7. **Opthalmic Technician**
  8. **Trade Diploma in Hotel Management (TDHM)**
  9. **Travel and Tourism Management (12 months)**
  10. **X-ray & MRI Technician**

**3. UG Science and Allied Course**

**3.A B. Sc. Courses**

* 1. **Bachelor of environmental Science**
  2. **Bachelor of hospital Management**
  3. **Bachelor of Pharmacy (B. Pharma)**
  4. **B.Sc. Agriculture**
  5. **B.Sc. Anthropology**
  6. **B.Sc. Bio-chemistry**
  7. **B.Sc. (Hon) Botany**
  8. **B.Sc. (Hon) Chemistry**
  9. **B.Sc. Computer Application (BCA)**
  10. **B.Sc. Fisheries Science (B.F.Sc)**
  11. **B.Sc. Food Quality Assurance**
  12. **B.Sc. Forestry**
  13. **B.Sc. (Hon) Geology**
  14. **B.Sc. General**
  15. **B Sc. Genetics**
  16. **B.Sc. Home Science**
  17. **B.Sc. Horticulture**
  18. **B.Sc. Industrial Chemistry**
  19. **B. Sc. (Hon) Mathematics**
  20. **B.Sc. Microbiology**
  21. **B.Sc. (Hon.) Molecular Biology**
  22. **B.Sc. (Hon) Nanotechnology**
  23. **B.Sc. Nursing**
  24. **B. Sc. (Hon) Physics**
  25. **B.Sc. (Hon) Statistics**
  26. **B.Sc. (Hon) Zoology**
  27. **BVSc. Veterinary Science**

**3B B. Sc. Paramedical & Allied Sciences**

* 1. **B.Sc. Anesthesia Technology**
  2. **B.Sc. Audiology & Speech Language Pathology (BASLP)**
  3. **Bachelor of Dental mechanics (BDM)**
  4. **Bachelor of Pharmacy**
  5. **Bachelor of Physiotherapy**
  6. **B.Sc. Bio-informatics**
  7. **B.Sc. Bio-medical Science.**
  8. **B.Sc. Bio-technology**
  9. **B.Sc. Cardiac Care Technology**
  10. **B.Sc. Cardio Vascular Technology**
  11. **B. Sc. Clinical pathology**
  12. **B.Sc. Diabetes Sciences**
  13. **B.Sc. Dialysis Therapy**
  14. **B.Sc. Echocardiography**
  15. **B.Sc. Emergency Medical Technology**
  16. **B.Sc. Forensic counseling.**
  17. **B.Sc. Forensic-science**
  18. **B.Sc. Genetics**
  19. **B.Sc. Green Technology**
  20. **B.Sc. Health management.**
  21. **B.Sc. Histopathology.**
  22. **B.Sc. Medical Laboratory-technology**
  23. **B.Sc. Critical Care Technology**
  24. **B.Sc. Medical Imaging technology**
  25. **B.Sc. Medical Lab Technology**
  26. **B.Sc. Medical Radiography & Imaging Technology**
  27. **B.Sc. Medical Record Technologies**
  28. **B.Sc. Medicine & Radiology**
  29. **B.Sc. Medico Legal Work**
  30. **Neurophysio-Technology**
  31. **B.Sc. Nutrition and Dietetics**
  32. **B.Sc. Operation Theatre Technology**
  33. **B.Sc. Optometry**
  34. **B.Sc. Oral Medicine**
  35. **Perfusion technology**
  36. **B.Sc. Physician Assistant**
  37. **B.Sc. Radiology**
  38. **B.Sc. Renal Dialysis Technologyy**
  39. **B.Sc. Respiratory Therapy**
  40. **Virology & Immunology**

**3C Other Science Options**

* 1. **Actuarial Sciences**
  2. **Allied Health Science.**
  3. **Animal Husbandry and Dairying Program**
  4. **Archeology**
  5. **Art Restoration**
  6. **Astronomy and Astrophysics (5)**
  7. **Computer Science**
  8. **Curator**
  9. **Educational/vocational School Counseling**
  10. **Energy & Power—2 years, NIMS University, Jaipur**
  11. **Fire & safety**
  12. **Geo-informatics**
  13. **Green technology.**
  14. **Material Science and Engineering**
  15. **Merchant Navy.**
  16. **Meteorology**
  17. **Metallurgy**
  18. **Monuments & Sculpture Restoration**
  19. **Museology**
  20. **Natural-resources and sustainable development**
  21. **Nuclear Science and Technology.**
  22. **\Oceanography (42)**
  23. **Oil & Gas**
  24. **Physical Science (26)**
  25. **Rehabilitation Psychology (62)**
  26. **Rehabilitation Therapy**
  27. **Speech Language & hearing**
  28. **Statistical Science**
  29. **Wildlife Biology**

**3.D Engineering B.Tech. Courses**

* 1. **Aeronautical Engineering**
  2. **Aerospace Engineering**
  3. **Aircraft Maintenance Engineering**
  4. **Architecture**
  5. **Advanced Engineering**
  6. **Automobiles**
  7. **Artificial Intelligence**
  8. **Bio-technology Engineering**
  9. **Bio-medical Engineering**
  10. **Ceramic Engineering**
  11. **Chemical Engineering (10)**
  12. **Civil Engineering (11)**
  13. **Cloud Computing (Electronics & communication with specialization**

**in Cloud computing & virtualization Technology )**

* 1. **Communication Engineering,**
  2. **Computer Applications. (33)**
  3. **Computer Science Engineering**
  4. **Cyber Security (35)**
  5. **Dairy Technology & Engineering**
  6. **Electrical Engineering**
  7. **Electrical & Electronics Engineering**
  8. **Electronics**
  9. **Electronics & Communication Engineering**
  10. **Environmental Enginnering**
  11. **Fashion Technology (B.Tech.)**
  12. **Genetic Engineering**
  13. **Geo-informatics,**
  14. **Geo-science,**
  15. **Industrial Engineering**
  16. **Information, communication and Entertainment**
  17. **Infrastructure Engineering**
  18. **Instrumentation Engineering**
  19. **Manufacturing Science & Engineering**
  20. **Marine Engineering (19)**
  21. **Material Science and Engineering**
  22. **Mechanical Engineering (20)**
  23. **Mecha-tronics**
  24. **Medical Electronics Engineering**
  25. **Merchant Navy**
  26. **Metallurgy Engineering**
  27. **Mining Engineering**
  28. **Motor Sports Engineering**
  29. **Naval Architecture Engineering**
  30. **Nuclear Science and Technology (Nuclear Engineering)**
  31. **Oceanography**
  32. **Petroleum Engineer**
  33. **Polymer Engineering**
  34. **Power Engineering**
  35. **Production Engineering**
  36. **Robotics (28)**
  37. **Space Science.**
  38. **Techno-legal etc.**
  39. **Textile Engineering**

**3.E Medical & Allied Sciences**

* 1. **MBBS, (M. D/M.S. in all branches)**
  2. **BUMS**
  3. **BAMS**
  4. **BHMS**
  5. **Siddha**
  6. **BDS**
  7. **Naturopathy (50)**
  8. **Pharmacy**

1. **Common Disciplines for all** 
   1. **Advertising**
   2. **Administration**
   3. **Airhostess (for girls)**
   4. **Animation (79)**
   5. **Art Restoration (56)**
   6. **BA in Script Writing**
   7. **Banking Management (86)**
   8. **Call Centre- training.**
   9. **Drawing and Painting**
   10. **English literature.**
   11. **Event Management (92)**
   12. **Finance**
   13. **Finance and Financial Management**
   14. **Financial Market Management**
   15. **Fine Arts**
   16. **Fire Safety Management (100% Job oriented Program--9871549659)**
   17. **Foreign language**
   18. **Hair and Beauty-training Academies.**
   19. **Healthcare & Gym (UG & PG)**
   20. **Human Resource Development**
   21. **Insurance. (Opportunities in this sector**
   22. **Investment & Mutual Fund**
   23. **Liberal Studies**
   24. **Library Science (108)**
   25. **Logistics and Supply-chain Management**
   26. **Management (98)**
   27. **Marketing, international marketing**
   28. **NGO management.**
   29. **Philosophy**
   30. **Physical Education (BA & B.Sc.)**
   31. **Photography (84)**
   32. **Placement Training Program**
   33. **Printing and Packaging.**
   34. **Private sector and Industry.**
   35. **Public Relations (71)**
   36. **Religion**
   37. **Retailing,**
   38. **Social Worker**
   39. **Sports & Sports Management**
   40. **Students’ Welfare (UG & PG) JMI**
   41. **Transportation and Mining-studies I.T.**
   42. **Transport Driver (Heavy-Vehicle) (Deoband)**

**4.A BBA Specialization & UG Management**

* 1. **Bachelor of Business Administration**
  2. **BBA in Banking and Insurance**
  3. **BBA, Communication and Media Management**
  4. **BBA, Event Management**
  5. **BBA, Finance**
  6. **BBA, Foreign Trade**
  7. **BBA in Healthcare Management**
  8. **BBA Hospital Management**
  9. **BBA Human Resource Management**
  10. **BBA Information Technology**
  11. **BBA Marketing**
  12. **BBA Media and Communication**
  13. **BBA Media Management**
  14. **Bachelor of Business Management (BBM)**
  15. **Bachelor of Management Studies (BMS)**
  16. **Corporate Intelligence (101)**
  17. **Diploma in Digital Management**
  18. **Insurance. (opportunities in this sector) (96)**

**4B Print & Visual Media**

* 1. **sAdvertising, communications & events**
  2. **Bachelor in journalism and Mass Communication**
  3. **achelor of Mass Communication (BMC)**
  4. **Bachelor of Mass Media (BMM)**
  5. **Bachelor of Mass Media (Hindi)**
  6. **Bachelor of Media Technologies**
  7. **Bachelor of Multimedia Communication**
  8. **Bachelor of Mass Media—3 years**
  9. **Communication & events**
  10. **Communication and Media-studies**
  11. **Multimedia and Web technology**
  12. **B.A. in Script Writing**
  13. **B.Sc. Visual Media**

**4C Film and Theatre**

* 1. **Drama Production (75)**
  2. **Film Choreography**
  3. **Film Cinematography**
  4. **Film Direction**
  5. **Film-making**
  6. **Film-Vocal and Instrumental Music (78)**
  7. **Performing Arts**
  8. **Theatre**

**4D Tourism &travel**

* 1. **Tourism and International Business**
  2. **Tourism and Leisure services: *NOIDA*.**
  3. **Tourism & Travel**

**4E Food Services & Hotel Management**

* 1. **Bachelor of Food science and Nutrition (103)**
  2. **Bachelor in Hotel Management (NIMS, Jaipur)**
  3. **Bachelor of Hospitality Management**
  4. **B.E. Food Technology and bio-chemical Engineering**
  5. **B.E. Food Technology**
  6. **B.Sc. Food Science and quality control**
  7. **B. Tech Food Science**
  8. **B.Sc. Food Technology**
  9. **B.Sc. Microbial and Food Technology**
  10. **B.Sc. Nutrition, Food Service Management and Dietetics**

**4F Designing**

* 1. **Bachelor of Designing**
  2. **Bachelor of accessory design**
  3. **Communication Design (81)**
  4. **Furniture and interior design course**
  5. **Bachelor of Graphic Designing**
  6. **Interior Designing**
  7. **Jewelry Design Course**
  8. **Bachelor of Leather design**
  9. **Bachelor of Product Design**
  10. **Bachelor of Textile Design**

**Certificate & Diploma Courses**

**4E (a) Certificate Course in Food Production and Patisserie**

**4E (b) Certificate Course in Food Technology**

**4E (c) Food Production**

**4E (d) Diploma in Food & Nutrition**

**4E (e) Diploma in Food Science and Quality Control**

**4E (f) PG Diploma in Food Analysis and Quality Control**

**5. Education**

* 1. **Teachers’ training (B. Ed; M. Ed; M.A. and research in Education)**
  2. **Diploma in Elementary Education (100)**
  3. **Education management.**
  4. **Sports and Sport education D.P. Ed, B.P.Ed, M.P.Ed, *Delhi, Lucknow***
  5. **DIET**
  6. **Educational/vocational School Counselor**
  7. **Montessori Teaching**
  8. **Special Educator**
  9. **Technical Education**
  10. **NTT**
  11. **Master of Sports**
  12. **Special Educator**

**6. Post graduation courses in Food Technology**

* 1. **M.E. Food Processing and Engineering (integrated)**
  2. **M.Sc. Food Science and Technology**
  3. **M.Sc. Microbial and Food Technology**
  4. **M.Tech. Food and Nutrition**
  5. **M.Tech. Food Biotechnology**
  6. **M.Tech. Food Chain Management**
  7. **M.Tech. Food Engineering and Technology-integrated**
  8. **M.Tech. Food Processing Technology**
  9. **M.Tech. Food safety and Standards.**
  10. **MBA Course in Food technology**

**7. Research Courses in Food Technology**

* 1. **Ph.D. Food and Dairy Technology**
  2. **Ph.D. Food Biotechnology**
  3. **Ph.D. Food Engineering and Technology**
  4. **Ph.D. Food science and Technology**
  5. **Ph.D. Food Technology**
  6. **PG in Geo-informatics**
  7. **PG Diploma in Food Analysis and Quality Control**
  8. **Ph.D. in Hotel Management (NIMS, Jaipur)**

**8. PG Courses Humanities**

* 1. **Avenues of Study of History at PG**
  2. **Master of Computer Applications, MCA, (Delhi University);**
  3. **M.A. Animation,**
  4. **M.A. Business Economics,**
  5. **MA Communication**
  6. **M.A. Development Economics.**
  7. **M.A. Econometrics**
  8. **M.A. Mathematical Economics**
  9. **M.A. Media studies and Production**
  10. **M.A. Rural Economics,**
  11. **M.S. Quantitative Economics**

**9. PG Courses Commerce**

* 1. **Cost and Management Accountant (CMA)**
  2. **Certified Financial Planner – CFP**
  3. **Chartered Financial Analyst (91)**
  4. **Law graduate and post graduates (LLB & LLM)**
  5. **LLB**
  6. **Copy right law**
  7. **Corporate law**
  8. **Criminal law**
  9. **LLM**
  10. **M. Com**

**10. PG courses in Medical Science**

* 1. **Master of cardiopulmonary Sciences**
  2. **Master of Neurology**
  3. **Master of Optometry**
  4. **Master of Pharmacy**
  5. **M.Sc. Bio-technology**
  6. **M.Sc. Medical Anatomy**
  7. **M.Sc. Medical Biochemistry**
  8. **M.Sc. Medical Microbiology.**
  9. **M. Sc. Medical Pharmacology**
  10. **M.Sc. Medical Physiology**
  11. **M.Sc. Radio-imaging Technology**
  12. **M.Sc. Operation Theatre Technology**
  13. **M.Sc. Medical Lab technology**
  14. **M.Sc. Micro-biology**
  15. **M.Sc. Nutrition & Dietetics**
  16. **PG Diploma in MRI**
  17. **PG Diploma Ct Scan**
  18. **M.Sc. Computer Science (Delhi University)**
  19. **M.Sc. Geo-science,**
  20. **M.Sc. Green technology.**
  21. **MD Anatomy**
  22. **MD Anesthesiology**
  23. **MD Biochemistry**
  24. **MD Community Medicine**
  25. **MD Dermatology, venerology and Leprosy**
  26. **MD Forensic Science**
  27. **MD General Medicine**
  28. **MD Microbiology**
  29. **MD Pediatrics**
  30. **MD Pathology**
  31. **MD Pharmacology**
  32. **MD Psychiatry**
  33. **MD Physiology**
  34. **MD Radio-diagnosis**
  35. **MD Respiratory Medicine**
  36. **MD Radiology**
  37. **MS General Surgery**
  38. **MS Medical-anatomy**
  39. **MS Obstetrics & Gynecology**
  40. **MS Ophthalmology**
  41. **MS Otto-Rhino-Laryngology**
  42. **MS Orthopedics**
  43. **Ultra Sonography- 4D (Institute of Public health & hygiene,**

**(011-26782850)**

* 1. **Master of Public Health**
  2. **Master of Community Rehabilitation..**

**11. PG Nursing**

* 1. **M.Sc. (Child-health--Pediatrics Nursing)**
  2. **M.Sc. (Obstetrics’ & Gynecology)**
  3. **M.Sc. (Psychiatric—Mental Health)**
  4. **M.Sc. (Medical—Surgical Nursing)**
  5. **M.Sc. (Community Health Nursing)**

**12. M.Tech.**

* 1. **M.Tech. Nuclear Engineering**
  2. **M.Tech. Aerospace**
  3. **M.Tech. Oil and Gas, Energy & Power—2years,**

**NIMS University, jaipur.**

* 1. **M.Tech. Civil Engineering**
  2. **M.Tech. Computer Science & Engineering**
  3. **M.Tech. Electronics & communication Engineering**
  4. **M.Tech. Mechanical Engineering**
  5. **Master of Computer Application (MCA)**
  6. **Current research scope in science**

**13. Advanced Engineering**

* 1. **PhD. Computer Engineering**
  2. **PhD. Computer Science & Engineering**
  3. **PhD. Electronics & communication Engineering**
  4. **PhD. Management and Administration**
  5. **PhD. Mechanical Engineering Ph.D. in Dental Science**
  6. **Ph.D. sports**

**14. Advanced Medicines & Dentistry**

* 1. **Ph.D. Cardiology**
  2. **Ph.D. Nutrition & Dietetics**
  3. **Ph.D. Neurology**
  4. **Ph. D. Nursing**
  5. **Conservative dentistry**
  6. **Oral & Maxillofacial Surgery**
  7. **Oral Medicine & Radiology**
  8. **Oral Pathology and Microbiology**
  9. **Prosthodenties and crown and bridge,**
  10. **Periodontolology,**
  11. **Orthodontics and Danto Facial Orthopedics**
  12. **Public health and dentistry,**
  13. **Paedodentics and preventive dentistry,**

**15. MBA--Business Administration**

* 1. **MBA (and advance study)**
  2. **MBA Health Care Services**
  3. **MBA (Supply chain and logistics)**
  4. **MBA Hospital Administration**
  5. **MBA Economic Legislation**
  6. **MBA Event Management**
  7. **Management Studies**
  8. **Managerial Economics**
  9. **Quantitative Technique I & II**
  10. **Master ob Business Economics**
  11. **M.phil (Management/Administration)**

**16. Integrated Courses**

* 1. **B. Pharma+ MBA (Dual Degree—NIMS University)**
  2. **BCA+MCA—5 years..**
  3. **B. Tech+ MBA ……….. 5 years**
  4. **B. Sc+ Agriculture + Food- business ……. 5 years**
  5. **BBA+MBA (Integrated)**

**17. Job Opportunities after UG & PG**

* 1. **Agri-Force**
  2. **Army**
  3. **Athlete trainer**
  4. **Calligrapher:**
  5. **Cartoonist**
  6. **Civil Services, IAS, IPS, IRS, IRS, etc--Conducted by (UPSC)**
  7. **Cluster Innovation Centre (CIC)** [**www.cic.du.ac.in**](http://www.cic.du.ac.in) **or** [**www.du.ac.in**](http://www.du.ac.in)
  8. **Coast Guard**
  9. **Detective (102)**
  10. **Earth Scope**
  11. **Fitness experts/personal trainer**
  12. **Flight Attendants (Cabin crew)**
  13. **Flight/ aviation/ Pilot**
  14. **Food blogging**
  15. **Jewelry designer**
  16. **Navy**
  17. **Off-beat careers**
  18. **Pilot**
  19. **Police.**
  20. **Railways**
  21. **Skin-care specialist: A Cosmetology Education**
  22. **Stock brokers (Master of trade)**
  23. **System Analyst**
  24. **Travel planners.**
  25. **Trends in the insurance Sector**
  26. **What is Dairy Management?**

**18. Jobs after BBA**

* 1. **Human Resource Executive**
  2. **Marketing Executive**
  3. **Marketing Manager**

**Job Opportunities in Humanities**

1. **Teacher**
2. **Advertising Sales Agent**
3. **Technical Writer**
4. **Artist**
5. **Counselor**
6. **Event Organizer**
7. **Public Relation Manager**
8. **Travel Agent**
9. **Lawyer**
10. **Editor**
11. **Museum Worker/Curator**
12. **FBI Agent**
13. **Genealogist**
14. **Advertising Manager**
15. **Foreign Correspondent**
16. **Human Resource Specialist**
17. **Linguist**
18. **Civil Services**
19. **Police**
20. **Indian Armed Forces**
21. **Civil Services**

**(IAS, IPS, IRS, IRS, etc. Conducted by UPSC)**

1. **Army, Navy and Air-force.**
2. **Police.**
3. **Education-**
4. **Master’s Degree programs in Human Resources**
5. **PG IN HUMANITIES**
6. **And many more opportunities in different fields**

**Gap year**

* Taking a year off gives the freedom to experience different fields.
* Make a list of all the things you find interesting and priorities.
* Make a proper schedule for the day for maximum utilization of time.
* Join an online course for free.
* For intern ship opportunities visit any of the above web site.
* Pursue a hobby of your choice.
* Travel and meet the people from varied background.

**CAT**

**(Aspirants should make planned efforts to maximize their chances of success)**

The common admission test (CAT) is a computer based test held in India… the Indian Institute of Management (IIMs) started this exam and use the test for selecting students for their Business Administration Programs. The test is conducted every year by one of the IIMs based on the policy of rotation.

* CAT aspirants should make planned efforts to maximize their chances of cracking it.
* The first task of any aspirant is to complete the basics in all the test areas at the earliest possible but preferably not later than 30 days before they take the CAT.

**Basics include**

**Quantitative Ability:**

Quant:

* arithmetic, basic algebra, geometry and mensuration, and modern maths

Data Interpretation:

* Tables, line, bar and pie charts, routes and networks etc.
* After the basics students should focus on solving questions that require application of the knowledge under severe time pressure.
* They should also practice to built skills in using alternative methods to solve questions like option judging, elimination of unlikely options, substitution of numerical values etc.
* They should also build speed by solving questions using mental calculations and visual observation.

**Verbal ability**

Logical Reasoning:

* Calendars, clocks, cubes, syllogisms, Conditional Statements, Venn Diagrams, Maxima-Minima, Binary Logic, Games and Tournaments, Logic Puzzles, etc.

**English Grammar basics:**

* Reading, comprehension (RC)- reading on various different subjects on line.
* Vocabulary: consulting the dictionary regularly to know the contextual usage of unfamiliar words/usage.
* Data interpretation and logical reasoning areas are skill-intensive.
* Hence practice and more practice will help you to sharpen your skills.
* Verbal areas require you to have strong fundamentals in grammar.
* A good vocabulary and a varied reading habit are a must to do well in RC.
* This is also an area where you may get into trouble due to more wrong answers and negative marks, so you have to be on your guard.
* Once your basics are more or less in place, you should take plenty of mock tests that are similar to the CAT and are taken by a large number of students.

**Mock tests play a crucial role in**

* Understanding your relative strengths and weaknesses vis-à-vis other test takersso that you can work on the same and improve.
* Fine tuning your time management and question identification skills that help you to attempt maximum possible questions.
* Understanding the reasons behind your mistakes so that you do not repeat these again.
* Developing stamina and temperament for a 140-minute computer based CAT.
* Use the last one month before the CAT to take and thoroughly analyze your performance in each mock test so that you are ready to take the actual test confidently.

**CMAT: The Second Most Important Test after CAT**

* The common Management Admission Test (**CMAT**) conducted by All India Council for Technical Education, has become the second most important test after the CAT for MBA aspirants.
* First conducted in Feb, 2012 CMAT is a computer based multiple-choice, objective-type test that takes place twice a year. As per the latest XAT exam pattern, the exam will be on line based with a time period of 3.5 hours. From academic year 2020-21 onwards, the CMAT exam will be conducted only once a year in January.
* CMAT has replaced a large number of state entrance tests in states such as U.P. (UPSEE), Kerala, Maharashtra (MCET), Rajasthan (RMAT) etc. scores will be used by more than 2000 B-schools in India including top b-schools like Jamnalal Bajaj, Mumbai.
* CMAT is a 180-minute test having 100 questions divided into 4 sections;

1. Legal reasoning
2. Verbal ability
3. Numerical ability- data interpretation
4. General awareness

* Each section includes 25 questions, each with 4 options, the right answer will get you 4 marks while 1 mark is deducted for each wrong answer.
* While CMAT syllabus is similar to CAT, except general awareness.
* It is perceived to be relatively easier test than the latter.
* Good preparation for general awareness is a must to get a good score.

**Examination Required to Study in US**

**SAT**

Introduced in 1926, its name and scoring have changed several times

* **Originally called: Scholastic Aptitude Test,** later
* **Scholastic Assessment Test:**
* **Then SAT reasoning Test,** and now simply the **SAT.**
* It is needed for admission to most US Colleges.
* A few colleges in Singapore and Canada.
* SAT consists of **writing, critical reading,** and **Math.**
* Maximum score for this exam is 2400.
* A separate writing section on 12 is also a part of the exam.
* You can take the SAT as many times as you like and send only your best score.
* To register for SAT visit, [www.collegeboard.com](http://www.collegeboard.com)

**TOEFL**

* **T**est **O**f **E**nglish as a **F**oreign **L**anguage.
* An under graduate and graduate exam needed by almost all students who wish to study abroad.
* Designed to measure the English proficiency of non-English speaking people
* Divided into 3 sections, it tests the reading, listening, writing and speaking skills.
* Although the exam is primarily needed by US universities, many universities in UK and Canada recognize the TOEFL.

**GMAT**

* It stands for **Graduate Management Admission Test.**
* Needed for admission to almost all top business schools.
* It consists of English and Math and tests the analytical and logical skills.
* The sections of the exam include verbal and quantitative reasoning, analytical writing and a recently added integrated reasoning sect ion.

**GRE**

* **GRE** stands for **Graduate record Examination.**
* It is needed for admission to most non-business programmes in the US.
* Some institutes in UK (such as London School of Economics) also need the GRE.
* Many business schools around the world have now begun to accept the GRE.
* The section of the exam include xerbal and quantitative reasoning and an analytical writing section. Maximum points for the exam are 340 and most top graduate schools expect candidates to have scores over 320 to be considered for admission (writing section is scored separately for 6). Students can log on to [www.gre.org](http://www.gre.org)

**AP**

* **AP** stands for Advance Placement
* These are the tests that allow a person to get college credit for taking(and passing)the test.
* They are put out by a company called the college Board.
* It is the same company that puts out the **SAT** test.
* A score of 3 or higher is generally considered good and 5 is especially impressive since it is the highest score.
* It comprises university level courses and exams, which can be taken by secondary school students to prepare for university level study in 34 subjects.
* More than 18,000 schools in 115 countries offer the AP courses and exams, where students can take college-level courses while they are still in school.
* They are better prepared for college, especially because they develop critical thinking skills through these courses.
* A student must be under 21 years of age at the time of exam.

**Curricular Practical Training (CPT)** lets you take advantage of working full-time in a professional organization during vacations or for a semester or two during your degree closely supervised by teaching faculty.

**Optional Practical Training (OPT)** allows you to work in US for the duration of 12 months in the area of your specialization after the completion of your degree. Students graduating in science, technology, engineering and math(STEM) may extend OPT up to an additional 17 months.

In addition to CPT and OPT, students on the F1 visa are permitted to work on campus for 20 hours per week.

**Entrance test, XAT, ATM or IITTM**

**B.Tech Colleges in Delhi**

* **IIT Delhi**
* **Netaji Subhash institute of Technology, New Delhi.**
* **BE in Computer Engineering……………….. 1.41 lakh/annum**
* **BE in Information Technology ……………....do…..………... .**
* **BE in Electronics & communication Eng………...do………....**
* **BE in Bio-technology…………………………..….do…….......**
* **BE in Instrumentation and Control Eng…..do…………………**
* **BE in Manufacturing Process & Automation Eng….do…..…..**
* **BE in Mechanical Eng……………………………..do…...…..**
* **National Institute of Technology**
* **Ambedkar Institute of Advanced Communication Technologies & Research**
* **B. Tech in Computer Science**
* **B. Tech in Electronics & communication Eng**
* **B. Tech in Computer Science & Eng (lateral entry)**
* **B. tech in Electronics &Communication Eng (lateral entry)**
* **Bhagwan Parshuram Institute of Technology, New Delhi**

**(affiliated to Guru Gobind Singh Indraprastha University)**

* **B.Tech Computer Science &Engineering, 120 seats**
* **BT in Elec. & Commu. Eng. 120 seats**
* **BT in Elect. & Electronics Eng 60 seats**
* **BT in IT, 60 seats**
* **Northern India Engineering College, ND.**

**(affiliated to Guru Gobind Singh Indraprastha University)**

* **BT in Civil Engg, 120 seats, 44,000/annum**
* **BT in Mech & Auto Engg (2nd shift also) seats 180, Rs.44,000/annum**
* **BT in Com Science & Engg seats 120, Rs. 44,000/annum**
* **BT in Electronics & Communication Enngg. Seats 180, Rs.1.02/annum.**
* **BT in Ele & Electronics Engg seats 120, Rs44,000/annum**
* **BT in IT seats 120, Rs.44,000/annum**
* **BT in Electronics & Communication (2nd shift), seats 60, Rs. 44,000/annum**
* **Bt in Ele & Electronics (2nd shift) seats 60 Rs.44,000**
* **BT in Mech Engg, seats 60 , Rs 44,000/annum**
* **And many more**
* **Jamia Hamdard, ND**
* **BT in Food Tech seats 30, Rs. 37,000/annum**
* **BTin Comp SC & Engg Rs. 37,000/annum**
* **BT in Electronics & Communication**
* **Inderprastha Institute of Information & Technology, ND (11 courses)**

**(affiliated to Guru Gobind Singh Indraprastha University)**

* **BT in Comp Sc. & Engg seats 110, Rs.1.17,000/annum**
* **BT in Elecs & communication seats 80, Rs.1.17,000/annum**
* **9 more.**
* **Ch. Brahmprakash Government Engg.College (6 courses of 4 years each are offered)**
* **BT in Civil (lateral entry also)**
* **BT in Environmental Engg.(lateral Entry also)**
* **BT in IT (lateral entry also)**
* **Delhi Institute of Tool Engg.(DITE)**

**(affiliated to Guru Gobind Singh Indraprastha University)—5 courses offered**

* **BT in Mechatronics. Rs. 60,000/annum**
* **BT in Tool Engg. Rs.60,000/annum**
* **And others**
* **JMI. Jamia Nagar**
* **Centre for Civil Aviation Training (CCAT), ND**

**(Approved by DGCA)**

* **BT in Aircraft Maintenance Engg Rs. 85,000/annum**
* **BT in Aeronautical Engg Rs.79,000/annum**
* **BT in Aircraft Maintenance Engg. Rs.85,000/annum**

**Foreign destinations**