S.S. COLLEGE OF EDUCATION

{http://www.swamisharnam.net}
Jhamar Kotra Road, Umarda, Udaipur
Rajasthan

SELF STUDY REPORT

Submitted to:

NATIONAL ASSESSMENT & ACCREDITATION COUNCIL
BANGALORE

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S.S. COLLEGE OF EDUCATION

(A UNIT OF SWAMI SHARNAM SHIKSHAN SANSTHAN)
Campus Jhamar Kotra Road, Umarda, UDAIPUR (Raj.)
Affiliated to Mohanlal Sukhadia University, UDAIPUR

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Website www.swamisharnam.net
9413024600

Ref.No.

Date 28/05/16

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

V. Padliya

Signature of the Head of the institution

Principal
S.S. College of Education
Umarda, Udaipur

Place: Udaipur

Date: 28/05/16

PREFACE

It gives me immense pleasure and privilege to prepare the Self Study Report (SSR) of S.S College of Education, Udaipur for the first cycle of accreditation by the National Assessment & Accreditation Council (NAAC), Bangalore.

This report has been prepared following the guidelines of NAAC. The report is a reflection of the academic and administrative functions and activities happening during the past years in the College focusing on curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, governance, leadership and management, innovations and best practices of S.S College of Education, Udaipur. It is an Endeavour which encourages us to examine our strengths, assess our weaknesses, accumulate the opportunities offered in higher education and prepare the challenges that at the forefront.

A committee comprising of seven faculty members was constituted to complete the report. The committee has prepared the report through group discussions with its members and regular interactions with the Principal and the entire stake holders. The report has been finalized with utmost sincerity, honesty and collective effort of the faculty members which is now being submitted to the NAAC for assessment and accreditation. It would be a great delight to hear from you soon on Peer Team visit for inspection of our College.

Dr. Vatsala Padliya
Principal
S.S College of Education, Udaipur

PROFILE OF THE INSTITUTION

1. **Name and address of the institution:**
   S.S. College Of Education
   Jhamar Kotra Road, Umarda,
   Udaipur (Raj.)
2. **Website URL :** www.swamisharnam.net
3. **For communication:**

Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Head/Principal **Dr. Vatsala Padliya**	02942650611 09413024600	02942650211	Vatsala.padliya@gmail.com
Vice-Principal Mrs. Purvi Tamboli	8829056369	02942650211	Sscollegeofeducation041@gmail.com
Self - appraisal Co-ordinator Dr. **Vatsala Padliya**	09413024600	02942650211	Vatsala.padliya@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal **Dr. Vatsala Padliya**	02942650611	09413024600
Vice-Principal Mrs. Purvi Tamboli	02942650611	08829056369
Self - appraisal Coordinator Dr. **Vatsala Padliya**	09413024600	09413024600

4. Location of the Institution:

Urban ☐
Semi-urban ☐
Rural ☑
Tribal ☐

5. Campus area in acres:- 43056 Sq Feet

6. Is it a recognized minority institution?

Yes ☐ No ☑

7. **Date of establishment of the institution: Month & Year**

MM	YYYY
10	2008

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

Mohan Lal Sukhadia University, Udaipur

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.: No.

10. Type of Institution

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

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

Yes ☐ No ☑

If yes, has the institution applied for autonomy?

Yes ☐ No ☑

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

Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
Under Graduate	B.Ed.	Graduation	Degree	2 Year	Hindi / English

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Under Graduate Degree	B.Ed.	REVISED F.No./NRC/NCTE/F-7/RJ-2039/2015/105981-86 DATED 17/05/2016	Once Issued Valid for Life Time	100

Criterion-wise Inputs

Criterion-wise inputs

CRITERION I: CURRICULAR ASPECTS

1. **Does the Institution have a stated**

Vision	Yes
Mission	Yes
Values	Yes
Objectives	Yes

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

If yes,

a) How many programmes? One

b) Fee charged per programme 22450/- Annual

2. **Are there programmes with semester system ?**

No

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

Yes

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

One

4. **Number of methods/elective options (programme wise)**

D.Ed.	
B.Ed.	Two
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

5. **Are there Programmes offered in modular form**

No

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

Yes (One)

7. **Are there Programmes with faculty exchange/visiting faculty ?**

Yes (One)

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

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

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

   One year

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

    Applied for M.Ed. and also making efforts for 4 year Integrated B.A/B.Sc. B.Ed.

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

    Yes

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

    Yes

13. **Does the institution encourage the faculty to prepare course outlines?**

    Yes

CRITERION II: TEACHING-LEARNING AND EVALUATION

1. **How are students selected for admission into various courses?**
   a) Through an entrance test conducted by
   b) Common entrance test ☑
   c) Through an interview
   d) Entrance test and interview
   e) Merit at the qualifying examination conducted by the University/Government f) Any other (specify and indicate)

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

2. **Furnish the following information (for the previous academic year):**
   a) Date of start of the academic year — August 13, 2014
   b) Date of last admission — August 26, 2014
   c) Date of closing of the academic year — May 05, 2014
   d) Total teaching days — 180
   e) Total working days — 200

3. **Total number of students admitted**

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	0	100	100	0	ST-19 SBC-3 SC-13 OBC-23	58	0	42	42
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. **Are there any overseas students?** **No**

   If yes, how many?

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

a) Unit cost excluding salary component	4596/-
b) Unit cost including salary component	20307/-

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	80.2%	50.58%	72.40%	46.36%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

   Yes

8. **Does the institution develop its academic calendar?**

   Yes

9. **Time allotted (in percentage)**

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	68%	20%	12%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. **Pre-practice teaching at the institution**

    a) Number of pre-practice teaching days 22 Days

    b) Minimum number of pre-practice teaching lessons given by each student Ten (10)

11. **Practice Teaching at School**

    a) Number of schools identified for practice teaching: Fifteen

    b) Total number of practice teaching days: Forty Two

    c) Minimum number of practice teaching lessons given by each student: Twenty Five

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

    No. of Lessons In simulation = 10

    No. of Lessons Pre-practice teaching = 10

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

    Yes

14. **Does the institution provide for continuous evaluation?**

    Yes

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

Programmes	Internal	External
D.Ed.		
B.Ed.	32%	68%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. **Examinations**

a) Number of sessional tests held for each paper Two

b) Number of assignments for each paper Three

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	

18. Are there courses with ICT enabled teaching-learning process?

Yes (One)

19. Does the institution offer computer science as a subject?

Yes

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

Compulsory

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

   Percentage : 50%

   Teachers with Ph D = 7

   Total Number of Teachers = 14+1(Principal) = 15

   4 teachers have enrolled themselves for PhD.

   The institute has very much encouraging attitude to permote teacher for research work.

2. **Does the Institution have ongoing research projects?**

   Yes

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
Wish Technologies, Hisar	40000	1	This is an IT company having collaboration with us

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

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

Answer: 1

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

Answer:

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

  Facilities like Xerox, Internet Access, Experimentation,

  Attend Research Workshops

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

   Yes

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

   a. Ph.D.: Three (Our College staff Completed Ph.D from Different University in the State)

   b. M. Phil.: Nil

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

Yes

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

	Yes	No	Number
International journals			
National Journals – Referred papers	✓		6
Non referred papers	✓		12
Academic articles in reputed magazines/news papers	✓		8
Books	✓		1
Any other (specify and indicate) Tools			

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

Yes

Dr. S.V.Arya has received with following awards for their outstanding work in the field of Education.

i. Rank & Bolt Award of Best Teacher Awarded by

ii. Glory of Education Excellence Award (2011) by National & International Compendium, New Delhi.

iii. Best Educationist Award (2011) by Indian International Institute of Education, New Delhi.

iv. Rastriya Shiksha Saraswati Award (2010) by National Solidarity Council, New Delhi.

v. Bharat Gaurav Award (2009) by Education & Economic Development Council, New Delhi.

vi. Rajeev Gandhi Shriomani Award (2009) by Citizens' Integration Council, New Delhi.

vii. Rastriya Rattan Award (2008) by Citizens' Integration Council, New Delhi.

viii. A Two-Page biographic account included in "Who's Who In The World" 21st Edition – 2004 by Marquis Who's Who – 121, Chanlon Road, New Providence NJ, U.S.A.

ix. A List of Achievements to be published in National and International Compendium publication.

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

	Faculty	Students
National seminars	22	6
International seminars	4	2
Any other academic forum		

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

(Mark `✓' for yes and `X' for No.)

Self-instructional materials	✓

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

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

Yes

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☑ Additional charge ☐

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

No

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

Yes

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

10

16. Does the institution provide consultancy services?

Yes

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

60000.

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

Local level	Yes
State level	Yes
National level	Yes
International level	No

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

1 Built-up Area (in sq. mts.): 1950 Sq Meters

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

a)	Methods lab	Yes
b)	Psychology lab	Yes
c)	Science Lab(s)	Yes
d)	Education Technology lab	Yes
e)	Computer lab	Yes
f)	Workshop for preparing teaching aids	Yes

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

20

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

INR 210800/-

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

INR 196650/-

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

INR 157800/-

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

2400000/-

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

Yes

9. Total number of posts sanctioned

	Open		Reserved	
	Male	Female	Male	Female
Teaching	4	12	4	4
Non-teaching	6	4	4	4

10. Total number of posts vacant

	Open		Reserved	
	Male	Female	Male	Female
Teaching	Nil	Nil	Nil	Nil
Non-teaching	Nil	Nil	Nil	Nil

11. Number of regular and permanent teachers

	Open		Reserved	
	Male	Female	Male	Female
Lecturers	4	9	0	3
Readers	Nil	Nil	Nil	Nil
Professors	Nil	Nil	Nil	Nil

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

	Open		Reserved	
	Male	Female	Male	Female
Lecturers	0	0	Nil	Nil
Readers	Nil	Nil	Nil	Nil
Professors	Nil	Nil	Nil	Nil

c. Number of teachers from

Same state: Nine

Other states: One

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

	Open		Reserved	
	Male	Female	Male	Female
Permanent	3	3	1	1
Temporary				

b. Technical Assistants

	Open		Reserved	
	Male	Female	Male	Female
Permanent	3			
Temporary				

14. **Ratio of Teaching – non-teaching staff**

    1:1

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

    68.78%

16. **Is there an advisory committee for the library?**

    Yes

17. **Working hours of the Library**

On working days:	From 0800 to 1800 Hours (10 hours)
On holidays:	From 0900 to 1700 Hours (8 hours)
During examinations:	From 0800 to 2000 (12 hours)

18. **Does the library have an Open access facility**

    Yes

19. **Total collection of the following in the library**

a. Books	7883
- Textbooks	3623
- Reference books	2358
b. Magazines	12
e. Journals subscribed	18
- Indian journals	16
- Foreign journals	2
f. Peer reviewed journals	2
g. Back volumes of journals	188
h. E-information resources	
- Online journals/e-journals	16
- CDs/ DVDs	58
- Databases	17
- Video Cassettes	8
- Audio Cassettes	16

20. **Mention the**

Total carpet area of the Library (in sq. mts.)	1000 sq. feet
Seating capacity of the Reading room	50

21. **Status of automation of Library**

    Fully automated

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

Circulation	☑
Clipping	☑
Bibliographic compilation	☑
Reference	☑
Information display and notification	☑
Book Bank	☑
Photocopying	☑
Computer and Printer	☑
Internet	☑
Online access facility	☑
Inter-library borrowing	☑
Power back up	☑
User orientation /information literacy	☑

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes

24. Furnish information on the following

Average number of books issued/returned per day: 42

Maximum number of days books are permitted to be retained

by students : Forteen

by faculty: Month

Maximum number of books permitted for issue

for students: 10

for faculty: 20

Average number of users who visited/consulted per month: 860

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled: 8 : 1

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

23%

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

	I	II	III

	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	**325**	**62300/-**	**500**	**111490/-**	**613**	**88350/-**
Other books	**265**	**25060**	**266**	**82541**	**130**	**63830**
Journals/ Periodicals	**3**	**300**	**5**	**1200**	**6**	**1700**
Any others specify and indicate	**2**	**600**	**3**	**1200**	**3**	**1800**
(Additional rows/columns may be inserted as per requirement)						

CRITERION V: STUDENT SUPPORT AND PROGRESSION

1. **Programme wise "dropout rate" for the last three batches**

Programmes	Year 1 2014-15	Year 2 2013-14	Year 3 2012-13
D.Ed.			
B.Ed.	2	3	2
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

   YES

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

   15

3. **Does the institution offer Remedial instruction?**

   Yes

4. **Does the institution offer Bridge courses?**

   YES

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

	UG			PG			M. Phil		
	Year 1 2014-15	Year 2 2013-14	Year 3 2012-13	I	II	III	I	II	III
Pass percentage	100%	99%	100%						
Number of first classes	78%	82%	88%						
Number of distinctions	-	-	-						
Exemplary performances (Gold Medal and university ranks)	-	-	-						

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

Test	Year 1 2014-15	Year 2 2013-14	Year 3 2012-13
NET	3	4	2
SLET/SET			
CTET/PSTET	12	8	2

Any other (Specify and indicate)

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

Financial Aid	Year 1 2014-15	Year 2 2013-14	Year 3 2012-13
Merit Scholarship			6
Merit-cum-means scholarship			

Fee concession	1	2	2
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

   Yes

9. **Does the institution provide Residential accommodation for:**

   Faculty: Yes

   Non-teaching staff: Yes

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

    Yes, Girls Hostel

    If yes, number of students residing in hostels

    Men: Nil

    Women: 36

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

    Sports fields: Yes

    Indoor sports facilities: Yes

    Gymnasium: Yes

12. **Availability of rest rooms for Women**

    Yes

13. **Availability of rest rooms for men**

    Yes

14. **Is there transport facility available?**

    Yes

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

    Yes

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		12	✓		8
Inter-university	✓		3	✓		2
National				✓		4
Any other (specify and indicate)				✓		3

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	2	Nil
Regional	2	Nil
National	Nil	Nil
International	Nil	Nil

18. **Does the institution have an active Alumni Association?**

    Yes

    If yes, give the year of establishment

    (2012-13)

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

    Yes

20. **Does the institution regularly publish a college magazine?**

    Yes

21. **Does the institution publish its updated prospectus annually?**

    Yes

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	19	27	20
Employment (Total)	39	32	20
Teaching	35	30	18
Non teaching	4	2	2

23. **Is there a placement cell in the institution?**

    Yes

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

Year 1 2014-15	Year 2 2013-14	Year 3 2012-13
56	42	34

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

- Academic guidance and Counseling : Yes
- Personal Counseling: Yes
- Career Counseling : Yes

CRITERION VI: GOVERNANCE AND LEADERSHIP

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

   Yes

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

Governing Body/Management	2
Staff council	6
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3

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

   Loan facility: Yes

   Medical assistance: Yes

   Insurance : No

   Other (specify and indicate):

   Residential Accomodation Yes

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

   Three

5. **Furnish the following details for the past three years**

   a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization: Six

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

   National: Six

   International Nil

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

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

   e. Research development programmes attended by the faculty: Seven

   f. Invited/endowment lectures at the institution Six

Any other area (specify the programme and indicate)

Yoga/Meditation camp: Three

Faculty Exchange: Six

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

a. Self-appraisal : Yes

b. Student assessment of faculty performance : Yes

c. Expert assessment of faculty performance : Yes

d. Combination of one or more of the above : Yes

e. Any other (specify and indicate)

7. **Are the faculty assigned additional administrative work?**

YES

If yes, give the number of hours spent by the faculty per week 12 HOURS

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

Grant-in-aid:	Nil
Fees:	22,45,000/-
Donation:	Nil
Self-funded courses:	Nil
Any other (specify and indicate):	NIl

9. **Expenditure statement (for last two years)**

	2013-14	2014-15
Total sanctioned Budget	2245000	2245000
% spent on the salary of faculty	55.86	63.57
% spent on the salary of non-teaching employees	13.85	7.90
% spent on books and journals	1.99	1.20
% spent on developmental activities (expansion of building)	2.75	3.85
% spent on telephone, electricity and water	4.88	4.97
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4.90	8.96
% spent on maintenance of equipment, teaching aids, contingency etc.	8.54	2.17
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.95	0.76
% spent on travel	0.068	.31
Any other (specify and indicate)	15.75	14.32
Total expenditure incurred	4018319	4134214

10. **Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)**

Session	Surplus in Rs.	Deficit in Rs.
2014-15	Nil	8356
2013-14	Nil	18319
2012-13	Nil	134214

11. **Is there an internal financial audit mechanism?**
    Yes
12. **Is there an external financial audit mechanism?**
    Yes
13. **ICT/Technology supported activities/units of the institution:**

Administration:	Yes
Finance:	Yes
Student Records:	Yes
Career Counselling:	Yes
Aptitude Testing:	Yes
Examinations/Evaluation/Assessment:	Yes

    Any other (specify and indicate)
14. **Does the institution have an efficient internal co-ordinating and monitoring mechanism?**
    Yes
15. **Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?**
    Yes
16. **Are all the decisions taken by the institution during the last three years approved by a competent authority?**
    Yes
17. **Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?**
    Yes
18. **Is a grievance redressal mechanism in vogue in the institution?**
    a) for teachers Yes
    b) for students Yes
    c) for non - teaching staff Yes
19. **Are there any ongoing legal disputes pertaining to the institution?**
    No
20. **Has the institution adopted any mechanism/process for internal academic audit/quality checks?**
    Yes
21. **Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?**
    Yes

CRITERION VII: INNOVATIVE PRACTICES

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

   Yes

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

   Yes

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

	Category	Men	%	Women	%
a	SC			13	13
b	ST			19	19
c	OBC			23	23
d	Physically challenged			0	0
e	General Category			42	42
F	Rural			78	78
g	Urban			22	22
h	Any other (specify) SBC			3	3

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0	2	20
b	ST			1	10
c	OBC	3	18.75	1	10
d	Women	12	75	2	20
e	Physically challenged				
f	General Category	13	81.25	4	40
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch I 2013-14	Batch II 2014-15
SC	20	16	20	20
ST	-	-	-	-
OBC	11	5	11	11
Physically challenged	-	2	-	-
General Category	68	77	67	74
Rural	8	10	8	09
Urban	92	67	91	65
Any other (Ex Service man)	1	-	1	-

Part : II

Evaluative Report

Executive Summary

S.S. College of Education is a self-financed college affiliated to Mohan Lal Sukhadia University, Udaipur and recognized by NCTE established in 2008. Institute got Revised Recognition order from NCTE No. F.No. NRC/NCTE/F-7/RJ-2039/2015/105981-86 dated 17/05/2015. The institute is located at Village Umarda, Jhamar Kotra Road, Umarda, Dist.: Udaipur (Raj.). Institute is managed by Swami Sharnam Shikshan Sansthan. The Society members are a blend of diverse minds hailing from the field of business and education. The society established the institution in the year 2008 which is committed to produce dedicated, diligent and devoted teachers of tomorrow and render unparallel services in the field of education. The college is imparting teacher education to the students for the degree of Bachelor of Education (B.Ed.). Presently it has intake capacity of 100 B.Ed. students. The college has secured good position in university Examination. Besides, students have won positions in the Inter College contests. Students in our college are never encouraged to become bookworms. They are insisted upon by their teacher to take active part in activities - curricular, co-curricular and sports. As a result of their multifaceted personality, they achieve success wherever they go. The main objective of the college is to bring about the physical, mental, emotional, ethical and spiritual integration of an individual in order to evolve a complete human being. Quality improvement measures through regular evaluation and feedback from students help the teaching-learning process to the benefit of the college, thereby enabling the students to achieve excellence in its objectives. Academic Calendar is strictly followed in the college ensuring a proper teaching schedule and timely tests, assignments, competitions and various other co-curricular activities, helping in maintaining discipline in campus. In order to felicitate slow and advanced learners, remedial classes as well as tutorials are held from time to time to prepare weaker students come up to the margin, where needed. The environment of the institute is congenial, healthy and democratic. The beautiful campus presents a peaceful, cheerful, vibrant and conducive teaching-learning environment. Teacher trainees are motivated to play a great role in developing a wholesome relationship between the educational institutions and the community through their initiative and commitment. To sensitize the students about the society and its needs, efforts are directed words social and community service for which various activities are carried out by the institute throughout the session. To carry out the academic, curricular, co-curricular and extra-curricular pursuits, the college possesses well-equipped and well-maintained infrastructure. The college is equipped with gadgets like Overhead Projectors, Multimedia Projectors (LCD/DLP), Television, Audio Player, Digital Camera, Computers and CD-Roms. The institute operates under the control of regularity bodies that include the national bodies like UGC and NCTE. In addition to this Mohan Lal Sukhadia University, Udaipur and the local management committee and IQAC also exercise

control over the institution for total educational quality management. The society established the college with missionary spirit for the achievement of the following Vision, Mission and Objectives:

Mission

To serve society at large by providing Effective and Productive teachers

Vision

Developing Institutional Ethos with a focus on Vitalizing Teaching – Learning Process, Functional Relationship with Schools, Professional Development of Teachers with Research Orientation

Objective

To provide facilities for cognitive development, quality teacher education, infuse commitment among student- teachers with respect to learner and excellence towards teaching profession, infuse equal opportunities for all student- teachers for development of personality, pursue continuously for their improvement in their own quality of life and professional skills, develop secular, social and democratic attitude among trainees, sensitize students for environmental and ecological problem, provide value-based education, equip with modern strategies of teaching, promote awareness of the global issues and trends among future teachers of India.

Future Plan

- To increase number of courses.
- To organize more refreshers course, conferences, workshops and seminars to improve the quality of education.
- To set up research centre.
- To start M.Ed. class.
- To adopt ultra modern and latest Techno-instruments in teaching-learning process.
- Organization of teaching and guidance classes for more Competitive Exams.

Criterion-Wise Analysis

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

Mission

To serve society at large by providing Effective and Productive Teachers

Vision

Developing Institutional Ethos with a focus on Vitalizing Teaching – Learning Process, Functional Relationship with Schools, Professional Development of Teachers with Research Orientation

Intellectual Objectives

1. To develop various cognitive skills like critical thinking, problem-solving etc.
2. To provide facilities for cognitive development such as ICT, Reading materials etc.

Academic Objectives

1. To make curriculum transaction psychologically, sociologically, technologically effective.
2. To provide quality teacher education.
3. To nurture scientific and research aptitude, temperament and culture among the student teachers.
4. To produce skilled and effective teachers for the society.
5. To develop competencies and favourable attitudes towards teaching profession.

Training Objectives

1. To infuse commitment among student- teachers with respect to learner and excellence towards teaching profession.

2. To enable the student- teachers to handle technologically advanced teaching learning equipments and media.
3. To equip the student- teachers with modern strategies of teaching and develop creativity among them regarding preparation and usage of Audio Visual aids.
4. To enable trainees to become competent in the use of IT in curriculum transaction.
5. To equip the trainees with advanced knowledge and skills of teaching.
6. To prepare and develop the finest leaders in the educational institutions of tomorrow.

Access to the Disadvantaged Objectives:-

To develop the sense for involvement with disadvantaged section of society.

Equity Objectives:-

To infuse equal opportunities for all student- teachers for development of personality.

Self-development Objectives

1. To develop a sense of discipline among student teachers by specifying the code of conduct inclusive of punctuality, uniform and institutionally approved behaviors.
2. To pursue continuously for the improvement in their own quality of life and professional skills without any external motivation/pressure.
3. To sustain a caring, supportive climate throughout the country.

Community and National Development Objectives

1. To develop value oriented vision in order to lead a balanced and progressive life
2. To enable the student-teachers to be aware of the national problems and to contribute towards the solution of those problems.
3. To develop secular, social and democratic attitude among trainees.

Ecology and Environment Objectives

1. To sensitize students for environmental and ecological problem.
2. To prepare students to protect the environment.

Value Orientation Objectives

1. To provide value-based education and opportunities to the student- teachers to help them to face challenges of life.
2. To promote morality among the students.
3. To develop a sense of team spirit.

Employment Objectives

1. To help toplace the student- teachers in suitable educational institutions.
2. To help the student- teachers in solving the job related problems while in service (Vocational guidance)

Global trends and demands Objectives

1. To promote awareness of the global issues and trends.
2. To prepare students for innovative society
3. To enhance personal success.
4. To prepare student for global society.
5. To provide opportunities for all round development of individuals.
6. To prepare students for changing demands of global society.

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

- It is worth mentioning that any college affiliated to Mohan Lal Sukhadia University, Udaipur has no autonomy to frame, finalize or revise the curricular aspects for syllabi decided by the university.

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

The global trends in the teacher education are reflected in the existing curriculum in the following manner:

1. Paper of the curriculum helps to understand the relevance of education in relation to socio-political- economic and cultural context.; makes the students understand how education helps in economic and national development; education for global culture; life skills of individuals for 21st century; development of individual capabilities; education for sustainable development.
2. Paper of the curriculum is related to current trends, policies, concept of SSA, Right to Education, Inclusive education, Integrated education, Alternative education, USE, NKC, NPE, LPG etc.
3. Paper of the curriculum concentrates on the learner. It covers the concepts of learning (Behaviorism, Cognitivism, Constructivism), Learning styles, with special needs (gifted, creative, slow learner, dyslexia); Developmental characteristics and tasks of learner at different age levels.
4. Paper of the curriculum keeps one abreast with the different innovations in learning resources; and different types of assessment; Learner controlled learning resources; Assessment of Cognitive, Conative and Affective domain; new innovations in technology and their influence on education and society; Resources (Human, Material) for teaching learning process.

5. Syllabus emphasizes on the role of teacher and the principal in ensuring a vibrant school climate; Significance of TQM to schools; Mechanism for co-ordinated functioning in school
6. Student-teachers are prepared for an innovative society by providing experience regarding new innovations in technology and its impact on education and society.
7. Interaction with the expert advisers.
8. Students are provided opportunities to interact with students of advanced countries like China, Russia.
9. By using ICT and innovative techniques in teaching-learning process.

   Understanding social problems and environment through visit and interaction with experts.

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

The institute imparts knowledge and use of ICT to the students and also encourages them to give presentation with the help of latest ICT tools like Multimedia. In order to impart knowledge in ICT, the computer application component is made compulsory for all the students. In order to create awareness regarding environmental issues and inculcating values among the student teachers, the following activities are organized:-

- Tree plantation
- Anti-crackers campaign before Diwali festival
- Avoiding thermocol in teaching aid preparation
- Work with NGO EK PAHAL and NGOs in collecting data for various Environmental and educational issues having national importance such as Identifying non-attending children between six years to fourteen years.
- Providing teaching and other services in different schools
- Identifying AIDS Patients from slum areas.
- Workshop on First Aid to help the needy people

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

Yes, the institution makes use of ICT for curricular planning in the following manners:

(i) The institution has the tradition of developing computerized instructional plan. Every teacher educator plans his/her instructional plan on computer.

(ii) The institute has LCD projectors fitted in all the classrooms. Teacher- educators plan their lessons on computer and teach with LCD projectors.

(iii) Latest information is added in the curricular planning, which is taken from internet and other digital resources also.

(iv) Institute uses ICT for innovative teaching and preparing instructional material.

(v) The office of college is fully automated and makes use of ICT. The official activities related to curricular planning are planned and executed with the help of ICT devices.

(vi) All the notices, circulars, timetable, invitations, setting of question papers, teaching plan is done with the help of computer.

(vii) A workshop in ICT training is planned for the student-teachers every year in the beginning of the session. This ensures the use of ICT throughout the course by the student-teachers.

(viii) The institute keeps on giving training to teacher educators in the field of ICT. Almost all the teacher-educators have attended ICT workshops and some workshops have been conducted in the college with the collaboration of Intel Teach Education Programme.

(ix) Teachers prepare notes in soft form

(x) Quiz for some topics is also prepared on computer

1.2 Academic Flexibility

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

For making teaching a reflective practice, students are imparted conceptual understanding of teaching and various related terms. After that demonstration of model lesson is given by teacher and alumnis who were recognized best in previous years. After demonstration reflections on observation is arranged. During simulated teahing of five lessons on each subject they are asked to write their reflectioin about their teaching experiences. On the basis of personal reflection, next planning and improvement is followed. During teaching practive in schools individual and group reflections are used for making teaching better. The discussion of lesson taught by good students and teachers are organized to analyse followed procedures reflectively. Following activities are also helpful to attain same objectives.

1. Observing the lessons of school teachers during practice teaching followed by discussion.
2. Showing educational movies and discussing relevant issues.
3. Organizing morning assembly by each House (Mother Teresa House, Rabindranath Tagore House and Vivekananda House). Followed by evaluation of the house.
4. Extempore lectures in assembly
5. Gaining experience of deviated children in other institutions(e.g. Prayas, Goonj and Labour school)
6. Giving teaching experiences in other institutions

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

Academic Calendar is prepared before the beginning of the session but there is a scope for flexibility in the curriculum depending upon needs and requirements of the students (Appendix F). The Principal along with the faculty members in Acadmic Board Meeting takes decision based of Feedback obtained from Industry Experts, Future Employers, Schools, Student Parents and Alumini etc for bringing about the desired modification in the curriculum to provide varied learning experiences to the students both in the campus and in the field Changes take place in time table during, Youth festivals, Examinations, Team teaching, Simulated teaching, Skill in Teaching, Visits and trips, Class tests. Special time table is prepared and pasted on the notice board according to needs of learners' learning experience.

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

Give Details about AddOn Courses in Campus :

The college offers Add-on courses for the students of all streams at the undergraduate level. The students can take up these courses in any session

Communicative English: Aims to improve speaking, listening, reading and writing communication skills and also builds confidence. It is a foundation course for mass-communication and journalism.

Computer Based Accounting: Such courses are the need of hour as they chisel one's personality and inculcate confidence.

Multimedia Teaching Aid Development: This add-on course provides platform to the students to acquire Multimedia Slide creation skills

Animation and Graphics: This course offers students an opportunity to sharpen their skills in latest animation, gaming and multimedia software tools. Also, they can make a career in developing Teching Contents .

The **value added activities** introduced by the institution are as follows:

In order to make both the teachers and students familiar with the use of ICT, workshops were organized related to the usage of ICT, communication skills.

1. Every Saturday is earmarked as an activity day in which various programs are designed for the students which include Quiz Competitions and Cultural activities.
2. Trainees are encouraged to use the latest tools like Multimedia, Slide Projector, O.H.P etc. for presenting their seminars.
3. Visit to slum areas, Science city, organizing village community camps and surveys in order to

develop the sense of responsibility among the students.

4. Morning assemblies are organized in which Extempore, lectures, Quiz, Speeches and PPT presentations are presented, to delelop the confidence and communication skills of students.
5. Extension lectures on various topics like Aids awareness, Preservation of Built Heritage, Blood Donation, Value Crisis, Human Rights awareness, Living Values, Management of Disaster both internal and external are organized to make the trainees socially conscious.

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

i. **Interdisciplinary/Multidisciplinary**
ii. **Multi-skill development**
iii. **Inclusive education**
iv. **Practice teaching**
v. **School experience / internship**
vi. **Work experience /SUPW**
vii. **Any other (specify and give details)**

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

i: Interdisciplinary/Multidisciplinary: Total curriculum is based on interdisciplinary approach. For achieving the aim of teacher education perceptive, theories and principles of Psychology, Sociology, Philosophy, Technology and ICT are used. Practical aspects such as teaching practice, demonstration lessons, discussion lessons and other curricular and co-curricular activities are also based on the interaction of above said discipline. Team Teaching is organized for a common topic and taught by using interdisciplinary approach.

ii: Multi-skill development: The B.Ed. curriculum is designed to develop multi skills among the students. Multi-skills are developed through curricular and co-curricular activities like teaching skills, field studies, student's council, leadership duties, role- playing, sports meet, excursions, organizing cultural activities in the college etc.

Various inter house competitions like Creative writing, **Power point presentation, fine art activities Chalk board writing** etc. also improves the skill efficiency.

To enhance creativity among students they are required to do lobby decoration, displaying their talent on display board.

i. To develop creativity among the students -

- Listening to Mozart pieces during movie shows;
- Use Technology for preparation of topics;
- Appreciations of new ideas in lesson planning;
- Appreciation of originality in assignments, projects;

- Encourage brain Storming exercises for preparation of various items of Youth Festival and other Inter College
  Competitions;
- Decoration of house boards, auditorium, display board;
- Workshops organized by student teachers with their own novel ideas;
- Preparation of teaching aids in a relaxed, rejuvenated, congenial environment.

ii. for the Development of Critical Thinking among students, they are encouraged to

- Participation in debate in College Youth Festival and other Inter College Competitions;
- Exercising critical thinking while solving problems during projects, surveys, NSS camps, visits and organization of college functions;
- Use of discussion in teaching learning process;
- Evaluation of teaching practice by students and teachers on the basis of theory talk.
- Encourage teaching critical questioning in classroom teaching.

iii. To Develop Self Confidence among students by arranging

- Duties to students during Morning assembly, Inter College Competitions, presenting Cultural items, performing various duties like reception, refreshment, Back Stage etc.;
- Conducting Morning Assembly, Arranging functions like Talent search, Teacher's Day, Lohri, Basant Panchami; Acting as a group leader in the training and processing of different surveys and NSS programmes; Inter House and Intercollege competitions; Participation in workshops conducted by NGO's and INTEL.

iv. To develop Team spirit among students, they are divided into groups, each group is given a different name. Various competitions are held among the groups. The groups are given over all positions. It inculcates team spirit among the students. Main activities performed in groups are Educational survey, Preparation of teaching aids, Trips and tours, Group dances and songs, Cooperative learning method during class room teaching, Teaching practice groups and Team teaching by student teachers.

v. Develop Leadership qualities incorporated amongst the students by arranging the duty of class representative, house representative In the Morning assemblies, the respective houses represent their items. They learn how to conduct stage and organize the different items. The duties are voluntarily distributed among the students. The students present various items, solo songs, elocution, thoughts and share information about famous personalities. Another step taken by this institution is to elect two SMS leaders who receive SMS's from their teachers regarding any information. There is no communication gap between the teachers and students, students remain up to date regarding any kind of change. Electing Class representatives is another way to develop leadership qualities. There are two sections and in each section there

are two CR's. They listen to the problems of students, help them and share these problems with the teachers. Other activities are :-

iii: Inclusive Education:

In our curriculum all students are treated equally. Guidance and counseling is provided according to the student's level and we design our activities accordingly.

iv: Practice Teaching: Practice teaching (six weeks) is an integral part of our curriculum. Under this, the students are required to prepare lesson plans. In the initial phase, demonstration of micro skills is given by the teacher educators individually as well as through team teaching and queries. After that micro lessons (for Five days) are practiced rigorously, followed by micro discussion lesson. For practice teaching, a workshop is conducted before actual teaching practice by the subject expert regarding the writing of lesson plan. When students learn skill of writing lesson plans, then demonstration of composite lesson plans is given by teacher educators and alumni members. After that five days simulated teaching practice is taken group wise. In the real teaching practice, trainees are divided into groups and the teacher educator supervises each group. The student-teacher's feedback is taken from the teachers of the school. The teacher educator also evaluates the performance of students in the classes and give remarks in written form; feedback of the students is also taken on performa based on 11 parameters (Appendix K)

v: School experience / internship: The Teaching practice of six weeks is split up in two spells. First three weeks practice in the month of October/November and second three weeks in the month of April/May. All lessons arc supervised by the teacher educators. Comments written feedback is entered in the notebooks and verbal feedback is also given to the students. During internship programme, trainees actively participate in other activities of the school viz. conduction of morning assembly, inter grade/house competition, organization of function, maintenance of registers (Student Attendance, Teacher Attendance, Stock Register etc.), Preparation of time table (Teacher wise and Grade wise), different duties (Discipline, Uniform, Adjustment lectures) etc.

vi: Work experience/SUPW: Work Experience Programme is an integral part of the curriculum prescribed by the Maharaja Ganga Singh University. It consists of four components i.e ICT integration in pedagogy, Art in education, Physical Education, Language proficiency, Co-curricular domain. Providing teaching experience is an integral part of B. Ed curriculum. The following aspect of curriculum reflects the work experiences provided by the institution:-

1. Skill in teaching: Student –teachers practice various skills required for teaching.
2. Simulated teaching: Student teachers practice teaching in their peer groups.
3. School Teaching Practice: It is organized by providing real life situations.
4. Discussion Lesson: Two discussion lessons in each teaching subject provide teaching

experience to student teachers.

5. Apart from these real teaching experiences, some more activities which are included in work experience are First aid workshop, Workshop on lesson planning and teaching aids preparation, Cooking competitions, Performance of duties by Student- teachers in community functions, Conducting surveys in different villages, Preparation of display material for display boards, Literary campaign – Labour school experience, Preparation of scrape book/dictionary and review of an article in Teaching of English, Preparation of art file.

vii: Others: Documentary File: These are prepared by the student teachers on weekly events. Survey Report: It is a report on various aspects like occupation, social conditions etc.

1.3 Feedback on Curriculum

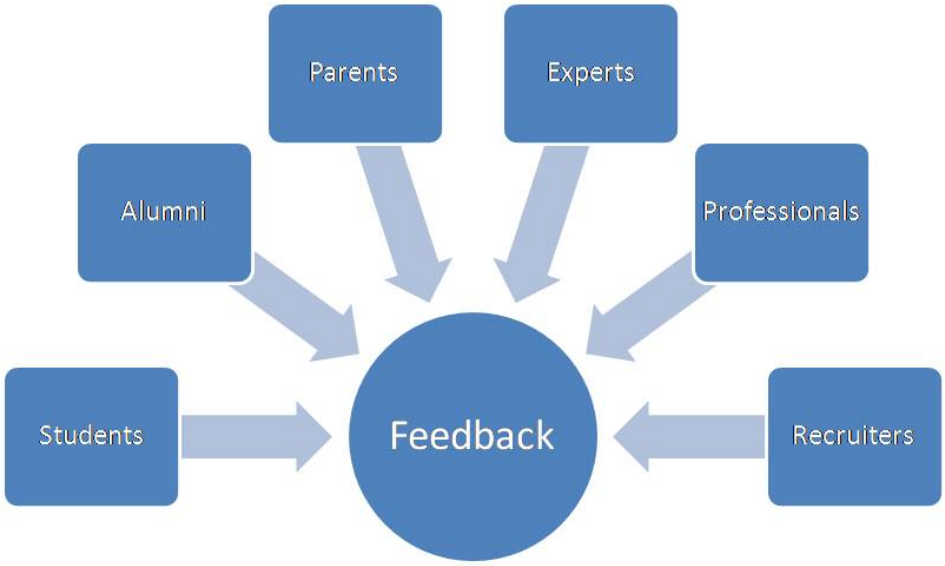
1.3.1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution has prov ision to get feedback from the students regularly. For this purpose many suggestion box are kept and Feedback performas are filled by the students to obtain valuable suggestions.

1. The alumni feedback is also taken by holding alumni meets and practical suggestions of alumni are implemented.
2. The faculty members who are also the members of Faculty of Education and curriculum revision committee discuss from time to time about curriculum revision with academic peers and students and send valuable feedback and send suggestions to the University.
3. Parent teacher meet is also held to get feedback.
4. Feedback is taken from visitors after each Inter college event or from general visitors.

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

FEEDBACK SYSTEM



Yes, the feedback is collected through the suggestion box, students, visitors' book, letters and academic peers. Other informal ways are also analyzed by the staff members to collect feedback. This feedback is discussed in the staff meetings, IQAC, Academic Board and important suggestions related to curriculum reforms are communicated to the university.

The institution has made technology component compulsory by analysis of the feedback given by the students in order to overcome problems faced by them in preparing and using audio-visual aids. The pattern of lesson-plan was also changed according to the suggestions made by the peer-team. Matter on curriculum reforms was raised by faculty members on the following occasions:-

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

Our institution has contributed in the curriculum development. Faculty members send Suggestions which are conveyed by attending meetings from time to time or through correspondence. However, the following faculty members have taken an active initiative in various workshops on 'Curriculum Reform'. **Ms. Ranjana Bhatnagar**

1.4 Curriculum Update

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

- In this institution only B.Ed. course is taken up. The B.Ed curriculum has been revised in the year 2015-16 and implemented in colleges of education from the session 2015-17 onwards. The revised curriculum helps the students to -
- Understand the relevance of education in relation to socio-political- economic and cultural context
- Familiarize the student teachers with the present educational problems of secondary education, new policies, Acts, Commissions
- Understand learning as construction of knowledge
- Provide knowledge about different innovations in learning resources.

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

Keeping in view of the changing global trends, the needs of the students are assessed, reviewed and accordingly the curriculum is revised and updated. The content for certain topics of curriculum is updated by taking latest information from internet and other sources. A few topics like Disaster Management, Human Rights Education, Environmental Education etc. are incorporated to satisfy their needs. Regular meetings by the Principals are also held to revise and update the curriculum.

1.5 Best Practices in curricular Aspects

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

To provide in-depth knowledge, the curriculum transaction is made through various activities such as

- **Teaching through Movies:** Movie shows are arranged in the college campus, followed by discussions to derive its educational significance/value.
- Visits: Visits are arranged to the institutions such as Red Cross Deaf and Dumb school, PRAYAS -School for Mentally retarded children.
- Community Service: Students are involved in Community Services programmes like educational surveys, duties in medical camps, slums, tree plantation etc.
- Environmental activities: The institute is also involved in activities related to environment such as tree plantation, Anti Crackers Movement, discarding the use of Polythene bags. Tree

plantation is arranged by the institution every year. The student-teachers of the institute give their presentations for anti-cracker movement in various schools. The use of polythene bags is totally prohibited in the college campus.

- Extension lectures are provided by experts of the field.
- Academic tests are arranged in first period. One day before ten minutes discussion or questioning class on the topics of test is organized at leave time.
- Formal and informal interaction with teachers of practice school for learning of some content like CCE, weightage, tools and techniques, record keeping etc.
- Student seminar on selected content.
- Exchange teaching on selected content.
- Re-teaching on students' demand.
- Use of metacognitive strategies.

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

The following innovative practices have been planned for future:-

i) Involvement in Social Surveys by Coordinating with NGO PAHAL.

ii) Introducing content related new competitions in intra and inter college.

The following practices have already been implemented:-

i) Forming Tutorial groups of weak students for remedial teaching,

ii) Organizing events like Seminars and Workshops like TRIVENI,

iii) Association with NGO (GOONJ, PAHAL, Jagriti Munch),

iv) Extension lectures by the Alumni,

v) Providing individualized training for learning basic computer skills,

vi) Team teaching,

vii) Movie Based Assignments from content.

viii) Curricular based Quiz.

CRITERION II: TEACHING-LEARNING AND EVALUATION

1.1 Admission Process and Student Profile

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

Transparent Admission process

In Rajasthan state, admission to the B.Ed. Programme is carried by Pre Teacher Education Test in short PTET, A written Test conducted by State University as per Government Notification,. The college follows the admission procedure as directed by State Government. In this procedure, the Government instructs one University of Rajasthan to conduct PTET and then counseling for admission according to marks/merit secured in Test . Admission is made through online admission procedure conducted by one of the universities in Rajasthan. In this admission process, students apply to a particular university in two phases i. e Registartion fee payment , Choice filling in order of Preference for College then allotment of College according to Merit and Payment of Fees in PTET Account and then Reporting by candidate with Documents in the allted college. A proper Help Desk Committee is formed in the institution every year for providing guidance to the students regarding admission process, eligibility criteria, subject combination, filling of form etc. Our Help Desk (teachers) provides guidance not only to candidates who want to know procedure but also to those who want to avail seat through state government notifications in Govt/Aided Colleges. While giving admission, the care is taken to give equal opportunity to all students irrespective of his/her religion, caste, creed, and sex. The entire admission process is governed by the reservation policy of government.

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

The admission programme and counseling process is advertised in the leading newspapers like Rajasthan Patrika etc. by the concerned university after the Government notification every year. As admission process is online, the concerned university mentions the website for the admission to B.Ed. Programme. From the website, students get the information about admission criteria, steps followed, eligibility criteria, list of colleges, last date of submission of form, display of merit list, display of vacant seats, choice filling for colleges, number of seats in particular college, guidelines for teaching subject, reservation of seats, fee structure etc. Prospectus is prepared before commencement of session and made available in the college office.

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

The institution follows a transparent procedure for admission. Admission procedure is carried out as per the government notification on the basis of merit and reservation of seats. The list of allotted students (according to merit/category) is sent to the college by the coordinator, PTET of the concerned university conducting ptet enterance test and counseling and admission in a particular year. At college level, the total admission process is divided into different steps. All the faculty members are made in-charge of different duties like form filling, form checking, enquiry and certificate verification, reporting of admitted students online on the college login panel provided by the University and discussing and following the latest information or instructions from the university. Before the commencement of this procedure, institute has a help desk committee which satisfies all the queries of candidates in terms of eligibility criteria, subject combination, reservation of seats, online filling of form etc. The Principal keeps a watch over all these activities and monitors the total admission process.

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

The University provides the intake of 100 students following Government policy of reservation category. Following are the type of students from diverse population are admitted in college SC, ST, OBC, WIDOW, WOMEN, TADA AREA, MADA AREA , FREEDOM FIGHTER, EX SERVICE MAN WARDS

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

Skills are the important part of teacher training programme. For the assessment of skills, after the **orientation programme** of the course, instructions for skill assessment were given to all students. **Proper 11 point scale** was prepared for this purpose. A team of Teacher Educators assess the skills of students on basis of 11 parameters viz. Speaking , Listening to Students, Reading, BB Writing, Non-verbal Communication, Explaining, Questioning, Stimulus Variation, Reinforcement, Illustration, Confidence. Also For assessing co-scholastic needs, talent search programme is organized.

Teachers judge the knowledge and needs of students during and after teaching for few days after admission and then plan their activity and Group as per their previous knowledge.

Almost each year few students are found with some health, personal and educational problems. Student's educational, personal and health problems (Depression, Kidney, Intestinal, Eyesight, Pregnancy, Bipolar disorder etc.) are assessed at the time of admission and suitable plans are put into action for that particular students.

1.2 Catering to Diverse Needs

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

The institution provides conducive environment for learning and development of students. The institution provides library facility, book-bank facility, reading room facility, computer laboratory with 24 hours internet facility, Science lab, Psychology lab, Educational Technology Lab, Language lab, College Blog, SMS services and photo copy machine. The faculty members extend warm and healthy cooperation to the students. The students feel free to approach their teachers face to face or telephonically (formally and informally) with regards to their personal, educational, vocational and social problems. Relevant teaching aids are used by teachers to make the teaching interesting and effective. Relevant teaching aids are used by teachers to make the teaching effective and interesting. Healthy and cooperative activities (Educational Survey, Visits, Excursions, Competitions, Team Teaching, Supervised Teaching Plans, Academic Tests, Quiz) are planned for the development of the students. Provision of Help Desk Committee (At time of admission), Grievance Redresal Cell, SC/ST Grievance Redresal Cell, Guidance and Counseling cell, Research Cell and suggestion box are also provided to the students for overcoming the problems in the path of learning. Even students are free to discuss their problems with teachers and Principal.

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

>> Special coaching classes are held for differently-abled students. Regular teachers offer their services without any remuneration

>> classes of differently-abled students are confined to the ground floor.

>> The college provides extra lectures, additional classes, and personal interactive sessions during and before the examinations.

>> Vocational guidance and counseling is provided to get them settled in a healthy working environment.

>> All government policies regarding admissions, scholarships, fee-concessions,

>> examinations etc. are strictly adhered to for differently-abled students.

>> They are encouraged and counseled to explore their strengths.

In the initial days of teaching, teacher educators put their efforts to find the individual differences by observation and put positive and negative behaviour in anecdotal record. After analysis of 'Anecdotal Record' and Teacher's observations, students with diverse needs are identified. Teachers make an interview with the student, and put efforts for solving the problem. On the basis of result of First House Test Examination, three groups were formed as Above Average, Average, and Below Average. Teaching was carried as per the needs of concerned group for understanding of topic by using different methods and techniques. After teaching of few weeks, academic tests of different courses were taken on every day morning, and follow up of the test was taken up at the end of the day in a particular group and this process follows till Second House Test. On the basis of Second House test result, it was assessed that whether the student be shifted from the group or not. If not, then more rigorous practice was followed to improve their academic performance.

Even in the Teaching Practice, medium of instruction, board of board was taken into consideration for allotting school to students. Those suffering with health or psychological problems are attended individually by concerned teachers. Guidance and counseling services are provided to students. Special attention is given to them during teaching practice.

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

Various topics under foundation courses like study of dimensions of individual learner, multiple intelligence, learning styles help to make the student-teachers understanding the diversity. Some other topics like actualization of individual aspirations, individualized and group based teaching, individual capabilities etc. also develop the sense of understanding the learner.

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

To ensure the knowledge and sensitivity of teacher educators, feedback strategy plays an important role. Institution gets frequent feedback from students regarding teacher educators. The principal also collects information regarding teaching and learning by observation and by talking with class representatives individually. Feedback from Alumni also presents the real picture about the teacher educators. It was found that teacher educators of the institution are most vital aspect to provide congenial healthy environment from students' point of view and academic success. Involvement of teacher educators in seminars, workshops, research works, publications, and further studies also show their active participation. Discussions on various issues during staff meeting also provide useful information regarding teacher educator's knowledge and vision for ensuring recognition to individual differences.

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

Understanding about diversity and inclusion is provided given directly through teaching topics such as multiple intelligence, learning styles, dimensions of individual differences, inclusive education etc. Teacher-educators present themselves as model by applying strategies, methods, techniques and skills related to diversity and inclusion. Hence, class room teaching is the best mean to teach diversity and inclusion. Various illustrations (verbal & non- verbal) of diversities are discussed in class. Student-teachers are observed and guided during discussion lessons, simulated teaching and teaching practice. Special instructions regarding this are given before teaching practice. Movies as Tare Zamin Par, Udaan, Three Idiots, Munna Bhai MBBS, Bhag Milkha bhag etc. are shown to students and discussion is made on these shows to develop sensitivity towards diversity and inclusion in the minds of students. Even assignments are given to them for proper understanding of the concept with their experience of special clips of movies (Tare Zamin Par, Three Idiots, My name is Khan, Stanley ka Dabba, Bubble gum, Bhag Milkha Bhag). Visits are arranged to special schools like Prayas a school for mentally retarded children, Red Cross school for deaf and dumb students, another evening school for labourers' children etc.

1.3 Teaching-Learning Process

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

For active learning of students, modern psycho-sociological methods of teaching are given priority to conventional method. This includes group discussion, team teaching, CAL, debate, team work, cooperative teaching and cooperative learning using meta- cognition, seminar, workshop, field work, survey and research, programmed learning, assignment, NSS camp, simulated teaching, curriculum based quiz, brainstorming, Inter house competitions, excursions, interaction with alumni members, preparation of teaching aids, organization of student committee, remedial teaching, individual counseling, use of internet facility, practice of micro skills, maintenance of display boards, working in laboratories, availability of books, use of educational CDs, journal, periodical or academic tests, peer teaching to make the teaching and learning active.

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

There is flexibility in time table according to needs of students. Teachers are cooperative, affectionate and dedicated. Every student is listened with patience and care. Thus students feel free to express before teachers. Subject matter is presented before students according to their needs and interest. Short breaks are given, relaxation activities like deep breathing, singing, laughing exercise, Yog Nidra etc. are put in between a long time class. Teacher uses learning principles effectively. Need based teaching is focused. Students are given opportunity to prepare time table according to their own needs and interests, which is followed for one month. Main participatory learning activities are Cooperative learning, Visit to schools, Organization and participation in intra-college and inter-college activities, Working with NGOs, Educational surveys, Teaching practice, Workshops, Inductive approach, Observation method, Project method, Class discussions, Movie shows and discussion is done on movies, Class quiz, Class seminars, Preparation of PPTs by students, Debates in class

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

Various instructional approaches are used by the teachers to make learning effective. Students stand evident to the fact that they experience new learning when they are made to watch **slides on PowerPoint** related to their content.

1. Team teaching is practiced which use knowledge and skills of different teachers, in realizing the expertise of teachers and also drawing alertness and interest of the students.
2. Seminars are allotted on some topics in which students are given chance to explore speak knowledge and express his viewpoints objectively in front of others freely and confidently and are guided by teachers from time to time.
3. Teaching with **Movies** followed by discussion.
4. Visits to various places to give first-hand experience and related topics are taught at that specific place.
5. Use of metacognitive strategies, experiential learning and reflection.

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

Yes, the institution has a provision for training in Models of teaching as prescribed in curriculum of foundation course (Learning Resources and Assessment of Learning). Conceptual understanding of Concept Attainment Model, Glazer's Basic Teaching Model is given and each student has to give two lessons one in each school subject. Up to first teaching practice students are given theoretical knowledge about models of teaching. Before second teaching practice each

teacher educator give demonstration lesson on concept attainment, Glaser model of teaching. Alumni members are also invited for demonstration of model teaching.

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

Student teachers use micro teaching technique for developing teaching skills. Five micro teaching skills in each subject are practiced as per the curriculum. These micro skills are-skill of introducing the lesson, skill of questioning, skill of black board writing, skill of explanation, skill of stimulus variation, skill of probing questions, skill of instructional objective, skill of illustrating with examples and skill of home assignment. Teacher educators give demonstration for each skill. For every skill students give two lessons, one in each teaching methodology (school subject). Therefore, in total 10 lessons are given by each student followed by one discussion lesson in each teaching methodology. The students are asked to re-plan and re-teach till they attain minimum level of mastery over these micro skills.

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

List for schools for teaching practice is displayed on board, students give their three options (choices) for this. Then final list of students and their schools of teaching practice are prepared considering the choice of students.The theoretical (concept, need and importance, steps, various examples) and practical (construction of aims, objectives, lesson plan , preparation of teaching aids etc.) knowledge of the lesson plan are given to the students by subject teachers or by team teaching before one month of teaching practice and rigorous practice is followed by five simulated teaching practice. The students are given proper guidance regarding the preparation of illustrative aids viz. charts, flashcards, PPTs, models, clay moulding etc. Best audio-visual aids are demonstrated and discussed with new learners. Ideal lesson plans are also given to the students in a stepwise mode, so that they can understand easily and construct it properly. The students are required to practice 25 lesson plans for each teaching subject the teaching practice. All relevant skills are applied in the real school environment. Students use different methods, techniques, skills, approaches during the real classes. The students discuss the syllabus, problems of the class and tests etc with the subject teacher or with teacher educator on duty. Each student-teacher has to deliver at least two lessons per day. Adjustment periods are also taken the student teacher. The students also get suitable guidance related to maintenance of assembly attendance register, stock register, class register, late comer register etc. and other activities record of the school.

The teacher educator observes the teaching of the trainees and gives the feedback verbally or in written form. At least 30% lessons of each student for each subject are observed and feedback is given in written form. Students also observe twenty lessons per subject and give feedback to peers. At the end, feedback is also taken from teacher in-charges and from the Principal of school.

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

A) Block Teaching Practice

After the model lessons, students are divided into groups and are sent to different schools for learning the art of teaching in actual classroom and school environment. However, the allotment of schools depends upon the requirement of the schools for accepting students of particular subjects. During this block teaching practice, the students are directly under the charge of the Principal of the school and perform all duties assigned by him/her. One teacher-educator of the college is associated with each school for guidance to the students.

B) Internship

Internship is held in the month of December-January, the students go to school, as allotted for block teaching practice. The practice is done before the final skill in teaching examination is held. The students regularly maintain the record of delivered lessons during this practice and get the notebook signed by the teacher-educator and get a completion certificate from the head of the institution, of having delivered 60 lessons (with 25 composite lessons and 5 micro lessons for each teaching subject offered.)

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

Yes, Practice teaching is carried out in partnership cooperatively. The institution has a very congenial system to conduct this session. The institution maintains healthy relations with the different schools in the town .Teaching Practice is carried out in both private and government schools. All the students are divided in seven/eight groups. Each group is under the charge of one teacher educator. After the preparation of school list, each teacher in-charge of a school personally meets the principal of concerned school before teaching practice.

Student teachers consult the subject teacher of the concerned schools regarding the coverage of syllabus, school environment problems and individual differences among students in specific class. They take up the lesson keeping in mind the focus area of curriculum of a particular class as directed by the concerned subject teachers. Student teachers plan and organize educational activities in the school during the teaching practice under the guidance of teacher incharges. A proper record of the timetable for the practice teaching session is maintained. It is

displayed in the staff room for students. Each student keeps the record of his/her time table and the activities planned and organized by him /her during the duration of the teaching practice.

Even for discipline problems, student teachers consult the class teachers concerned. In this way teaching practice session goes in a cooperative way.

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

During teaching days student-teachers learn various learning needs of students both in content and methodology. In the scheme of study (Area A- E) viz. Foundation of Education, Pedagogical Knowledge, Pedagogical Content Knowledge, School Based Experiences and Add on Course provide the real life experiences to the students. Discussions are made to know about diverse needs of learners in schools. Teacher Educators themselves act as models and give demonstrations to handle situations in a tactful way. In this process, they deliver a message to the student teachers of doing the same or similar when they would deal with the students in real life. Same way, student-teachers are advised to manage diverse learning needs of students. Further, student teachers are shown movies on diverse needs of students and discussions are held during the show emphasizing on the moral reflected therein. During class room teaching various topics are correlated with school system and discussion takes place on these. Special class of such instructions is organized before teaching practice, so that students cope up with the needs of school system, although teacher educator is with them to guide during teaching practice.

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

Institution tries to provide up to date knowledge to student-teachers. Transparencies, Slide shows and movie clips are used in normal class-room teaching to emphasize effectiveness of technology in teaching. Workshops of making PPTs are arranged in the beginning of the session and before teaching practice to teach this skill to those having little knowledge of this. Various types of teaching aids/projectors are shown to student-teachers and their importance as teaching aids is discussed with them. Demonstrations by teacher educators are given by using these teaching aids. Student teachers are motivated by in-charge teacher to use technology if it is available in schools so that they can become friendly with such aids.

The institute has a good collection of power point shows on various school topics. These presentations are also issued to the students to use in the class teaching. Student teachers are given open access to internet so that they may download relevant material such as videos, animations, pictures etc. from internet. Even teacher educators deliver lectures to the school students in teaching practice related to some issues, which motivates the student-teachers for the same.

1.4 Teacher Quality

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

Practice teaching plans are developed after a discussion with the school coordinator, principal and in-charge of skill in teaching. The problems faced by school staff regarding the achievement of cognitive, conative and affective domain are taken care of while assigning groups and developing lesson plans. In each school, student teachers are asked to meet the subject teacher of class assigned to them. In this meeting they decide which portion of syllabus need to be taught and which has been covered and what type of precaution should be kept in mind while planning, teaching and evaluating. Our student teachers also learn in this meeting regarding how to tackle the specific problems of learners of that particular class on these considerations.

The institution maintains the balance between the actual lesson plans and practice lesson plans so that students feel comfortable during teaching practice and adjustments in their jobs in future. Even when student teacher face specific problems related with class or learners, they consult subject teacher. Hence whole planning is developed in partnership by involving school staff and mentor teacher.

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

The ratio of student teachers to the identified practice teaching schools is 1:12

The criterions followed for this purpose are -

i) According to the medium (Hindi/ English).

ii) According to the subject combination.

iii) According to the location of school.

iv) According to the school standards.

v) According to the requirements of schools.

vi) According to the availability of schools.

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

Each group is under the charge of one teacher educator. The institution carries out teaching practice in both private and government schools. Students get the experience of real teaching. Teacher educator keeps an eye on the performance of student teachers. They themselves observe the lessons as well as take feedback from the subject teachers and learners of those classes. Peer group also takes observation of teaching of student teachers and discuss strengths and weaknesses of peers. Teacher educators take the feedback from the head or in-

charge of the school at the end of each teaching practice session. Also student's performance is accessed on the basis of a scale having different items. (Appendix P). Teacher in-charge gives feedback to student teacher verbally or in written after observing his/her teaching. Student teachers are given feedback after three intervals i.e. after subject period, end of day (daily) and end of school practice.

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

To know about policy direction and educational needs of the school there is always an interaction with principal which can be formal or informal. Before teaching practice rigorous practices are taken up for skill development so that problems of classroom management, discipline, content management, use of illustrative aid, organization of groups of students can be taken up smoothly. A meeting of student teachers is arranged with the Principal of school. Principal discusses school environment and I.Q level of their school students. Then student teachers meet the subject teacher, who tells about the students and areas that are taken up in the class. Student teachers discuss classroom problems with teacher in-charge of school and teacher-educator. By discussion and observation teacher in-charges ensure that student teachers are updated. Functions of schools are also attended by the student teachers. Student teachers work with them according to their educational needs. Morning assembly is also conducted by the student teachers. Such types of interaction help in getting policy awareness. Interaction with students of school also plays an important role to understand the policy direction and educational needs of the school.

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

i) The teacher educators meet the school teachers, Principals and the students to know about the advanced strategies used in the schools, for example – Smart **class, EDUSAT, educational movies, Power Point presentations** etc that are used in the schools.

ii) **CCE** has been implemented in schools for evaluation; a workshop was also conducted in ARYA College of Education.

iii) National and International Journal Online

iv) Conferences and seminars are held in the institute to give an understanding of the mental level of the students.

v) The educators view the criteria and norms given by CBSE, NCERT from the internet to keep themselves up to date with the recent developments in the syllabus and co-curricular activities, they make timely discussion in staff room regarding them.

vi) Through newspapers, educational journals, magazines, books, paper presentation, refresher courses and workshops students and faculty upgrade themselves regarding latest development in teaching methodology.

vii) Teacher educators prepare articles to be published in renowned journals.

viii) The students are asked to gather information and display on the notice boards.

ix) Extension lectures by Alumni and other school teachers are organized.

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

Institution is conscious about the personal and professional development of the staff. Staff has attended workshops, refresher courses, pre Ph.D. courses, seminars and conferences by taking academic leave from the institution. Teachers are motivated to pursue Ph.D. Due to this motivation most of the teachers have been awarded with Ph.D. degree. **Increment** is given after the completion of Ph.D. The teachers are invited by other institutions for extension lectures, judgement services, and as resource persons on various workshops and seminars. Institution always gives Study leave/ Paid Leave and motivation for such activities. Institution organizes seminars, workshops, and inter-college competitions every year. Extension lectures are organized by institution to provide experts' services. Faculty exchange programme is also introduced by institution for enriching teaching learning experience. Research Journals and magazines are provided in college library for up-to-dating knowledge of faculty.

Teachers are also encouraged to write research papers, articles and books etc..

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

Feedback strategy is adopted by the institution to identify the level of teachers. Teachers are appreciated for their deeds during morning assembly or any other function. Increment is given for good performance and after completion of Ph.D.

Special get-togethers are organized by management for principal and staff for better results or achievements in curricular and co-curricular activities. Management and principal appreciate the achievements of teaching staff. On Teachers day achievements are announced among students.

1.5 Evaluation Process and Reforms

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

Identification

- Learning problems of learners are identified after admission by skill assessment Test (on 11 point scale)
- Discussion among teachers and Staff Meetings after observation
- During rehearsal of youth festival relevant problems are identified.

- Teaching skills of student teachers are assessed at the starting of the session in a systematic way using self developed schedule.
- Through students' participation in class discussions, individual differences are recognized.
- Regular class tests help in identification of students' barriers.
- Two house tests help to identify lower achievers.
- Due to conducive environment, students come to teachers and discuss their class problems.
- After two months of teaching regular class tests helps a lot to find out the difficulties and weaknesses.
- Feedback of teachers is also useful for this point of view.
- Observations during teaching practice also help to identify those who could not get much knowledge and are not able to use it in practice.
- Individual teachers during teaching learning process identify problems of communication, thinking, introvertness etc.

Way to Communicate for students

- Individual guidance is provided.
- By providing individual training to use technology.
- Special classes are arranged.
- Revision of difficult topic of subject on demand of students.
- Revision of syllabus after finishing one unit through Quiz or discussions.
- Special tests are arranged.
- Motivational lectures by teachers.
- Infrastructural requirements of students are communicated to the management and necessary infrastructure is developed from time to time.
- IT related requirements are also communicated to the management and facilities are installed as per requirements. The institute has hired a leased line for internet, increase number of students, installed WIFI system.

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

1. Internal assessment- Students are assessed by teacher educators and they record observations on -

a) Anecdotal record showing strength and weakness of students.

b) Daily class test for topic is given in advance, feedback is given verbally and by showing test scores on daily bases.

c) Teaching practice and discussion. Every student is evaluated by a teacher-educator during teaching practice and discussion lesson.

d) Curriculum activities (Evaluation of house tests) and assignments are assessed according to university evaluation scheme. The assignments given are :-

- Indian and Western philosophers in Paper A1 (Education and Development).
- Survey of social evils in Paper A2 (Contemporary Issues & Concerns in Secondary Education.)
- The administration and interpretation of any three psychological tests (Intelligence, personality, interest, learning and achievement) is done in Paper B1 (Understanding the Learner and Learning Process.)
- Preparation of blue print along with question paper is assessed in Paper B2 (Learning Resources & Assessment of Learning.)
- Preparation of any one record (Cumulative record card, Anecdotal record) is done in Paper B3 (a) (School Management) social survey in teaching of social science.

Preparation of sessional work for all five Add on courses i.e. Physical education, Art in education, ICT integration in pedagogy, Language proficiency and co-curricuar domain.

f) Co-curricular activities: Cultural functions, Inter house competition, sports meet etc. are carried out and due weightage is given to these activities in internal assessment.

g) Attendance: Award is given to students for higher attendance, discipline, organization of activities etc.

2: External evaluation:

a) Annual exam: All the theory papers and skill in teaching are evaluated by external examiners as per university rules which carries weightage of 680 marks out of a total of 1000 marks.

b) Final skill in teaching exam: There is only one annual skill in teaching exam. in each teaching subject according to university evaluation norms.

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

There are various devices which help in assessment outcomes to communicate and are used in improving the performance of students and curriculum transaction. Routine class tests are taken and answer sheets are given back by the subject teachers on same day so that students can make improvement out of it. Students are free to discuss their weaknesses and strong points regarding tests with subject teacher. Academic/Periodic tests are conducted by institutions and result of these tests aredisplayed on notice board. Students can note their results which help in their improvement. Meta cognitive exercise (Exam paper) is used to improve learning and achievement of individual learners.

House tests are held by institutions twice a year. In these after evaluation answer sheets are shown to the students, discussion is done and the doubts are clarified. Result is prepared in descending order of marks of students. Three lists are prepared first for all students' result, second list contain result of first twenty five students and third list display students having first three positions. This is a way to motivate students. Teachers discuss points with students about their (common and specific) weaknesses and strengths. Teacher gives direction for betterment of performance in next tests. Individual guidance is also provided. After these types of evaluation the students are divided into three categories high achiever, average achiever and low achiever. Low achiever students are given remedial teaching by respective teachers to overcome the difficulties. High achievers are guided to gain positions in University examinations. Average achievers are taught and motivated to excel as high achievers. Each year it is found that few students who were average in house tests later got merit positions in Universities. After these class tests are held again by institution to know the improvement level of students.

2.5.3. How ICT is used in assessment and evaluation processes?

Use of ICT is an integral part of our college work.

1. Date sheet, duties, seatting plan, and other schedules are always prepared with the help of Computer.
2. The results are stored on computers.
3. The analysis of results is done with the help of certain software like MS Excel and SPSS.
4. Information regarding results is also made available on college website. The students can get the information from this website (http://www.ihgi/in).
5. Beside college website, the college has also maintained its blog. All the information regarding the exams (for curricular activities) and other competitions (for co-curricular activities) is made available on the blog (http://www.ihce.blogspot.in).
6. Quiz are prepared and shown on PowerPoint.

7. The views regarding evaluation are also invited from the students on the college blog.

Way of Communication

1. Individual guidance is provided
2. Special classes are arranged on the basis of scores of students in house tests.
3. Revision of syllabus after finishing one unit through Quiz or discussions
4. Organised class tests after compelition of each unit.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

❖ **In teaching**

Team teaching is an innovation which is introduced by this institution. In team teaching, all such topics are covered which come under various subjects. By doing so there is optimum utilization of time and effort of all teachers is involved to clear the concept of students, learning becomes more fruitful.

Continuous evaluation of the students is kept by anecdotal records in which every teacher writes his/her observations about the students. For this every teacher observes the students and writes about their positive and negative aspects of behaviour in anecdotal record.

Using latest educational movies is an innovation which is used by the institute since its opening. Latest movies are shown to students. A detailed discussion is organized on various educational concepts used in the movie and in the last, the students are given assignment on that movie and the assignment is evaluated by concerned teacher- educator.

Movies shown to the students in different sessions are Munna Bhai MBBS, Lage Raho Munna Bhai, Three Idiots, Chak De India, Stanley Ka Dibba, I am Kalam, Chillar Party, English Vinglish, Farrari ki Sawari, Black, Oh My God, Paan Singh Tomer, Bubblegum , Udaan and Bhag Mikha Bhag.

❖ **Learning**

- *Mobile Learning* is introduced by keeping in mind its advantages and need of time.
- Teaching in school of labours' children is introduced to make student-teachers sensitive towards this category of society.
- *Cooperative learning* method is used in class. In this, group of students learn together. For this a group of students take a topic of any subject. They learn it thoroughly then they discuss it in groups and with discussion all the concepts of topic become clear. If any difficulty they face the same is removed by subject teacher.

- *Teaching in Labour school:* Another best practice exclusively introduced by the institution is visiting and teaching in labour schools. Every year, students are sent to labour schools for teaching.

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

The best practices in the delivery of institution are mobile learning, use of movies with film clipping, teaching of common topics in a common class and flexibility in the time table management and applicability. The students are also motivated to use these practices in their future.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

2.1 Promotion of Research

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

The institute has one of its objectives to promote research in the field of education. The institute encourages the staff to take up independent research projects, engage in group research projects, publish research papers. The institute encourages the faculty in following ways.

1. Giving research leave with pay.
2. Adjustment of classes by fellow faculty members.
3. Duty leave and Participation fees is given for attending seminars, workshops, conferences etc.
4. By organizing workshops on article and research paper publication. Teachers are also allowed to participate in such workshops organized by other institutions.
5. Learning Resources for research are provided in library.
6. Teachers are free to purchase any learning material for research, the amount of which is paid by institution.
7. Teachers are encouraged to participate in seminars, conferences and workshops.

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

Thrust areas	Headed By
achievement tests, curriculum transaction in private teacher education colleges, tool of spiritual intelligence	Constructed by **Dr. Vatsala Padliya**

The thrust areas of research prioritized by the institution include construction of achievement tests, curriculum transaction in private teacher education colleges, tool of spiritual intelligence, tool of human rights awareness, M-learning, assessment of continuous and comprehensive evaluation in schools, assessment of education in slum area, identification of children from very low socio economic status who do not attend school, evaluation of literacy rate of children 5 to 16 year studying in government primary/elementary school of villages.

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

Yes, the institution encourages 'Action Research':-

i) The theoretical knowledge of 'Action Research' is given in the class by the teacher educators.

ii) It is applied to solve major problems in the institution. When the students have their teaching practice session they are told to solve the major problems in the classroom by Action Research. The whole group of students is asked to find problems in schools and follow the steps of Action Research to find solutions.

iii) The impact of 'Action Research' is positive. It boosts the enthusiasm of the student teachers, educators and administrator as it solves major institutional problems which would not have been solved easily otherwise.

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

The institute regularly organizes SEMINAR/ WORKSHOP since 2009 every year.

S. No.	Session	Activity
1	2009-10	NATIONAL SEMINAR on "GLOBAL WARMING"
2	2010-11	Workshop on "ICT"
3	2011-12	NATIONAL SEMINAR on "Professionals Ethics and Accountability in Teacher Education"
4	2012-13	NATIONAL SEMINAR on "Self Education & Human Values For Teachers"
5	2013-14	NATIONAL SEMINAR on "Social and Ethical Issues in Teacher Education"
6	2014-15	NATIONAL SEMINAR on "Challenges and Trends in Teacher Education"

The detail of Conferences / Seminars / Workshops attended/participated by the faculty members in last five years is given below:

National Seminar on Learning Theories : Strategies of Motivation & Learning Styles held on 30 April, 2010 organised by Aakash College of Education, Kalirawan, Hisar in collaboration with Council for Teacher Education (Haryana State Chapter)

Two day National Workshop on "New Methodology for Assessment and Accreditation of Educational Institutions" organized by Manohar Memorial College of Education, Fatehabad in collaboration with Council for Teacher Education (Haryana State Chapter) on 30-31 Jan., 2010

CH. KAPOORI RAM COLLEGE OF EDUCATION V.P.O. - MAHAWATI, Teh: SAMALKHA, DIST. – PANIPAT

Two- day National Seminar –cum- Workshop on Professional Ethics and Accountability in Teacher Education on 23-24 January 2011.

GURU DRONACHARYA COLLEGE OF EDUCATION BHUNA (FATEHABAD)

NATIONAL SEMINAR on Challenges and Trends in Teacher Education (An Effort Towards Education) on 8 October, 2012

B.R.M. College of Education, Malik Pur Road, Near Railway Crossing, Gharaunda, Karnal (Haryana)

National Seminar on Information and Communication Technology (ICT) 'A boon for Quality Education' on Mach 6, 2013.

Sohan Lal DAV College of Education, Ambala City-134002 (Haryana) A Two-day UGC sponsored National Seminar on Self-Education & Human Values for Teachers (February 26-27, 2014) by CENTRE FOR INNOVATIONS, RESEARCH & DEVELOPMENT.

ANJALI INSTITUTE OF MANAGEMENT & SCIENCE, Agra- Firozabad Road, NH-2, Etmadpur, Agra National Seminar on Education for Peace and Development on 05&06 April 2014

Participating in The in The Deliberation Of Two Day National Workshop On New Methodology For Assessment And Accreditation Of Educational Institutions Organized By Manohar Memorial College Of Education, Held On 30-31 Jan.2010.

3.2 Research and Publication Output

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

The institution has developed various teaching aids i.e **Power Point Presentations, OHP, transparencies, models, videos charts, flannel boards, flex boards, flash cards, survey reports** by active involvement of students for effective teaching. Teachers make a regular use of **smart classes** so that students can learn its use in the future scenario. The teaching aids developed by the students are displayed in different labs viz. Technology lab, Mathematics lab, Science lab, Social Science lab, **Language lab** (Appendix S). The faculty members are actively engaged in developing and using teaching aids to make teaching learning process effective.

The institute has developed lesson plans based on Herbertian's and Constructivist approach. Instructional plans are developed by teacher educators for effective use of instructional materials.

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

Facilities available to develop the instructional material are:-

i) The library is enriched with more than **7000** books including reference books, journals, encyclopedia, dictionaries, educational surveys, magazines, newspapers and facility of internet access.

ii) Latest advanced books are added to the library from time to time to keep the faculty as well as students abreast with the latest information.

iii) The institute has well equipped Computer Laboratory connected with LAN Networking. The college has two internet connection i.e. leased lined and broadband connection with

availability for 24 hours service. WI-FI facility has been installed to make the access of internet throughout the campus.

iv) The institute has digital resources viz. scanner, fax, Photostat machine which helps to develop instructional material.

v) The institute organizes workshops from time to time to train its faculty member so that they may gain latest knowledge for development of instructional material.

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

Yes, the institution encourages both the faculty members and students to develop and use ICT/ technology related instructional materials. The faculty is engaged in developing the ICT/ technology related instructional material and using the same in real class room teaching.

Power Point presentations on various topics of curriculum are prepared by students and teachers; video clips are also induced to enhance the effectiveness of Power Point presentations. Transparencies are prepared and used to teach relevant topics. The institution has collected educational movies related to some topics of B.Ed. programmes and these are shown to students.

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

a. Organised by the institution

S. No.	Session	Activity	Topic
1)	2009-10	Workshops on Power Point Preparation were organized for college students.	Lesson Plan and OHP Preparation Teaching aids
2)	2010-11	Workshop on Self-learning module development	Blended learning approaches for effective teaching
3)	2011-12	Training for Preparation of Models, Flash cards, Charts is provided. Workshop in Jan- Feb PBL for faculty members.	Project based learning

b. Attended by the staff

The faculty members have participated in following workshops/training programmes. One day National Seminar on Learning Theories : Strategies of Motivation & Learning Styles held on 30 April, 2010 organised by Aakash College of Education, Kalirawan, Hisar in collaboration with Council for Teacher Education (Haryana State Chapter)

Two day National Workshop on "New Methodology for Assessment and Accreditation of Educational Institutions" organized by Manohar Memorial College of Education, Fatehabad in collaboration with Council for Teacher Education (Haryana State Chapter) on 30-31 Jan., 2010

CH. KAPOORI RAM COLLEGE OF EDUCATION V.P.O. - MAHAWATI, Teh: SAMALKHA, DIST. – PANIPAT

Two- day National Seminar –cum- Workshop on Professional Ethics and Accountability in Teacher Education on 23-24 January 2011.

GURU DRONACHARYA COLLEGE OF EDUCATION BHUNA (FATEHABAD)

NATIONAL SEMINAR on Challenges and Trends in Teacher Education (An Effort Towards Education) on 8 October, 2012

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Participating in The in The Deliberation Of Two Day National Workshop On New Methodology For Assessment And Accreditation Of Educational Institutions Organized By Manohar Memorial College Of Education, Held On 30-31 Jan.2010.

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

Following are the research journals in which the faculty of institute has published its articles

1. New Frontiers in Education
2. Education Rajasthan
3. Edutracks
4. Psycho-Lingua
5. The CTE National Journal
6. Prachi journal of Education
7. Indian Journal of Psychometry and Education
8. VISION-Research Journal of Education
9. Journal of Exercise Science and Physiotherapy (JESP)
10. Indian Journal of Psychology and Mental Health
11. MERI Journal of Education
12. Researchers Tandem
13. Journal of Community Guidance and Research
14. Behavioural Scientists

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

Faculty Members was a recipient of following awards

1. Rank & Bolt Award (2009),
2. Bharat Gaurav Award (2009),
3. Rashtriya Shiksha Saraswati Award (2010),
4. Best Educationist Award (2011).
5. Rashtriya Sadbt (2011)
6. Glory of Excellence Award (2011)
7. Swami Vivekananad Award (2013)

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

Minor research project was completed by DR. Vatsala Padliya, Mrs. Purvi Tamboli and Mr. Purnesh Kothari

3.3 Consultancy

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

Yes, the institute provided Consultancy to the following institutes:

Consultancy provided to Dr. Arun Mothgare College, Konda-Kosra, Nagpur, Maharashtra for Quality maintenance and assurance in the field of Education

Consultancy provided to M.B College of Commerce, Arts and BMS, Mumbra, Thane, Mumbai, for Quality maintenance and assurance in the field of Education

Institute has established a research cell named '**DRONACHARYA RESEARCH CELL'**. This research cell provides research consultancy to M.A Education and M.Ed. research scholars. So far more than 14 M.Ed. research scholars have got benefited from the services of research cell.

The Institution has always welcomed students and institutions who want its guidance services for the completion of work. College is running its 'Guidance and Counseling Cell' which helps not only college students but outsiders also. Research cell is there to guide the students and teachers of different institutions on different aspects of research. Informal guidance is provided by teacher educators to teachers and students for their higher education and any type of entrance examination. The College has provided its consultancy services to Nearby Schools.

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

Yes, the institute has competent faculty in research. The institute has four faculty members having doctoral degree. The areas of competencies of staff members is shown in table given below.

S. No	Faculty Member	Areas of competency
1.	Dr. Vatsala Padliya	Educational Research Methodology Psychology Tool construction Article/ Research paper Writing
2.	Mrs Purvi Tamboli	Educational Statistics Computer Application SPSS ICT
3.	Ms Payal Paneri	Hindi Communication Tools and techniques of Teaching Cultural Affairs
4.	Ms Ranjana Bhatnagar	Psychology Guidance and Counselling

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

The college generated about INR 35,000 revenue through consultancy and Share distributed between Staff and Institute is 50:50

Free Consultancy as Community Service and Social Responsibility

The consultancy service for research is provided totally free of cost. Workshops on IT and latest development/trend in methods and techniques of teaching are conducted in practicing school as per their requirement.

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

Revenue generated through such consultancies is used to purchase books and journals in the college library and development of ICT Lab. However, 50% amount is distributed to staff as an appreciation, motivation and Travelling, Mobile bill expences so that they should ready in future to provide consultany.

3.4 Extension Activity

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

The Institution has organized the following activities which influenced the community directly or indirectly:

1. Medical camps and blood donation camps are organized by the institution.
2. Labour school is attended by the students of institution to get the experience of teaching those students.

3. Participation in rallies 'Grow trees' Polio Drive. The purpose of such rally is to spread public awareness regarding the importance of theme.
4. Camps are organized in which different types of surveys are conducted in various villages. Teams of students along with teachers go to various remote areas of villages. Survey is conducted on various problems like child labour, universalization of education and adult education.
5. Trees are planted in nearby villages.
6. Anti-cracker campaigns are organized in various schools near the days of Diwali. Students go to different schools and aware them regarding the importance of pollution free environment.
7. Yoga Camps
8. The institute in association with Gram Panchayat conducts activities as :

Survey of Slum area in Bhadra district.

Tree Plantation Camps

Survey of non-attending students of Govt. Schools

Blood donation camp

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

Institute organizes surveys concerns with child labour, girl education, literacy rate etc. Teaching practice takes place in schools which are part of community. Tree plantation, Blood donation camps are organized in collaboration with different NGO. Extension lectures from experts take place in institution. Institution has signed memorandum of understanding with other institutions in which best resources are used for the betterment of students.

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

The institute is already involved in providing community experience to the students and organizing a number of activities in collaboration with the NGO's. Same activities (surveys, tree plantation, blood donation) will be organised within the community. Camps are organised in villages to make them aware about education and health. Students participate in rallies related to mother tongue on 'Hindi Diwas' and other social issues. Students will carry message of 'No Crackers Diwali' few days before the festival in the morning assembly in schools around as a step to protect environment, participation in world blood donation day, creating awareness for AIDS. In future, the institution plans to take up programmes like community kitchen, cleanliness of untidy places of nearby villages and organizing peace marches on various social issues to

enrich community orientation. The institution is also planning to devote more time and resources to Labour School and other schools in slum areas.

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

Yes, NGO's has taken the services of college for completion of their community projects. The college has always provided its services to EK PAHAL (NGO) for completion of its community projects. Three such projects have been completed for NGOs.

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

The institution develops the aesthetic, social and citizenship values and skills among its students by following ways:-

1. The optional subjects like Value Education, Environmental Education, health education etc. are taught in a practical manner, as we all know that values are caught and cannot be taught, so the educators put the students in such situations where they have to find solutions to a problem themselves by inculcating values in themselves. Individual projects, group discussions, brainstorming are common activities which are conducted in these classes.
2. Workshops, seminars and extension lectures are conducted which emphasize academic, social and national integration.
3. Visit to deaf and dumb schools like 'Udaan ', 'Prayas' etc. are arranged to provide realistic insight of the life of special needs children.
4. The important days are celebrated like the Republic day, Independence day, Lohri etc. Anti-crackers campaign is also organized before Diwali to save environment from pollution.
5. NSS, Yoga, meditation camps are organized in the institution.
6. To develop a sense of equality and respect for all, dramas having moral themes are enacted by students in the morning assemblies and college functions, speeches are given and poems are also recited which deliver messages to live in peace and harmony.
7. Tours and trips are arranged to provide experience of various cultures, historical and religious places, to observe the ancient art forms so that they develop a sense to preserve and enrich our cultural heritage.
8. Educational movies are shown to the students to develop citizenship values.
9. Organization of co- curricular activities.
10. Working with NGO's inculcates social and cultural skills among the students.

11. Teachers correlate various topics with social and national issues by giving suitable illustrations.

3.5 Collaborations

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

The institution has established linkage with national level organization named Microsoft IT Academy for Training of ICT for Students and Staff . Institution has Collaboration with 'MADAD' (National level NGO) to complete its educational projects.'ek ZINDAGI' is another organization which is working for down trodden. The College serves this NGO by collecting and sending spare material like tiffens, bags, bottles, cloths etc for needy persons. National NGO is working for creating awareness for Hindi language. Institution has organized activities in collaboration with Ek Kadam. The linkage of institution with these national level NGO's has provided a variety of experiences and has brought awareness regarding important educational issues for achieving the educational objectives. It provided lifelong learning through real experiences. It made the student –teachers sensitive towards important social and national issues.

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

International NGO 'EK PAHAL' is working for the personality development of youth. Institution has organized many activities with collaboration of EK PAHAL i.e. blood donation, tree plantation, slum area visits, medical camps, disaster management, workshop on first-aid training etc. The institution is always aware about the importance of linkage with international organizations. The institution has closely knit itself with **NGO 'EK PAHA**L'. Through this association the institution has always welcomed the members of NGO and other deligates and guests, whenever they visit. A group of members and other office bearers (through NGO 'EK PAHAL') visited the institution in 2013 to give demonstration on First Aid Activities. **A group of** members and other office bearers **(through NGO EK PAHAL**) visited the college IN 2014 to share their educational viewpoints. Institution has got a remarkable experience from these visits. It proved as cultural exchange programme.

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

1. Curriculum Development
2. Teaching
3. Training
4. Practice Teaching
5. Research
6. Consultancy

7. Extension
8. Publication
9. Student Placement

The linkage with different units helped in giving requisite exposure to teachers as well as students.

- Curriculum Development – The linkage of the institute with community, NGOs etc. provide various opportunities to interact with various members of society. This interaction provides situations to develop social, moral and aesthetic values among the student teachers. Each year co-curricular activities are organized based on this interaction. Similarly, it provides new situations to plan co-curricular activities. Visits to PRAYAS, labour schools etc. are the results of these interactions.
- Teaching - Teacher has social responsibilities also. This linkage enables the teacher to know about various social problems prevalent in the society. These problems are, then, brought to classroom by the teacher- educator and discussed during teaching. Examples of such problems which are discussed during teaching are Environment and Environmental pollution, Government policies, Social evils, Traffic problems, Population
- Training – These bodies (NGOs) provide resources and opportunities to the institutions which are used for training. For example, the linkage with the labour schools gives an opportunity to interact with students from low SES or labour class.
- Practice Teaching – The linkage helps to know what latest is going in the field of teaching practices and what the new trends in the field are. The teacher-educators have knowledge and experience with this linkage and then apply in the institute.
- Research – College research cell is developing linkage of institution with the students from other institutions, who come for research guidance. Institution helps government and non-governmental organization through social surveys in society for collection of educational data.
- Consultancy – Parents of students consult guidance and councelling cell to discuss their family problems or problems regarding their wards. Various institutions (educational and other) consult the institute to get service of teachers for various activities.
- Extension - The linkage is established with various NGOs for extension services in terms of lectures, workshops, seminars etc. In teaching aspect, the institution has signed MOU with different colleges of education regarding Faculty Exchange Programme.
- Publication – The linkage helps to know the new sources and journals etc. for publication. The faculty share the information among them and it helps in more publication.

- Student Placement - The linkage is also established with various schools for placement of students under the placement cell of IHCE, which is actively engaged in the process of placing the student at right place.

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

The Institution maintains a good rapport with the school sector around. Sister concerns especially give chance to the students of the institution for placement purposes. This way the students feel secured to acquire their professional degree here. Besides, the school where teaching practice sessions are conducted, also provide opportunity to our students by appointing them to the jobs. This is carried out through proper functioning Placement cell of the institution.

Faculty members adjudge various competitions held in the schools in link with the institution. They also extend services like delivering extension lectures on contemporary issues of education.

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

Yes, the faculty members are actively engaged in discussion with school teachers. During the visits they (faculty members) discuss about new methods, techniques, devices for enhancing the teaching learning process, use of evaluation techniques, management of classroom problems, dealing effectively with heterogeneous class and use of ICT for effective teaching learning process. The faculty members also engaged in the projects related to 'Inclusive Education', 'Functioning of CCE and perception of teachers towards it' and 'Education of exceptional children'. After discussion with other academicians a suitable change (in terms of designing, evaluation and delivery) is implemented in practice teaching.

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

1. MOU (Memorandum of Understanding) is signed with other institutions.
2. Proper help and guidance to school teachers in using new methods, techniques, technology for academic and professional growth is given.
3. Research services are provided through 'Research cell' of the institution. It guides the research scholars in writing articles, synopsis, data analysis and report writing.
4. Guidance is given by the faculty members for entrance examinations like UGC-NET, CTET, TET etc
5. Judgement duties are performed by the faculty in other colleges.
6. Faculty members are the members of Faculty of Education, Senate etc.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

To enhance the quality research consultancy and extension activities the institute has adopted the following measures:

1. The institute has established a 'Research Cell' particularly for research activities. The research cell provides consultancy services to M.Ed. and M.PEd. students.
2. The faculty members publish research based papers in journals.
3. The faculty members are also encouraged to take up research work (M.Phil. and Ph.D). Three of the faculty members have completed their doctoral research work and two teachers are enrolled for doctoral research work.
4. Consultancy is given free of cost to serve education community and society.
5. The institute has upgraded its resources (provision of leased line for internet, use of SPSS etc.) particularly for research purposes.
6. The institute arranges training programmes in research for its faculty members from time to time.
7. The institute gives opportuinities to its faculty members to participate in research training programmes such as use of SPSS, educational statistics, research methodology etc.
8. Institute provides facilities like library, ICT etc. to upgrade research knowledge. This facility is also given to outsiders.

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

The institute is engaging itself in online research activities. The investigators can contact the research cell online and get the guidance. The institution has a dedicated e mail (sscollegeofeducation041@gmail.com) for research related activities.

The College is ever ready to make systematic efforts in planning, establishing and implementing the initiatives of the linkages and collaborations. The college plans and establishes the linkages/collaborations with State, local bodies, industries to boost Research, Consultancy and Extension task in the college.

College Has "R& D Cell" and Independent Budget is Allocated Every Year for Proper functioning, College Provide Facility to Other Colleges Research Scholar by Signing an MOU/Agreement with other Institution

The institute gives opportuinities to its faculty members to participate in research training programmes such as use of SPSS, educational statistics, research methodology etc.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

The institution has the physical infrastructure facilities as per NCTE norms. The total area of institution is 43056 sq. ft.. The institution is having 1seminar rooms with capacity of 50-55 students. It also provides one multipurpose halls with the capacity of 150 students, a staff room, office, sports room, girls common room and boys common room attached with toilet and wash room and a store room. The institute has different laboratories — Psychology Resource Centre , Science & Mathematics Resource Centre, Social Science lab, ICT Resource Centre with Language Learning Facilities

Playgrounds, Water Storage Tanks, Security Guard Quarter and all the other Basic Facilities an Institute Requires

65% amount of first 3 session fees is invested in developing the infrastructure and Instructional Resources after that 45 % amount for next 2 session is kept for further development of infrastructure , computer systems and other lab and library .

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

Institution has planned for academic growth . IQAC Meetings are organized time to time with management for discussing the things required for this purpose. A special consideration is given to expansion of infrastructure, library facilities, resources in laboratories etc.

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

Institution has a well-furnished Multipurpose Hall with proper mechanical system, sound system, mikes and light system which is used for practice and performances. Institution has facilities for indoor and outdoor games. Badminton, Kho-Kho, Basket Ball, Shot-put, Discus Throw, Javelin throw etc. are taken as outdoor. Sports day is organised every year in institute. There is a room for indoor games. Chess, carom board are taken as indoor games. The institute has a fully developed cricket pitch also.

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

The Institute is having fully developed infrastructure and do not share infrastructure of any other institute.

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

The institute has all facilities to ensure health and hygiene of staff and students. The institute has rest rooms for women, girls common room, separate washrooms for males and females, separate washrooms for Staff , hygienic canteen and health center.

The management provides free of cost medical consulting doctor.

Doctor on Call is Available in College,

Seminars and Workshop on health and hygiene etc Done in College

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

Yes, the institute provides hostel facility for girls. The hostel is made available in side College Campus. There are 19 rooms in the hostel, in which 36 girls are residing one room is given to faculty member so as to keep eye/security of hostel students.The students are provided internet, indoor and outdoor game and TV facilities in the hostel. College can Sign MOU With Private Hostel/Paying Guest for Accomodation in Case number of students for Hostel increased and if Required

4.2 Maintenance of Infrastructure

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

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Allotted	Spent	Allotted	Spent	Allotted	Spent	Allotted	Spent	Alloted	Spent
Building	150000	140424	40000	58681	150000	176238	100000	92381	75000	62560

Laboratories	95000	93251	10000	9902	10000	11281	10000	8949	10000	13679
Furniture	100000	100520	25000	24144	25000	30937	25000	37404	40000	46762
Equipment	25000	21625	5000	4951	7500	5641	7500	4475	7500	6840
Computers	50000	50750	10000	7987	5000	4665	5000	5229	5000	9633
Transport	20000	14350	10000	8598	10000	9550	10000	9229	15000	13450

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

The institution does appropriate systematic planning and tries its best to implement the plans to ensure the maximum utilization of human and physical resources.

1. The Management and Principal inspect infrastructure. New facilities are provided as per Feedback is Given by Staff, Students etc..
2. Curricular, co-curricular activities and guest lectures are planned in such a way that there is maximum usage of infrastructure..
3. Building is also used by government agencies for election and for ADHAR Card making process.
4. Principal conducts meetings with staff and management for effective use of infrastructure. Supervision of Principal and feedback from students (Annexure in SSR) and teachers help to ensure the optimum utilization of available infrastructure.
5. The infrastructure is also used to conduct National level Seminars etc.

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

In order to keep our college beautiful as well as pollution-free following activities are undertaken:

1. Eco- friendly practices are taken up. Such as no use of polythene, no use of thermocol in laboratories and AV aids, saving papers, reusing one side printed papers for prints, using old copies and blank sheets of answer sheets of house test examination, reusing one side printed papers for rough use.
2. Inspiring thoughts of great educationists are displayed for saving environment.
3. Bulletin boards are placed outside and inside all rooms and the seminar room on which various type of material concerned with environment is displayed with aesthetic sense.
4. Tree plantation programme is organized in the campus every year.
5. In -door plants are placed on every floor of our building and are taken care by the gardener as well as the trainees.
6. The garden is maintained properly by the gardener. Trainees also do so in community

service component.

4.3 Library as a Learning Resource

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

Yes, the institute has a well-qualified (M. Lib.) librarian. Librarian has attended workshops and seminars for the enhancement of knowledge and skill. Librarian There is also a Technical staff member who is having good knowledge of computers to assist the main librarian.

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

Following library resources are available in the library of the institute.

SNo	Item	Quantity
1	Books	7883
2	Journals	14
3	Reference Books	2358
4	Internet access	24 hour (Unlimited Usage Plan)
5	Software	Full Library Automation Software
6	Computers with OPAC	3
7	C.D's , e-resources	

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

1. Institution has library committee for the maintenance and proper functioning of library. All the records i.e. entry register, visitor record, book bank record are maintained properly and these are reviewed time to time by library committee.

1. Library committee ensures the requirement of new books.
2. Feedback mechanism also helps to bring positive changes in library functioning which is taken in written form in mid-session.
3. Institution provides internet facility to library users.

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

Yes, the library of institute is fully computerized. All the titles of books are available on the computer.

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

Yes, the library has the following facilities

SNo	Facility	Number	User
1	Computer	1	Librarian

2	Computer	2	Faculty/Students
3	Internet	2 MBPS Speed	Librarian, Faculty and Students
4	Xerox Machine	1	Librarian, Faculty and Students

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

No, the institute does not have these facilities. However, the institute uses other online library facilities such as OPAC, DOAG etc.

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

The library remains open six days a week from 8:00 am to 6:00 pm during college working hours.

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

The staff and students come to know of new arrivals by making announcements. Any change, addition of anything comes to the notice by announcements. Cover pages of new arrivals are displayed on library display board.

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

Yes, there is a Book Bank facility in the library. Books are collected from old students. Teachers have also submitted some sample books in book bank. The management also contributes for the same. Book Bank form is available in college office. Needy students fill this and submit. Then books are provided to these students for the whole session. Number of issued books vary from student to student on the basis to certain criteria (e.g. percentage of marks, income level of parents, number of siblings etc.)

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

Special care and facilities are provided to the visually and physically challenged persons for their convenience.

They can read by sitting anywhere in the library and need not climb stairs or move to the basement where books are placed for students. They are provided books in the library wherever they feel convenient to sit. The librarian gives priority to such students by issuing them books first. They don't have to stand in queue and wait for their turn. If required the peons also help them.

4.4 ICT as Learning Resource

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

The institute has a well-equipped computer laboratory. Following equipment are available in the institute.

SNo			Configuration
1	Computer Laboratory	1	
2	Multimedia Computers	20	Intel® Pentium ® CPU G620 @ 2.60GHz 845 Intel chipset 2GB RAM 500GB HDD
3	Internet facility	2	Leased Line BSNL Broadband
4	Internet Access	24 Hours	-
5	LCD Projectors	12	-
6	G Board	1	-
7	Laptops	2	-
8	Scanner	2	-
9	Printer	3	-
10	Digital Camera	1	-
11	OHP Projector	1	-
12	Handy Cam	1	-

The institution ensures the optimum use of ICT facilities in the following way:

- The faculty members prepare transparencies, which are projected through OHP and also prepare PowerPoint presentations on L.C.D to support their lectures.
- The faculty members make use of Internet for updating current information for preparing the papers to be used in Seminar, Conference and Workshop.
- Students download information from the Internet to use for preparing lesson plan to present it in the teaching session.
- Institute also has a website and an E-mail ID to maintain contacts.
- Students are encouraged to prepare PowerPoint presentation for which training is provided.
- Slide Projector, OHP, CD-ROM, speakers such other equipments are frequently used by the teacher educators.

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

Yes, there is a provision in the curriculum for imparting computer skills to all the students. Computer Application i.e Component E1 of Work Experience Programme is compulsory for all the trainees. The major skills covered are Computer Fundamentals, Hardware

and Software, Operating System, Microsoft Windows, Microsoft Word, Microsoft PowerPoint, and Internet.

The institute also organizes a workshop each year to give training to the students on Power point presentation preparation.

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

The institution makes use of new technologies / ICT in curriculum transactional process. The lecture rooms of the institute are equipped with LCD projectors. All the classrooms are inter-connected via LAN and Internet facility is available in all the classrooms. Beside that the institution has well equipped computer laboratory with all the modern IT facilities in it. The library of the institute is also computerized and has internet facility.

The teacher-educators make use of Internet to update their knowledge on different topics. Maximum of lessons are given using PowerPoint presentations by the teacher educators.

The students are given training in the starting of session to prepare PowerPoint presentations and usage of internet for searching of topics.

Internet facilities are available for faculty and students. Workshops are organized to give information how to make Power Point presentations subjects-wise. In discussion lessons or during teaching practice students use these presentations. In lecture rooms, fixed projectors are there, which teachers use during their lectures. Administrative block is fully computerized, in which information of students is recorded. Educational movies are used by the teachers and they relate them with the curriculum. Movie clippings are used to make concepts clear. Rigorous practice of preparing transparencies is done.

In new technology M-learning is used to elaborate important terms.

The institution ensures the optimum use of ICT facilities by discussion in meetings and by feedback from students and teachers. The institute uses its email, website and blog.

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

Following are the major areas in which student-teachers use technology.

1. Each student prepares one digital lesson plan in each subject.
2. The student-teachers use Power Point Presentations during their teaching practice.
3. A large number of student teachers (50% to 70%) deliver their discussion lessons and skill in teaching examination lessons using Power Point Presentations.
4. The student- teachers deliver their lesson in Skill in teaching by using software like Google maps, Google Earth, Macromedia Flash etc.

4.5 Other Facilities

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

The instructional infrastructure is optimally used by the institute. Class rooms are well equipped with instructional material i.e. chalk-board, LCD projectors etc. Other teaching aids are placed in art and craft room and in different labs. These teaching aids are moved to class rooms whenever required. The Teaching subjects are taught in labs that are occupied with well-organized material and teaching aids. The auditorium is also used for team teaching as it has a big screen, a good sound system and light system. The library is utilized by students and teachers. The institution shares its auditorium with school. The students from other institutions also avail the library facility. The teaching aids are issued to ex-students who are working in other institutions for delivering of lessons. The institute has a well equipped computer laboratory, the students are encouraged to prepare PPTs and get important prints-outs. In the Science laboratory students conduct demonstrations of their experiments.

For Yoga, meditation, spiritual and moral education, community work, NSS relevant infrastructure is used according to need. A well equipped Psychology laboratory is also used for giving guidance and counseling services. Well stocked library facilities with internet facility is available. Computerization of library will also be done shortly. The Subject laboratories are used for displaying and using aids during teaching of subject.

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

The institution has a well maintained separate education technology room which is equipped with latest techniques of teaching. Students are given latest study materials and are issued various audio-visual aids to be used during their practice teaching sessions. These equipments include Overhead Projector with screen, DVD Player, Television, Educational CDs, Photographs of educationists, Educational Charts, Maps, Models, Power Point Presentation.

Students learn to use these aids and also deposit self-made audio-visual aids before their discussion lessons. Teacher educators use audio-visual aids for different purposes. Power Point Presentations are used by them while teaching. Movie clipings are also used. Movies are shown to students. They use projected aids in morning assembly to present the material. In this way they motivate students to use various aids. Workshops are organized to teach use of technology for different purposes.

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

The institute has following laboratories

1. Science Laboratory
2. Mathematics Laboratory
3. Computer Laboratory
4. Psychology Laboratory
5. Educational Technology Laboratory
6. Computer Room
7. Social Science Laboratory
8. Language Laboratory

The laboratories are maintained by funds available with the management of the institute. As per requirement the institute gets the maintenance work done i.e. civil work, electric or electronic work. Institute maintain computers and their accessories. The institute has signed AMC for computer laboratory. The institute has full time computer technician for the maintenance of the computer lab.

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

A well- equipped infrastructure is provided by the institution viz.

i) Full airconditioned auditorium with a capacity of six hundred seats and advanced sound system for organizing workshops and seminars.

ii) Multipurpose hall with the projectors are available for giving lectures. Various workshops, seminars and functions are organized here.

iii) In the music department, there are special instructors and musical instruments available and main emphasis is on the optimum utilization of the available resources.

iv) In the sports department, physical education instructor guides the students. The students play both indoor and outdoor games like carom board, table tennis, kho-kho, tennis, badminton etc. Yoga and exercises are also performed.

v) Sports day is organized each year with great pomp and show. Inter house competitions are organized, trophies are given and student-teachers are filled with joy and enthusiasm. A balance is maintained between curricular and co- curricular activities.

vi) Transport facilities is also provided as and when required.

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

Yes, the classrooms are equipped for the latest technologies for teaching. In the classroom, electric points are available so that audio/visual aids can be used. In the classroom there is overhead projector, tape recorders and LCD projectors.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty use students' feedback of previous years. Needs of current session students are identified and faculty prepare strategies according to this by mutual discussion and the Management is supportive enough to update the technological aids, whenever required. The college is already using the latest technology for teaching-learning process.

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

The institute has selected the following practices related to the use of ICT for enhancement in quality education:

1. The institute has adopted mobile as a device of academic communication. Any information regarding course, learning points etc. are communicated using mobiles. SMS service is used to send learning points to the students. The institute has hired SMS pack for the purpose.
2. The database of students is available on the computer. The office and library are fully computerized.
3. It is make mandatory for the trainees to use ICT at least in one lesson.
4. All the computer systems in the campus viz. college office, library, staff room and computer laboratory are interconnected. The institute is provide WIFI. However, the students still can use college internet facility on their laptops using wireless network of the campus.
5. The institute has developed its own blog (ihce.blogspot.com). Detail of all the college activities and information to the students is provided on this blog.
6. The institute is also using social networking sites for communication purposes with present students and alumni. There is a page named *'alumni'* on Facebook, which is used by the students and alumni for communication.
7. The students are taught by using computer, LCD projectors, use of short video or movie clips.

4.5.3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

Institution has a well-equipped computer lab with internet facility. Library is also enriched with latest books and journals. Students and teachers from other institutions are also free to avail this facility. Internet facility is there in library. College shares a big hall with school which is used for meditation and yoga. Teachers have prepared model micro and macro teaching lessons according to different approaches.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

At present the admission process is based on the percentage of merit in qualifying exam of students, earlier the entrance test (general knowledge, teaching aptitude, reasoning test and language proficiency) was conducted by the college. Teaching skills are assessed and recorded in the observation schedule in the initial days of session. On the basis of this assessment of Education Programme the students are given academic and professional advice throughout the B.Ed. programme. Extension lectures are organized to enhance motivation for B.Ed programme and for creating interest in their minds.

The reception of academic and professional advice is assessed through performas. Extempores are conducted, teaching skills are assessed, simulated classes are arranged, discussions are held, presentations and writing styles of content are assessed in a congenial environment. Reception of professional educational programme is assessed during teaching practice. All these help in assessing the receptiveness of appropriate academic and professional advice.

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

The institution provides congenial and inspiring environment. The hidden talent in the students is identified by organizing and developing various college activities. Students are motivated by giving rewards in the morning assemblies. Academic and co-curricular achievements of students are published in the newspapers with their photographs. Higher achievers are given certificates and special awards are given to students who achieve any of first ten positions in University level. Certificates for best performance in organizing function, attendance, discipline, sincerity, and other etc. are given. Teachers individually appreciate the achievement of the students in the classroom. Before the Youth festival or any other competition, teachers discuss the additional benefits to motivate the students for participation. They act as good counselors by giving extra time and individual attention to solve their problems. They discuss the points related to academic improvement or improvement in any co-curricular activity.

The physical resources that are provided to motivate the students are internet facility, LCD projector, models, CDs, television, indoor games, play grounds and well equipped library.

5.1.3.

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

Session	Female	Reason
2014-15	1	Neurological Disease
	1	Health Problem
2013-14	1	Got govt job.
	1	Family Problem
2012-13	1	Health Problem
2011-12	1	Got Govt. Job

To control the drop-out rate, teachers provide adequate guidance and counseling to students having any educational, health related or personal problem. They also approach their families or their doctors (in case of health problem). Few of these students (Pooja) were suggested to drop-out by teachers and appear for examination next year after treatment as their condition so warranted.

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

Vocational guidance is provided to the students at the end of each session. Teachers satisfy various queries of students related to further education or placement. Students visit the institute after completion of the B.Ed. program for taking guidance or for gaining information about their next class, course or for any entrance test that they are required to appear.

5.1.6. What percentages of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Session	Average of students goes for	
	Further Studies	Choose teaching as a career
2012-13	12	36
2013-14	15	29
2014-15	30	18

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

Yes, student- teachers visit this institution after the completion of their course to avail various resources or facilities. They come to visit the library for research work (journals, books),

using internet, issuing various types of learning or teaching resources. In the library, complete database of students is maintained. Students can use the books from the library, transparencies, Power-Point presentations, D.V.D's, models, charts in their classes, if required. After completion of the session, students visit the college for online filling of forms for higher education, entrance examination and forms related to vacancies.

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

The institution has a well-functioning placement cell. Proper information of the students is maintained in the records. Before leaving the institution, student's intention for job is also recorded. The teacher in-charges of the placement cell visit a number of schools personally, they contact some school managements telephonically or by post and intimate them about the functioning of the placement cell and seek information about the availability of jobs from them. The relevant information is then provided to the ex-students of the institution, telephonically. They are guided to apply for the job. Follow up of applicants selected / rejected is carried out and counseling is done to help them settle with ease. The list of students placed in different institutions during past years is given in Appendix T.

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

The Placement cell tries its best to meet the requirements of job seekers and job givers. Sometimes, it proves an uphill task as it involves the problem of communication. It happens when the institute, desirous of giving the job informs, the placement cell of the college at a very short notice. To cope up with this, in-charges of the cell and faculty members contact the candidate telephonically. Sometimes, a suitable candidate is not reached due to short notice. Another problem faced is the candidate's hesitation to join the institution at far off places. To cope up with such problem, counseling of such students is done. They are motivated for the same.

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

Our sister institutes give priority to appoint and give jobs to those who have passed out from our institute. The teacher educators act as supervisors and along with the teachers of schools, observe the student teachers during practice teaching sessions and record their preparation of lessons, classroom management skills, skill of co-ordinating functions, maintenance of school records, behaviour, content mastery etc. The school authorities discuss with college personnels and place the student teachers as per their requirement. In 2012-13 and 2013-14 sessions, 12 and 15 respectively students have been offered places during practice

teaching. The Placement cell of the institute makes a proper link with all the schools and especially practice teaching schools for the placement of the students. The information related to the job vacancies (according to particular subjects) is intimated by school authorities to the placement cell.

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

The placement cell uses all the relevant resources of the institution like computers, telephone, internet, newspapers, faculty support etc. in the required activities like interview, educational and vocational guidance, placement activities etc. The placement in-charges and faculty members keep themselves in touch with different school managements of the region to know about the vacancies available in those institutions. This information is given orally as well as in written form to the students. Our faculty members regularly go through the employment news to know about the vacancies and impart the information to the students. Social networking site (facebook) is also used sometimes to give information regarding vacancies. Students' record is also maintained to bridge the gap between job seekers (students) and job givers (educational institutions viz. schools, colleges, academies etc.)

5.2 Student Support

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

Staff meetings with the principal are held in the beginning of the session with the purpose to plan curricular and co-curricular programs. The academic calendar sent by the dean, faculty of education is reviewed keeping in mind the various activities of the college and by consulting with the teacher in-charges of different activities. The different activities of the academic calendar (classroom teaching, teaching practice, CCA, examination, extension lectures) are evaluated regularly. On the basis of the feedback provided by the students and suggestions put forward by the IQAC members, planning is done to make suitable changes in the academic calendar for the next session.

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

Special care and attention is given to them while making them understand the content matter, they are provided with relevant reading material, comfortable seats and almost everything that suits their needs. Individual attention is given to them during and after the working hours. Daily academic tests (formative assessment) are also conducted in the morning session to assess their knowledge of the content and its presentation skill.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organised?

No

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

The various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students is as follows:-

The head of the institution has blessed the faculty members with all the opportunities that can enhance their professional growth and development.

The faculty members leave alomost no opportunity for attending seminars or workshops that come their way.

In 2012, faculty members attended National Seminar on Global Warming organized by Arya College of Education, Hisar

In 2014, faculty members attended AT Sohan Lal DAV College of Education, Ambala City-134002 (Haryana) A Two-day UGC sponsored National Seminar on Self-Education & Human Values for Teachers (February 26-27, 2014) by CENTRE FOR INNOVATIONS, RESEARCH & DEVELOPMENT.

In 2013, faculty members attended National Seminar On Social And Ethical Issues In Teacher Education held on 7th June 2013 Organized by Shaheed Baba Deep Singh College Of Education.

In 2012 faculty members attended GURU DRONACHARYA COLLEGE OF EDUCATION BHUNA (FATEHABAD) NATIONAL SEMINAR on Challenges and Trends in Teacher Education (An Effort Towards Education) on 8 October, 2012.

In 2015 faculty members attended National Seminar on Critical Understanding of ICT organized by Arya Group of Colleges, Hisar

The internet and multimedia facility is available for the staff and students along with a treasure house of books and journals in the form of library resources.

As far as the instructional programme is concerned, staff members play active role in attending meetings in this regard held by as and when the need arises.

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

Yes, the institute has its own website with URL http://www.swamisharnam.net/index.html . All the related information is given on the website. It covers mainly following areas.

1. College - its vision, mission, Management and Principal profile with message.
2. College Profile
3. Infrastructure details

4. Faculty Profile
5. Admission Procedure
6. Activities of all the sessions
7. Time table, academic calendar, syllabus, datesheets of exams.
8. News coverage of all the sessions

The site is updated regularly. Whenever there is any activity in the college that is uploaded on the website. The site is also reviewed and updated before the commencement of each session.

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

Yes, The institution has a concerning attitude towards slow learners. The individual problems of learners are identified. After the first house test, students having low achievements are recognized then they are individually counseled to find out the reasons. If they are found slow learners then special attention is given to them. Extremely slow learners are studied as cases. They are guided individually. Extra time is devoted to them by the teachers. Extra classes/simplified learning material are arranged for them for re-teaching difficult topics. They are motivated by the teachers. Routine class tests are arranged. Their achievements are appreciated by the teachers and principal for improving their performance.

5.2.7. What specific teaching strategies are adopted for teaching

Advanced learners and (b) Slow Learners

Deviated from average students are identified by the teachers on the basis of their first house test scores. Advanced learners are given extra work like preparing Power Point presentations on any important educational or social issue and presenting them in the assembly. Extra books are issued to them. They are guided to prepare their notes. They are motivated verbally to achieve good position in university examination. The answer sheets of previous students who were high achievers of last session are shown to them. Extra responsibilities are given to them. Advanced learners are also provided special opportunity to interact with gold medalists and merit holders of the post. They are also given opportunity to teach slow learner according to ability and interest.

Slow Learners are treated separately. Special classes are arranged for them for learning and revision according to their requirement. They are given a topic (divided in small parts) to learn, they are guided to use those methods of study, which suit them. Their weaknesses and difficulties are diagnosed by interview, evaluation of answer sheets and remedial teaching on the basis of individual or group problem is arranged.

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

The institution provide various guidance and counseling services in terms of educational (selection of books, reading material, Presentation of content, management of speed, enhancing academic scores, minimizing mistakes), vocational (admission procedure, occupational awareness, job opportunities, better vocational plans) and personal(adjustment, development of personality, family problems, use of leisure time) parameters.

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

Grievance Redressal Cell of the college works as effective internal grievances redressal machinery for the trainees and staff. The cell provides tri-party settlement services, that is management, Principal and executive members of staff. The grievances in our college is relating to irregularities in admission procedure transferring candidates from one college to another, payment of fees, accommodation, study leave problems, adjustments, assignments, problems relating to internal facilities, results etc. are solved through this cell. The grievance of staff such as salary, leaves etc. are effectively settled through the time tested system of grievance management. However, majority of grievances are redressed informally due to participative nature of environment existing in the college. The system is comprehensive, simple, flexible and has proved effective in promoting harmonious relationship between students and staff, employees and management.

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

The course for which the students have enrolled themselves is such which ensures training of the skills. The process of becoming a teacher requires continuous evaluation, control and provides feedback so that desired progress in every candidate is achieved. Keeping this in mind their progress at different stages of programs is monitored and advised. In the first instance, students' class responses and natural behaviour are observed and recorded in anecdotal record book specially meant for this purpose. During simulation and skill in teaching (both micro and macro) students are evaluated properly and their flaws in teaching are discussed with them verbally or in written form. Academic Tests are carried out by faculty members, the same are recorded and reported to the students. House Tests are conducted by the institution. Their performance in the house tests are recorded and communicated to them. Steps are taken for their improvement. For this purpose, students are divided in three groups (high, average, low) on the basis of their achievement. Then all the three groups are guided separately. If required, retests are conducted for those students who have not met their eligibility conditions for the university

examination. Apart from the instructional program, co-curricular activities also serve as a platform to monitor their progress. Regular guidance and counseling services are rendered by faculty members to redress their grievances, if any.

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

To ensure the student's competency before the commencement of practice teaching session, the students are required to carry out micro teaching (6 lessons in each subject) and simulated lessons (5 lessons in each subject) under the supervision of teacher educators. The performance of student-teachers is assessed by teacher educators and conveyed in verbal and written forms remarks on lesson plan notebooks.

During practice teaching, teacher educators assess the students on basis of nine-point scale having eleven parameters viz. Punctuality, Discipline, Regularity, Completion of Written work, Participation in other activities, mastery over content, B.B. Work, Use of teaching aids, Teaching Effectiveness, Initiative and Motivation, Following Instructions. Proper analysis is followed after such feedback.

The Head/ In-charge of the school also assesses the students on the basis of nine-point scale having eight parameters viz. AV aids used by student teacher, coverage of syllabus, CCA carried out by student teacher, relationship with concerned subject teacher, relationship of student-teachers with school students, discipline, overall teaching effectiveness and supervision of teacher educators with suitable suggestions for improving teaching practice.

5.3 Student Activities

5.3.1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers
(ii) Give the year of the last election
(iii) List Alumni Association activities of last two years.
(iv) Give details of the top ten alumni occupying prominent position.
(v) Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an active Alumni association. The students are involved in various alumni activities.

Discussions regarding improving institutional practices were also held with Alumni members. The members of Alumni association were invited for various activities in the last two years. The High achievers were invited to motivate the students of the current session. The

selected Alumni members were also invited for demonstration of model lessons. They actively worked in survey programmes too.

The activities undertaken by the Alumni association are as follows:

- Organizing get-togethers and cultural functions.
- Providing their service in educational and co-curricular programmes of the college.

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

The institution organizes various extra-curricular activities time to time for ensuring maximum participation of the students. The students are motivated by the teachers to participate in various activities. Duties are assigned to them (by rotation) for organization of activities to ensure maximum participation. Inter house competitions are organized and house meetings are held before it to motivate maximum students. They are not emphasized to win but to do their best. Adequate guidance is provided to them by the teachers. The winners of various competitions are awarded prizes and certificates. Press notes related to the various activities along with students' photographs is sent (published) in the leading newspapers. Details of students' participation is attached

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

Sudents are encouraged to present self-composed material (poem, story, song) during any stage performance. Creative writing competitions are held. They are motivated during house meeting also. Besides these poems, articles, stories etc. of students have been published in college magazine.

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

The institution forms a student council for self -governance of the institution and leadership training. It has a president, a vice president and six members to look after the academic, cultural, literary, sports, library, and excursion and refreshment aspect with the coordination of faculty members. Inter-house competitions, sports day, cultural activities, tree plantation, quiz organization etc. are organized with the help of student in-charges.

The function of the students' council is to provide assistance and coordination in the organization and management of the functioning of the institution. The council members motivate their peer group for their involvement and participation in various activities.

No special fund is taken from the students in any form.

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

The students are involved in the decision-making process of the institution. The students are members of various committees such as Alumni association, Cultural Club, Sports Committee, Academic Committee, Environmental Club, College Magazine Committee. Each committee organizes activities in accordance with its objectives with the coordination of house representatives and class representatives.

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

The institution has a well-functioning mechanism to seek and use data and get feedback from its graduates. The feedback is taken from the students regarding various parameters of curriculum transaction (including human and material resources) which is used for improvement. After the conduction of every activity, feedback is taken from the management and is used for better functioning and organizing of the next similar activity. Whenever required, the institute has a representative of the management for guidance and making the programme a success.

5.4 Best Practices in Student Support and Progression

5.4.1. Give details of institutional best practices in Student Support and Progression?

1. Mobile learning
2. Use of video clips/movies in teaching
3. Daily academic tests of topic discussed in a day before
4. Teaching practice in labours' children school (service and learning purpose)
5. Individual attention and counselling provided to students having psychological, educational and health problems.
6. Team work
7. Flexibility in time table.
8. Re-arranging the curriculum.
9. Special care is given to the slow-learners and gifted students. Remedial groups are formed, special classes and programmes are arranged for them, separately.
10. To acquaint the students with the latest knowledge and innovations in the field of education, various extensive lectures, workshops, seminars etc. are organized regularly.
11. We have signed MOU with some reputed teaching education institutions for mutual co-operation and faculty exachange programme

12. Students are given active role in the decision making bodies of the institution through active functioning of IQAC, student council and other academic and administrative bodies.
13. Feedback mechanism for the programme and faculty with the view to improve is a regular feature of the college.
14. Book Bank facility is available for economically weak students

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

Purpose

To provide efficient teachers who possess dynamic personality for the growth and development of nation.

Mission

To serve society/nation at large by providing Effective and Productive teachers

Vision

Developing Institutional Ethos with a focus on Vitalizing Teaching – Learning Process, Functional Relationship with Schools, Professional Development of Teachers with Research Orientation in global context.

Values

i. To develop a strong sense of respect towards environment and national property.
ii. To develop among the student-teachers the dignity of labour.
iii. To develop among the student-teachers the feeling of national integration and international integrity.
iv. To develop among the student-teachers the quality of self-discipline.
v. To develop quest for in ultimate realities of life.
vi. To develop value oriented vision to lead a balanced and progressive life.
vii. To ignite in them a spirit of creativity and novelty.
viii. To inculcate a strong sense of team work, mutual trust and respect.
ix. To inculcate among the student-teachers the moral and ethical values.
x. To make the student teachers believe in cooperation rather than competition as a way of life.

Mission is hanged in written on college wall. These are also read out during orientation programme of BEd in the beginning of session. These are alsohighlighted time to time during college functions.

6.2.2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the mission of the institution includes the institutional goals and objectives in terms of the needs of the society. As the mission is to serve society at large by providing effective and

productive teachers. For this, the student-teachers are involved in the social activities planned by the institution. These activities (Youth festival, inter-college competitions, educational survey, field work, excursion, practice teaching, workshops, camps, teaching in labour school, organization of functions) lead to the fulfillment of values, attitude, knowledge and skills needed for the trainees for the betterment of society, school sector and value orientation.

6.1.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

Management is playing a vital role for effective and efficient transaction of teaching and learning process. IQAC of institution discuss its various matters directly and/or by sending an email to management. Management as committed to serve institutioin, give priority to solve the issues related to its teaching learning process. It has always played a supportive role for the betterment of institution through its committees like financial committee, advisory committee and academic committee.

6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Meetings are held to discuss the issues in detail and the faculty members are consulted. Hence, democratic environment is maintained. At the beginning of the session yearly committees and clubs are framed so that there could be equitable distribution of responsibilities. The head of the institution distributes the workload according to the capabilities and previous experience of the faculty members. Main committees are:-

- Academic Committee
- Examination Committee
- Skill in Teaching Committee
- Research Committee
- Library Committee
- Cultural Committee
- Sports Committee
- Publication Committee
- Environmental Club

Copy of duties assigned for these committees is sent to management office for circulation. Beside this, Students' Council is set up along with the other committees for the organization of different activities. In case of emergent needs, staff meetings are held and notices are issued to teachers to take over the duties and all faculty members work co-operatively.

6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The Head of institution sends information to the management regularly. The management representative discusses the necessary matters with the Secretary of the trust (BMEMT). However, the principal and the faculty members can meet the trust members anytime to discuss about any college activity.

The consolidated report of the feedback by the students on all parameters (subjects, infrastructure, library, teachers, resources etc.) is also sent to the management for reviewing.

6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

An activity calendar is prepared in the beginning of the session. The Principal and management ensure the organization of various activities according to activity calendar. Functions of various committes are stated in the beginning of session. Staff meetings are held regularly which help to identify such barriers and remove the barriers reported by different committees for realization of goals and objectives.

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management plays a very supportive role in improving the effectiveness and efficiency of institutional processes. The management personnel encourage faculty members to improve their qualifications, attend referesher cources, general orientation courses, seminars, conferences, workshops and present papers therein. The faculty members go for evaluation of examination and even evaluate skill in teaching examination/competition of other universities.

As far as non-teaching staff is concerned, management provides orientation regarding new software related to database management and the same has been added to college resources. The Management encourages the librarian to enrich her knowledge by allowing her to improve qualification, attend seminars, workshops and send papers in journals

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Head of Institution properly gives the guidelines to all the employees for the smooth functioning of the institute. The rules and conditions laid by University and NCTE are strictly followed for the governance and management of various curriculum activities. The coordination is maintained between teaching, non -teaching staff and students for the management of activities. The Principal forms different committees and selects their incharges. The work of

different committees are supervised regularly. The Head of Institution properly plans for the allocation and utilization of the resources by discussing with the members of the management and IQAC.

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The institution has constituted the following committees and cells for ensuring the smooth functioning of the institution:

i. IQAC
ii. Grievance Redressal Cell
iii. Guidance and Counselling Cell
iv. Alumni Association
v. Career Guidance and Placement Cell
vi. Academic Committee
vii. Examination Committee
viii. Skill in Teaching Committee
ix. Research Committee
x. Library Committee
xi. Cultural Committee
xii. Sports Committee
xiii. Publication Committee
xiv. Environmental Club
xv. Cultural Club
xvi. Science and Mathematics Club
xvii. Sports Club

These cells, committees, clubs and associations work and perform their duties and responsibilities according to the field and area allotted to them. Every cell/committee has a head (in-charge) with teachers as members to help. The meetings of all units are held almost every month, decisions are made and conveyed to the Principal and students. The records of the meetings of these cells/committees are properly maintained.

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The organizational structure and the details of the academic and administrative bodies of the institution are as follows:-

(a) Academic

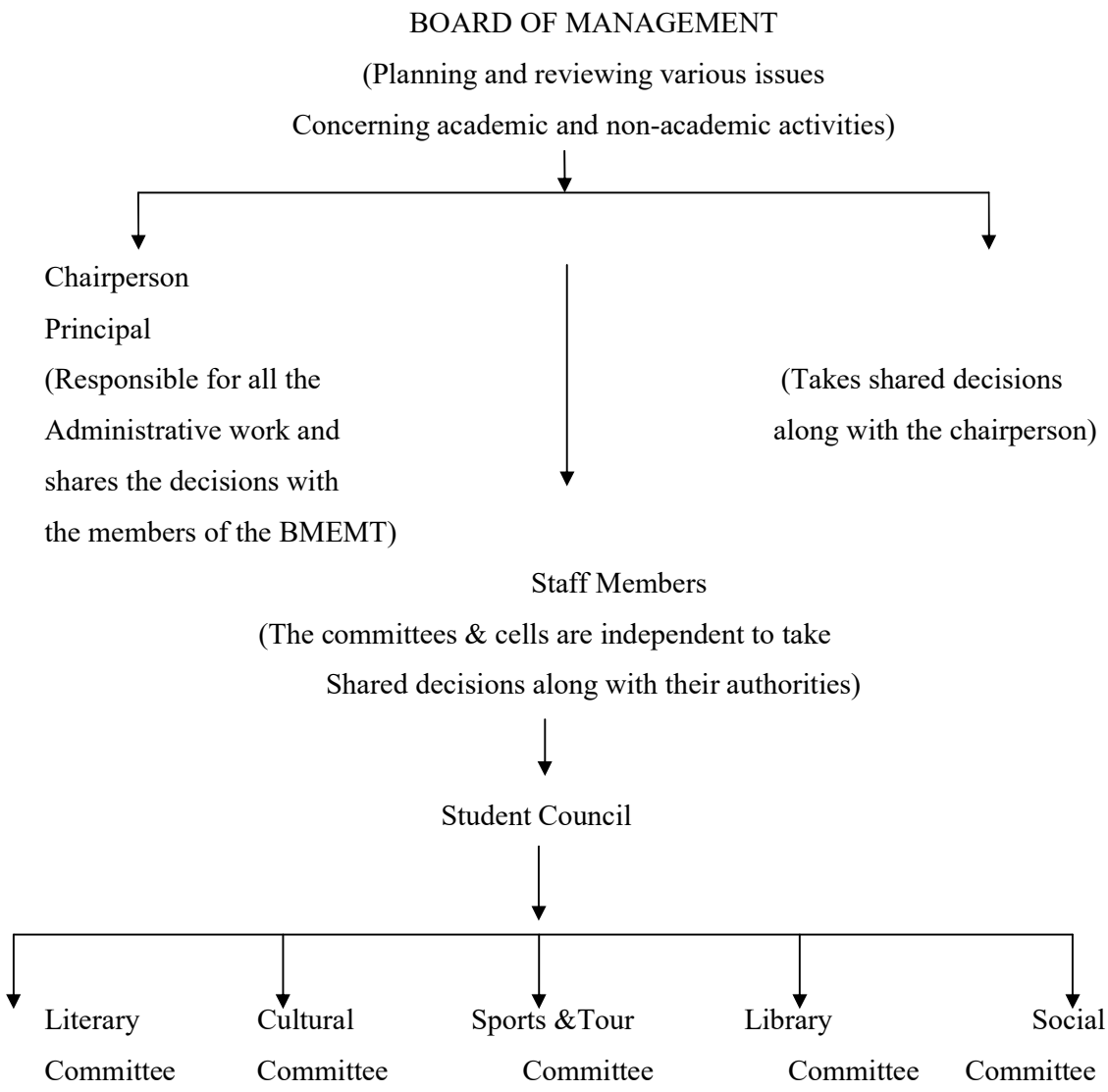
i. Principal (Overall in-charge)
ii. Teaching Staff
iii. Librarian
iv. Director Sports

(b) Administrative

i. Chairman (Overall in-charge)
ii. Co-Chairperson
iii. Managing Director (M.D.)
iv. Director
v. Principal
vi. In-charges of various committees.
vii. Teaching Staff
viii. Non-Teaching Staff (Grade III and IV employees)

6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration of the institution is fully decentralized. Following is the structure of our decentralized administration:



6.2.4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The institution involves management and school personnel in various activities. School personnel is involved in judgement duties during competitions, guest lectures and preparation of students for various competitions. The teacher educators approach the school teachers to become aware about the practical aspects of various topics of teaching such as CCE, record keeping, anecdotes and challenges. The school teachers also get valuable knowledge from teacher educators. Ideas regarding teaching, class room problems, preparation of teaching aids are also exchanged. Those school teachers who are doing further studies contact the college teachers for learning or for guidance of other concerned issues. Finance departmrnt is involved for any financial matters. Music department of school is involved during preparatioin of students for co-curricular activities.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the data and information obtained and collected by feedback is used by the institution in decision making and performance improvement. On the basis of the feedback given by the students, the institution makes changes in library (addition of different medium books, opening and closing time of library), laboratories, time table, teaching practice sessions, time of excursion and organization of functions, daily or class test, evaluation of peer group during micro-teaching and school teaching. The organization of activities like team teaching, peer teaching and field work are also improved on the basis of feedback.

6.2.6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

The institution has incorporated words 'in global context' in stating vision and 'nation; word in mission (2012-13). The institution strives to promote co-operation, sharing of knowledge, innovations and empowerment of the faculty through number of measures as:-.

- Decentralization of duties through which authority and responsibility to undertake the work is entrusted to more than one person. Staff meetings are held where in, the Principal takes opinion of all and then distributes the work accordingly.
- The management inspires the faculty members to improve their qualifications. They offer increment to those who pursue it.
- Knowledge increases when it is shared. To attain this objective, the institution arranges Faculty exchange programmes wherein, assistant professors from other institutes are invited to share their expertise on topics covered in the curriculum. Similarly faculty members also visit other educational institutions to spread their knowledge. In this mutual exchange, both the parties are benefitted.
- Library resources are sufficient enough to meet the requirements of both the students and teachers. Such resources are enriched time to time by subscribing new journals, magazines and purchasing quality books etc.
- The faculty members attend refresher courses and GOCs to update their knowledge.
- All the faculty members work with the team spirit like one family, they co-operate with each other in all respects.

6.3 Strategy Development and Deployment

6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, The institution has all its records in the computers. It has information cell for collection and dissemination of any information. All the records of students are stored in computer. The system gives all types of information on demand. College library is being made fully automatized. Other aspects are under process to be covered under MIS.

6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates resources as follows:-

a) Human resources:- The Principal discusses the requirement of human resources with the management in order to fill the vacant posts. The special functions are organized cooperatively with faculty members of the sister institutions.
b) Financial resources:- If any resource is required during the session, the Principal conveys to the management and proper resources are provided.

The planning of budget is done in the beginning of the session. The budget is then approved by the management Secretary. Expenditure is done accordingly.

6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Resources act as mean for the implementation of the mission and goals. Human resources (teachers and students) are needed to conduct activities related to society. To produce effective student-teachers by using human and physical resources. Financial resources are used to provide up to date knowledge and skills by spending on library, computer labs and on other labs for achievement of goals. Formation of different committees in the beginning of sessioin helps to plan out human resources. Annual budget helps to plan financial resources.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

Before the beginning of the session faculty meeting is held and academic calendar is prepared on the basis of university calendar. The good and weak points (feedback) of previous session are discussed in staff meeting. New solutions or methods to remove barriers and steps needed to bring improvement are discussed. The faculty members coordinate with the administrator and the school teachers to fix the dates of practice teaching and discussion lessons. Tentative schedule of classroom teaching, house tests, cultural activities, surveys, celebration of days, dates of seminars, workshops, community camps, excursion, visit to special institutes is also prepared by involving the in-charges of committee and administrator of the institution.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives are communicated by the Principal to the various committees during the staff meetings.

The division of work is done almost equally and according to the interest and competence of the faculty. All members work cooperatively to achieve the desired objectives (curricular and co- curricular).

The new innovative strategies are discussed, feedback is taken from students and again planning of objectives is done for better result.

6.3.6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The institution has formed various committees for the smooth functioning of the curricular and extra-curricular activities. The working of the committees according to the vision and mission of the institution is assessed from time to time. Meetings are held to review the functioning of the committees. The feedback from various stake holders also helps to assess to what extent institution is striving towards its goal. The Committee revises its work and activities according to feedback.

Regular meetings are held for discussion with in charges of various committees. Feedback from various stake holders is analyzed. It helps to evaluate the various implementations, if they are in direction of mission and vision of institution. Meeting is organized before beginning of session, then the things are revised and changes are brought where required in the implementation of various rules, policy decisions including those about new activities to be performed.

6.3.7. How does the institution plan and deploy the new technology?

The institute has a clear cut policy for planning and usage of technology. To make the effective and accurate use of technology, the institute has framed a committee. The committee plans and reviews the implementation of technology in the teaching learning process. The committee comprises of secretary of trust, principal of college, expert from technological field and a faculty member. The institute has a clear vision to use technology. For this purpose, LCD projectors have been provided in all the classrooms. The institute has 24 hour internet facility in the campus. There are certain future projects also.

The institute is planning to connect all the classrooms via local area network. It will ensure the availability of IT sources and material in the classroom. The institute has also provided WIFI facility to the students.

The institute uses latest IT resources such as facebook, Blogs etc. for communication purposes. The Institute also uses M-learning for curriculum transaction.

6.4 Human Resource Management

6.4.1. How do you identify the faculty development needs and career progression of the staff?

The institution has a practice of getting self-appraisal forms filled by teachers. Staff profile is also maintained. Student feedback regarding teaching competencies directly help in identification of faculty development needs. The head of the institution provides every opportunity to the faculty for its development. Faculty members are encouraged to carry out research, attend seminars, workshops, conferences, publish papers to ensure their progress in career development.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The Principal's interaction with students helps to assess the efficiency of teachers in the class room. The written feedback from students is also helpful for this. The feedback from Alumni is used to find out the strengths and weaknesses on teaching. Bio data are updated by teachers and submitted in the office. Staff meetings also help to find out the efficiency of teachers. Completion of work in time also shows their efficiency. Weak points revealed in feedback from students are informed to relevant teacher and they are asked to improve the same. Academic result analysis is done paper wise, which gives an idea of the performance of teaching staff and students.

To improve teaching the latest teaching aids and tools are provided to the faculty members. The teachers are motivated to attend seminars, workshops, conferences and research courses.

6.4.3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution provides study leave for Pre Ph.D. course and PCP of various degrees under distance mode. Maternity as well as Paternity leave is given to the faculty members with salaries. Increment is provided to teaching and non-teaching employees every year. The teaching and non-teaching staff is provided with free medical facilities. The Head of Institution also encourages the faculty members regarding the publication of tools, articles, books and participation in workshops, seminars, conferences from time to time, delegation fees is paid by the institution. A congenial environment is provided to all employees. Teachers are free to take decisions and discuss the things with management and principal.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, Regular faculty development programmes are organized in the beginning of each session. These programmes include IT training skills, Orientation to any change in curriculum etc. The institute also provides facilities for development of non-teaching staff. The non-teaching staff is encouraged to gain higher qualification especially in computer and IT field. The office superintendent Mr. Navtej Singh has completed his PGDCA course under such scheme. The institute gives discount in fee to its employees.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Recruitment is purely done as per guidelines of NCTE, affiliating University and UGC norms. The college gives advertisement in renowned newspapers and qualified candidates are for called for interview. The Selection committee comprising of a representative of BMEMT, subject expert and Principal select candidates according to their qualification and merit.

The procedure given by the affiliating university is strictly followed for the recruitment purpose. The salary structure and service conditions are as per norms of UGC.

6.4.6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

Part time/ adhoc vacancies are advertised in the leading newspapers. The candidates are selected through proper interviews. The interview panel consists of members of the BMEMT, Principal and subject experts. They are given consolidated salaries on the basis of their workload, qualification and university norms. These faculty members are selected on the basis of their specialization as per the need of the institute.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institute encourages each faculty member for the professional development in terms of involvement in research projects, research work and advanced study. The faculty members are already engaged in the construction of tools, publication of books, writing articles, participation in national and international seminars, workshops, and conferences in India and abroad due to healthy, congenial and motivational environment of the institute. Some faculty members are

having membership of reputed associations. Maximum opportunities are also given to the faculty members to act as judge in various inter/intra college/ university competitions and act as resource persons in the area of interest in seminars, workshops etc. The expenditure is paid by the institute for staff development activities such as seminars and workshops. For advanced study, staff members are given leave with pay/half pay.

6.4.8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The institute has well-furnished staff room with AC and required facilities like refrigerator, computer, printer and internet facilities. It is well equipped with comfortable chairs, study tables, almirahs and lockers.

A well-equipped Computer laboratory, Science lab, Social Science lab, Maths lab, Technology lab, library, LCD projector, CDs, models, flex etc are provided to the faculty as and when needed. Rest room and first-aid facilities are also provided by the institution. The intercom facility helps to interact effectively with office staff and faculty.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The faculty members discuss their problems freely with Principal, Secretary or with management members. The parents can come on any working days to discuss the problems (educational, social, psychological, physiological or any other) of their ward with faculty members or Principal.

The information related to day- to- day activities is available on College blog, which is accessible by all (parents, students and teachers). General information (courses, faculty, resources etc.) is available on the college website. The college phone, fax, email, social sites, SMS are used for seeking information and making complaints. A college complaint or suggestion box is there for giving feedback by any stakeholder.

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

There is decentralization in the working and distribution of workload among different faculty members. They are given work according to their qualification and specialization and interest. Besides, the Principal is an able leader to recognize the caliber of faculty members and to assign particular duty to them. No work is assigned to a single individual. Different committees are set up by the Principal. Guidelines are provided by the Principal from time to time to ensure effective functioning of committees. Different committees set up for the purpose are:

- Academic Committee

- Examination Committee
- Skill in Teaching Committee
- Research Committee
- Library Committee
- Cultural Committee
- Sports Committee
- Publication Committee

Each committee organizes activities in accordance with its objectives.

6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, After university examination results a staff meeting is organized and teaching faculty is appreciated for good academic performance. A party is organized for staff where concerned staff of sister institutionsand management is also invited and work of each member is appreciated. The Principal announces the various deeds of staff members in assemblies. The publications by teachers are hanged on display boards. Increment is given after completion of Ph.D. and higher degree. The staff is appreciated by the Principal in staff meetings and college functions.

6.5 Financial Management and Resource Mobilization

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

No, the institute does not get any grant from either UGC or State Govt. It is a self-financed institute, the only source of income is the fee collected from the students.

6.5.2. What is the quantum of resources mobilized through donations? Give information for the last three years.

The ex-students donate their books to book bank. Otherwise there is no donation system available in the institution.

6.5.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operational budget is sufficient for day-to-day management.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The fee collected from the students and funds by trust are the main budgetary resources to fulfill the mission and offer quality programs.

6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, the accounts are audited regularly. The internal audit is conducted by Management Auditor, external audit is conducted by C.A.

6.5.6. Has the institution computerized its finance management systems? If yes, give details.

Yes, the institute has fully computerized its finance management system. The institute has hired an IT expert for developing the system as per its requirement and another person is also hired for maintenance of the system. All the concerned persons are fully trained to use that finance management system.

6.6 Best practices in Governance and Leadership

6.6.1. What are the significant best practices in Governance and Leadership carried out by the institution?

In this institute, the environment is healthy and Students' council is there including class and house reporesentation. Teacher meetings are held with them in which feedback is taken from class representatives and house representatives. Students organize functions, take responsibilities and can make decision regarding welfare of all.

CRITERION VII: INNOVATIVE PRACTICES

7. 1 Internal Quality Assurance System

7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has established IQAC in Year 2012. The major activities of IQAC are following :

a) Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution

b) Organization of workshops, seminars on quality related themes and promotion of quality circles

c) Documentation of the various programmes / activities leading to quality improvement

d) Acting as a nodal agency of the institution for quality-related activities

e) Examine the practices followed by all the units of the institution.

f) For continuous monitoring and comprehensive evaluation to maintain quality of teacher education programme.

The composition of IQAC is:

01	Sh. Subhash Rajak	President
01.	Dr. Vatsala Padliya	Principal
03.		Self - appraisal Co-ordinator
04.		Assistant professor
05.		Assistant professor
06.		Assistant professor
07.		Assistant Professor
08.		Libraraian
09.		Office Superintendent

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Keeping in view the goals and objectives, the institute makes methodical planning and prepares for all the academic and non-academic activities in advance. All activities are planned on the basis of academic calendar for the harmonious development of the students. The student teachers are well informed and guided at the beginning of the first term regarding objectives of the curriculum, courses of study, evaluation scheme and format of question paper. The proper follow up and monitoring of planning is done on the regular basis by the Principal, so that the corrective action if required is taken (if there is any discrepancy/gap between the planning and actual position). The meeting of faculty members is held regularly for the smooth implementation of all the proposed activities. The Principal makes verification time to time regarding different activities. At the end of the session, a meeting of all the faculty members is

called to analyze the working of different activities. If some deviations in achieving goals and objectives are observed, suggestions are invited and incorporated in the plan for the next session.

7.13. How does the institution ensure the quality of its academic programmes?

The main emphasis of the institution is to provide quality education to the students and increase efficiency of human resources for the best results. Regular staff meetings are held to discuss the need of physical resources and implementing innovative strategies while teaching.

a) In the beginning of the session, a help desk Cell works actively to explain the admission procedure to new students.
b) The faculty members while teaching use audio-visual aids like LCD projectors, CDs, educational movies, models, flex etc.
c) Cooperative teaching is used according to academic needs.
d) Learner-centered education is provided, diagnoses and remedial teaching is used to increase academic performance.
e) The whole staff works cooperatively and collaboratively. Educational surveys, experiments and research work are conducted and used for educational benefits.
f) Extension lectures, seminars, workshops, competitions are organized to increase efficiency of human resources.
g) Formative assessment through daily class tests is taken regularly so that students can be well-prepared for house tests and final exams. Guidance and counselling cell helps the students to solve their personal, social and educational problems and grievances. Activities like yoga and meditation are performed to relieve stress.
h) Financial budget is planned in the beginning of the session and the information is sent to the management.
i) The anecdotal record is maintained by the teachers regularly for accessing the behaviour of students.
j) Feedback performa filled by head of the institutions during teaching practice and feedback performa filled by the students at the end of the session help in further improving quality by finding defects and removing them in order to achieve maximum benefits in future.
k) The student's council is formed to seek students involvement and enable to represent any problems faced by them regarding curricular and co-curricular activities.
l) The Grievance Redressel cell is also available to the students for enhancing the quality of education and to ensure justice in the institution.
m) The Principal interacts with the students, takes oral feedback and gives his valuable suggestions to improve overall quality of various programs. When required, meetings with

faculty members are also held to bring desirable changes for quality enhancement of academic programs.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The Principal and the staff members plan and execute all the activities of the college cooperatively in a systematic manner. Duties and the responsibilities are managed in a democratic way; guided freedom is given taking into consideration the abilities and interests of the teacher in charge and duty holders of the activity concerned. For making and enforcing rules and regulations regarding specific curricular and co- curricular activities, cooperative decisions are made. The Principal supervises the activity concerned and gets feedback from time to time to ensure its effective implementation. The management representative is also consulted whenever required.

Regarding financial matters the requirements of the institution are cared for and the Principal along with a senior member of the staff makes budget at the beginning of the session, which is approved by concerned management authority. The qualified professional does the auditing from time to time.

7.1.5. How does the institution identify and share good practices with various constituents of the institution?

Feedback from the students and various stake holders helps to identify best practices. Discussions in staff meetings also help to put light on best practices. Alumni meetings help in identifying good practices as they interact more freely. Staff meetings and pre planning of various processes and activities helps to share best practices.

7.2 Inclusive Practices

7.2.1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

A faculty member of the institution is engaged in the UGC project of 'Inclusive Education'. During the seminar of this project, all the faculty members were present and got updated information regarding the issue of inclusion. All the faculty members are engaged directly or indirectly in the collection and compilation of the data of different districts of Punjab. Journals are also available in the library to sensitize teachers about the latest trends in the national policies and the school curriculum regarding inclusion. The teachers are motivated to publish research papers related to such issues. The transaction of inclusion related topics helps to become aware about the need of inclusion. Special schools like labour children school, Red Cross school etc. are visited with the objective to sensitize the need of inclusion. Here the

students interact with special-need students, teachers and Principal to know about real issues and strategies being used.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The syllabus constructed by the university gives knowledge about the challenged learner (special schools where students have visited) with differences in various abilities and aspects. To provide actual experience movies are shown to students and discussion is done side by side. The students are asked to write short notes after each movie show. Local visits are arranged to schools having children with special needs. Teachers teach these topics by correlating with various real life situations and current situations. Student teachers are guided properly during teaching practice. Everyday a discussion session is arranged during teaching practice where student teachers discuss such class room problems with teacher educators.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

For active engagement in learning and self-motivation of the students, creative and innovative methods are preferred to traditional methods. This includes adoption of methods like seminar method, cooperative teaching, workshops, brainstorming sessions, delivery of lessons with use of technological field work, survey method, peer teaching, meta-cognition and situated learning. Such methods provide platform for social interaction and engage the students actively in learning process. The trainers are engaged in organizing curricular and co- curricular activities. They are also engaged actively in social work in collaboration with NGOs.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

During teaching practice regular supervision of student teachers' teaching is done by teacher educators. They observe student teachers' and give immediate feedback. When they find any fault regarding the behavior of student teachers with students, they are guided by teachers in an effective manner. Teacher educators act as model during curriculum transformation and during teaching practice. The feedback is taken from the subject in charge and the principal of the school. All suggestions are taken so that student teachers behave properly and take care of all the students.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

a) Special care is taken to fulfill the special needs of the physically challenged and differently abled students. Encouragement and maximum cooperation is given to such students. They are assigned tasks keeping in mind their physical limitations.

b) Advanced learners - They are given extra responsibilities. They are told to prepare Power Point presentations and present the same in the assembly. Extra books are issued to them. They are provided with more assignments and motivated verbally to achieve good position in the University examination. The answer sheets of ex-students who were high achievers of last session are shown to them. Mostly they are provided leadership roles too.

c) Slow learners – The individual problems are identified and special attention is given to them. Remedial teaching is given. They are guided individually and academic counseling is provided. Extra classes are arranged for them, routine class tests are taken. Their achievements are appreciated by the Principal and teachers. Extreme cases of slow learners are studied under action research and immediate corrective measures are adopted.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The environment of the institute is encouraging and healthy. The campus activities are always monitored by the concerned persons also. So, major problems related to gender sensitive issues do not occur. Also, the number of boys in the institute is very less as compared to girls. It is also a reason why there are no such issues. However, if such issues arise, the institute has a mechanism to handle it by Grievance Redressal Cell etc..

7. 3 Stakeholder Relationships

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

Institute follows different services to ensure access to the information on organizational performance to the stakeholders, which are as follows.

1. The institute has its website http://www.swamisharnam.net/index.html , which is regularly updated. It provides all the information to the stakeholders.
2. The institute uses internet and other related facilities such as SMS via internet to provide the necessary information to the students and parents.
3. The institute has its information cell which disseminates and collects information regarding academic and administrative activities and gives press releases. The records are kept in the institute related to all the activities.
4. The relevant information also displayed on Notice board for the students.

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Things are discussed orally with stakeholders during their formal or informal visits. The students discuss their problems and other issues concerned with institution openly with teachers. The teachers discuss these points in staff meetings.

The institution uses various types of feedback mechanism for bringing qualitative improvement and to obtain satisfaction level of students and stakeholders like:

1. Feedback of students
2. Feedback of Academic peer
3. Feedback during national seminar
4. Feedback during Inter college competitions

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The institution has provision to get feedback from students. There are two Performa's on which the institute gets feedback from students. It is regarding teachers and the institution. There is a Performa on which the institution gets feedback from principal or teacher in charge of teaching practice school. Feedback from Alumni is also taken. The Institution collects feedback from various scholars, ex-students and visitors to visits the institution. The feedback is taken from guests whenever there is any such college activity organized. It is analyzed and discussed in meetings. This feedback is used for further improvement in various fields and future problems.

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

1. How are the core values of NAAC reflected in the various functions of the institution?

NA as its 1st Cycle

उत्तर क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)

Northern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

NCTE

F. No./NRC/NCTE/F-7/ RJ-2039/2015 / 10598 F-86 Date: 17 MAY 2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND WHEREAS, the institution i.e. S.S. College of Education, HS-6, Vasant Vihar, Sector – 5, Hiran Magri, Distt. – Udaipur -313002, Rajasthan has been recognized for B.Ed. by NRC vide order No. F.NRC/NCTE/F-7/ RJ-2039/2008/63048 dt. 22.09.2008 for an intake of 100.

3. AND WHEREAS, the institution S.S. College of Education, HS-6, Vasant Vihar, Sector – 5, Hiran Magri, Distt. – Udaipur -313002, Rajasthan has by affidavit commented to cover under new Regulations and sought for two basic units in B. Ed., which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution two basic units of 50 students each subject to fulfillment of the following conditions namely:

(i) The institution shall create additional facilities which include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adherence to staff norms as per Regulations, 2014 and inform the Regional Committees with required documents by October 31, 2015.

(ii) The applicant Institution, for additional unit will be required to submit the required documents, such as land documents, Non-Encumbrance Certificate (NEC), Land Use Certificate (CLU) and the Building Plan (BP) in the format available on the website, to the Regional Committee in proof of having provided additional facilities, before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents, if available, otherwise it may be given to the Visiting Team at the time of inspection.

(iii) The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

(iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order S.S. College of Education, HS-6, Vasant Vihar, Sector – 5, Hiran Magri, Distt. – Udaipur -313002, Rajasthan for conducting B. Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein, before 31.10.2015.

कार्यालय : दीर्घा मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल
भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तराखंड, दिल्ली, पंजाब, हरियाणा, चंडीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No. 0141-2744288, 2744035, Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg, Jaipur-302 005 (Rajasthan)
Jurisdiction : U.P., Uttrunchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

6. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

(a) Sanctioned programmes along with annual intake in the institution.
(b) Name of the facility and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
(c) Name of faculty members who left or joined during the last quarter.
(d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and the entrance test, if any, date of admission, etc.
(e) Fee charged from students.
(f) Available infrastructural facilities.
(g) Facilities added during the last quarter.
(h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
(i) The affidavit with enclosure submitted along with application.
(j) The institution shall be free to post additional relevant information, if is so desires.
(k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

(Dr. S.K. Chaturvedi)
Regional Director

The Manager to Govt. of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054

Copy to:-

1. The Principal, S.S. College of Education, HS-6, Vasant Vihar, Sector – 5, Hiran Magri, Distt. – Udaipur -313002, Rajasthan.
2. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur Rajasthan.
3. The Registrar, Mohan Lal Sukhadia University, Dist. Udaipur-313001, State-Rajasthan.
4. The Secretary, Ministry of Human Resource Development, Deptt. of School Education & Literacy, Shastri Bhawan, New Delhi-110 001.
5. The DS (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. The Coordinator, RTET, M.D.S. University, Ajmer, Rajasthan.
7. Office order file/ Institution file.

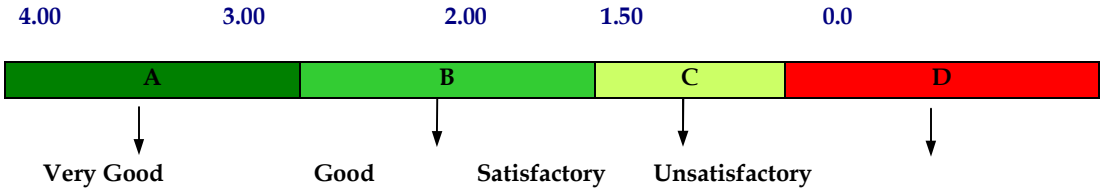
SAMPLE OF STUDENTS FEED BACK ----- ANNEXURE –V

SS COLLEGE OF EDUCATION

Student Feedback on Teachers

Department : Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you) 2. Communication Skills (in terms of articulation and comprehensibility) 3. Sincerity / Commitment of the teacher 4. Interest generated by the teacher 5. Ability to integrate course material with environment/other issues, to provide a broader perspective 6. Ability to integrate content with other courses 7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class) 8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course 9. Provision of sufficient time for feedback 10. Overall rating				

SS COLLEGE OF EDUCATION

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Class : B.Ed. Session

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

   a) adequate b) inadequate

   c) challenging d) dull

2. Background for benefiting from the course was

   a) more than adequate b) adequate

   c) inadequate d) cannot say

3. Was the course easy or difficult to understand?

   a) easy b) manageable

   c) difficult d) very difficult

4. How much of the syllabus was covered in the class?

   a) 85 to 100% b) 70 to 85%

   c) 55 to 70% d) less than 55%

5. What is your opinion about the library material and facilities for the course?

   a) more than adequate b) adequate

   c) inadequate d) very poor

6. To what extent were you able to get material for the prescribed readings?

   a) Easily b) with some difficulty

   c) not available at all d) with great difficulty

7. How well did the teacher prepare for the classes?

   a) thoroughly b) satisfactorily

c) poorly d) indifferently

8. How well was the teacher able to communicate?

a) Always effective b) sometimes effective

c) Just satisfactorily d) generally ineffective

9. How far the teacher encourages student participation in class?

a) mostly yes b) sometimes

c) not at all d) always

10. If yes, which of the following methods were used?

a) Encouraged to raise questions b) get involved in discussion in class

c) encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

a) Very helpful b) sometimes helpful

c) not at all helpful d) did not advise

12. The teacher's approach can best be described as

a) Always courteous b) sometimes rude

c) always indifferent d) cannot say

13. Internal assessment was

a) Always fair b) sometimes unfair

c) Usually unfair d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

a) Helps to improve b) discouraging

c) no special effect d) sometimes effective

15. How often did the teacher provide feedback on your performance?

a) Regularly/in time b) with helpful comment

c) often/ late d) without any comments

16. Were your assignments discussed with you?

a) Yes, fully b) yes, partly

c) not discussed at all d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

a) Yes b) no

If yes, was it helpful?

a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Feed backon Practice Teaching by Staff of Practice teaching Schools, Peers & Teacher Educators.

1. **Knowledge base of the student teacher (as perceived by you)**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

2. **Communication Skills (in terms of articulation and comprehensibility)**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

3. **Sincerity / Commitment of the student teacher**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

4. **Interest generated by the student teacher**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

5. **Ability to integrate course material with environment/other issues, to provide a broader perspective**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

6. **Ability to integrate content with other courses**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

7. **Ability to design Lesson Plan /Tests /Assignments / Teaching Aids –Charts, Models and projects to evaluate students understanding of the course**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

8. **How you found knowledge and behavior of Observer deputed from College?**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

9. **Overall rating**

(A)Very Good	**(B) Good**	**(C) Satisfactory**	**(D) Unsatisfactory**

Signature……Date……

Name……

Post……

School Name……

Previous Academic Year Result ANNEXURE IX

Declare Date: 21/11/2015
Print Date: 12/01/2016

171 - S.S. COLLEGE OF EDUC

ROLL No. / Enroll.No. / Category	STUDENT NAME / FATHER'S NAME / MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469791 2008/57991 Regular	AAYUSHI SHARMA GOPAL SHARMA PRATIBHA SHARMA		408 264 672 74 81	FIRST/P FIRST/P PASS PASS
469792 2011/17372 Regular	AISHWARYA RAO DIGVIJAY SINGH RAO PURNIMA RAO		442 232 674 69 80	FIRST/P FIRST/P PASS PASS
469793 2012/78261 Regular	AKANKSHA BOHRA MANGAL KUMAR MADHU BOHRA		374 245 619 75 82	FIRST/P FIRST/P PASS PASS
469794 1483428 Regular	ANITA NAGAR KUNJBIHARI NAGAR PRAKASH NAGAR		338 227 565 66 60	SECOND/P FIRST/P PASS PASS
469795 1483429 Regular	ANJALI SHROTRIYA GOPAL LAL SHROTRIYA ALKA SHROTRIYA		440 258 698 67 83	FIRST/P FIRST/P PASS PASS
469796 2011/9508 Regular	APOORVA PALIWAL NARESH PALIWAL TARUNA PALIWAL		418 252 670 71 78	FIRST/P FIRST/P PASS PASS
469797 2001/34190 Regular	ARCHANA BASER MURLIDHAR BASER SANTOSH BASER		413 258 671 71 77	FIRST/P FIRST/P PASS PASS
469798 1484512 Regular	ARSHI KHAN MOHD YOUSUF QAMAR BANO		416 234 650 73 86	FIRST/P FIRST/P PASS PASS

Declare Date: 21/11/2015
Print Date: 12/01/2016

MOHANLAL SUKHADIA
(TABULATION REGISTE

ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	D E S (	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469799 2011/45887 Regular	ASHA KUMARI KUMHAR PRABHU LAL KUMHAR GEETA BAI			376 221 597 71 60	FIRST/P FIRST/P PASS PASS
469800 1483430 Regular	BABITA GARG PREM CHANDRA FOOLA DEVI			361 226 587 68 70	FIRST/P FIRST/P PASS PASS
469801 2011/52658 Regular	BABLI KUMARI SHARMA RAM CHANDRA PUSHPA DEVI			421 243 664 74 71	FIRST/P FIRST/P PASS PASS
469802 1483431 Regular	BAIJANTI DEVI MAHENDRA SINGH SARASWATI			381 234 615 72 67	FIRST/P FIRST/P PASS PASS
469803 2011/18186 Regular	BHAMINI CHAUHAN RAJENDRA SINGH CHAUHAN BHANWAR KUNWAR			430 260 690 69 72	FIRST/P FIRST/P PASS PASS
469804 1483432 Regular	BHANWARI BHERA RAM SOHANI DEVI			345 224 569 67 58	SECOND/P FIRST/P PASS PASS
469805 2002/6312 Regular	BIDESHA BANDYOPADHYAY BECHARAM BANDYOPADHYAY TAMASHI BANDYOPADHYAY			398 243 641 70 86	FIRST/P FIRST/P PASS PASS
469806 1484513 Regular	CHAMELI MEENA HURMA MEENA KODARBAIN MEENA			386 255 641 66 65	FIRST/P FIRST/P PASS PASS

Page 2

Declare Date: 21/11/2015
Print Date: 12/01/2016

MOHANLAL SUKHA
(TABULATION REG

ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469807 1484514 Regular	CHANCHAL SUTRKA PREMSHANKER SUSHILA DEVI		387 226 613 74 74	FIRST/P FIRST/P PASS PASS
469808 1484515 Regular	CHANDA BARGOTA SUNDER LAL BARGOTA PARSADI DEVI		376 234 610 71 68	FIRST/P FIRST/P PASS PASS
469809 2010/19431 Regular	DAMINI JOSHI DEEPAK JOSHI DEEPIKA JOSHI		340 227 567 68 65	SECOND/P FIRST/P PASS PASS
469810 2011/17565 Regular	DEEPIKA DERASHRI SURESH CHANDRA DERASHRI SADHANA DEVI		435 251 686 71 73	FIRST/P FIRST/P PASS PASS
469811 2010/34038 Regular	DEEPIKA JEENGAR BASANTI LAL JEENGA KALI DEVI JEENGAR		414 256 670 76 76	FIRST/P FIRST/P PASS PASS
469812 2003/31535 Regular	DEEPIKA SEN RAJENDRA KUMAR SEN RAJSHREE SEN		400 228 628 69 77	FIRST/P FIRST/P PASS PASS
469813 2011/42041 Regular	DIXA KUMARI TUSHWARA SURESH CHANDRA TUSHWARA SAMPAT DEVI		396 249 645 73 74	FIRST/P FIRST/P PASS PASS
469814 2010/32869 Regular	GAYATRI GOHIL MAGAN BHAI GOHIL SHANTA GOHIL		403 233 636 70 71	FIRST/P FIRST/P PASS PASS

Declare Date: 21/11/2015
Print Date: 12/01/2016

MOHANLAL SUKH
(TABULATION REC

ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469815 1483434 Regular	HEMLATA SAHU GHANSHYAM SAHU GOURIBALA SAHU		392 241 633 72 75	FIRST/P FIRST/P PASS PASS
469816 2011/57351 Regular	HIMANI JAIN DEPAK JAIN USHA JAIN		383 240 623 69 70	FIRST/P FIRST/P PASS PASS
469817 1483435 Regular	JYOTI SHARMA NAND KISHOR SHARMA ASHA SHARMA		412 242 654 69 73	FIRST/P FIRST/P PASS PASS
469818 1484516 Regular	KANCHAN KUMARI ANIL KUMAR MEENA KUMARI		353 262 615 71 68	SECOND/P FIRST/P PASS PASS
469819 2011/52707 Regular	KANCHAN REGAR NANA LAL REGAR SAYAMA DEVI		415 227 642 71 74	FIRST/P FIRST/P PASS PASS
469820 2011/53852 Regular	KARISHMA GAMOT LALIT CHANDRA GAMOT SHARDA DEVI		404 230 634 74 65	FIRST/P FIRST/P PASS PASS
469821 2011/18311 Regular	KARISHMA VYAS SHIV SHANKER VYA LAXMI VYAS		420 246 666 79 67	FIRST/P FIRST/P PASS PASS
469822 1483436 Regular	KHUSHBOO MEENA RAMDEV MEENA PREM BAI MEENA		390 218 608 72 82	FIRST/P FIRST/P PASS PASS

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MOHANLAL SUKH
(TABULATION REC

ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469815 1483434 Regular	HEMLATA SAHU GHANSHYAM SAHU GOURIBALA SAHU		392 241 633 72 75	FIRST/P FIRST/P PASS PASS
469816 2011/57351 Regular	HIMANI JAIN DEPAK JAIN USHA JAIN		383 240 623 69 70	FIRST/P FIRST/P PASS PASS
469817 1483435 Regular	JYOTI SHARMA NAND KISHOR SHARMA ASHA SHARMA		412 242 654 69 73	FIRST/P FIRST/P PASS PASS
469818 1484516 Regular	KANCHAN KUMARI ANIL KUMAR MEENA KUMARI		353 262 615 71 68	SECOND/P FIRST/P PASS PASS
469819 2011/52707 Regular	KANCHAN REGAR NANA LAL REGAR SAYAMA DEVI		415 227 642 71 74	FIRST/P FIRST/P PASS PASS
469820 2011/53852 Regular	KARISHMA GAMOT LALIT CHANDRA GAMOT SHARDA DEVI		404 230 634 74 65	FIRST/P FIRST/P PASS PASS
469821 2011/18311 Regular	KARISHMA VYAS SHIV SHANKER VYA LAXMI VYAS		420 246 666 79 67	FIRST/P FIRST/P PASS PASS
469822 1483436 Regular	KHUSHBOO MEENA RAMDEV MEENA PREM BAI MEENA		390 218 608 72 82	FIRST/P FIRST/P PASS PASS

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MOHANLAL SUKHADI
(TABULATION REGIST

ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469823 1483437 Regular	LATA SHARMA SHRAVAN KUMAR SHARMA RADHA DEVI 33		410	FIRST/P
			236	FIRST/P
			646	
			69	PASS
			75	PASS
469824 2010/33431 Regular	MAMTA TANWAR KISHAN LAL TANWAR KHATIK JAMANA DEVI 34		382	FIRST/P
			233	FIRST/P
			615	
			72	PASS
			78	PASS
469825 1483438 Regular	MANGU KANWAR SHRAVAN SINGH PARWAT KANWAR 35		391	FIRST/P
			254	FIRST/P
			645	
			64	PASS
			68	PASS
469826 1483439 Regular	MEENA BAIRWA SANWARMAL BAIRWA DURGA DEVI 36		417	FIRST/P
			239	FIRST/P
			656	
			73	PASS
			72	PASS
469827 1483440 Regular	MEENU GURJAR DHARA SINGH GURJAR GUDDI DEVI 37		350	SECOND/P
			228	FIRST/P
			578	
			71	PASS
			56	PASS
469828 1483441 Regular	MINAXI VERMA RATAN LAL VERMA SHANTI BAI 38		344	SECOND/P
			221	FIRST/P
			565	
			72	PASS
			64	PASS
469829 2011/18627 Regular	MONA JOSHI VINAYAK JOSHI YASHODHRA JOSHI 39		404	FIRST/P
			239	FIRST/P
			643	
			68	PASS
			62	PASS
469830 2011/50607 Regular	MONIKA PATHAK 40 GOMTI SHANKAR PATHAK DHARMSHILA		399	FIRST/P
			237	FIRST/P
			636	
			76	PASS
			67	PASS

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MOHANLAL SUKHAD
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ROLL No. / Enroll.No. / Category	STUDENT NAME / FATHER'S NAME / MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469831 2012/76696 Regular	MONIKA RATHORE ARJUN SINGH RATHORE NIRMALA RATHORE 41		405	FIRST/P
			230	FIRST/P
			635	
			68	PASS
			62	PASS
469832 2011/18752 Regular	MONIKA SUTHAR UMIYA SHANKAR SUTHAR MANDUKANTA SUTHAI 42		404	FIRST/P
			244	FIRST/P
			648	
			64	PASS
			71	PASS
469833 1483442 Regular	NARBADA KUMARI DAU SINGH SEETA DEVI 43		390	FIRST/P
			239	FIRST/P
			629	
			79	PASS
			71	PASS
469834 2011/18773 Regular	NARBADA MEENA RAM LAL MEENA JAMNA DEVI 44		418	FIRST/P
			230	FIRST/P
			648	
			71	PASS
			64	PASS
469835 2009/18461 Regular	NEELAM BHATT ASHVINI KUMAR BHATT LEELA BHATT 45		435	FIRST/P
			250	FIRST/P
			685	
			70	PASS
			69	PASS
469836 1483443 Regular	NEELAM RATHORE JANKILAL RATHORE PISTA RATHORE		352	SECOND/P
			237	FIRST/P
			589	
			67	PASS
			60	PASS
469837 2002/10765 Regular	NEELU BHAVSAR KANHAIYA LAL BHAVSAR KRISHNA BHAVSAR 47		370	FIRST/P
			233	FIRST/P
			603	
			70	PASS
			71	PASS
469838 2011/50654 Regular	NEEMA CHARPOTA MOHAN LAL DHULI 48		400	FIRST/P
			223	FIRST/P
			623	
			68	PASS
			57	PASS

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ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469839 2010/33533 Regular	NEETU KUSHWAHA RAM PREET KUSHWAHA ANUSUIYA DEVI		406 241 647 67 66	FIRST/P FIRST/P PASS PASS
469840 2001/8317 Regular	NIDHI JAIN RAMESH CHNDRA MANJULA JAIN		372 229 601 66 65	FIRST/P FIRST/P PASS PASS
469841 2009/02853 1 Regular	NIDHI JAIN SANJAY JAIN NIRMALA JAIN		379 232 611 75 73	FIRST/P FIRST/P PASS PASS
469842 2009/41400 Regular	NIDHI JAIN VASTUPAL JAIN REKHA JAIN		397 257 654 67 67	FIRST/P FIRST/P PASS PASS
469843 1483444 Regular	NIRMALA SHAKTAWAT AMAR SINGH SHAKTAWAT MANJU DEVI		381 234 615 67 62	FIRST/P FIRST/P PASS PASS
469844 1483445 Regular	PALLAVI PATIDAR UMESH KUMAR KURMI SUSHILA KURMI		415 255 670 68 76	FIRST/P FIRST/P PASS PASS
469845 2011/45300 Regular	PARSI KUMARI DANGI HIRA LAL DANGI GHISHI BAI		416 228 644 62 71	FIRST/P FIRST/P PASS PASS
469846 1483446 Regular	PARUL BAXI RAMESH BHATNAGAR MADHU BHATNAGAR		365 255 620 65 68	FIRST/P FIRST/P PASS PASS

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ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	00 CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469847 1483447 Regular	PARVATI JETHA RAM CHUNNI	5 (G)	337 232 569 70 31	SECOND/P FIRST/P PASS PASS
469848 2012/78276 Regular	PAYAL OM PRAKASH USHA SHARMA		389 242 631 73 78	FIRST/P FIRST/P PASS PASS
469849 2011/26734 Regular	POOJA SARAGARA MANGI LAL SARAGAR SAGAR BAI		389 250 639 71 73	FIRST/P FIRST/P PASS PASS
469850 2002/17008 Regular	POOJA SOLANKI GANPAT SINGH SOLANKI SITA SOLANKI		383 229 612 72 68	FIRST/P FIRST/P PASS PASS
469851 2011/18792 Regular	PRAGATI SHARMA NAVIN KUMAR SHARMA JYOTSNA SHARMA		424 262 686 72 79	FIRST/P FIRST/P PASS PASS
469852 1483448 Regular	PRAMILA KUMARI NAGAR JAGDEESH PRASAD NAGAR KAILASH		384 254 638 72 71	FIRST/P FIRST/P PASS PASS
469853 1998/6234 Regular	PRATIBHA GOKHRU ROSHAN LAL GOKHR LADJI GOKHRU		391 233 624 75 72	FIRST/P FIRST/P PASS PASS
469854 2011/56885 Regular	PREMILA CHARPOTA TAJU CHARPOTA MANI DEVI		353 231 584 67 67	SECOND/P FIRST/P PASS PASS

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ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469855 2011/36426 Regular	PREMLATA SALVI SHANTI LAL SALVI PARWATI DEVI		323 217 540 70 71	SECOND/P FIRST/P PASS PASS
469856 2011/42205 Regular	PRIYANKA GAMETI CHANDU LAL ANITA		404 251 655 76 64	FIRST/P FIRST/P PASS PASS
469857 2009/17985 Regular	PRIYANKA SEN MAHENDRA SEN RAJSHREE SEN		449 267 716 78 87	FIRST/P FIRST/P PASS PASS
469858 1483449 Regular	RAJ KANWAR DABAL MAHAVEER PRASAD DABAL NIRMLA DEVI		335 219 554 64 63	SECOND/P FIRST/P PASS PASS
469859 2009/17497 Regular	REENA KUMARI KATARA LAXMAN LAL KATARA SHANTA DEVI		406 240 646 67 70	FIRST/P FIRST/P PASS PASS
469860 2010/37907 Regular	REKHA BUNKAR MANGI LAL SUSHILA DEVI		379 224 603 73 63	FIRST/P FIRST/P PASS PASS
469861 1483450 Regular	REKHA KUMARI RAJVIR SINGH KAMLESH		363 232 595 64 66	FIRST/P FIRST/P PASS PASS
469862 2011/8165 Regular	RENUKA GAHLOT DINESH GAHLOT VIDYA GAHLOT		405 248 653 73 82	FIRST/P FIRST/P PASS PASS

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ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469863 1483451 Regular	RESHU SAMANDAR SINGH NARANGI DEVI		389 229 618 67 70	FIRST/P FIRST/P PASS PASS
469864 1483452 Regular	RUKSANA AKRAM HUSSAIN RAZIA BANO		358 227 585 72 73	SECOND/P FIRST/P PASS PASS
469865 1483453 Regular	SANGEETA SARDA VISHNU SARDA MANJU DEVI		355 233 588 71 63	SECOND/P FIRST/P PASS PASS
469866 1483454 Regular	SANTOSH GOVIND RAM ASI DEVI		380 222 602 72 71	FIRST/P FIRST/P PASS PASS
469867 1483455 Regular	SAPANA CHOUDHARY JAGDISH PRASAD CHOUDHARY GEETA DEVI	3 (G)	367 227 594 63 33	FIRST/P FIRST/P PASS PASS
469868 1999/12483 Regular	SARITA LUHAR JAGDISH LUHAR CHANDRA KALA LUHAR		388 242 630 72 73	FIRST/P FIRST/P PASS PASS
469869 2011/29303 Regular	SARITA MEENA LAXMI LAL MEENA VIMALA DEVI		376 228 604 71 64	FIRST/P FIRST/P PASS PASS
469870 2011/29311 Regular	SAVITA KUMARI ROA LAXMAN LAL SOMALI		371 226 597 67 64	FIRST/P FIRST/P PASS PASS

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ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469871 1483456 Regular	SEEMA HEDA OM PRAKASH HEDA PUSHPA HEDA		384 234 618 73 61	FIRST/P FIRST/P PASS PASS
469872 2011/17172 Regular	SEEMA KUMARI NARAYAN LAL PUNJI		392 229 621 67 69	FIRST/P FIRST/P PASS PASS
469873 2006/08934 9 Regular	SHANTI KUMARI DANG DULI RAM DANGI MOHANI DEVI DANGI		412 258 670 69 60	FIRST/P FIRST/P PASS PASS
469874 1483457 Regular	SHEETAL SONI RADHE SHYAM VERM VIPIN VERMA		427 228 655 76 70	FIRST/P FIRST/P PASS PASS
469875 2006/08896 3 Regular	SHRUTIKA CHAUHAN OM PRAKASH CHAUHAN ANITA CHAUHAN		439 239 678 73 88	FIRST/P FIRST/P PASS PASS
469876 2011/43066 Regular	SONU SALVI ROOP LAL SALVI KALA DEVI SALVI		364 225 589 62	FIRST/P FIRST/P PASS
469877 1483458 Regular	SUBHANA SHEKH SHEKH SALIM MEMUNA BEE		386 235 621 68 73	FIRST/P FIRST/P PASS PASS
469878 2011/48158 Regular	SUMAN SOLANKI KAILASH CHANDRA YADAV KURI		398 229 627 71 57	FIRST/P FIRST/P PASS PASS

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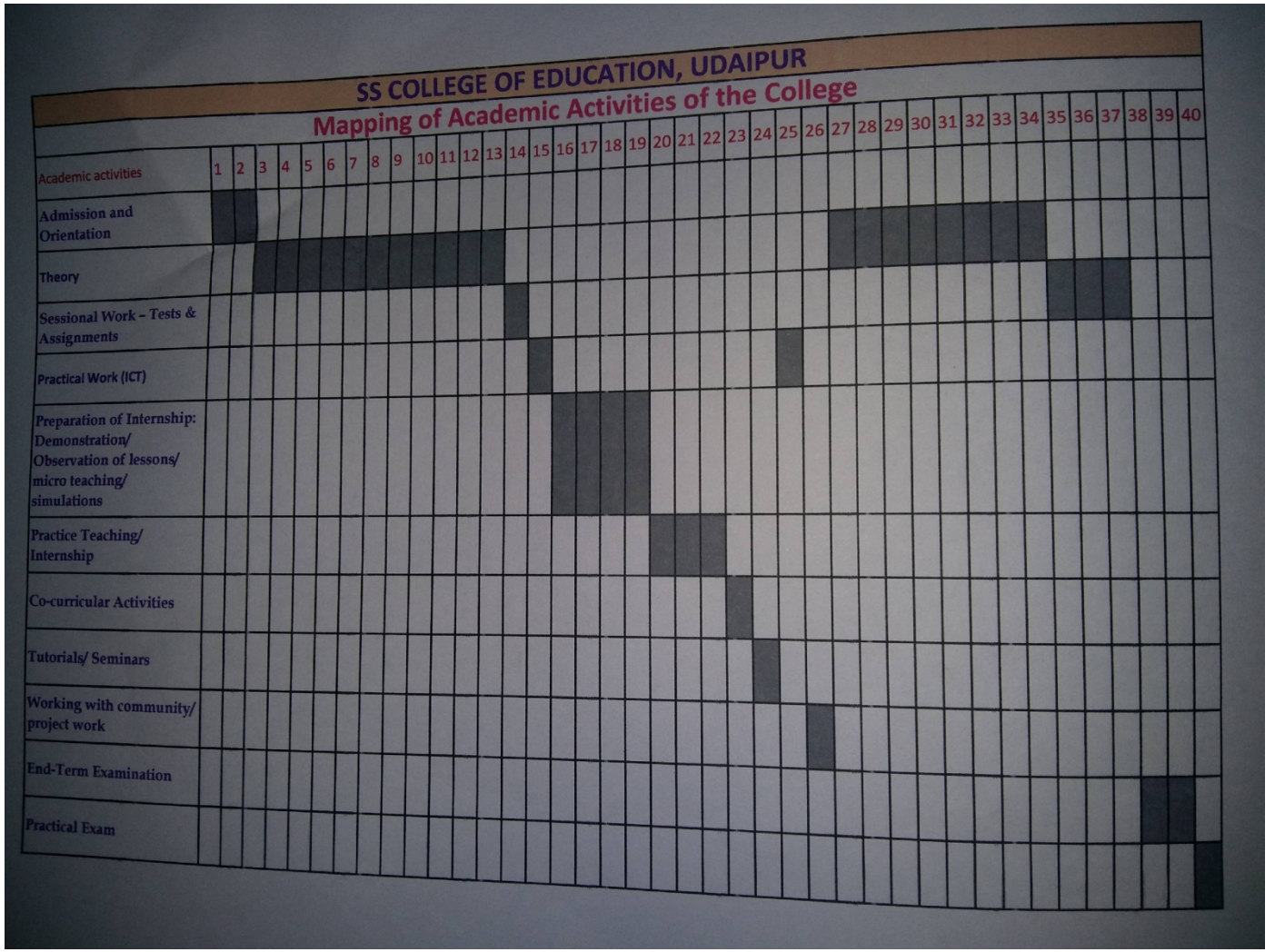
ROLL No. Enroll.No. Category	STUDENT NAME FATHER'S NAME MOTHER'S NAME	CF Grace Marks	TOTAL 216/600 120/300 50/100 36/100	RESULT
469879 1483459 Regular	SUNITA DEVI CHOUDHARY KALU RAM CHOUDHARY HAGAM DEVI		363 220 583 67 70	FIRST/P FIRST/P PASS PASS
469880 2009/01856 2 Regular	URVASHI BHATT RAMESH CHANDRA BHATT NEELA BHATT		432 237 669 66 72	FIRST/P FIRST/P PASS PASS
469881 2002/20200 Regular	USHA MEHTA JAY SHANKAR MEHTA SHANTA MEHTA		390 238 628 64 72	FIRST/P FIRST/P PASS PASS
469882 2004/27697 Regular	YASHODA JOSHI NARAYAN LAL JOSHI DURGA DEVI		387 242 629 57 66	FIRST/P FIRST/P PASS PASS
469883 2006/86050 Regular	DIMPLE KUMARI JAIN KAILASH CHANDRA JAIN LEELA BAI		362 220 582 70 84	FIRST/P FIRST/P PASS PASS
469884 2007/38886 Regular	GARIMA BADALA GANESH LAL BADALA SHASHI BADALA		407 222 629 74 57	FIRST/P FIRST/P PASS PASS
469885 0 Regular	RENU KUMARI CHANDRA PRAKASH MACHHAL DEVI		351 232 583 66 62	SECOND/P FIRST/P PASS PASS


SS COLLEGE OF EDUCATION, UDAIPUR
Mapping of Academic Activities of the College
Academic activities
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
Admission and Orientation
Theory
Sessional Work – Tests & Assignments
Practical Work (ICT)
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations
Practice Teaching/ Internship
Co-curricular Activities
Tutorials/ Seminars
Working with community/ project work
End-Term Examination
Practical Exam

7. THE CURRICULAR DETAILS FOR TWO YEARS

ANNUAL DISTRIBUTION OF THE COURSES

I-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 1	9101	Childhood and Growing Up	100 marks (80+20)
Course 2	9102	Contemporary India and Education (Including Gender, School and Society)	100 marks (80+20)
Course 3	9103	Learning and Teaching	100 marks (80+20)
Course 4	9104	Language across the Curriculum (Including Reading and Reflecting on Texts)	100 marks (80+20)
Course 5	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First) –Part I	100 Marks (80+20)
Course 6	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects Second) –Part I	100 Marks (80+20)
Course 7	9128	Drama and Art in Education *Internal assessment*	50 marks
Course 8	9129	Critical Understanding of ICT *Internal assessment*	50 marks
Course 9	9130	Open Air Session / SUPW Camp *Internal assessment*	50 marks
Course 10	9131	School Internship (Phase-I, 4 Weeks) *Internal assessment* Engagement with the Field: Tasks and Assignments for Courses 5 & 6	100 marks
Course 11	9132	*External Assessment* One Lesson Of Pedagogy of a School Subject	50 marks
		Total	**900 marks**

II-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 12	9201-9223	Pedagogy of a School Subject (First) – Part II	50 marks (40+10)
Course 13	9201-9223	Pedagogy of a School Subject (Second) – Part II	50 marks (40+10)
Course 14	9224	Knowledge and Curriculum	100 marks (80+20)
Course 15	9225	Assessment for Learning	100 marks (80+20)
Course 16	9226	Educational Management and Creating an Inclusive School	100 marks (80+20)
Course 17	9227	Understanding the Self *Internal assessment*	50 marks
Course 18	9228	Optional Course* (Any one) I. Vocational/Work Education II. Health and Physical Education III. Peace Education IV. Guidance and Counseling V. Innovations and Action research	50 marks (40+10)
Course 19	9229	School Internship (Phase-II, 16 Weeks) *Internal assessment* Engagement with the Field: Tasks and Assignments for Courses 12 & 13	200 marks
Course 20	9230	*External Assessment* Viva-Voce for School Internship Subject	100 marks
		Total	**800 rks**

8. MLSU PAPER CODE (THE CURRICULAR DETAILS FOR TWO YEARS)

I-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 1	9101	Childhood and Growing Up	100 marks (80+20)
Course 2	9102	Contemporary India and Education (Including Gender, School and Society)	100 marks (80+20)
Course 3	9103	Learning and Teaching	100 marks (80+20)
Course 4	9104	Language across the Curriculum (Including Reading and Reflecting on Texts)	100 marks (80+20)
Course 5	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First) –Part I	100 Marks (80+20)
Course 6	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects Second) –Part I	100 Marks (80+20)
Course 5 & 6	9105	1- Pedagogy of Hindi	
	9106	2- Pedagogy of English	
	9107	3- Pedagogy of Sanskrit	
	9108	4- Pedagogy of Urdu	
	9109	5- Pedagogy of Rajasthani	
	9110	6- Pedagogy of Mathematics	
	9111	7- Pedagogy of General Science	
	9112	8- Pedagogy of Physics	
	9113	9- Pedagogy of Chemistry	
	9114	10- Pedagogy of Biology	
	9115	11- Pedagogy of Home Science	
	9116	12- Pedagogy of Computer Science	
	9117	13- Pedagogy of Social Science	
	9118	14- Pedagogy of Sociology	
	9119	15- Pedagogy of Psychology	
	9120	16- Pedagogy of History	
	9121	17- Pedagogy of Political Science	
	9122	18- Pedagogy of Economics	
	9123	19- Pedagogy of Geography	
	9124	20- Pedagogy of Art	
	9125	21- Pedagogy of Music	
	9126	22- Pedagogy of Business Studies	
	9127	23- Pedagogy of Financial Accounting	

Course 7	9128	Drama and Art in Education *Internal assessment*	50 marks
Course 8	9129	Critical Understanding of ICT *Internal assessment*	50 marks
Course 9	9130	Open Air Session / SUPW Camp *Internal assessment*	50 marks
Course 10	9131	School Internship (Phase-I, 4 Weeks) *Internal assessment* Engagement with the Field: Tasks and Assignments for Courses 5 & 6	100 marks
Course 11	9132	*External Assessment* One Lesson Of Pedagogy of a School Subject	50 marks
		Total	**900 marks**

II-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 12	9201-9223	Pedagogy of a School Subject (First) – Part II	50 marks (40+10)
Course 13	9201-9223	Pedagogy of a School Subject (Second) – Part II	50 marks (40+10)
Course 12 &13	9201	1- Pedagogy of Hindi	
	9202	2- Pedagogy of English	
	9203	3- Pedagogy of Sanskrit	
	9204	4- Pedagogy of Urdu	
	9205	5- Pedagogy of Rajasthani	
	9206	6- Pedagogy of Mathematics	
	9207	7- Pedagogy of General Science	
	9208	8- Pedagogy of Physics	
	9209	9- Pedagogy of Chemistry	
	9210	10- Pedagogy of Biology	
	9211	11- Pedagogy of Home Science	
	9212	12- Pedagogy of Computer Science	
	9213	13- Pedagogy of Social Science	
	9214	14- Pedagogy of Sociology	
	9215	15- Pedagogy of Psychology	
	9216	16- Pedagogy of History	
	9217	17- Pedagogy of Political Science	
	9218	18- Pedagogy of Economics	
	9219	19- Pedagogy of Geography	
	9220	20- Pedagogy of Art	

	9221	21- Pedagogy of Music	
	9222	22- Pedagogy of Business Studies	
	9223	23- Pedagogy of Financial Accounting	
Course 14	9224	Knowledge and Curriculum	100 marks (80+20)
Course 15	9225	Assessment for Learning	100 marks (80+20)
Course 16	9226	Educational Management and Creating an Inclusive School	100 marks (80+20)
Course 17	9227	Understanding the Self *Internal assessment*	50 marks
Course 18	9228	Optional Course* (Any one) I. Vocational/Work Education II. Health and Physical Education III. Peace Education IV. Guidance and Counseling V. Innovations and Action research	50 marks (40+10)
Course 19	9229	School Internship (Phase-II, 16 Weeks) *Internal assessment* Engagement with the Field: Tasks and Assignments for Courses 11 & 12	200 marks
Course 20	9230	*External Assessment* Viva-Voce for School Internship	100 marks
		Total	**800 marks**

9. EVALUATION

EVALUATION OF THEORY PAPERS

Some theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal sessional work. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid-term test. In some of the papers carrying a weightage of 50 marks, 40 marks will be for external University Examination and 10 marks will be for internal sessional work. Out of 10 marks - 5 marks will be for sessional and 5 marks will be for mid-term test.

The final external examination paper for **80 marks will be of three hour's duration** and the paper for **40 marks will be of two hour's duration**.

1. Each question paper (80 MARKS) will have three sections- **Section A** will contain 10 very short answer type questions and the candidate will be required to attempt the entire ten questions. Each question will carry two marks. **Section-B** will contain 10 short answer type questions out of which a candidate is required to attempt any 5 questions (one question per unit to be attempted out of two questions per unit). Each question will carry 6 marks. **Section-C** will have 5 questions and a candidate will be required to attempt any three questions. There will be 10 marks for each question.
2. Each question paper (40 MARKS) will have three sections- **Section A** will contain 4 very short answer type questions and the candidate will be required to attempt all four questions. Each question will carry 2 marks. **Section-B** will contain 3 short answer type questions out of which a candidate is required to attempt any 2 questions. Each question will carry 6 marks. **Section-C** will have 3 questions with a choice of attempting any 2 questions. Essay type questions will carry 10 marks each.

3. Very short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.
4. Short answer type questions would aim at testing knowledge, definitions, laws, generalization etc. and also understanding of concepts.
5. Essay type questions are to aim at testing the abilities of critical thinking and application of principles taught in theory.

Format of Eighty (80) marks question paper

Question Type	No. of Question per Unit	Total No. of Question	No. of Questions to be Attempted	Total Marks
Very short question type	2 per unit	10	10	10x2=20
short question type	2 per unit	10	5 (one question per unit to be attempted)	5x6=30
Long question type	1 per unit	5	3	3x10=30

Format of Forty (40) marks question paper

Question Type	No. of Question per Unit	Total No. of Question	No. of Questions to be Attempted	Total Marks
Very short question type	1/2 per unit	4	4	4x2=8
short question type	1 per unit	3	2	2x6=12
Long question type	1 per unit	3	2	2x10=20

EVALUATION FOR INTERNSHIP PROGRAMME

Evaluation for internship programme will consist of two parts – internal evaluation & external evaluation, the details of which are as follows:

INTERNAL EVALUATION
[I YEAR]

S. No.	Activity	Marks
1.	School Observation and Engage with fields	10
2.	Practice Teaching in both the pedagogy subjects in Schools (for three weeks) (At least 10 lessons in each subject)	20+20=40
3.	Lesson Observations of the Peers (5-5 lessons in both pedagogy subjects)	5+5=10
4.	Criticism Lessons (1-1 in both pedagogy subjects)	10+10=20
5.	Preparation of one Teaching Learning Material (Teaching aid) in both the subjects	5+5=10
6.	Test (Blue print + question paper + Evaluation Key)	5+3+2=10
	Total Marks	**100**

[II YEAR]

S. No.	Activity	Marks
1.	Teaching in schools (Record of date & period wise teaching plan to be maintained for it)	100
2.	Individual Activities and File Record	50
3.	Group Activities and File Record	30
4.	Teaching Aid (4)	20
	Total Marks	**200**

EXTERNAL EVALUATION
[I YEAR]

1. The weightage of final lesson will be 50 marks. Final lesson will be conducted at the end of first academic year i.e. after the completion of 1st phase of internship.
2. During the final practical examination each candidate will have to teach one Lesson in any one of the two teaching subjects. However, he shall have to prepare lesson plan in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.
3. The Board of examiners for external examination will consist of:
   a) The Principle of the college concerned.
   b) One senior member of the college.
   c) Two external examiners appointed by the university.

   Note: - The selection of the faculty member and two examiners be such that, as for as possible, Board of Examiners represent all the three faculties-Humanities, Languages and Science.

EXTERNAL EVALUATION
[II YEAR]

1. The weightage of external evaluation (Viva-voce for 2nd phase) of internship will be 100 marks.
2. During the Viva voce, student will present all the records of the work done during the internship (2nd phase) programme viz. teaching in school, individual and group activities.
3. Power point presentation (Including Videos of various activities) of the work done by the students during the second phase of internship is desirable at the time of viva-voce.
4. The Board of examiners for Viva-voce will consist of:
   a) The Principle of the college concerned.
   b) One senior member of the college (Preferably Internship Incharge)
   c) One external examiner appointed by the university.

Evaluation of Open Air/SUPW Camp
(Internal Evaluation)

S. No.	Activity	Marks
1.	Participation in preparation of Camp	5
2.	Presentation of report of survey/ creative work	20
3.	Participation in Community Awareness Programme	15
4.	Participation in organizational process/community living/cultural and aesthetic activities	10
	Total Marks	50

10. WORKING OUT THE RESULT FOR AWARDING DIVISION

1. A candidate in order to be declared successful at the B.Ed. examination shall be required to pass separately in Theory and Practice of teaching.

2. For a pass in Theory a candidate shall be required to obtain at least-(a) 30% marks in each theory paper the (b) 36% marks in the aggregate of all the theory papers.

3. For a pass in Practice of Teaching a candidate shall be required to pass separately in the internal & external examinations and obtain at lest 40 marks in each.

4. University theory examination will be conducted at the end of each academic year and the final division will be awarded on the basis of aggregrate marks of the two academic years.

5. Practical examination (Final lesson) will be conducted at the end of the second academic session.

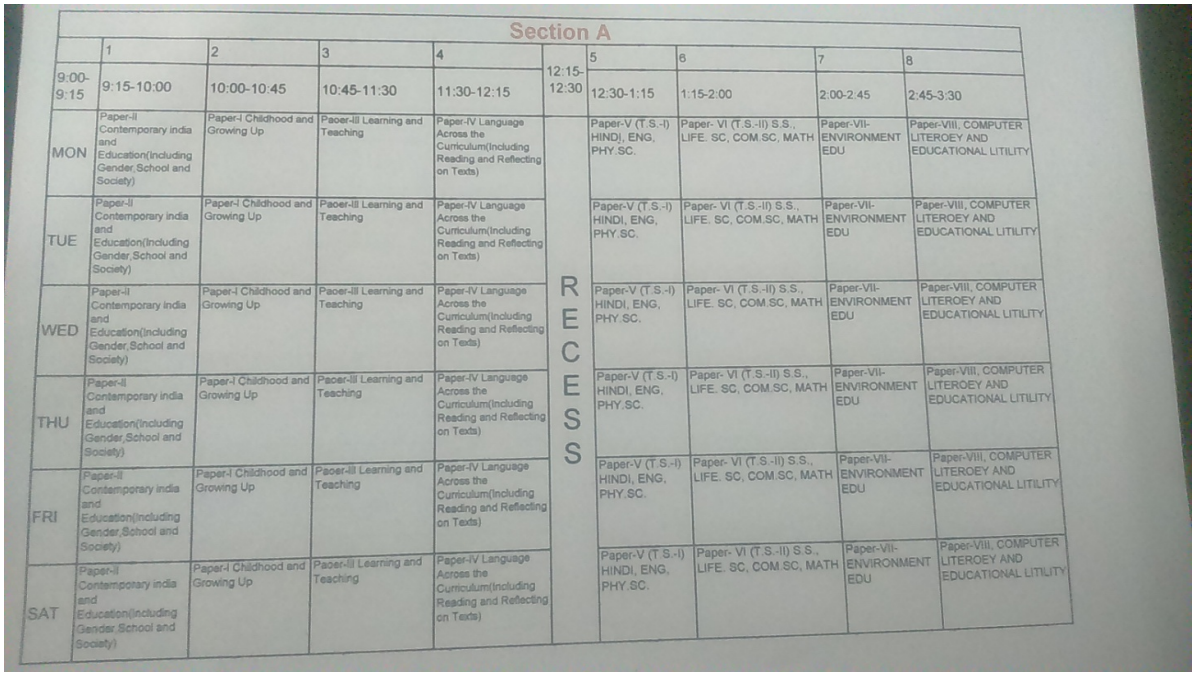
6. The successful candidates will be classified in three divisions and shall be assigned divisions separately in theory and practice of teaching as follows:

Division	Theory	Practice of teaching
I	60%	60%
II	48%	48%
III	36%	36%

Totall Marks Distribution

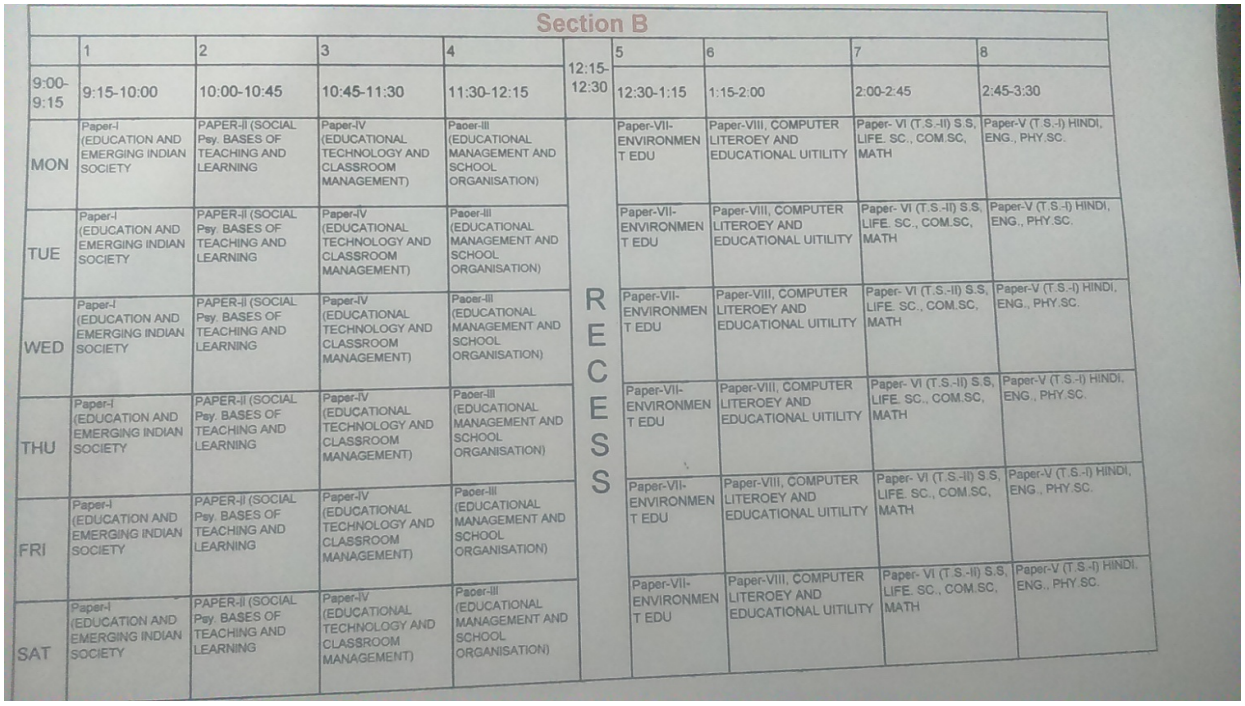
Course Year	Theory			Practice of teaching			Grand Total
	Internal	External	Total	Internal	External	Total	
Year I	120	630	**750**	100	50	**150**	**900**
Year II	410	90	**500**	200	100	**300**	**800**
Total	530	720	**1250**	300	150	**450**	**1700**

TIME TABLE



Section A

	1	2	3	4	12:15-12:30	5	6	7	8
	9:00-9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:30-1:15	1:15-2:00	2:00-2:45	2:45-3:30
MON	Paper-II Contemporary india and Education(Including Gender,School and Society)	Paper-I Childhood and Growing Up	Paper-III Learning and Teaching	Paper-IV Language Across the Curriculum(Including Reading and Reflecting on Texts)	RECESS	Paper-V (T.S.-I) HINDI, ENG, PHY.SC.	Paper- VI (T.S.-II) S.S., LIFE. SC, COM.SC, MATH	Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL LITILITY
TUE	Paper-II Contemporary india and Education(Including Gender,School and Society)	Paper-I Childhood and Growing Up	Paper-III Learning and Teaching	Paper-IV Language Across the Curriculum(Including Reading and Reflecting on Texts)		Paper-V (T.S.-I) HINDI, ENG, PHY.SC.	Paper- VI (T.S.-II) S.S., LIFE. SC, COM.SC, MATH	Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL LITILITY
WED	Paper-II Contemporary india and Education(Including Gender,School and Society)	Paper-I Childhood and Growing Up	Paper-III Learning and Teaching	Paper-IV Language Across the Curriculum(Including Reading and Reflecting on Texts)		Paper-V (T.S.-I) HINDI, ENG, PHY.SC.	Paper- VI (T.S.-II) S.S., LIFE. SC, COM.SC, MATH	Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL LITILITY
THU	Paper-II Contemporary india and Education(Including Gender,School and Society)	Paper-I Childhood and Growing Up	Paper-III Learning and Teaching	Paper-IV Language Across the Curriculum(Including Reading and Reflecting on Texts)		Paper-V (T.S.-I) HINDI, ENG, PHY.SC.	Paper- VI (T.S.-II) S.S., LIFE. SC, COM.SC, MATH	Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL LITILITY
FRI	Paper-II Contemporary india and Education(Including Gender,School and Society)	Paper-I Childhood and Growing Up	Paper-III Learning and Teaching	Paper-IV Language Across the Curriculum(Including Reading and Reflecting on Texts)		Paper-V (T.S.-I) HINDI, ENG, PHY.SC.	Paper- VI (T.S.-II) S.S., LIFE. SC, COM.SC, MATH	Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL LITILITY
SAT	Paper-II Contemporary india and Education(Including Gender,School and Society)	Paper-I Childhood and Growing Up	Paper-III Learning and Teaching	Paper-IV Language Across the Curriculum(Including Reading and Reflecting on Texts)		Paper-V (T.S.-I) HINDI, ENG, PHY.SC.	Paper- VI (T.S.-II) S.S., LIFE. SC, COM.SC, MATH	Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL LITILITY

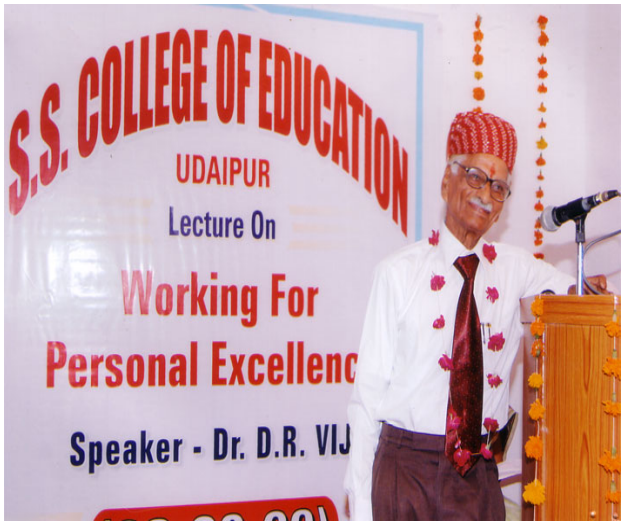


Section B

	1	2	3	4	12:15-12:30	5	6	7	8
9:00-9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15		12:30-1:15	1:15-2:00	2:00-2:45	2:45-3:30
MON	Paper-I (EDUCATION AND EMERGING INDIAN SOCIETY	PAPER-II (SOCIAL Psy. BASES OF TEACHING AND LEARNING	Paper-IV (EDUCATIONAL TECHNOLOGY AND CLASSROOM MANAGEMENT)	Paoer-III (EDUCATIONAL MANAGEMENT AND SCHOOL ORGANISATION)	R E C E S S	Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL UITILITY	Paper- VI (T.S.-II) S.S, LIFE. SC., COM.SC, MATH	Paper-V (T.S.-I) HINDI, ENG., PHY.SC.
TUE	Paper-I (EDUCATION AND EMERGING INDIAN SOCIETY	PAPER-II (SOCIAL Psy. BASES OF TEACHING AND LEARNING	Paper-IV (EDUCATIONAL TECHNOLOGY AND CLASSROOM MANAGEMENT)	Paoer-III (EDUCATIONAL MANAGEMENT AND SCHOOL ORGANISATION)		Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL UITILITY	Paper- VI (T.S.-II) S.S, LIFE. SC., COM.SC, MATH	Paper-V (T.S.-I) HINDI, ENG., PHY.SC.
WED	Paper-I (EDUCATION AND EMERGING INDIAN SOCIETY	PAPER-II (SOCIAL Psy. BASES OF TEACHING AND LEARNING	Paper-IV (EDUCATIONAL TECHNOLOGY AND CLASSROOM MANAGEMENT)	Paoer-III (EDUCATIONAL MANAGEMENT AND SCHOOL ORGANISATION)		Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL UITILITY	Paper- VI (T.S.-II) S.S, LIFE. SC., COM.SC, MATH	Paper-V (T.S.-I) HINDI, ENG., PHY.SC.
THU	Paper-I (EDUCATION AND EMERGING INDIAN SOCIETY	PAPER-II (SOCIAL Psy. BASES OF TEACHING AND LEARNING	Paper-IV (EDUCATIONAL TECHNOLOGY AND CLASSROOM MANAGEMENT)	Paoer-III (EDUCATIONAL MANAGEMENT AND SCHOOL ORGANISATION)		Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL UITILITY	Paper- VI (T.S.-II) S.S, LIFE. SC., COM.SC, MATH	Paper-V (T.S.-I) HINDI, ENG., PHY.SC.
FRI	Paper-I (EDUCATION AND EMERGING INDIAN SOCIETY	PAPER-II (SOCIAL Psy. BASES OF TEACHING AND LEARNING	Paper-IV (EDUCATIONAL TECHNOLOGY AND CLASSROOM MANAGEMENT)	Paoer-III (EDUCATIONAL MANAGEMENT AND SCHOOL ORGANISATION)		Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL UITILITY	Paper- VI (T.S.-II) S.S, LIFE. SC., COM.SC, MATH	Paper-V (T.S.-I) HINDI, ENG., PHY.SC.
SAT	Paper-I (EDUCATION AND EMERGING INDIAN SOCIETY	PAPER-II (SOCIAL Psy. BASES OF TEACHING AND LEARNING	Paper-IV (EDUCATIONAL TECHNOLOGY AND CLASSROOM MANAGEMENT)	Paoer-III (EDUCATIONAL MANAGEMENT AND SCHOOL ORGANISATION)		Paper-VII-ENVIRONMENT EDU	Paper-VIII, COMPUTER LITEROEY AND EDUCATIONAL UITILITY	Paper- VI (T.S.-II) S.S, LIFE. SC., COM.SC, MATH	Paper-V (T.S.-I) HINDI, ENG., PHY.SC.

ACTIVITES PHOTOS

2010 04 01


S.S. COLLEGE OF EDUCATION
UDAIPUR
Lecture On
Working For
Personal Excellenc
Speaker - Dr. D.R. VIJ

Fresher Party

S.S. COLLEGE OF EDUCATION
Fresher Party

एस.एस.कॉलेज ऑफ एजुकेशन

S.S. COLLEGE OF EDUCATION
Fresher Party

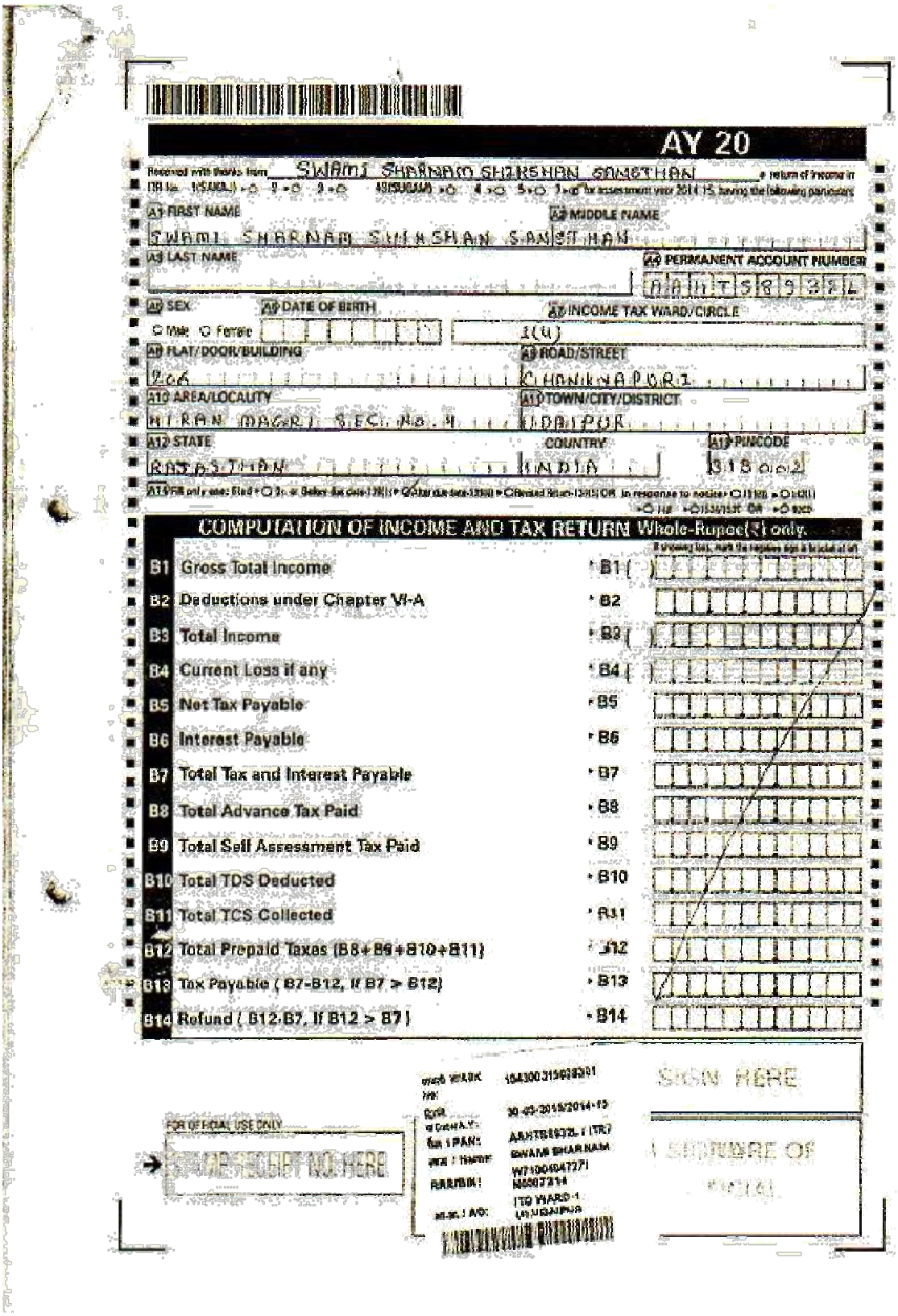
S.S. COLLEGE OF EDUCATION

S.S. COLLEGE OF EDUCATION

WEL-COME
20.12.08

पढेगी नारी
बढेगी नारी
शिक्षा सबका अधिकार
20.12.08

Audit Report & Balance Sheet



AY 20

Received with thanks from SWAMI SHARNAM SHARNAM SAMSTHAN a return of income in

A1 FIRST NAME: SWAMI SHARNAM SHARNAM SAMSTHAN

A2 MIDDLE NAME:

A3 LAST NAME:

A4 PERMANENT ACCOUNT NUMBER: AAHTS8937L

A5 SEX: ○ Male ○ Female

A6 DATE OF BIRTH:

A8 INCOME TAX WARD/CIRCLE: 1(4)

A8 FLAT/DOOR/BUILDING: 206

A9 ROAD/STREET: CHANIKNAPORA

A10 AREA/LOCALITY: NIRAN NAGAR 1 SEC. NO. 4

A11 TOWN/CITY/DISTRICT: UDAIPUR

A12 STATE: RAJASTHAN

COUNTRY: INDIA

A13 PINCODE: 313002

COMPUTATION OF INCOME AND TAX RETURN Whole-Rupee(₹) only

B1	Gross Total Income	*B1	
B2	Deductions under Chapter VI-A	*B2	
B3	Total Income	*B3	
B4	Current Loss if any	*B4	
B5	Net Tax Payable	*B5	
B6	Interest Payable	*B6	
B7	Total Tax and Interest Payable	*B7	
B8	Total Advance Tax Paid	*B8	
B9	Total Self Assessment Tax Paid	*B9	
B10	Total TDS Deducted	*B10	
B11	Total TCS Collected	*B11	
B12	Total Prepaid Taxes (B8+B9+B10+B11)	*B12	
B13	Tax Payable (B7-B12, If B7 > B12)	*B13	
B14	Refund (B12-B7, If B12 > B7)	*B14	

SIGN HERE

FOR OFFICIAL USE ONLY

ENTER RECEIPT NO HERE

SIGNATURE OF

PAN(A)

Arun Ratnawat & Associates
CHARTERED ACCOUNTANTS
Trade House, 3rd Floor, 27-Ashwini Bazar, Udaipur
Ph. 0294-2412895(O) 9829044895(M)

FORM 10B

(See rule 17B)

Audit report under section 12A(b) of Income Tax Act, 1961, in the case of charitable or religious trusts or institutions

I have examined the Balance Sheet of **SWAMI SHARNAM SIKSHAN SANSTHAN** as at 31-03-2014 and the Income & Expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said society.

I have obtained all the information and explanation, which to the best of my knowledge and belief were necessary for the purposes of the audit. In my opinion, proper books of account have been kept by the head office and the branches of the above-named society visited by me so far as appears from my examination of the books, and proper returns adequate for the purposes of audit have been received from branches not visited by me subject to the comments given below.

In my opinion and to the best of my information, and according to information given to me, the said accounts give a true and fair view:

a. In case of Balance Sheet, of the state of affairs of the above named society as at 31st March, 2014 and

b. In the case of the Income and expenditure Account Excess of the above named Society for the year ended on that date.

c. In the case of the Receipt and Payment Account of the above named Society for the year ended on that date.

Date : 15.03.2015
Place : Udaipur

For Arun Ratnawat & Associates
Chartered Accountants

(CA ARUN RATNAWAT)
Partner
M.No.400544

Arun Ratnawat & Associates
CHARTERED ACCOUNTANTS
Trade House, 3rd Floor, 27-Ashwini Bazar, Udaipur
Ph. 0294-2412895(O) 9829044895(M)

SWAMI SHARNAM SIKSHAN SANSTHAN, UDAIPUR

ANNEXURE

STATEMENT OF PARTICULARS AS ON 31-03-2014

APPLICATION OF INCOME FOR CHARITABLE OR RELEGIOUS PURPOSES

1. Amount of income of the previous year applied to charitable or religious purposes in India during that year
2. Whether the *trust / institution has exercised the option under clause (2) of the explanation to section 11(1)? If so, the details of the amount of income deemed to have been applied to charitable or religious purposes in India during the previous year
3. Amount of income accumulated or set apart*/ finally set apart or application to charitable or religious purposes to the extent it does not exceed 25 % of the income derived from property held under trust Wholly*/in part only, for such purposes
4. Amount of income eligible for exemption under section 11(1)(a)/(Give details)
5. Amount of income in addition to the amount referred to in item 3 above, accumulated or set apart for specified purposes under section 11(2)
6. Whether the amount of income mentioned in item 5 above has been invested or deposited in the manner laid down in section 11(2)(b)? If so, the detail thereof
7. Whether any part of the income in respect of which an option was exercised under clause (2) of the *Explanation* to section 11(1) in any earlier year is deemed to be income of the previous year under section 11(1B)? If so, the details thereof
8. Whether, during the previous year any part of income accumulated or set apart for specified purposes under section 11(2) in any earlier year –
   - *(a)* has been applied for purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereto, or
   - *(b)* has ceased to remain invested in any security referred to in section 11(2)(b)(i) or deposited in any account referred to in section 11(2)(b)(ii) or section 11(2)(b)(iii), or
   - *(c)* has not been utilised for purposes for which it was accumulated or set apart during the period for which it was to be accumulated or set apart, or in the year immediately following the expiry thereof? If so, the details thereof

H. APPLICATION OR USE OF INCOME OR PROPERTY FOR THE BENEFIT OF PERSONS REFERRED TO IN SECTION 13(3).

1. Whether any part of the income or property of the *trust / institution was lent , or continues to be lent , in the previous year to any person referred to in section 13(3) (hereinafter referred to in this annexure as such person) ? If so, give details of the amount , rate of interest charged and the nature of security , if any.
2. Whether any land, building or other property of the *trust / institution was made , or continued to be made, available for the use of any such person during the previous year ? If so, give details of the property and the amount of rent or compensation charged, if any.
3. Whether any payment was made to any such person during the previous year by way of salary, allowance or otherwise ? If so, give details.
4. Whether the services of the *trust / institution were made available to any such person during the previous year ? If so, give details thereof together with remuneration or compensation received, if any.
5. Whether any share , security or other property was purchased by or on behalf of the *trust / institution during the previous year from any such person ? If so, give details thereof together with the consideration paid.
6. Whether any share , security or other property was sold by or on behalf of the *trust / institution during the previous year to any such person ? If so, give details thereof together with the consideration received.
7. Whether any income or property of the *trust / institution was diverted during the previous year in favour of any such person ? If so , give details thereof together with the amount of income or value of property so diverted.
8. Whether the income or property of the *trust / institution was used or applied during the previous year for the benefit of any such person in any other manner? If so, give details.

Arun Ratnawat & Associates
CHARTERED ACCOUNTANTS
Trade House, 3rd Floor, 27-Ashwini Bazar, Udaipur
Ph. 0294-2412895(O) 9829044895(M)

III.INVESTMENTS HELD AT ANY TIME DURING THE PREVIOUS YEAR(S) IN CONCERNS IN WHICH PERSONS REFFERRED TO IN SECTION 13(3) HAVE A SUBSTANTIAL INTREST

S.NO	Name and Address of the concern	Where the concern is a company number and class of shares held	Nominal value of the investment	Income from the investment	Whether the amount in col ex ceeded 5 % of the capital the concern during the previous year
1	2	3	4	5	6
NIL					

Date : 15-03-2015
Place : Udaipur

For Arun Ratnawat & Associates
Chartered Accountants

(CA ARUN RATNAWAT)
Partner
M.No.409514

CA Arun Ratnawat & Associates
CHARTERED ACCOUNTANTS
Trade House, 3rd Floor, 27-Ashwini Bazar, Udaipur
Ph. 0294-2412895(O) 9829044895(M)

AUDITOR'S REPORT

We have examined the attached Balance Sheet of **S.S.COLLEGE OF EDUCATION(A UNIT OF SWAMI SHARNAM SIKSHAN SANSTHAN), JHAMAR KOTDA,UDAIPUR"** as at 31st March, 2014 and annexed Income & Expenditure Account & Receipt & Payment Account for the year ended on that and report as follows:

1. The Balance Sheet, Income & Expenditure Account and Receipt & Payment account referred to in this report are in agreement with the books of accounts maintained by the said Society.

2. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of audit.

3. In our opinion, proper books of accounts have been kept by the society so far as appears from examination of books.

4. In our opinion and to the best of our information and according to the explanations given to us, the said accounts give a true and fair views:

   a. In case of Balance Sheet, of the state of affairs of the above named society as at 31st March, 2014 and

   b. In the case of the Income and expenditure Account Excess of the above named Society for the year ended on that date.

   c. In the case of the Receipt and Payment Account of the above named Society for the year ended on that date.

Place : Udaipur
Date :15/03/2015

For Arun Ratnawat & Associates
Chartered Accountants

(CA ARUN RATNAWAT)
Partner
M.No.400514

S.S. COLLEGE OF EDUCATION
(A UNIT OF SWAMI SHARNAM SHIKSHAN SANSTHAN)
JHAMAR KOTDA ROAD, UMARDA, UDAIPUR
YEAR : 2013-2014

RECEIPT & PAYMENT A/C FOR THE YEAR ENDING ON 31.3.2014

PARTICULARS	AMOUNT	PARTICULARS	AMOUNT
TO OPENING CASH	11627.92	BY REPAYMENT OF SECURED LOAN	1405341.00
TO OPENING BANK	287639.00	BY INCREASE IN DEPOSIT & ADVANCE	96140.00
TO EXCESS OF INCOME	520397.77	BY CLOSING CASH	298152.92
TO DECREASE IN FIXED ASSETS	202749.99	BY CLOSING BANK	493050.00
BY INCREASE IN WORKING CAPITAL	1270249.24		
TOTAL	2292683.92	TOTAL	2292683.92

S.S. COLLEGE OF EDUCATION
(A unit of Swami Shamam Sikshan Sansthan)

Authorized Signatory

ARUN RATNAWAT & ASSOCIATES

(CA ARUN RATNAWAT)
(PARTNER)
M.NO.400514

Place Udaipur
Date 15/03/2015

S.S. COLLEGE OF EDUCATION
(A UNIT OF SWAMI SHARNAM SHIKSHAN SANSTHAN)
JHAMAR KOTDA ROAD, UMARDA, UDAIPUR

YEAR : 2013-2014

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING ON 31.3.2014

PARTICULARS	AMOUNT	PARTICULARS	AMOUNT
TO ADVERTISEMENT EXP	42240.00	BY ADMISSION & TUTION FEES	2189600.00
TO AFFILIATIN FEES AND OTHER FEES	116000.00	BY BUS FEES	455000.00
TO AUDIT & LEGAL FEES	11000.00	BY INTEREST ON BANK FD	113470.00
TO BANK CHARGES	1847.00	BY HOSTEL FEES	723800.00
TO BUS EXPENSES	134099.93	BY OTHER INCOME	17001.00
TO OFFICE EXPENSES	28083.30		
TO COLLEGE CANTEEN EXP	7082.00		
TO MESS EXP	162583.00		
TO DEPRECIATION	227305.00		
TO ELECTRICITY & WATER EXP	93104.00		
TO BUS INSURANCE EXP	55316.00		
TO INTEREST INDUSIND BANK	4578.00		
TO INTEREST SBBJ	71309.00		
TO LIBRARY & NEWS PAPER EXP	6003.00		
TO OPEN AIR SESSIONS EXP	98300.00		
TO CONVEYANCE EXP	22370.00		
TO RENT EXPENSES	172000.00		
TO SALARIES (TEACHING)	859876.00		
TO SALARIES (NON TEACHING)	682598.00		
TO PRINTING & STATIONERY EXP	75254.00		
TO REPAIR AND MAINTAINS EXP	52479.00		
TO TELEPHONE & INTERNET EXP	16017.00		
TO WEBSITE EXP	2472.00		
TO MISC. EXPENSES	36557.00		
TO EXCESS OF INCOME OVER EXP.	520397.77		
TOTAL	**3498871.00**	**TOTAL**	**3498871.00**

S.S. COLLEGE OF EDUCATION
(A Unit of Swami Sharnam Sikshan Sansthan)

Authorized Signatory

Place: Udaipur
Date : 15/03/2015

ARUN RATNAWAT & ASSOCIATES

(CA ARUN RATNAWAT)
(PARTNER)
M.NO.400514

S.S. COLLEGE OF EDUCATION
(A UNIT OF SWAMI SHARNAM SHIKSHAN SANSTHAN)
JHAMAR KOTDA ROAD, UMARDA, UDAIPUR

YEAR : 2013-2014

BALANCE SHEET AS ON 31st MARCH, 2014

LIABILITIES		AMOUNT	ASSETS		AMOUNT
CORPUS FUND		1586523.00	**FIXED ASSETS** (As per Annexure)		11388726.00
RESERVE & SURPLUS					
CURRENT YEAR PROFIT	520392.77		**DEPOSITS & ADVANCES**		
ADD: PREVIOUS BALANCE	1563277.41	2083675.18	DEPOSIT FOR COLLEGE (FD)	900000.00	
			AVVNL DEPOSIT	20000.00	
LOAN FUND			ACCRUED INTT. ON FD	491024.10	
SECURED LOAN			TDS	23731.00	
INDUSIND BANK-BUS LOAN	635000.00		AFFILIATION FEE (2012-13)	100000.00	1544755.10
INDUSIND BANK-BUS LOAN	415000.00				
SBBJ C.C.P. A/C	752309.00		**CURRENT ASSETS**		
UNSECURED LOAN			CASH IN HAND	298152.92	
LOAN FROM MEMBERS	867000.00	2669309.00	BANK OF BARODA	18245.00	
			RSCB	477512.00	
			UCO 1074	5813.00	
			UCO1076	4900.00	
			SBBJ CD A/C	4820.00	
CURRENT LIABILITIES			SUNDRY DEBTORS	2324406.16	3133854.08
STAFF DUE	327594.00				
O/S FOR BUILDING	9000000.00				
SUNDRY CREDITORS	400234.00	9727828.00			
TOTAL		**16067335.18**	**TOTAL**		**16067335.18**

S.S. COLLEGE OF EDUCATION
(A Unit of Swami Sharnam Sikshan Sansthan)

Authorized Signatory

Place: Udaipur
Date: 15/03/2015

ARUN RATNAWAT & ASSOCIATES

(CA ARUN RATNAWAT)
(PARTNER)
M.NO.400514

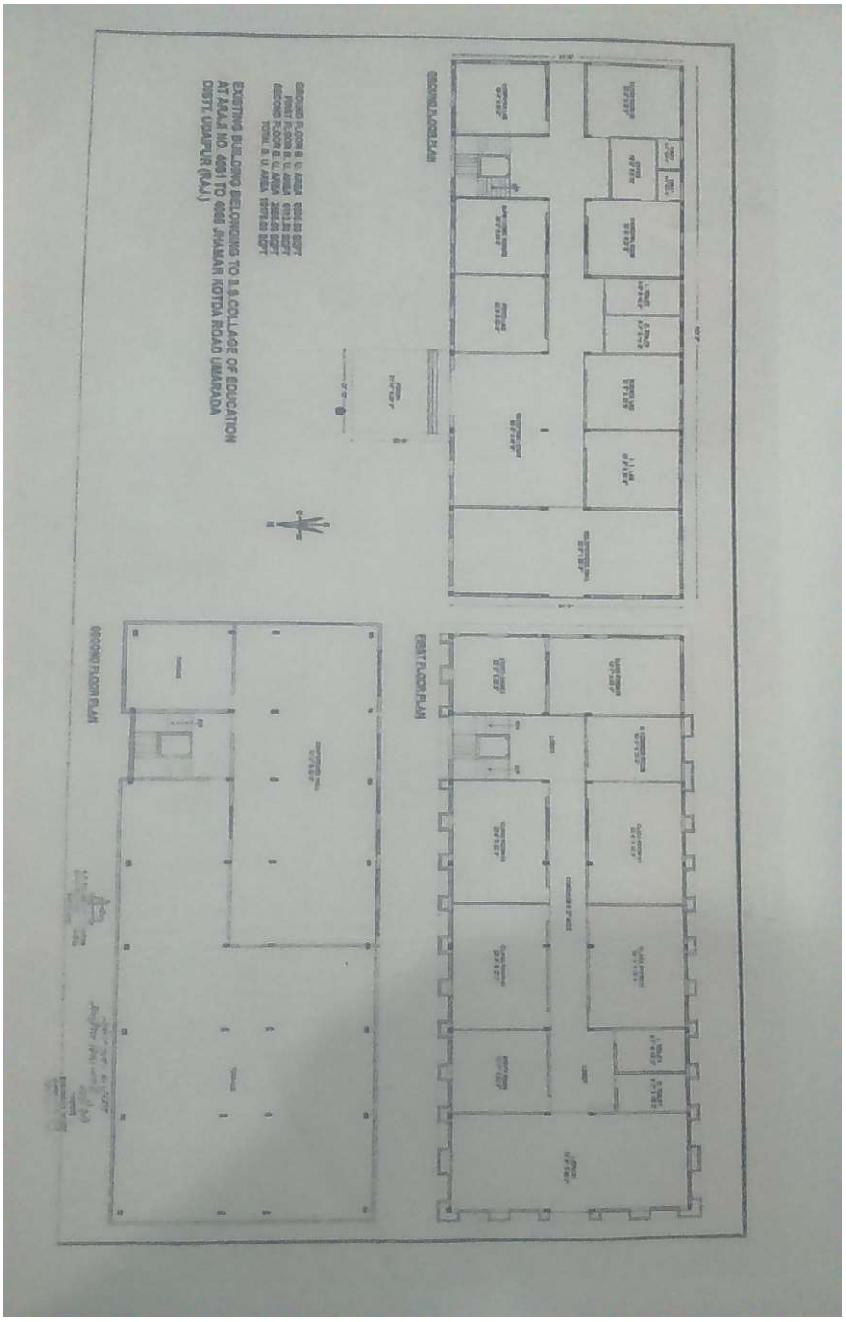
S.S. COLLEGE OF EDUCATION
(A UNIT OF SWAMI SHARNAM SHIKSHAN SANSTHAN)
JHAMAR KOTDA ROAD, UMARDA, UDAIPUR

YEAR : 2013-2014

ANNEXURE OF FIXED ASSETS LIST AS ON 31st MARCH, 2014

S.No.	Assets	W.D.V.	Addition before 30.9.	Addition After 30.9.	Total	Dep. Rate	Dep.	Clg.W.D.V. 31/03/2013
1	TV, CCTV & CD player	34105	0	0	34105	15%	5116	28989
2	Computers & Laptop	15647	0	0	15647	60%	9388	6259
3	Furniture & Fixtures	204119	0	0	204119	10%	20412	183707
4	Lab Equipment	31353	0	0	31353	15%	4700	26653
5	Library Books	163278	0	9000	172278	15%	25167	147111
6	Projector	33278	0	0	33278	15%	4992	28286
7	Sports Equipment	31722	0	0	31722	15%	4758	26964
8	Bus RJ27PA 2194	358222	0	0	358222	15%	53733	304489
9	Bus RJ27PA 2196	628053	0	0	628053	15%	94208	533845
10	Canon Printer	1930	0	0	1930	15%	290	1641
11	Land & Building	10066434	0	7600	10074034	0	0	10074034
12	OHP	4020	0	0	4020	15%	603	3417
13	Wall Clocks	3487	0	2105	4592	15%	531	4061
14	Fire Extingser	2211	0	0	2211	15%	332	1879
15	Water R.O.	14657	5850	0	20507	15%	3076	17431
	Total	11591476	5850	18705	11616031	0	227305	11388726

Builing Map


EXISTING BUILDING BELONGING TO S.A COLLAGE OF EDUCATION
AT ASAA NO. 4991 TO 4995 AHAMAR KOTRA ROAD UMARDA
DISTT. UDAIPUR (RAJ.)

SWOC Analysis of the College

Strengths

- Tradition and Reputation of the institution Benevolent management
- Professionally and academically oriented and co-operative teachers
- Skilled and committed administrative staff
- Clean, Green and Eco-friendly environment
- Good infrastructure facilities with smart class rooms
- Fully automated library
- Digital library with free internet facility
- Research culture for individual academic excellence
- Dynamism, Support and encouragement from the management and the Principal for faculty development programmes.
- An IQAC with academic enthusiasm and leadership
- Career guidance and coaching Classes

Weaknesses

- Lack of flexibility in curriculum (as an affiliated college)
- Research guideship from affiliated university is still a dream.
- Ours is an undergraduate college and does not cater to the demands of those who wish to pursue post graduate degree in education. Starting a PG degree remains a distant dream because of negative thoughts of State Govt.

Opportunities

- Autonomy for the institution
- Institution with Potential for Excellence
- Starting of Research Centre
- More autonomy in curriculum construction
- Ample scope for academic/professional enrichment
- Promotion of institution-community network
- More placement services
- National and Global networking linkages
- Capacity to undertake research projects
- Involvement in social/educational extension services

Challenges

- To improve strength.
- To organize job affairs.
- To improve number of placements.
- To increase the international seminars and workshops.
  To convert weaknesses in to strength

CERTIFICATE OF COMPLIANCE

S.S. COLLEGE OF EDUCATION

(A UNIT OF SWAMI SHARNAM SHIKSHAN SANSTHAN)
Campus Jhamar Kotra Road, Umarda, UDAIPUR (Raj.)
Affiliated to Mohanlal Sukhadia University, UDAIPUR

Phone : 0294-2650211, 2650611
e-mail : ss_edu41@rediffmail.com

Mob. . 94603 40708/94141 56369
Website www.swamisharnam.net

Ref.No.

Date : 28/05/16

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that's S.S. College of Education (126W041) Jhamar Kotra Road, Umarda, Udaipur (Raj.) fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

V. Padliya

Principal
S.S. College of Education
Umarda, Udaipur

Date: 28/05/16

Place: Udaipur

Principal/Head of the Institution

Dr. Vatsala Padliya

Society Address : "PRIYATMA" HS-6, Vasant Vihar, Sector No. 5, Hiran Magri, UDAIPUR - 313002 (Raj.)