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Profile of the Institution

1. Name and address of the Institution: UJAS COLLEGE OF EDUCATION

GANWAR BRAHMNAN,

P.O. DADIA/VATIKA, SANGANER

JAIPUR RAJASTHAN

PIN 303905

2. Website URL : www.ucejaipur.com

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
P.K. Gupta Director	0141 2521639 9414074670	0141 2521639	ujascollege@gmail.com
Dr. (Smt.) Lalita Pawan Head/Principal	01412171911 9414360610	0141 2521639	Lalitapawan22@gmail.com
Self - appraisal Co-ordinator	P.K. Gupta	0141 2521639	ujascollege@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
P. K.GUPTA Director	0141-2171911 0141-2521639	9414074670
Dr. (Smt.) Lalita Pawan Head/Principal	01412171911	9414360610
P.K. Gupta Self - appraisal Co-ordinator	0141-2521639	9414074670

4. Location of the Institution:

Urban ☐ Semi-urban ☒ Rural ☐ Tribal ☐
 Any other (specify and indicate) ☐

5. Campus area in acres:

1.23

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2008

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

UNIVERSITY OF RAJASTHAN, JAIPUR

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

Month & Year

2f

MM	YYYY
----	----

Month & Year

12B

MM	YYYY
----	----

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:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary	D.El.Ed	12 th	Certificate		
				Diploma	02 year	English/Hindi
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	Any Degree**	Degree	02 year	English/Hindi
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

****Minimum percentage of marks for UG degree**

- **General** **50%**
- **Backward Class** **45%**

○ SC/ST 45%

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary	D.El.Ed	F.NRC/NCTE/RJ-1304/2008-59097-59103 dt.-26/08/2008	Forever	50
Secondary/ Sr.secondary	B.Ed	F.NRC/NCTE/RJ-1307/2008-60009 dt.-03/09/2008	Forever	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

Criterion-Wise Inputs

Criterion-I

• Curricular Aspect

1. Does the Institution have a stated
Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

If yes,

- a) How many programmes?

02

- b) Fee charged per programme

As per govt. decision

3. Are there programmes with semester system

NO

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

Yes		No	✓
-----	--	----	---

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

[]

Number of methods/elective options (programme wise)

B.Ed.

[]

5. Are there Programmes offered in modular form

Yes	---	No	✓
-----	-----	----	---

Number	-----
--------	-------

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

Yes	✓	No	
-----	---	----	--

Number	Two
--------	-----

7. Are there Programmes with faculty exchange/visiting faculty

Yes	---	No	✓
-----	-----	----	---

Number	-----
--------	-------

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

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

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

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

Two year

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

Yes		No	✓
-----	--	----	---

Number	-----
--------	-------

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

Yes	✓	No	
-----	---	----	--

Number	1(B.Ed)
--------	---------

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

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

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

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

Criterion-II**• Teaching-Learning and Evaluation**

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

a) Through an entrance test developed by the institution ☐

b) Common entrance test conducted by the

University/Government ☒

c) Through an interview ☐

d) Entrance test and interview ☐

e) Merit at the qualifying examination ☐

f) Any other (specify and indicate) ☐

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

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

\Date of start of the academic year

15/10/2015

a) Date of last admission

28/01/2016

b) Date of closing of the academic year

30/09/2016

c) Total teaching days

180

d) Total working days

220

3. Total number of students admitted

Programme	Year	Number of students			Reserved			Open		
		M	F	Total	M	F	Total	M	F	Total
B.Ed.	2014-15	81	19	100	67	11	78	14	8	22
	2015-16	74	26	100	64	18	82	10	8	18
	2016-17	49	17	66	36	14	50	13	3	16

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

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

16560.74

b) Unit cost including salary component

35810.16

(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.	80.05	53.50	76.08	43.00
B.Ed.	82.00	54.52	81.06	41.08

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	60%	25%	15%
B.Ed.	60%	25%	15%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	5
---	---

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

0	2
---	---

11. Practice Teaching at School

a) Number of schools identified for practice

1	0
---	---

Teaching

b) Total number of practice teaching days

4	0
---	---

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

1	0
---	---

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

No. of Lessons In simulation	04	No. of Lessons Pre-practice teaching	02
------------------------------	----	--------------------------------------	----

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

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

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

Programmes	Internal	External
D.Ed.	25%	75%
B.Ed.	25%	75%

16. Examinations

a) Number of sessional tests held for each paper

0	3
---	---

b) Number of assignments for each paper

0	2
---	---

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	

Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

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

Yes	✓	No		Number	
-----	---	----	--	--------	--

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

Yes	✓	No	
-----	---	----	--

However trainees are taught computer basics for an hour a week under Practicum. This helps them prepare teaching aids.

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

Compulsory	✓	Optional	
------------	---	----------	--

Criterion-III**• Research, Consultancy & Extension**

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

Number	1		
--------	---	--	--

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

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

○ Teachers are given study leave

☒

○ Teachers are provided with seed money

☐

○ Adjustment in teaching schedule

☒

○ Providing secretarial support and other facilities

☐

○ Incentive

☒

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

Yes

☐

No

☒

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

a. Ph.D.

b. M.Phil.

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

Yes

☐

No

☒

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

Particulars	Yes	No	Number
-------------	-----	----	--------

International journals	-	-	-
National journals – referred papers	-	-	-
Non referred papers			
Academic articles in reputed magazines/news papers	-	-	-
Books	-	-	-
Any other (specify and indicate)	-	-	-

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

Yes		No	✓
-----	--	----	---

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

	Faculty	Students
National seminars	---	---
International seminars	---	---
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	<input type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

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

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

If yes, indicate the nature of the post.

Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>	Additional charge	<input type="checkbox"/>
-----------	--------------------------	-----------	--------------------------	-------------------	--------------------------

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Medical Awareness program
Blood Donation Camp

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

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

Local level	✓
State level	----
National level	----
International level	----

Criterion-IV**• Infrastructure & Learning Resources**

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

4494

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

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

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

6

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

Rs.25000

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

Rs.23000

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

Rs.46000

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

Rs.60000

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

Yes

☐

No

☒

9. Total number of posts sanctioned

Open Reserved

Teaching -16

Non-teaching - 8

M	F	M	F
2	6	4	4
---	2	3	3

10. Total number of posts vacant

Open Reserved

Teaching

Non-teaching

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

11. a. Number of regular and permanent teachers Open Reserved

(Gender-wise)

Lecturers

Readers

Professors

M	F	M	F
2	5	4	4
M	F	M	F
--	--	---	---
M	F	M	F
---	1	---	---

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

Open Reserved

Lecturers

Readers

Professors

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

c. Number of teachers from same state

11

Other states

5

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:7
B.Ed.	1:14

13. a. Non-teaching staff

Permanent

Open Reserved

M	F	M	F
	2	1	2

b. Technical Assistants	Temporary	M	F	M	F
				2	
	Permanent	M	F	M	F
				1	
	Temporary	M	F	M	F

14. Ratio of Teaching – non-teaching staff

2:1

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

30%

16. Is there an advisory committee for the library?

Yes



No

☐

17. Working hours of the Library

On working days

9.00 AM to 5.30 PM

On holidays

During examinations

9.00 AM to 5.30 PM

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books

6811

- Textbooks

4225

- Reference books

2586

b. Magazines

6

e. Journals subscribed

- Indian journals

8

- Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

- Online journals/e-journals

- CDs/ DVDs

- Databases

- Video Cassettes

- Audio Cassettes

20. Mention the

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

Seating capacity of the Reading room

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☒

Fully automated

☐

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

Circulation

☒

Clipping

☐

Bibliographic compilation

☐

Reference

☒

Information display and notification

☒

Book Bank

☒
☒

Photocopying

Computer and Printer

☒

Internet

Online access facility

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

24. Furnish information on the following

Average number of books issued/returned per day

30

Maximum number of days books are permitted to be retained

by students

14

by faculty

30

Maximum number of books permitted for issue

for students

3

for faculty

5

Average number of users who visited/consulted per month

1000

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

25:1

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

12%

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

	2013-14		2014-15		2015-16	
Particulars	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	292	24114/-	280	23122/-	310	25600/-
Other books	-	-	-	-	24	9150/-
Journals/ Periodicals	5	1200/-	6	1502/-	8	1740/-
Any others specify and indicate (Magazine)	-	-	-	-	40	4000/-
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion-V**• Student Support & Progression**

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

Programmes	Year 1	Year 2	Year 3
D.Ed.	---	---	---
B.Ed.	01	01	-----

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

Yes	✓	No	
-----	---	----	--

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

14

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

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

	UG(B.Ed)		
	2013-14	2014-15	2015-16
Pass percentage	100	100	100
Number of first classes	96	97	96
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)

NET

SLET/SET

Central State Services

I	II	III
--	--	--
--	--	--
--	--	--

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

Financial Aid	2013-14	2014-15	2015-16
Merit Scholarship	---	---	--
Merit-cum-means scholarship	---	---	---

Fee concession	---	---	--
Loan facilities	---	---	--
Any other specify and indicate	80 B.ed students Rs. 1,956,000/-	60 students b.ed Rs.1,467,000	62 students b.ed Rs.1,705,000/-

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓
-----	--	----	---

Non-teaching staff

Yes		No	✓
-----	--	----	---

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

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men

Women

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

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes		No	✓
-----	--	----	---

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

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

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

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

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

Yes

☒

No

☐

20. Does the institution regularly publish a college magazine?

Yes

☐

No

☒

21. Does the institution publish its updated prospectus annually?

Yes

☒

No

☐

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	---	---	---
Employment (Total)	---	---	---
Teaching	--	--	---
Non teaching	--	--	---

23. Is there a placement cell in the institution?

Yes

☐

No

☒

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

1	2	3
----	----	----

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

Yes No

- Academic guidance and Counseling

☒
☐

- Personal Counseling

☒
☐

- Career Counseling

☒
☐

Criterion-VI**• Governance & Leadership**

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

Yes

☒

No

☐

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

Governing Body/management	2
Staff council	8
IQAC/or any other similar body/committee	2

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

Loan facility

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

Medical assistance

Insurance

Other (specify and indicate)

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

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

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

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

National

International

-	-	-
-	-	-

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

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

d. Number of Seminars/ workshops/symposia on Curricular development,

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

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

e. Research development programmes attended by the faculty

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

f. Invited/endowment lectures at the institution

0	1	2
---	---	---

Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes	✓	No	
-----	---	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

2 hours per week

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

Grant-in-aid

NIL

Fees

27000/- Per B.Ed Students

Donation

NIL

Self-funded courses

NIL

Any other (specify and indicate)

2000/- per B.ed Students

Uniform and books

9. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget	4151187	3581016
% spent on the salary of faculty	25%	25%
% spent on the salary of non-teaching employees	5%	5%
% spent on books and journals	5%	5%
% spent on developmental activities (expansion of building)	10%	10%
% spent on telephone, electricity and water	10%	10%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	20%	20%
% spent on maintenance of equipment, teaching aids, contingency etc.	5%	5%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1%	1%
% spent on travel	1%	1%
Total expenditure incurred (Other Exps)	87%	87%
Reserve fund	13%	13%

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

Surplus in Rs.

59185.00 in 2015-16
57641.00 in 2014-15
23573.00 in 2013-14

Deficit in Rs.

10. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☐

No

☒

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

Administration

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

Finance

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

Student Records

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

Career Counselling

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

Aptitude Testing

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

Examinations/Evaluation/
Assessment

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

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

Any other (specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

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

Yes ☐ No ☒

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Criterion-VII**• Innovative Practices**

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

Yes

☐

No

☐

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

Yes

☒

No

☐

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

		MEN	%	WOMEN	%
		B.ED		B.ED	
a	SC	4	6.06	1	1.5
b	ST	15	22.73	7	10.6
c	OBC	17	25.76	6	9.09
d	Physically challenged				
e	General Category	13	19.7	3	4.55
f	Any other (specify)				

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

		Teaching staff	%	Non-Teaching staff	%
a	SC	2	12.5	2	25
b	ST	1	6.25	1	12.5
c	OBC	4	25.00	2	25
d	Women	9	56.25	5	62.5
e	Physically challenged	0	0	0	0
f	General Category	9	56.25	3	37.5
g	Any other (specify)	----	----	---	---

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

	At admission		On completion of the course	
	2013-14	2014-15	2013-14	2014-15
SC	Out of 15 Ist Class-0 IInd Class-14 IIIRD Class- 1	Out of 12 Ist Class-1 IInd Class-10 IIIRD Class- 1	All 15secured Ist Class	All 12 secured Ist Class
ST	Out of 20 Ist Class-2 IInd Class-13 IIIRD Class- 5	Out of 21 Ist Class-6 IInd Class-15 IIIRD Class- 0	All 20 secured Ist Class	All 20 secured Ist Class
OBC	Out of 40 Ist Class-5 IInd Class-23 IIIRD Class-12	Out of 33 Ist Class-4 IInd Class-29 IIIRD Class-0	All 40 secured Ist Class	All 32 secured Ist Class
Physically challenged	1student IInd Class-1	-	1 secured Ist Class	-
General Category	Out of 14 Ist Class-4 IInd Class-10 IIIRD Class- 0	Out of 18 Ist Class-6 IInd Class-12 IIIRD Class- 0	All 14 secured Ist Class	All 18 secured Ist Class
Rural	Out of 68 Ist Class-6 IInd Class-47 IIIRD Class- 15	Out of 66 Ist Class-12 IInd Class-53 IIIRD Class- 1	All 68 secured Ist Class	All 66 secured Ist Class
Urban	Out of 21 Ist Class-5 IInd Class-13 IIIRD Class- 3	Out of 18 Ist Class-5 IInd Class-13 IIIRD Class- 0	All 21 secured Ist Class	All 18 secured Ist Class
Any other (specify)	-	-	-	-

Executive Summary

UJAS COLLEGE OF EDUCATION was established in the year 03/09/2008 by Educational Culture Society. This Institute is approved by National Council for Teacher Education, Northern Regional Committee, Jaipur vide its order No. F.NRC/NCTE-1304/2008 dated - 03/09/2008 for an intake of 100 students.

The College is affiliated to University of Rajasthan, Jaipur vide its order No. Acd.II/2016/5736 dated 18/07/2016

The institution is following curriculum and syllabus prescribed by the Rajasthan University, the faculty member are instrumental in sending comments and views on the curriculum and successfully implementing them as per directive of the university.

The college functions in an area of 5000 Sq.mtr. We at this Institution, envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. They will be the torch-bearers in their respective fields of study, quite capable of serving the community in a befitting manner. Towards achieving this goal the College has a building with all amenities to accommodate class rooms, laboratories, library, seminar hall, offices, recreation halls, sports room, placement cell, canteen etc.

The College has very clear Aim, Vision and Mission for its academic mobility.

AIMS

Institute aims to encourage and fulfill the need of student by providing latest educational facilities for qualitative education and inculcate moral and ethical values, promotion of creative spirit and innovation of excellence.

VISION

Institute vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.

MISSION

Institute mission is to develop skill, dedication, commitment, orientation, human values with qualitative education for individuals, Institute make known all aims, vision & missions to the people through prospectus, annual publication and displaying.

Since the students are admitted from various sectors like rural, slow learners with Different linguistic base are pooled together and are trained with special coaching to cope up with the present environment at studies.

The faculty selection is made on their qualification by subject expertise and allotted for the relevant papers and if necessary the faculty are sent for faculty development programmes for their skill development.

The faculty members are encouraged to do M.Phil., Ph.D for their quality and Qualification improvement. Necessary facilities and motivation from the institution is also extended to faculty for pursuing higher qualification and research activities.

The staff members are motivated to send articles in journals, educational magazines, seminar papers etc.

The institution is striving for overall development of the students of B.Ed course and to prepare them with skills along with the qualification.

The Evaluative Report

Criterion-I**• Curricular Aspect****1.1 Curricular Design and Development**

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

Objectives of the Institution:

- To promote holistic development in terms of physical, social, emotional, intellectual, aesthetic, linguistic, cultural and ethical values.
- To develop professional competencies for total quality improvement.
- To develop potentialities on using need based educational technology and techniques in teaching.
- To develop cordial relationship with the community to meet challenges for further growth.
- To provide equity in respect of all supporting systems to both men and women without any discrimination.

Intellectual:

The student teachers are prepared for their eventful future life, with emphasis on problem solving, judgment, creative and managerial skills.

Academic:

To prepare student teachers as cognitively enlightened citizen for future, develop commitment for professional teaching skills and for leading a purposeful life.

Training:

Training is provided to student teachers in developing teaching competencies by activity oriented and value based activities.

Access to Disadvantaged:

The college provides access to the disadvantaged sections of the students and encourages them to make use of all supportive services available in the college to the optimum level.

Equity:

The college ensures equal opportunities to all student teachers in academic and co-curricular activities such as participation in class room interaction, competitions, celebrations and service oriented programmes.

Self Development:

Self development is encouraged by imparting skills such as communicative, numerical ability, participatory management, group dynamics, self confidence and value added programmes to lead a successful life.

Community and National Development:

Service to the society and social responsibility takes pride in our institution. Programmes are conducted on Human Rights, Child Labour, Blood Donation, Tree Plantation etc as part of national development.

Issue of Ecology and Environment:

Institution provides programmes to inculcate a sense of understanding of the importance of ecology and healthy environment to all students.

Value orientations:

By training students, to participate in programmes on cultural aspects and to undertake community oriented services.

Employment:

The college imparts knowledge and skills suitable for employment in the fast changing education scenario of teacher education. Practice teaching programme provides foundation to get a suitable job after the course is completed.

Global trends and Demands:

The institution intends to develop the capacities of the students by making them understand their abilities. Training and use of internet provides global knowledge and skills to be abreast of time. The institution aims at producing knowledgeable, socially responsible, skilled and competent citizens with human values and abilities to know, to do and lead purposeful lives.

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).

The institution follows the curriculum prescribed by the Rajasthan University. However, Feedback received from stakeholders will be forwarded time-to-time to BOS (Board of Studies) of Department of Education, Rajasthan University for consideration.

Need Assessment

Feedback from faculty members, students and other prominent bodies helps the institution for taking decisions for every academic and administrative function. It is also useful for identifying the people for the assignment of important responsibilities and the improvement areas to work on.

1. Feedback is taken every year from faculty members, students, alumni and other employers for all over betterment of the institution and students.
2. Curriculum is made easy and interesting by applying various teaching techniques by OHP, LCD, etc.

Development of information database pertaining to the feedback from faculty, Students, Alumni, Employers and Academic Experts

Feedback is taken every year from faculty members, students, alumni, other employers, academic experts and analyzed to get improvement areas in all respects to develop the curriculum and modify the teaching methods/techniques.

Formalizing the decisions in Statutory Academic Bodies

Institution has various committees of students and teachers for finalizing the actions against the improvement areas came out of the need assessment and analysis of the feedbacks.

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

Internet, Newspapers and Educational magazines are available with the institution for all students to updating their knowledge about the latest development and reforms in the field of education and research at global level and teachers also encourage the students by discussing the major changes and events in daily classes.

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

The Curriculum of the Institution lays considerable thrust on Environmental Awareness, Value Education and Information and Communication Technology (ICT) as evident mentioned below:

- Students and Teachers visits different rural and urban part of the city for educating people by planting trees, cleaning areas and giving them information about importance of environment to sustain human civilization.
- Students are encouraged to visit old age homes regularly and spare time with the people living there and assist them in their day to day activities.
- Students and Teachers use computers with internet connection for study materials, developing their lesson plans and for research work. Over Head Projector (O.H.P) along with different audio-visual equipments are available in the institutions which

are used for peer presentation, seminars, guest lectures, symposiums, workshops and different cultural and academic programs of the institution by Students and Teachers both. LCD presentations help a great deal in the teaching and learning process. Students make use of Internet Browsing facility available free of cost in the College for assignments.

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

Information and Communication Technology (ICT) plays very important role for the curricular planning in the institution in:

- Preparing Academic Calendar with the help of computer
- Presentations to all the stakeholders with respect to the curriculum with the use of computer, OHP and audio devices.
- The faculty members use CD's prepared by themselves for use as teaching aids, while planning the curriculum for the year.

1.2 Academic Flexibility

B.Ed is a professional course which demands the need for developing the professional skills of the student-teachers and hence it becomes even more important to inter link theory and practice by providing varied learning experiences through academic flexibility.

The teachers of the institution are accountable for developing the students to understand the theoretical concepts of the curriculum as well as its real life applications through various means:

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

The importance of reflecting on what you are doing, as part of the learning process, has been emphasized by many investigators. The system for teaching as a reflective practice in the institution involves below mentioned stages:

- Teacher Educators are asked to identify the current situation

- They devise about changes or improvement to be done with the Action Plan
- They implement the suggestions and monitor it
- They evaluate the evidences found finally.
- Class seminars, Pre practice teaching, Demonstration classes, Micro Teaching sessions, Models of Teaching classes, Teaching practice, Guest Lecturers, Workshop and simulated teaching to get benefit from all the activities done in the college to make a reflective practice.

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?

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

- The institution organizes seminars on different topics related to the B.Ed curriculum in the presence of expert guest faculty in that particular area at regular intervals to add up to students learning experiences.
- The teaching faculty maintains good interaction with the leading schools of local areas of the city. The principals/heads of the schools are often consulted to improve upon practice teaching programme.
- Symposiums are held with schools teachers or heads to get regular feedback to improve upon the existing theory and practical aspects of the teacher education courses. It helps in planning more vigorous and action oriented learning and research at B.Ed and higher levels.

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.?

The institution organizes various activities to develop the students below mentioned skills along with the course curriculum:

➤ **Verbal and Written Communication Skills**

Group Discussions and Sessions being held every week to develop written and spoken capabilities both in Hindi and English language.

➤ **ICT (Information and Communication Technology) Skills**

Institution provides regular computer classes for all students to develop their skills of basic computer operating principles which include Basic Computer Operation, MS Office, Internet operations etc.

➤ **Life Skills and Social Responsibility**

Students have been allotted the different responsibilities in organizing various events and activities such as cultural programmes, competitions, seminars, workshops etc.

➤ **Personality Development**

Institution provides sessions for personality development like Group Discussions, Debate Competition, Plays, and various other co-curricular activities.

➤ **Research Development**

The institution has framed Research Assistance Cell (RAC). The functions of this cell are mentioned below:

1. To encourage the students to develop interest in research work.
2. To guide the staff members in searching the burning topics and help them in their research work.

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).

Interdisciplinary/Multidisciplinary:

The faculty is encouraged to participate in seminars, workshops which not only focus on education but also literature, science and IT related seminars and workshops. The eminent educationists are welcomed by the institution to disseminate their knowledge.

In this way institution has interactive guest lecture to augment the skills of lecturer and students.

Multi-Skill Development:

Today we are going through an era of globalization asking for multi talented labor across all the industries. Thus institution includes variety of activities and events for the all round development of the students like Seminars, Workshops, Debate Competitions, Dancing and Singing Competitions, Rangoli Competition, Essay and Creative Writing Competition, Plays, Computer Classes, etc.

Life Skills like Health, Value and Environmental Education programmes, Awareness programme on pollution. Consultancy and extension services programmes.

Inclusive Education:

Inclusive Education seeks to address the learning needs of all students with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all students with or without disabilities being able to learn together through access to

common educational setting with an appropriate network of support services. The institution lay attention that all students irrespective of their strengths the feeling of belongingness among other students, teachers and support staff.

- The institution provides indiscriminate congenial teaching and learning atmosphere to all sections and all types of students whether they are under poverty line, physically handicapped and belonging to any religion or caste.
- These types of students are brought forward to lead as trail blazer to performs various activities of the institution and commanding.

Practice Teaching:

The part of a student teacher's training that consists of placement in a school where classroom teaching is undertaken by the student under the supervision of a certified teacher. The institution also focuses on innovative way for teaching practice by providing them technology lab, psychology lab, science lab and the other resources required for the better practice teaching.

School Experience/Internship:

The institution is committed to provide rigorous and relevant coursework and field experience that challenge students to develop critical thinking and problem solving skills. The students go to the schools for observation session and teaching practice session. First is the session of one day in which they have to acquire a thorough knowledge of finding out the syllabus that is being covered at school and the units to be covered by them during Internship. This is followed by observations and practice teaching classes.

Work Experience/SUPW:

The part of a student teacher's training involves model building and preparing various socially useful things from the wastage or unused material. It also covers the usage of different types of laboratories at the institution. The students are facilitated and guided to make Teaching Learning materials, edible items, Art and Craft items etc., Pottery making, Collage, Bookbinding, Spiral Binding, Igloo Cutting and photocopying are some of the work experience subjects that are taught.

1.3 Feedback on Curriculum

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?

Faculty of the institution used to organize rewarding sessions or activities from students, alumni, employers, community, academic peers and other stakeholders. Students are encouraged to participate for their independent feedbacks to assist the institution for curriculum development process.

- The quality of the curriculum is assessed from feedbacks from the students during their study and again when they leave the College on the Completion of the study in the name of Course feedback.
- There is an Alumni association whose members is very active and are following the progress of the College and offer their feedbacks, often. The College is also keeping in touch with employers of our students and obtain their feedbacks.
- Community feedback also flows to the College through members of Parent - Teacher Association.
- The feedbacks received from the various sources mentioned above relating to the curricula are studied and transmitted to the University for consideration during periodical revision of curriculum.
- The management is also kept informed about these feedbacks so as to facilitate it to plan improvements financially and academically.

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.

Institution collects all feedbacks and communication in the form of questionnaires and forms those then analyzed by different committees of the institution carefully, and

develop areas of improvement from it. The feedbacks are discussed in the staff council meeting and their views are further discussed with experts in the field of education.

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

The institution takes part in the curriculum development process through appropriate analysis of feedback given by the various stakeholders from time to time and forwarding the suggestions to the affiliated university. The institution also developed the curriculum in academics and in training as per the diverse needs of the various students through co-curricular and extra-curricular activities.

1.4 Curriculum Update

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).

UJAS College of education is affiliated to University of Rajasthan, Jaipur. So institution is not authorized to make any significant changes in the curriculum, it has been done by the university itself. However there has been change in syllabus at university level.

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

The curriculum is studied and analyzed by the staff and Academic Committee through the feedbacks obtained from various stakeholders. Suggestions are sent to the University based on this feedback analysis for appropriate action during curricular revision.

The institution has made one academic committee containing three members-

- Santosh Prajapat
- Shanti Meena

- Rohini

1.5 Best Practices in Curricular Aspects

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

- Feedback and its analysis from students, teachers and other stake holders.
- Thrust to ICT enabled courses, ICT competence, and Multi-skill development, flexibility to slow learners and challenges to advanced learners.
- Project work and implant training for students.
- Continuous evaluation of students through internal assessments.
- Introduction of professional courses having interdisciplinary / multidisciplinary approach.

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

- Emphasis on enhancing computer and internet availability.
- Revision of extra and co-curricular activities every year.
- Obtaining feedback from local schools, students and other stakeholders through informal and regular contact that ensures information about qualitative changes required in teaching methods.
- The classroom teaching is supplemented with symposiums, guest lectures, projects and educational tours. The institution has organized educational trips time to time.
- Extra-curricular activities like Saturday Activities are held to develop aesthetic potential and team spirit of the students.
- Each year is dedicated for theme based activities like Environment, National Integration, IT, Career options, etc.
- The institution has provided special classes for the slow learner.
- They are also provided with remedial teaching.
- They are handled very patiently by the lecturers.

- The students are internally assessed by the lecturers through various processes like observation by class test time to time and their shortcomings are judged through their performance.
- The institution has organized a national workshop on 'Action Research' for the development of faculty members to diagnose their educational problems and find the scientific solution of the problems.

Criterion-II**• Teaching-Learning and Evaluation****2.1 Admission Process and Student Profile**

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?

The state of Rajasthan is having a very transparent method of admission process. The entire admissions are governed by the State Education Department and the affiliated Universities. Admission process is entirely governed by the Rajasthan state government through combined state admission test and allotment of colleges is also done by the conducting university for the particular session through counseling. The meritorious students are allotted in the Counseling and the reservations are also taken care during the admissions by the University.

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

The state is having a Centralized Admission procedure. As such, the advertisements for admission to the B.Ed programme of various universities of Rajasthan state are published in all leading daily newspapers by the concerned university which is suppose to conduct the entrance examination for that particular session. Prospectus along with the Application form for entrance examination is been supplied by the respective university.

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

Having a Centralized Admission procedure in the state, the equitability in admissions are 100% ensured. The meritorious students, reservation policy of the Government, quotas for disabled etc are ensured by the system of admission in the state.

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)

As the admission process is totally governed by the state government and it has a particular system of admission through entrance examination in which retention of diverse population is assured.

The orientation for the newly admitted candidates is organized on the first day of the commencement of the session. Importance is given by the institution for secular approach. Secularism adopted within the institution doesn't provide chance or scope for discrimination on religious ground or to be religiously biased. Discrimination in terms of caste, creed or colour is strictly not allowed in the campus. As a result, religious bias is totally eliminated. Culture is enriched in an optimum manner in each and every aspect. Enrichment of culture is given the utmost importance. This process helps the student to develop the unbiased approach.

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.

The provision of assessing student's knowledge is covered within the admission procedure itself. The Students has to appear for the entrance examination conducted by the respective university of the state and it is assessed for General Knowledge, Language Expertise (Either Hindi or English), Teaching Aptitude, Reasoning and Concerned Subject knowledge (Separate papers for Arts, Commerce and Science Stream).

Admission is done by the university through counseling of the appeared students as per the performance in the examination (Merit List).

2.2 Catering to Diverse Needs

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

The institution organizes an orientation course to introduce the B.Ed students to both co-curricular and curricular activities, which is completely different from the conventional degree course.

The institution has qualified and experienced faculty members. They are dedicated and committed for the cause of education. Cordial relationship is maintained between the management, faculty and the students.

Individual attention and constant motivation is provided for all the students. The college also makes an effort to provide maximum opportunities to the students, for the all round development of personality by organizing various academic and co-curricular activities

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

The students admitted to the institution are different from each other in terms of language, place, intellectual level, communication skills, grasping power, etc. So, in order to cater to the academic and psychological needs of these students most of the teachers supplement the lecture method of teaching with other, innovative methods of teaching such as seminars, class presentations, use of audio-visual aids, etc. The counseling team of the institution helps the students to make the choice of the medium of instruction and subjects. The institution has introduced innovation in testing methods through in house examinations. Importance is given to extra and co-curricular activities. Various activities organized on Saturdays help students to develop their talents as well as gain practical experience in organizing and managing various events.

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

Innovative practice in practice teaching is the part of the curriculum for student teachers and the institution ensures these activities in various schools of different educational boards and within the institution with co-students to cater to diverse learning needs and ensure equity in teaching and learning process. The curricular structure also provides ample scope for the Theory, Teaching Practice, Internal Assessment, Field Trip, Camp Activities, Art and Work Experience, Educational Technology, Information and Communication Technology Education, Action Research and Case Study in the programme

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

The faculty members are recruited not only for their academic skills but also for their social consciousness and the ability to communicate and share knowledge. The process of staff selection includes written test, interview by the selection committee and demonstration lecture. Research competency is given due credit. Candidates selected without a doctoral degree are asked to complete their Ph.D degree in specified period. The management encourages staff to do research. On duty leave is granted to staff to participate seminars, workshops, orientation programmes. Financial assistance is also given if required. The management takes special care to ensure that the members of the staff make the best use of all the resources available like internet provisions ,digital library, Computers, LCD's, OHP's etc.,

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

The institution organizes various extra and co-curricular activities to develop knowledge and skills related to diversity and inclusion which ultimately gave them an additional

edge in classroom teaching situations such as innovative practice in practice teaching, debate competitions, essay competitions, workshop on action research. Educational excursions of social and cultural importance are also being organized for inculcating skills and knowledge related to diversity such as visit to old age home, rural areas for educating people about sanitation facilities and hygienic living conditions. Visiting different areas of the city for spreading awareness to save environment through plantation is also part of the curricular activities. The encouragement of use of audio-visual equipments and latest technological equipments substantially contribute towards this process. Speaking in English is encouraged. The students are advised to make the maximum use of library. The students are instructed to use the Internet facility available in the college for their Teaching –Learning purpose. Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, OHP sheets, static models and dynamic models.

2.3 Teaching-Learning Process

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

The institution provides instructional materials to the students for easy follow-up/understanding of the course curriculum. Lecturing, discussion, group discussion, question answers, role plays and special lectures are being used to engage students in active learning. The quality and quantum of the lecture methods and learning strategies depend upon the topics being dealt with. Fully equipped library is available with the students with wide range of books. Individual projects been given to all students in organization of the events such as cultural programmes, workshops, seminars, competitions of different competency, quiz competitions. Team work is encouraged among the students by giving a particular responsibility to a certain group of students mentioning individual duties. Group and individual projects are assigned to students in their respective optional subjects.

2. How is 'learning' 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?

To make learning student centered, group learning and peer learning are encouraged and followed. The list of activities which help student-teachers to involve in the participatory learning process, self management of knowledge and personality development of the students are given below:

- a) Group work followed by discussion
- b) Workshops in preparing instructional materials
- c) Orientation to lesson plan and preparation of unit test.
- d) Seminar in foundation subjects.
- e) Practical activities in all subjects.

All the above said activities are organized in the college with the help of student-teachers to develop leadership qualities, interpersonal relationship and ability of decision making. Academic activities carried out in groups reduce academic stress of student-teachers because of co-operation, good will from other members of the group.

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.

Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behavior. A teaching model provides a specific outline of teaching activities. These can be broadly classified under six categories:

- Learning outcomes are written in behavioral terms.

- The appropriate stimulus situations are selected for emitting desired responses of the learner.
- The learning situations are specified for observing the students responses.
- The criterion behavior is defined for student's performances.
- The teaching tactics are specified for creating the interaction between students and environment.
- The learning situations and teaching tactics can be improved and modified for the desirable change in students' behavior.

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

The institution has a provision for additional training in models of teaching. These are the following models of teaching in which additional training is been provided to the students:

- Herbert model of teaching (Students are require to give 16 lessons for each method through this model)
- NCERT model of teaching (Students are require to give 4 lessons for each method through this model)

5. Does 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

Micro Teaching is a laboratory technique of teaching training, in which complications of class teaching are removed. Preparing a micro lesson plan on a short content a student teacher teaches to a small class consisting of 5 to 10 student teachers for practicing teaching skill. After teaching for 5 to 7 minutes, the student teacher stops teaching. He is provided feedback with various sources-supervisor or per/student, or tape recorder of video Tape etc. There after obtaining feedback the student teacher, amending his lesson plans on the basis of given suggestions re-plans the lesson. After that he re-teaches

amended lesson to other student (5 or 10). In it also he obtains re-feed back. Thus, a micro teaching cycle is completed.

The teaching skill is a group of teaching acts/behaviors intended to facilitate pupils learning directly or indirectly. The main characteristics of teaching skills are as under:

- Teaching skill is helpful in making teaching process effective.
- These are related to teaching acts or behaviors.
- These are helpful in achieving the targets.
- Teaching skills help the students in learning.
- These are related to the unit of class teaching.

Various skills practiced by the student teachers at the institution are here as under:

- Writing Instructional Objectives
- Introduction of a Lesson
- Fluency in Questioning
- Probing Questions
- Explaining
- Illustrating
- Stimulus Variation
- Silence and Non Verbal cues
- Reinforcement
- Increasing Student's Participation
- Use of Black Board
- Achieving Closure
- Attending Behaviors

Each and every student of the institution is supposed to give two lessons per skill during the course curriculum. Students have been divided in groups and turn wise each member of the group practices the particular skill, while other members observe and evaluate the performer. Once a member finishes, he is given feedback, who again delivers the lesson by incorporating the suggestions and feedbacks given by the group members.

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.)

The process of practice teaching is of prime importance as it develops practical skills in the students towards teaching. The student teachers are requiring undergoing forty teaching sessions of practice teaching in thirty days, twenty each in two different secondary level schools. The student teachers prepare lesson plans with the active cooperation of the teacher educators and their respective teacher guardian. Thereafter, they perform practice teaching at the assigned schools along with the helpful tools. The availability of required support tools is ensured by the institution in association with the respective school. Student teachers are supposed to give two lessons per day per student and it is closely observed by the respective teacher educators and school teachers. Teacher educators will give feedback and suggestions to the students and suggest improvement areas. Each student has to take care of his/her improvement areas and accomplish improvement in suggested areas in his/her preceding practice teaching classes.

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

The aim towards the block teaching of the students is to ensure understanding of the entire administrative, academic and curricular activities of any school. Each and every process is being practiced by the student teachers to understand the real school life working. Various steps in block teaching at our institution include preparation of the following:

- Bio Data
- Application form for Admission
- Time Table
- Deposit Receipt
- Character Certificate
- Transfer Certificate
- Marks List

- Progress Report Card
- Scholar's Register & Transfer Certificate Form
- Notice
- Application for Job
- Application for Leave
- Attendance Register
- Fees Register
- Examination Result

The students take an internship of teaching practice classes, with 10 days of observation and 30 days of teaching practice. In the days of observation students have to record 10 observations and in the days of practice teaching 20 lesson plans for each optional subject should be recorded.

During the process of internship teaching practice, the schedule devised includes the completion of internship component records like Test and Measurement, Action Research, Case Study of Individual and Institution and Environmental Education.

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.

Practice teaching sessions/plans are always developed in partnership, cooperatively involving the school staff and mentor teachers. The various steps involved for the preparation of a lesson plan are:

- Primarily mentor teachers assist the student teachers to choose a particular topic as per their academic interest and personal competency.
- Material aids are also been chosen as per the topic by the students with the help and guidance of the teachers.
- Students then prepare lesson plans roughly and get it checked by the respective teachers.
- Teachers gave suggestions and improvement to be done with the lesson plan as per the topic.

- Students again prepare a fair lesson plan and it is been evaluated and examined by the respective mentor teachers for the perfection.
- Demonstration of the lesson plan is been done by the students in front of the respective mentor teachers to practice for the practice teaching classes in the schools

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

At the first instance, the Student- teachers are

- Instructed to keep the classes in learner-centered mode.
- To follow the school rules and norms.
- To keep the classes activity based.
- Instructed to encourage students to put questions.
- Advised to deal with the students using psychology based techniques.
- Suggested to make learning a fun through active learning.
- Advised strictly to follow the rules of the utilization of as many teaching – learning aids as possible.

These criteria are monitored when the Teacher - educators visit the school for the inspection of the work done by the student –teachers.

Further, the teacher-educators prepare the student teachers for managing the diverse learning needs of students in schools. A better understanding of the child psychology, school working conditions, teaching methods and practice teaching generates a mature individual. Innovative and intelligent methods of practice teaching gave them below mentioned skills and competencies:

- Recognizing Slow and Advanced learners in class.
- Preparation different Action Plans for Slow and Advanced learners.
- Execution of the plans to different learners.
- Evaluation of the improvements shown by the Slow and Advanced learners to the accepted directions as per the plan.

- Annual analysis of the different plans for learners of different capabilities.

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

The institution ensures availability of latest technological devices which can enhance the practice teaching sessions and add up to the skills of the student teachers. It encourages use of Transparencies, Audio-Visual aids, LCD Projectors along with the use of material aids to support practice teaching.

2.4 Teacher Quality

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

Practice teaching sessions/plans are always developed in partnership, cooperatively involving the school staff and mentor teachers. The various steps involved for the preparation of a lesson plan are:

- Primarily mentor teachers assist the student teachers to choose a particular topic as per their academic interest and personal competency.
- Material aids are also been chosen as per the topic by the students with the help and guidance of the teachers.
- Students then prepare lesson plans roughly and get it checked by the respective teachers.
- Teachers gave suggestions and improvement to be done with the lesson plan as per the topic.
- Students again prepare a fair lesson plan and it is been evaluated and examined by the respective mentor teachers for the perfection.
- Demonstration of the lesson plan is been done by the students in front of the respective mentor teachers to practice for the practice teaching classes in the schools

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

The institution has a strength of 100 students which involves with the practice teaching schools and to develop these students 8 full time teachers are available with the institution to organize and assist the practice teaching. The practice teaching is been done in two different batches of 100 each at 5 different schools. So at one time 100 students in 5 schools i.e., 20 students at every school and 3 teachers are available at every school to handle practice teaching of 20 students. So the ratio of teacher and student at every school is 3:20. It has been decided on the basis of available teachers and the total number of students.

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

Feedback mechanism plays vital role for the performance and skill development of the students in every aspect. While preparing lesson plans and during the practice teaching every feedback regarding areas of improvement gives an assignment for the student to what to include in re-plan and further practice teaching sessions. Teacher educators monitor student teachers very closely for every possible development area and suggest it in their lesson plan and suggestions booklet to and it is being re-checked to ensure application of the same suggestions in preceding practice teaching classes. The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach.

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

The institution updated the student teachers on the policy directions and educational needs of the schools through displaying the concerned information on notice board regularly so as to help the student teachers to prepare for the practice teaching accordingly. The institution has its own sources which updates the latest changes and

requirement on the schools in terms of their different policy and various educational needs of the course curriculum. Further, the students and the faculty keep pace with the recent development through internet facility, newspapers, magazines and other resources available in the library.

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

The institution ensures that the faculty members and the students are updated with the recent developments in the school subjects and teaching methodologies by conducting various activities within the campus by inviting expert guest faculty in that particular area on regular intervals such as:

- Seminars
- Workshops
- Exhibitions
- Symposium
- Debate Competition
- Quiz Competition
- Presentations on latest development in educational field

The college library has copies of many a number of Text books on the school subjects which are utilized both by the staff and the student – teachers so as to keep abreast with the school subjects.

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

The institution pays special attention for ensuring personal and professional growth of the teaching staff by:

- Regular Training of the staff members by expert guest faculty
- Providing On-duty leaves to participate in seminars, workshops etc.

- Encouraging them for research work and PhD in their respective areas (if they don't carry till now)
- Sponsoring the faculty members for attending Orientation Programmes conducted by UGC with academic colleges of various universities
- Wide range of study material is made available to them to support further study
- Broadband Internet connection is made available for easy access to the e-material for self development

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

The institution has a mechanism to reward and motivate staff members for good performance as described below:

- All students are divided among the faculty members in equal proportion.
- Every faculty member is considered as a teacher guardian for their respective allotted students.
- Every student gains grades in the performance in unit-end examinations, participation in the class room activities, and performance in co-curricular and extra-curricular activities.
- The teacher guardian whose students score maximum in grades are been rewarded.
- Students' feedback regarding teacher quality will also be counted for deciding the rewards.
- Management gives due consideration to the faculty member for their performance.

2.5 Evaluation Process and Reforms

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

The barriers to student learning are identified through internal assessments conducted as well as by watching students in the class during class instructional hours. They are

provided with a conducive and congenial atmosphere as tutorial hours during which the remedial instruction is also given. Mentors are allotted for remedial instruction.

The academic requirement of the student-teachers are identified, communicated and addressed in a systematic way at the institution. The institution performs various activities to ensure the same as follows:

- Feedback from the current students.
- Feedback from the parents.
- Feedback from alumni.
- Feedback from employers.
- Feedback from teaching staff.
- Feedback from non-teaching staff.
- Feedback from the practice teaching schools.

The panel of faculty members, principal and the management members analyzes the feedbacks given by the various stakeholders and take appropriate decisions for the development of the institution.

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

The Institution has developed multi-level evaluation process for the appropriate assessment of student learning as it has a only Two year degree programme (B.Ed) and annual and final examination for the same is being conducted by the affiliated university (University of Rajasthan,Jaipur) at the end of the session along with the final practice teaching assessment. The internal in-house assessment system of the institution involves:

- Evaluation after completion of every unit.
- Evaluation on monthly basis
- Evaluation on quarterly basis
- Evaluation on half-yearly basis
- Pre-Examination at the end of the session before the commencement of the final university examination for preparing the same

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

- Each faculty members holds orientation programme for the students to familiarize with the evaluation system of the institution, teaching-learning process, laboratory and library facilities and the evaluation techniques.
- The outcomes of the evaluation are communicated to the students at the end of every unit.
- The institution communicates the outcome of the evaluation promptly through publication of detailed results on Institutional notice board.
- The institution has an Internal Quality Assurance Cell (IQAC), which is entrusted with the job of conducting Academic auditing of the departments.

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

ICT is now a very important part of the entire educational field especially in assessment and evaluation processes. The institution took benefit of the same for:

- Preparing evaluation process for the entire institution through computers
- Preparing question papers with the help of computers
- LCD projectors are also used for examination to display question papers to avoid paper wastage.

2.6 Best Practices in Teaching-Learning and Evaluation Process

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

Significant innovations in teaching learning evaluation which are introduced by the institution are presented:

- Content skills development programme: After admissions, all the faculty members conduct a content test to know the entry behaviour of students regarding facts, concepts, principles, laws, theories and phenomena. This helps the faculty to

locate the difficulty areas of the content. To overcome this, lectures by the faculty and also by inviting guests are arranged.

- The science faculty of the college have planned and designed simple action research projects to motivate the students to think on innovative line
- The social science faculty has planned innovation teaching technique like role play, dramatization, mock-assembly, and mock-parliament, to provide opportunities to students.
- In the college time-table, a separate period has been allotted for reference work in the library under the supervision of the faculty.
- Field trips are organized to Science centers and to the rural community to highlight the principles of Heuristic method.
- Panel discussion is organized on some controversial topics in Social science.
- The language faculty undertakes a project in communication approach in teaching-learning process.
- The records are evaluated by the concern staff, parallel staff and by the principal along with a staff team. Hence, these records are thrice valued.

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

- The use of modern multi-media teaching aids like LCD, OHP, models, CD-ROMs and computer systems are usually employed in class room instructions as well as other student learning experiences.
- In special classes, computer based packages are used to elucidate abstract knowledge and virtual instrumentation through computer animation.
- The students are also encouraged to use computer software packages for meaningful analysis of the experimental data collected/acquired by them.
- There is formal provision for tutorial classes to help the students to overcome their difficulties and for problem solving as well as to go deep into the subject.

Criterion-III**• Research, Consultancy & Extension****3.1 Promotion of Research**

Research is a process to study the basic problems which contribute in the edifice of human knowledge. The research process established new truth, finds out new facts, formulates new theory and suggests new applications. It is a purposeful activity which contributes to the edifice of knowledge. The institution believes the following characteristics of research:

- It is an honest and exhaustive process.
- The facts are studied with understanding.
- The facts are discovered in the light of problem.
- Research is problem-oriented.
- The findings are valid and verifiable.
- Research work should contribute new knowledge in the field studied.

1. How does the institution motivate its teachers to take up research in education?**Planning, Monitoring and Evaluation Board**

- The institution has a statutory body called as Planning, Monitoring and Evaluation Board with an objective to formulate the research and development activities in the institution for the benefit of society and for academic progress of the teachers.

Facility of well equipped library

- The library of the institution is enriched with wide range of books of various national and international publications.

Well equipped Computer Lab

- Internet access is available for the teachers and students to search for the supporting materials from the internet.

Paid leaves for Research

- On duty paid leaves have been given to the faculty members for the development and participation for the research work and the events and activities which support research for their skill development.

Encouragement of faculty members

- The institution encourages its faculty members to attend research related workshop, seminars, etc.
- The institution also organized a workshop on Action Research for betterment of its faculty members and students.

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

- Institution gives priority to higher education and the concerned problems of the students.
- Research is a foremost mandatory activity of the institution along with regular teaching. All the faculty members are actively engaged in research projects to facilitate manpower, skill and knowledge development, to serve the society in general and for academic excellence in particular.
- The faculty is encouraged to submit new research proposals, to participate in national and international conferences/symposia, to undergo special research oriented training programs, workshops.
- The faculty is regularly deputed to undergo advance training and collaborate with national or international research laboratories.
- The faculty members are encouraged to invite distinguished experts educationists to their institution, for special lectures and for collaborative research and academic exchange programs.
- The Institution promotes research by providing sabbatical leave facility and also on deputation basis.
- The institution also brings out reports of the programs held at institution periodically.
- The research is emphasized on new education techniques with IT based skills.

- The institution also focuses on psychometric and philosophical method in research for the remedial programme of weak students.

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

Action Research is a method for improving and modifying the working system of a classroom in school. The teachers and principal are able to study their problems of teaching scientifically. It is an objective-oriented method. The action research project does not contribute in the fund of knowledge but it improves and modifies the current practices. Hence it is believed by the institution that Action research is very crucial for the skill and personality development of the faculty members as well as of the students because of the following characteristics:

- It is a process for studying practical problems of education.
- It is a scientific procedure for finding out a practical solution of current problems.
- The practitioner can only study his problems.
- The faces are to improve and modify the current practices.
- The individual and group problems are studied by action research.
- It does not contribute in the fund of knowledge.
- It is a personal research.

The institution has organized a Workshop in March 2015, with keeping in view the importance and requirement of the Action Research. He also assisted participants to understand the concept of action research which is different from the basic research work. A large number of educationists, professors and research scholars attended the workshop. It proved a great success of the event and the lecturers, pupil teachers were highly benefited by the workshop. Number of topics has been formulated during the workshop. Here are the some examples:

- Students are unable to understand the correct usage of formulas in physics
- Problem of lack of knowledge of number pattern in solving arithmetic problems
- Problem of inability of students in learning chemical formulae

- Problem of students' inability in memorizing the biological names and spellings of animals and plants in biology
- Problem of deviation of learners from the project theme of CAI to other areas like slide preparation
- Inability of the students to draw bar diagrams in economics
- Problem of incorrect pronunciation in English
- Diagnosing class VII students' spelling errors in Hindi and rectifying the errors.
- Problem of over expectation of parents and not treating ward as unique individual if he/she is a slow learner.

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

The details of the Conference/Seminars/Workshop attended by the faculty members in last five years are as follows:

Conferences	2
National Seminars	3
International Seminars	0
Workshops	2

The details of the Conferences/Seminars/Workshops organized by the faculty members in last five years are as follows:

Conferences	2
National Seminars	0
International Seminars	0
Symposium	4
Workshops	3

3.2 Research and Publication Output

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

The details of the instructional and other materials developed and used by the institution for enhancing the quality of teaching during the last three years are as under:

- Projector Slides – The teacher educators prepare projector slides for classroom teaching, seminar presentation, etc.
- Equipments of Lab – The well equipped labs like science lab, psychology lab, language lab, education technology lab, etc. helps the students to understand the practical applications of the curriculum.
- Collection of Topics for Home work projects – The institution supported development of quality projects which are given to the students.
- Audio and Video aids – The institution have audio visual aids for assistance of the teaching-learning process.
- Transparency – The institution encourages use of transparencies in the classroom teaching.

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

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

- Computer systems
- Internet Connectivity
- OHP
- Well equipped library
- Multipurpose hall
- Well equipped labs
- LCD Projectors
- Slides

- Audio/Video cassettes & CD's
- Microphone
- Periodic Lecturers and Workshops by guest faculty

Qualified and skillful faculty is available with the institution to make good use of the above mentioned resources to develop the effective instructional materials for enhancing quality of teaching within the institution and in practice teaching. Further, the students utilize these facilities optimally. Students can browse internet to know the latest development of instructional materials. Subject experts from outside teach the students to prepare teaching – learning materials. CD's prepared by Teacher Educators are made available to the students. All facilities are available for preparing these teaching aids.

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

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

- Self-instructional materials (Notes)
- Printed materials (Transparencies)
- Teaching Aids
- Audio-Visual Material
- Multimedia Material
- Computer aided instructional materials (Power point presentations using LCD Projectors)
- Question Bank

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

- a. Organized by the institution
- b. Attended by the staff
- c. Training provided to the staff

a. Organized by the institution

- Workshop on 'Action Research'
- Symposium
- Lecturers by expert guest faculty

b. Attended by the staff

- Seminars (National & International)
- Symposium
- Workshops
- Orientation Programmes

c. Training provided to the staff

- Seminars (National & International)
- Symposium
- Workshops
- Orientation Programmes

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

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

Details of the Journals in which the faculty members has published papers

List of Papers Published by Dr.

Sl No	Name of Journals	Title
01	----	-----

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

The management gives due recognition and awards and incentives to lecturers for their involvement in conducting seminars, symposia, workshops for offering consultancy and research work, organizing placement cell and helping students in getting lucrative employment.

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

3.3 Consultancy

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

Consultancy means the practice of giving expert advice within particular field or for a particular work. The institution have experienced and multi talented teachers in different areas and with different competencies which help in the development of students, school sector and society. Institution provides consultancy in two different ways –

1). Internal Consultancy Services – It is been given by the teacher educators to the student teachers within the institution for their enhancement at multi level

- Career Counseling – The expert guidance of the faculty members assure the success of the students in every field.
- Placement Guidance and Assistance – The placement cell of the institution provides job placement assistance to the students after successful completion of the course.

2). External Consultancy Services - The following consultancy services are being provided free of cost by the institution to the villagers around the college, especially to the women self-help groups.

- Amendment of Current time table of schools
- Amendment in Curriculum of Physics/Maths/Chemistry
- Preparation of Art and Craft materials
- Book binding
- Pot making and Pot painting
- Domestic utility items
- Food preparation and preservation
- Preparation of stationery items

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 publicize the available expertise.

Yes, Institution has the competent faculty and staff members and expertise are also available through visual and print media.

Areas of Competency – Curriculum development, Career guidance and counseling, time table development, Co-curricular activities development, Discipline, Leadership skills, Day to day problems of class, Students classroom problems solving, preparation of art and craft materials, book binding, preparation of stationary items, Consultation to surrounding rural community regarding family planning, pulse polio mission, adult education, literacy, sanitation, benefits of yoga, etc.

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

The consultancy service is free of cost. All the expenditure incurred in carrying out consultancy service is borne by the Management. As the Consultancy is being done as part of Social Service, the question of generating revenue does not arise.

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

Revenue is not generated through consultancy, service is done honorary

3.4 Extension Activities

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 contributes the local community through organizing various events for the benefit and awareness of the local community such as:

- Blood Donation Camp (partnering with GO)
- Village adoption
- Campaigns and rallies related to current issues like terrorism, infanticide, girl child education, tobacco, sanitation etc
- Plantation work in local areas
- Visit to Old-Age home
- Adult Education
- Literacy

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

The institution utilizes the local community for the active and effective organization of the various activities and events such as:

- All staff members (teaching & non-teaching) are from the local community which gives base and strength for effective organizational performance.
- Utilization of local schools for practice teaching of student teachers.
- Active participation of local community in different activities and cultural programmes organized by the institution.

A cordial relationship has been established with the community. The institution - community networking has helped in the eradication of child labor.

The concept of education for all has been accepted by the community due to the efforts of the institution. The several awareness programmes like health and hygiene, utilization of ICT in the teaching methodology have resulted in the systematization of the institution-School networking effectively.

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

- The College has decided to launch a project called “Literacy”, which will aim at cent percent literacy in and around villages located near the college.
- The College has also decided to open a school for free education to children of poor families in the neighboring community.

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

Eradication of dowry in marriages

Our students have adopted a village, Ganwar Brahman. From time to time they apart from giving other messages and education the emphasis has been on the abolition of malpractices of dowry which hitherto has been predominant in villages. Our students particularly girls have gone in the villages and explained the repercussions of dowry. They have emphasized on giving education to girls so that they become self reliant and thus make parents free from the burden of dowry.

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

The institution ensures in each and every stage that the student –teachers responsibly develop social and citizenship values and skills. The field trips organized, adhering to the curricula and the camp activities of three days ensure the same.

3.5 Collaborations

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.

Though there are no formal linkages, the Institution keeps track of developments at the national level. But through subscribing to Journals and Periodicals brought out by the NCTE and NCERT, the Institution has developed linkages. This enables the staff to keep national priorities in view in their every day functioning. There are in-house sessions to discuss major reforms contemplated at the national and state level.

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.

Institution is making best of efforts to linkage with one of the Research Organization of Teacher Education.

3. How did the linkages if any contribute to the following?

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**

- **Extension**
- **Publication**
- **Student Placement**

The contribution due to the linkages is:

- The College students are benefited by way of their practice teaching and training.
- Inviting resource persons to deliver lectures from peer institutions in Teaching, Training and other recent developments related to education.
- Extension activities to community in villages in respect of Health and Hygiene, literacy maintenance of public asserts etc.
- Contact with community people who in turn invite the college for social service in their villages.
- Placement of students after completion of Programmes in schools.

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

The institution has effective linkages with the school sector to assist and develop the following activities:

- Practice teaching of Student teachers.
- Placement of the Student teachers.
- Consultancy Services.

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

The faculty members of the institution are in regular touch with the practice teaching schools for the updates which helps student teachers to design the lesson plan accordingly with the coordination and participation of the concerned faculty. It also helps the faculty for the effective evaluation of the lesson plans.

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

The members of faculty have constant touch with the school faculty and discuss the course programmes well in advance. Every effort is taken to improve the competencies of the student teachers.

The subject experts from other colleges, special subject experts from various universities are invited for various guest lectures and seminars.

3.6 Best Practices in Research, Consultancy and Extension

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

The institution has adopted various measures to enhance the quality of research, consultancy and extension activities during the last five years. The details are as follows:

Research

- Faculty is continuously encouraged for research work on problems of regional and global importance.
- Faculty is provided special leave facilities.
- Academic achievements of the staff are encouraged by providing publicity and recognition.
- Events related to research have been organized in the institution by the expert faculty.

Consultancy

- The institution has a consultancy for contextual research, training and campus interview.

Extension Activity

Academic outreach and society outreach programmes are designed by the experiences of our institution in having academic contact with other organizations.

Extension programmes like village adoption, village sanitation awareness programme, blood donation camp are periodically organized by the institution.

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

Research:

1. Lectures are provided with the facility of making adjustment in teaching schedule, when necessary.
2. Special leave is sanctioned for carrying out specific research practices like, literature collection, specimen collection.
3. Faculty members are provided with incentive for obtaining Ph.D Degree.
4. Registration Fee, TA and DA are borne by the management for faculty attending Seminars, Symposia, Conferences, and Workshops.

Consultancy:

Research committee is constituted to provide information to the faculty regarding the details of funding agencies and important research organizations.

The college document downloaded information from different websites Articles from Journals of National repute will help as a source material for faculty and students to pursue research. Providing Internet facility, sufficient resources in library like books, journals of national repute, reports on seminar proceedings etc., help the faculty to update their knowledge

Criterion-IV**• Infrastructure & Learning Resources****4.1 Physical Facilities**

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

Yes, the institution has infrastructural requirements as per norms of the National Council for Teacher Education (NCTE). All the rooms are spacious, well ventilated and well furnished.

The facilities available are:

Sl. No.	Description	Capacity	Area in Sq. M
1	Principal room	01	38 Sq.M
2	Office room	01	28 Sq.M
3	Store room	01	48 Sq.M
4	Staff room1	3	28 Sq.M
5	Staff room2	3	28 Sq.M
6	Staff room 3	2	28 Sq.M
7	Lecture Hall	50 Students	48 Sq.M
8	Method room1	50Students	48 Sq.M
9	Method room2	50 Students	48 Sq.M
10	Method room3	50 Students	48 Sq.M
11	Library	40 Students	98 Sq.M
12	Computer Laboratory	5 Students	24 Sq.M

13	Psychology lab	20 Students	50 Sq.M
14	Chemistry and Physics Lab	10 Students	48 Sq.M

15	Biology	10 Students	48 Sq.M
16	Educational Technology Laboratory	25 Students	50 Sq.M
17	One Multipurpose Room	100 Students	185 Sq.M
18	Hostel	no	
19	Canteen	10	18 Sq.M
20	Play ground	Yes	2354 Sq.M
21	Staff toilet	Yes	24 Sq.M
22	Students toilet Boys Girls	Yes Yes	24 Sq.M 24 Sq.M
23	Language Laboratory	25 Students	48 Sq.M
24	Social Science Room	25 Students	28 Sq.M
25	Guidance and counseling cell	25 Students	25 Sq.M

The institution has four labs as per NCTE norms:

- **Science Lab** – The lab has all basic lab experiments for each discipline of physics, chemistry and biology.
- **Education Lab** – The computer lab has 5 computers. Apart from this the audio visual aids LCD projectors, OHP are also housed in the lab.

- **Psychology Lab** – This lab consists of psychology tests like intelligence test, aptitude, attitude, memory test etc.
- **Language Lab** – This lab consists of 1 computers and 20 cassette players to assist language learning process.
- **Work Experience Lab** – For Arts and Crafts material.
- Well equipped sophisticated and modernized laboratories for psychology lab, Science lab, Computer lab, Educational Technology lab, language lab and Work Experience lab for preparing teaching aids.
- The amount invested in the infrastructure is Rs 6Cr.

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

The institution has allocated development fund to augment the infrastructure. The areas for development have been delineated for academic year ----- . This includes:

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

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

The institution has made a squash court besides having open badminton court and basket ball ground. Indoor games like chess, caroms are also available with the institution for the students.

- Auditorium for cultural activities.
- Play Ground and courts for outdoor games.
- Games Room for indoor games.
- Yoga and meditation Hall.
- Audio visual facilities.

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

The complete infrastructural and instructional facilities detailed are available for B.Ed course. The sophisticated facilities have been provided to the desirable level for the B.Ed course. However facilities of library of University are accessible for the institution. The multipurpose hall of the institution has a welcome note for any participants in the allied fields during holidays of the institution.

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 rooms facilities for men and women, canteen, health center, etc.)

The institution has wash rooms separately for boys and girls are hygienically maintained. In addition, spacious canteen is located within the institution campus could serve food/refreshments to students and teaching staff and cleanliness of the canteen is regularly maintained by the institution.

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.

The institution does not have its own facility but there is tie up with the hostels in the vicinity of the institution separately for both girls and boys.

4.2 Maintenance of Infrastructure

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

Sl No	Particulars	Budget in RS
01	Building	Rs 50, 00,000
02	Laboratories	Rs 2, 00,000
03	Furniture	Rs 5, 00,000
04	Equipment	Rs 1, 06,450
05	Computers	Rs 1, 25,000
06	Transport / vehicles	Rs 2, 50,000

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

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

The infrastructure is created as per the norms & requirement of regulatory body which optimally used for all the curricular, co- curricular and extra –curricular purposes for which it is meant. In addition the infrastructure facility is extended to cultural programmes and other community related events.

3. How does the institution consider the environmental issues associated with the infrastructure?

The college infrastructure itself provides a bushy green atmosphere, clean and good ventilation, privilege of enjoying free air, proper and perfect sanitation, Fire protection and a strong and permanent Building.

4.3 Library as a Learning Resource

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

Yes. The college has well qualified and efficient librarian along with the assistant librarian and one assistant to help out both of them. One computer, printer, photo-copier machine has been provided to the library for technical support.

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.)

Sl No	Details	Total No
1	Books A) Volumes B) Titles	6811 80
2	Journals (national)	6
3	Magazines	8
4	Seminar reports	4
5	Audio Visual Resources a) CD's b) PPP c) Data Bases	50 3

	d) Tape Recorder	1
	e) DVD	42
	f) TV	2
6	Systems	5
7	Reprographic Facility	Yes

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.

Yes, there is a Library Advisory Committee with three members functioning efficiently and it is empowered with the following:

Committee Constitution –

- ❖ Alka Ojha
- ❖ Anjali Yadav
- ❖ Rekha Goyal
 - The library is updated periodically and systematically for facilitating the enhancement of quality in Learning Resources.
 - Purchase of books

- Automation of the library
- Maintenance of the library
- Free access.

These committee further reviews the various library resources for adequate access and it also checks the mechanism adopted from entry till exit.

The requisitions from the students, staff are received by the librarian. The librarian along with the library committee validates with the principal. The principal after the approval of the management procures from the concerned publisher.

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

The library is computerized. The library software is serviced from time to time from service provider. All the books and material are properly been coded and numbered for effective use & easy accessibility of the books of a e-Journal and e- material.

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.

The library has one computer for maintaining the records of library books with Internet facility. Further, two computers are made available for Reading Section of the Library with Internet facility for the use of Students & Staff to browse the information required as part of e-resources in the library. Good collection of CDs on Education and related topics are made available in different desk. Reprographic facility is available in the library. Access to library is very easy and simple. The students along with their library-cum-identity cards put signatures on visitors' register and enter. The books are catalogued author-wise in the library and everyone can locate any book easily. Further, library books are placed course/subject-wise for easy accessibility and use.

The reprographic/Xerox facility is used by students and staff members as per their own requirements. The teachers can get their study material Xeroxed free of cost from the office. The internet facility is used by staff members and students for searching respective study material.

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

Subscription to inflibnet is in process.

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 college library opens from 9:30 AM to 5:00 PM at every working day from Monday to Saturday except the Sunday and other declared holiday. However the provision to open the library on Sunday & holiday is made under special circumstances such as examination preparations, seminar, work shop organization etc

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

The new arrivals (books, journals, magazines) are displayed/clipped on a display board/display stand in the library and Library Notice Board so as to make the students and staff members aware about them. There is a separate rack for New Arrivals with open access system.

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

Yes, the college library has a book bank facility which was started from the session 2008-09. The books from book bank are issued to the needy students on the basis of their economic status. A total of four books from book bank are issued to the needy students for whole academic session. Such students can also issue 3 books from the main library at the same time for a period of 7 days. Certain students are allowed by the principal to issue more books from the library on the basis of their performance in class activities and recommendations of concerned faculty member.

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

A list of books and intercom is provided on the ground floor for students to ask for requisition from the list to the librarian. Proper help is provided to retrieve the books from Almirah and racks. Preference is given to such category persons/ students in issue & returns the books / materials

4.4 ICT as Learning Resource

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 institution is equipped with the following:

- Computer Lab : 5 Computers
- Internet Connectivity : Library and Computer Lab
- The major software programmes that are available in the computer laboratory are MS-Office, Intel-Teach to the Future Programme, Adobe Acrobat Reader. The computer systems have power back up supply with UPS facility. The computers systems are connected in LAN and have internet connectivity. The staff members make use of computer facilities as per their own requirements for preparing their MS-Power point presentations. Some teachers who are undertaking researches for higher academic degree use computers for typing their research works. Some teachers of college have learned computer operating skills through regular use of computers in the laboratory.
- The students are given practical knowledge of computer operations in this laboratory. The students in small groups are given practical training in computer laboratory during micro teaching sessions. The students who already possess computer skills are involved during this practical training to provide skills to other students for promoting peer group learning. The computer laboratory remains open for the whole day and can be accessed by the students at any time.

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

The institution ensures basic computer knowledge to all the students. For this one slot of - 40 minutes time is provided for one months to go through the certificate programme.

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

The institution put emphasis on usage of OHP, LCD projectors. For these, transparency materials, audio-visual aids are provided to the staff members.

- Teachers are trained and encouraged to power points presentation.
- Teachers prepare lesson presentation through the projector.
- Library material assess by the teachers.
- Internet surfing for academic up gradation by the teachers.
- Lesson Plan materials / content prepared in the form of CDs

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

Student teachers are been encouraged by the faculty members of the optimal use of computers, LCD projectors, OHP, transparencies for developing lesson plans, classroom teaching, evaluation and preparation of teaching aids in practice teaching.

- Developing lesson plan and other related academic material.
- Classroom transaction of teaching learning process.
- Preparation of results of unit and term tests.
- Making the attendance.
- Preparation of teaching aids.

4.5 Other Facilities

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 institution organizes various events such as Seminars, Conferences, Symposium, workshops, etc. for the educational development of the student teachers as well as of the faculty members. Computer system, LCD projectors and audio-visual devices are extensively utilized in these events. These devices are also been used in various competitions and cultural programmes organized by the institution. Institution shares its instructional infrastructure with other institutions and communities.

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?

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

- (i) OHP
- (ii) Projector
- (iii) LCD Projector
- (iv) Radio
- (v) Tape recorder
- (vi) Color TV
- (vii) CD player
- (viii) Video Camera
- (ix) Digital Camera
- (x) Speakers
- (xi) Computer System
- (xii) Audio CDs- 20 Nos.

(xiii) A-V CDs - 10 Nos.

(xiv) Audio Cassettes – 15 Nos.

(xv) OHP Transparencies– 10 Nos.

The students are motivated by faculty members to make use of these A-V aids during micro teaching/simulation sessions. The students are explained about advantages of using audio-visual materials during teaching-learning process. The skill of using audio-visual aids has been integrated with other teaching skills during micro teaching. The students are given feedback on the use of audio-visual materials in teaching-learning process. The faculty members themselves use these aids during curriculum transaction process. The student teachers make use of OHP, PowerPoint presentations during micro teaching sessions.

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?

There are four labs available with the institution as follows:

- **Science Lab** – It has all basic experiments related to physics, chemistry and biology.
- **Education Lab** – It has 5 computers and audio-visual aids (LCD projectors, OHP, etc.).
- **Psychology Lab** – It has miscellaneous psychology tests (intelligence, aptitude, attitude, memory test etc.).
- **Language Lab** – It has 1 computers and 15 cassette players.

The institution ensures maintenance of the all equipments available from time to time, apart from all these institute has multipurpose hall, sports room for games and sports activities

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

The institution has the following:

- Multipurpose hall – for events, activities, competitions and cultural functions.
- Musical Instruments – Basic musical instruments are available with the institution along with the instructor to facilitate the students.
- Sports – indoor games (chess carom etc.) and outdoor games (squash, badminton, basket ball etc.) are available with the institution.
- Transport – transport facility is available with the institution for students and staff members.

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.

All the classrooms are well furnished and ventilated, airy, well lighted and fitted with electric tubes/CFL, ceiling fans and electric extension connections. The classrooms are equipped with modern technologies like LCD / OHP projector

4.6 Best Practices in Infrastructure and Learning Resources

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 members are being fully equipped and regularly updated with the latest technologies used in the instructions by the institution and are made familiar with the use of those through training programmes.

- Teachers who seek advice in this realm are trained to prepare power point presentations.
- Teacher Educators prepare power point presentations for the purpose of instruction.
- The various audio-visual facilities are used by the teacher-educators and the optimal use of the same is made including practice teaching.

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

List of Innovative Practices related to ICT:

- The teacher educators could procure proper references for their teaching and enhance their content knowledge enrichment. As a result of this, they could provide better and latest instructional inputs to teacher trainees.
- As a result of better teaching, quality of learning by the teacher trainees has improved.
- All the data related to the teacher trainees could be stored. They included scores of internal evaluation, attendance and the bio-data. These data could be used for remedial teaching and mastery learning of teacher trainees.
- ICT is used for enhancement of library holdings and services. New publications and references are readily available for updating library resources.
- Internet facility has promoted research quality. It has helped to improve the quality of education according to state government's policy.
- Our college has provided this benefit to neighboring school which results in positive rapport between the Colleges of Education, Teacher Educator Schools, Headmasters and Supervisors.
- Conducting action research and report writing of national research school gives an opportunity for the administrators to refresh their research skills in the field of school management.
- Multiple copies of the self instructional material books, evaluation sheets, reference books were the essential resources required for this course.

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

- Spacious campus.
- Built up area of 4494 square meters.
- Spacious labs, class rooms, library, multipurpose hall and are well furnished.
- Counseling on Career Planning, Development, Training and Higher Studies.
- Computer lab with internet facility both for students and faculty members with uninhibited access to both.
- Both indoor and outdoor sports facility available.
- The health centre of the institution offers medical facilities to the students and staff members.
- Generators are available for electricity power backup.

Criterion-V**• Student Support & Progression****5.1 Student Progression**

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

The institution assesses students preparedness for the programme at the time of admission. All the students meet the Principal at the time of admission. An informal discussion is held to know whether they have come to this course by choice or by chance. Keeping this in mind, the Principal explains the prospective student-teacher the importance of the course. The Principal also advises the students about the academic expectations of the course during the discussion.

In the beginning of the course an orientation programme is organized. All the faculty members are involved in interactive session. They are informed about the importance and expectations. Teachers also try to find out the interests, aptitude and attitude of the students. Talents Day is also organized to tap the hidden talents of student-teachers, keeping in view their exhibits, we are able to identify their abilities. Based on this, the student –teachers are grouped and assigned academic work.

A bridge course is also organized for an hour in languages for fifteen days for improvement of language of the student-teacher. A test in the content area is conducted at the beginning. It helps the faculty to attend to the needs of students in a planned manner

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

The ambience of the campus is highly charming. The college has very spacious and well ventilated classrooms which provide the congenial atmosphere for the students. The generous management which takes particular care to see that the students don't lack any of the comforts, by providing them with fans, lights, mineral water facility for drinking, parking shed for vehicles, hygienic and neat washroom, and clean toilets. There is also a health centre.

The institution conducts orientation classes for a week at the commencement of the program to able to design methods and strategies as per the diverse group of students coming from various urban and rural units. To promote motivation, the institution provides healthy environment. For the students who are late in the course or comparatively weaker students, teachers guide them personally whenever they need any help in any subject or in any topic. Academic, personal and career counseling is provided to the students. For enhancing the effectiveness of the faculty in teaching and monitoring, frequent faculty meetings for evaluation of programmes, and for their professional development programme are conducted.

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

Programme Details										
	M	F	M	F	M	F	M	F	M	F
B. Ed	-	-	-	-	-	-	-	-	-	-

- The possible reasons for drop outs after admission is employment, family problem, marriage, job transfer of parents etc.
- All efforts are made by the institution faculty members to motivate them in completion of their course through counseling process, to see that the drop outs are minimized to the possible extent.

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

The college has been giving counseling to the students right from the beginning as to the need for and advantage of completing the course, which will fetch a placement for them in the noble profession.

To enable the students for job, and progress to higher education, some arrangement is made available in the library cuttings of the carrier news magazine; employment news is kept on the notice board regularly. Tutorial classes are also being organized at the institution for guidance and counseling of the students for jobs and further studies in respective fields. Additional information and suggestions is also provided to the students for various competitive examinations to enhance their chances of selection. More than 50 students have been selected in the various state level competitive examinations so far.

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

Majority of teacher trainees opt for teaching profession. Few of them continue further studies whereas some of them opt for jobs in professions other than teaching.

Details of the teacher trainees who went for further studies

Year			
% of students choosing teaching as a career	-	-	-

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

General introduction of the library usage during the initial phase of the program have been delivered to all students. There is a facility of providing basic computer operations knowledge through short term training program during the course. It is a part of curriculum designed by the institution. During that students are also guided to use various hardware, software, audio-visual aids, using and access to the internet and all other available resources which supports them in their lesson planning and various other activities related to the program.

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

Yes, there is a placement cell in the college that caters to the needs of students related to employment. The cell provides support to the student teachers in seeking employment at different educational institutions.

The student data such as address, phone numbers, jurisdiction/ area in which the trainee wants to work, e-mail address etc. are collected. The letters of request received from schools and colleges seeking candidates to be employed are filed and the vacancy is noted down. Suitable candidates are identified and communicated through e-mail/telephone/ post. The student teachers are asked to inform the institution immediately after securing the job. The placement cell provides information regarding candidates on enquiry from schools/educational institutions

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

Institutional heads often express their inability to visit the college to interview the students. However, institution provides them the conveyance to visit the institution to conduct the interviews. Alternatively, suitable candidates sent to the schools directly for the interview.

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

On the request of the schools lessons plans are provided by the institution are after suitable evaluation by the schools the candidates find it easy to approach the school for the placement. Some of the students got the placement through the recommendation of the faculty of the institution in practice teaching schools regarding the performance of the student teacher.

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

The institution provided following resources to the placement cell:

- The institution supplies students with textbooks, reference books, journals etc to the placement cell.
- Placement cell is fully financed by the institution.
- All the required institutional facilities are made available to the placement cell.
- The management provides sufficient funds to purchase reading materials related to competitive examination.
- One of the faculty members is allotted with exclusive responsibility of providing guidance on placement services to the students.
- Mentors also meet the wards and inform them the current scenario in regard to placement position.

- Employment news, newspapers and magazines are made available for the students.
- Special orientation classes are conducted for students on how to prepare themselves for examination

5.2 Student Support

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

The institution prepares academic calendar with the participation of all faculty members and at the same time all curricular, co-curricular and extra-curricular activities have been planned and designed. Unit wise feedback of the students through writing, objective and oral test helps to evaluate and revise the same activities as per the diverse learning needs of the students to achieve the institutional objective and effective implementation of the curriculum. Communication across the institution is done by means of circulation and display on the notice board and through website. The feedbacks are obtained by supplying the students with feedback forms and through letters dropped in the suggestion box.

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

The institution provides all arrangements for physically challenged students for their lectures and all other activities. It is been done at the ground floor only so they don't have to go upstairs for any of the work related to course curriculum. A telephone intercom is provided at the ground floor for their help like for getting books from library, etc. They

have been given extra time by the faculty members for the lecturers with the help of micro teaching and various material aids.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

The institution has mentoring arrangements. It is carried out individually and in groups. The student-teachers are divided into 12/13 students irrespective of methods, and allotted to each faculty member. The faculty member acts as a mentor and they carry out their assigned responsibilities. They also give academic guidance whenever necessary.

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 provisions in the institution for enhancing and developing the effectiveness of the faculty members and mentoring of the students are:

- Availability of computers with broadband internet connection
- Access to the internet is open for faculty members and students
- On duty leaves have been provided to the faculty members for participating in workshops/seminars/conferences
- Paid leaves have been provided to the faculty members for participating refresher courses and orientation programmes conducted by various universities.
- Financial assistance is also provided to the faculty members if needed.
- Organizing workshops/seminars/conferences and other activities or events which supports development and enrichment of the faculty members
- Student's Council helps in organizing prayer assembly, cultural activities, community oriented programmes and campus development
- The representatives of the student's council are also involved in decision making in institutional functions.

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

Yes, the institution has its own website 'www.ucejaipur.com' and the information posted on it is as follows:

- About the course
- Rules and regulations of admission
- Institutional Calendar of the year
- Availability of Scholarships
- Faculty of the institution
- Financial aids and concessions available to the SC/ST/OBC's
- Co-curricular and Extra-curricular activities
- Alumni information

The information on the website is been updated every year.

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

The quality of an institution depends on the performance of the students. For good performance of students there is an arrangement of remedial teaching only for weak students. Monthly evaluation system helps faculty members to understand the problem area of the weak students and to formalize a remedy for the same.

- Re-teaching is been done to resolve teaching related problems
- Personalized solutions been given to resolve personal issues
- Team teaching, micro teaching and through teacher-guardian meeting also supports for the solution of various other problems related to the performance of the students.
- Special coaching classes for the low achievers are arranged in the evenings as a remedial measure.

7. What specific teaching strategies are adopted for teaching?

a. Advanced learners and

b. Slow learners

The advanced learners and slow learners of a subject are identified by the concerned faculty members, based on their performance in orientation class, and unit examination. They are also identified based on their active participation, involvement, performance in the class room / practical hall dynamics. Accordingly, subject wise, paper wise, practical wise strategies are adopted.

Specific teaching strategies for Advanced Learners:

- Provision of additional learning – reference material – Books, Review Articles and Reports, CDs and Internet surfing.
- Assignment preparation on current and latest topics based on reference books, CDs and Internet surfing.
- Student Seminars on selected reference topics.
- Participation in Quiz, Debate and Problem Solving – Decision Making Exercises.
- Student Project Work based on theoretical data/practical work/survey data.
- Projecting them as “Team Leaders and Facilitators of Teams”, comprising fast, medium and slow learners.

Strategies for Slow Learners:

- Tutorials, discussions, interactions and remedial coaching.
- Personal, academic and social counseling.
- Concept clarification and problem solving exercises.
- Bilingual explanations and discussions.
- Provision of simple but standard lecture notes/course material.
- Revision of topics and practical's (not as punishment but as amelioration method).
- Making them part of student teams wherein there is a admixture/blend of fast, medium and slow learners. Here, as a “team dynamics – cooperative efforts”, the slow learner experience adoptability, develop self esteem, self respect and confidence.
- Steps to enhance their communication skills, art of reading – learning.
- Trial tests and mock examinations.

- Monitoring their progress at every unit-end examination.

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

The principle on which the system is based is that the tutor must be someone who teaches the student, so that both academic and pastoral care can be provided. The institution has guidance and counseling cell for the better direction of the students. There is also provision of tutorial classes for the students for personal guidance. The personal guidance tutor plays the central role in the system of support and guidance. Various committees have also been formed to serve guidance and counseling like student grievances cell, library committee, co-curricular committee, girl's help committee etc.

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 mechanism

- The institution has a "Grievance Redressal Cell" to redress the grievances of the stakeholders. The students approach the cell for their grievances regarding accommodation, academic matters, financial matters, health services, library and transportation and other central services.
- The committee sorts out their problems promptly and judiciously. The committee also redresses the grievances of the stakeholders as and when required. As a result of this mechanism, the institution has pleasant ambient atmosphere and good work culture with in-built goodwill and mutual understanding among the stakeholders.
- The composition of the students' Grievance Redressal cell is as under:

A Senior Lecturer (Nominated)	-	Chairman
All the lecturers	-	Members
Presidents of Associations	-	Members
Coordinator, Gender Sensitization Cell	-	Member
A Senior Lecturer	-	Coordinator

Some of the grievances redressed during the last two years are enumerated below:

- The grievances of the students, teachers regarding introduction of the course curriculum at the unit level.
- The redressal of the grievances of the students staying in the hostels regarding the mess bill charges.
- Grievances of the inmates of the ladies hostels on account of intrusion of outsiders led to construction of the boundary wall around the ladies hostels.
- Grievances of the students regarding frequency of the city buses during special programs like convocation, sports meet conferences, seminars, workshops, symposia etc. Such grievances were addressed with the help of the local transport facilities available in the town.
- The grievances of the students regarding the facilities in the laboratories, the library, the transportation, etc. were redressed by special committees.

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

The academic progress of the students is monitored through Daily classroom observations by the mentor teachers, seminars, assignments, projects.

The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest-lectures on various aspect, competitions at college level and competitions at other colleges etc.,

After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is provided to them for improvement. Feedback is provided by the mentor teacher in the tutorial groups.

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?

Preparation for practice teaching:

- Orientation programme will be organized to develop confidence and prepare the student teachers to face the students during practice teaching.
- Student teacher practices at least four teaching skills in each methodology subject in simulated condition.
- The micro teaching cycle is observed till the students gain expertise in the teaching skills.
- Intensive practice in writing lesson plan unit test is provided by their respective method masters by giving guidance, suggestions etc.
- Demonstration lessons are given by the experienced school teachers and teacher educators to enable the student teachers to observe the teaching skills techniques, strategies, methods of teaching etc.
- Teacher educators develop psychological readiness among student teachers to communicate and overcome stage fear.
- Group guidance and individual counseling are provided to manage stress effectively.

Practice teaching in schools.

- Student teachers get the spirit of teaching in natural class room situations.
- Student teachers teach the lessons under the observation of teacher educators, school teachers and peers.
- Observations are recorded and suggestions are given as feed back for future improvements in teaching.

Supervision And Evaluation Of Practice Teaching.

- Teacher educators visit the schools regularly and have interaction with the student teachers, subject teachers, and heads of the institution to deal with the problems if any for the smooth running of the practice teaching.
- Quantitative and qualitative evaluation of behavioural outcome in each lesson is recorded through keen observation of concerned subject teachers.
- Marks are awarded for internal practice teaching and records as per the rules of the Bangalore University.

Reflection on Teaching by Students.

- Students feel confident and competent on having practice in teaching.
- School student's appreciation and involvement in classes inspire the student teachers to give effective teaching.

Interaction with the school/community

- Student teachers conduct morning assembly, sports, and co curricular activities, participation in Parent teacher meetings, national festivals, and other activities of the school.

They contribute teaching aids to school exhibition

5.3 Student Activities

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.**

Give details on the contribution of alumni to the growth and development of the institution.

(a). List the current office bearers

Sl No	Names	Designations
1	P.K. Gupta	President
2	---	Vice President
3	Dr.(Smt.) Lalita Pawan	Secretary
4	---	Joint Secretary
5	Sameer Hanglu	Treasurer

(b). Give the year of the last election

2015

(c). List Alumni Association activities of last two years

- They usually meet once a year and conduct academic events and attend the general body meeting. Through the academic and financial contributions, the alumni association organizes seminars and conferences which provide a forum for exchange of ideas of the alumni, the faculty and the present students.
- It also helps to develop a database of all the alumni with information about their employment, their employers and nature of their present work, contact addresses, phone numbers and e-mail IDs. Such information helps the present students to contact the alumni for suitable placement.
- This database also enables the departments to obtain the feedback information from the alumni and their employers. Such information provides important inputs for revision, modifications and introduction of new academic programs.
- Some of the alumni have contributed generously for various academic events on the campus.
- The alumni association has developed tremendous goodwill between the institution and the alumnae.

(d). Give details of the top ten alumni occupying prominent position

The top ten alumni of the institution occupying prominent position are:

-----	N/A
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(e). Give details on the contribution of alumni to the growth and development of the institution

The alumni contribute generously to the development of the institution. The alumni also contributed reading literature and technical inputs to the departments so as to improve the infrastructure and learning resources. They also provide the feedback to the institution to reshape the present teaching and learning programmes to suit the new job requirements.

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 students of the institution have been participating in extra-curricular activities and recreational activities actively. The institution promotes and encourages the participation of students in extra-curricular and recreational activities at all levels. A number of students performed in various activities like singing, instrumental music, drawing, painting, debates, group dances, drama, folk dances, mimicry, rangoli, interior decoration, etc.
- The institution also organizes cultural programmes to nurture and update the students' talents at district and university level.
- The institution award prizes and certificate to the winners at respective activity.

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

The institution encourages students to publish different materials by

- Giving information about the publication process
- It is part of the research work and research has been a constant encouragement for the students of the institution
- Special sessions have been organized to brief the latest developments in concerned areas
- Respective teacher guardian supports students individually for writing and publishing their research work.

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

The institution has a student council. The responsibilities of the student council to the student body are as follows:

- To promote the spiritual well-being of all fellow students.
- To represent students requests and needs to the administration of the institution.
- To uphold student interests.
- To plan campus-wide social activities.

The Officers of the student council and their functions are as follows:

The President

- To preside over meetings of the student council body.
- To represent the viewpoint of students to the executive director of student life.
- To nominate to the student council, chairpersons of student council committees.

The Vice-President

- To preside over student council meetings in the absence of the president.
- To act as interim president until special elections are held, if the president becomes ineligible.
- To serve as advisor to the president.
- To be in charge of the opening (prayer, devotions, etc.) at student council meetings.
- To act in behalf of the treasurer when needed.

The Secretary

- To type, print, copy, and distribute meeting minutes to the president of student council, to be kept in the records of the executive director of student life, and to be taken to each class by the representative.
- To take attendance at each student council meeting.
- To tally votes and record them.
- To take care of any correspondence that needs to be written outside of the student body.
- To keep a file of all correspondence to be placed in the office of the executive director of student life at the end of each academic year.

The Treasurer

- To be in charge of all funds and keep financial records.
- To give a financial report at each meeting.
- To work closely with a member of the student life department concerning student council funds.

Members of the Student Council

- The student council shall consist of the regular officers and representatives from the student body. Four representatives shall be selected by each class, preferably two men and two women.
- Student council representatives must be full-time students.
- The above named officers, with the exception of the president, shall automatically be counted as members of the student council and shall be entitled to vote on all issues before the body. The president may vote in the event of a tie.

Student Body Elections

Qualifications of Officers

- Officers include president, secretary and treasurer.

- Any student of the institution shall come for the office of the president of the student body.
- In the event that any officer's cumulative grade point average falls below minimum standards mid-year, they shall be disqualified from continuing in office, and a new election for that office will take place.
- All candidates must maintain satisfactory life-long leadership development status.

Nomination of Officers

A person is considered nominated for office when:

- They have submitted to the student council a petition containing the names of 10 students. No student's name may appear on more than one nominating petition for the same office.
- The student life office has certified that the person in question has met all the qualifications for the office.

Nomination petitions must be submitted at least two weeks prior to the prescribed date of the election.

Election of Officers

- All officers will be elected by secret ballot simple majority vote, taken from the student body, one month prior to the conclusion of the term. The officers shall take office during the last full week of institution.
- Every student is eligible to vote.
- In the event that an officer is no longer qualified to remain in office, a new election will be scheduled.
- All members thus elected become voting members of student council, with the exception of the president as noted above.
- In the event no candidate received more than 50% of the vote of the students, a run-off election between the two students receiving the highest number of votes shall take place. The run-off election shall take place within one week of the original vote.

- In the election, a vote cast as a “No” vote will not count toward the final tally or average of all votes.

***The funding for the Student Council is currently provided by the management of the institution.**

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

The institution provides an opportunity to all the students for being part of almost every activity. The various committees, which have student's representative on it, are:

1. Alumni Association
2. Student union
3. Discipline Committee
4. Sports Committee
5. Library Committee
6. Magazine Committee etc...,

Students are also given representation in extra curricular activities conducted by the Eco club, Guidance and Placement services, Library advisory committee etc all these committee they meet whenever there is need and reviews the academic, administrative activities, documents remedial measures to be initiated for further improvement and brings the same to the notice of the management for further follow up, since the Principal is the ex-officio President of all these bodies

6. Does the institution have 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?

Informal feedback and data is collected by the institution from the teacher trainees at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty to improve the implementation of the program. The management supports the faculty as well as the non teaching faculty regarding administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

There is a provision for welfare schemes for students. Prominent among them are:

Academic

- Tutor mentorship
- Remedial Teaching for slow learners
- Book Bank
- Guidance and Counseling
- Training – Personality Development – Competitive Examinations, NET, JRF

Cultural

- Organization of cultural and sports events/activities
- Youth festivals
- Encouragement for participation in inter-college activities etc.

Social and Financial

- Ensuring Reservation

- Scholarships and Free ships
- Travel concessions

Infrastructure

- Students Welfare Office
- Hostel facilities
- Sports facilities

Health

- Free Medical checkup
- Free medicine and treatment

Criterion-VI**• Governance & Leadership****6.1 Institutional Vision and Leadership**

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

Goals and Objectives of the institution are

- To impart higher education combining ethics with reverence for knowledge and modern scientific thought with Indian culture and wisdom.
- To enable the pupil to be sagacious, self reliant and adjustable to all cultures and society.
- To generate consciousness of democratic values and respect for the right of others and an awareness of one's duties and obligations to society.
- To develop Educational Excellency in the students and make them innovative and research oriented.
- To develop an integrated personality of the students and to inculcate the feelings of brotherhood with the spirit of secularism and to promote classless and casteless society.
- To groom students from all sections of the society with particular emphasis on deprived sections for all round personality development employability and make them able to meet the global challenger.
- To enable the students to be successful in all vocations and walks of life.

Vision of the institution is

- Institute vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.
- Be an icon for academic excellence and contribute to the nation by producing teachers enriched with pedagogic knowledge and cultural values.

Missions of the institution are

- UJAS College of education is not only to provide education but also it is committed to cater to higher education of the underprivileged gender and enrich them by cultivating Indian values by creating intellectual climate in the students.
- It ensures to enable the students to meet the challenges of new era and their contribution to the society and nation.
- It commits equal opportunities to socially disadvantaged students by providing academic facilities and financial aid.
- This institute is not only a tool of education but also it enables the students to realize their maximum potential and to impart excellent education as well as relevance to contemporary needs.
- This institution always tries to create a healthy atmosphere that nourishes innovation, a spirit of humility, simple living, high thinking, sacrifice and selfless service.
- It evolves inculcation of perfect discipline pertaining to regularity, sincerity and punctuality.
- This institution is not only for gaining training but also a symbol of excellence and all round development of its students particularly in the field of academics, social sports and cultural.
- It promotes nurturing atmosphere in the college and makes the students responsible, patriotic, confident, hardworking and truthful.
- It tries to make the students culturally adaptable, socially adjustable, mature and globally sensitive.

Values of the institution are

The institution has developed the following Core Values which will form the basis of its vision, mission and strategies in the future:

- **Empowerment** – We value an engaging and supportive environment that inspires learners to achieve their personal and professional goals.
- **Excellence** – We value high quality training, professional development in a dynamic learning environment.
- **Innovation** – We value flexible delivery options and embrace the latest theories and technologies to meet individual learner's needs.

The Objectives, Vision, Mission and the Values of the institution stated above are made known to all the stakeholders and are prominently displayed at the entrance and also printed in the prospectus of the institution.

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, it does. The institution is located in the area which is rich in cultural and national heritage. The vision and mission statements are in keeping with the intellectual potential and needs of this region. The institution is catering to the needs of surrounding areas. As a result, higher education has become accessible to deprived lot. There has been discernible change in quality of life since the establishment of the institution in this area.

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.)

A strong leadership of the management of the institution ensures performance of the institution as per the standards. The management is committed and involved at every stage for effective transaction of teaching and learning process in the following ways:

- Provides required infrastructure and available resources to the institution for better execution of the academic and administrative work.
- Ensures availability of the appropriate atmosphere and better learning options for the students.
- Appropriate wages and support facilities to the staff members like transportation, etc. Van is provided to the teaching staff of distant areas.
- Healthy and ethical working environment in the institution.
- Provides sufficient books, magazines, national and international journals and other study materials to support academic studies as well as higher studies and research work.
- Provides ICT resources (computers with internet, LCD projectors, OHP, Audio-Visual teaching aids etc.) for effective teaching-learning process.
- Encouragement of the staff members for higher studies and further research work and also for the participation in seminars, conferences, symposiums and workshops etc. for the skill development.
- Encouragement for organizing various events like seminars, workshops, symposiums etc. for the betterment of the students. A National workshop on Action Research was organized by the institution.

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

- The various measures and activities of the management and head of the institution to ensure clear definition and communication to the staff members are:
- Responsibilities are assigned to every staff members after discussion between the management and head of the institution.
- Announcement of the responsibilities to every staff members in the formal meeting before the commencement of the session by head of the institution in presence of the management.
- Distributions of various responsibilities are being done as per the competency of the concerned staff member.
- Formulation of the committees for different functions of the institutions.

- Assigning members to those committees.
- Intimation of the responsibilities of the members in regular meetings at the beginning of every session.
- Analyzing the execution of responsibilities from time to time.
- Due care has been taken for the clarity in the communication through providing written memos to staff members.

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 the institution compiles all the feedback obtained from the various stakeholders including the current students and other reports regarding the performance of the faculty members, performance of the students, and proper delegation of the assigned responsibilities by staff members as well as by the different committees of the institution. This compiled information goes to the management from time to time for the accurate assessment of the activities of the institution.

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

The institution identifies and addresses the barriers in achieving the vision/ mission and goals in the following manners:

Developing and implementing mechanism in the informal/ direct/ indirect way.

Various committees have been constituted for smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution and the management in the staff, academic meetings and remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The concerned committees deliberately works for

various qualities related issues pertaining to teacher education being impacted by the institution.

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

The members of the management visit the institution frequently. During their visit they interact with the Principal, faculty and office staff and discuss with them the problems and issues that come in the way of development and progress. The feedback obtained is being placed at the Management Committee and Governing Council meetings and appropriate decisions are taken to monitor efficiency and maintain standards.

The management has provided adequate infrastructural facilities to facilitate effective and smooth functioning of the institution.

The management provides an opportunity to the staff members to organize and attend seminars, workshops, conferences and attend refresher courses for their professional development

The management also supports and encourages the faculty members to pursue research in their own field.

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

Head of the institution as a leader plays vital role in governance and management of the staff members and available resources to ensure the following:

- Strong curricular structure to ensure effective teaching-learning process.
- Co-curricular and Extra-curricular activities for all round development of the students.
- Effective Practice teaching sessions as per the curriculum and present standards of the teacher education. It includes micro, macro and simulated teaching.

- Ensure proper utilization of the available resources to ensure preparation of the ideal teachers. To make good teachers by good collection of books, internet facility.
- Coordinating among the academic and administrative bodies of the institution.
- Coordinating between the management and staff members of the institution.
- Welfare of the staff members.

6.2 Organizational Arrangements

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 committees constituted by the institution for management of different institutional activities are:

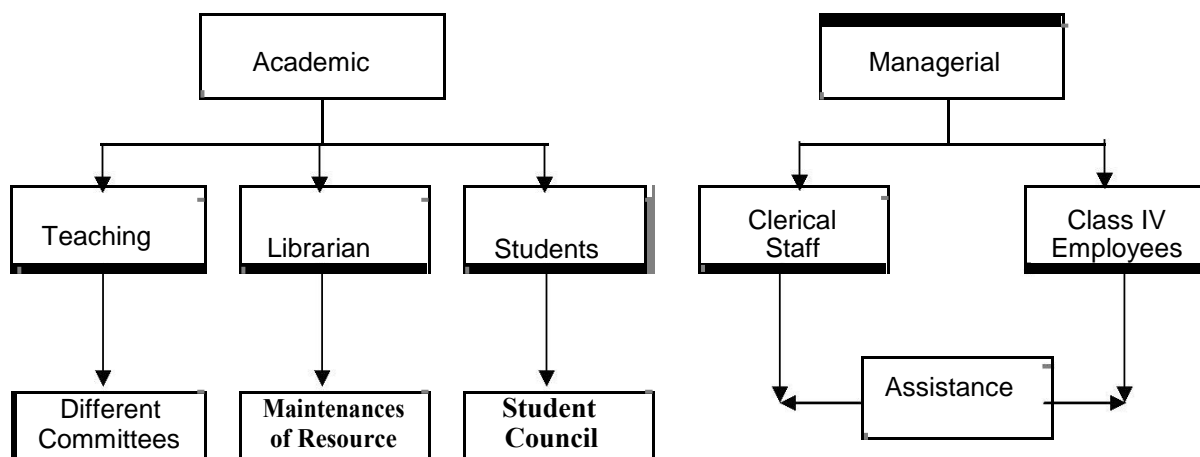
- Admission and Prospectus Committee – Admission and Prospectus committee discussed admission procedure and distributed duties to the staff members.
- Discipline Committee – In the last meeting how to maintain discipline in the institution was discussed.
- Students Union Committee – In the last meeting the committee members discussed about the arrangement for the election of students union.
- NAAC Committee – In the last meeting of the committee work responsibilities has been distributed as per the competency among the staff members.
- Internal Quality Assurance Cell (IQAC) – In the last meeting IQAC Cell decided to give date for submission of assignments.
- Examination Committee – The committee distributed duties for conducting examination successfully to teaching and non-teaching staff members.
- Library Committee – In the last meeting problems related to drinking water, fan and late returning of books were discussed.
- Grievances Redressal Cell – In the last meeting Grievances and Redressal cell discussed about how to solve problems of the students successfully.

- Career Counseling and Guidance Cell – In the last meeting cell discussed about the ways to guide the students to choose their career and opportunities related to jobs.
- Sports Committee – In the last meeting sports committee discussed about all the arrangements for sports events on the occasion of foundation day.
- Environment Awareness Committee – In the last meeting the committee discussed about to locate areas for tree plantation to save environment.
- Alumni Association – The association discussed in last meeting about ways to contact old students.
- Parents Teachers Association – Parent Teachers Association discussed the dates for parent's teachers meeting time to time.
- Cultural Committee – In the last meeting the cultural committee discussed about the cultural programmes and dates in the whole session.
- Prize Distribution Committee – In the last meeting selection of prizes for the winners was discussed by the prize distribution committee.
- Placement Cell – The Placement cell discussed the ways for better placement of students and how to search jobs for them.

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

SECRETARY
(Management)

PRINCIPAL
(Academic + Administration)



The details of academic and administrative bodies of the institution for session 2016-17 are:

Admission & Prospectus Committee

- Rohini
- Shanti Meena

Discipline Committee

- Rekha Goyal
- Santosh Prajapat

Student's Union Committee

- Girish
- Dharmraj Saini

NAAC Committee

- P.K. Gupta
- Dr. Lalita Pawan

IQAC Committee

- P.K. Gupta
- Dr. Lalita Pawan

Examination Committee

- Rekha Goyal
- Kalpana Sharma

Library Committee

- Alka Ojha
- Shanti Meena

Grievances Redressal Cell

- Neetu Jain
- Anita Sharma

Career and Guidance Cell

- Neetu Jain
- Kalpana Sharma

Sports Committee

- Shanti Meena
- Anjali Yadav

Environment Awareness Committee

- Santsoh Prajapat
- Anjali Yadav

Alumni Association

- --
- --

Parents Teachers Association

- --
- --

Cultural Committee

- Shanti Meena
- Kalpana Sharma

Prize Distribution Committee

- Dr. Lalita Pawan
- Shanti Meena

Placement Cell

- --
- --

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

The powers and functions of each authority and committees are well defined to ensure administrative decentralization. The proposals are generated at the grass root level and after careful consideration and deliberations; the recommendations of various committees go to the management committee, which arrives at final decision. The decisions of the management committee are implemented by various committees and various sections (Academic, Administrative and Finance) implement such decision in a decentralized way without any interference or hindrance. Ultimately, all the administrative, academic and the financial activities are reviewed by the Academic, Administrative Audit Committee to ensure administrative and academic accountability of the system.

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

The institution has a very good coordination between the academic and administrative bodies to execute the decisions of the management and head of the institution. The faculty members of the institution coordinate each other for the tutorial classes and the developmental needs of their respective students so as to assure all round development of the students and to inculcate ethical values along with the quality education. The members of the faculty willingly and actively participate in all the activities. The other constituents also extend appreciable co-operation. The efficient co-ordination and monitoring is due to the support and guidance given by the principal and the management

representations who are part of the committees. All consultancy programmes and extension services are done under the patronage of the management.

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

The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The concerned data for feedback is obtained from the faculty members, student-teachers, heads and staff of the practice teaching schools, visiting eminent educationists and social workers. The decisions regarding innovative teaching learning practices, teaching aids, academic environment, and institution-society relationship are taken for performance improvement.

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 uses following methods for co-operation, sharing of knowledge, innovations and empowerment of the faculty:

- Involvement of faculty members in different development programmes organized by the various universities
- Special sessions by the faculty member who just participated in a developmental programme related to the personality development, ICT skills or teaching methodology and techniques.
- Celebrating special occasions of faculty members together with all staff members like birthdays, awards and educational success.
- Organization of various developmental programmes for personality and skill development of faculty members.
- Assigning challenging responsibilities to the faculty members to uplift their working potential as an Educator. Each Educator is responsible for certain students and he or she is to look after their performance and problems also.

6.3 Strategy Development and Deployment

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?

The institution has Management Information System (MIS) which includes office assistants and other staff members. This system is responsible for the collection of data in coordination with the faculty members, integration and reformation of data as per the requirement of head of the institution and finally compilation of data for particular presentation as instructed and then it is supplied to the head of the institution, management, academic and administrative bodies of the institution as and whenever required. It helps to analyze the actual problems and to plan actual solutions to them. It is a very important and scientific tool for curriculum design, improvement of teaching-learning process, identifying developmental needs of students as well as of staff members, availability of adequate physical infrastructure including ICT resources and learning resources, assessment of students growth and welfare, and to generate new ideas and innovative methods for the quality development of the educational standard of the institution.

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

The allocation of human and financial resources adequately for the accomplishment of objectives of the institution is assured by the management and head of the institution from time to time. Every academic and administrative body is assigned with human (staff members) and financial (fund for delegation of responsibilities assigned for the particular body). As per the information system of the institution and discussion between the head of the institution and management committee changes in resources are being done as per the requirement of current circumstances and needs for the appropriate accomplishment of action plans of the institution.

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

Human Resource:

The teaching staff are appointed as per the norms of NCTE and qualification prescribed by the University.

All the teaching and non-teaching staff members are informed about the Vision, Mission and the Goals of the institution on different occasions.

All the curricular, co-curricular activities are planned by distributing the work among the staff members. The Principal and faculty try to implement the plan to achieve the Vision, Mission and Goals of the institution.

Financial Resource:

The preparation of the budget is done at the beginning of every academic year.

The institution provides financial assistance in implementing all the activities planned to achieve Vision, Mission and goals. The financial resources available also are used according to the academic needs of the college.

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

As practice teaching is the most important part of the B.Ed curriculum, so teachers, faculty and administrators of the practice teaching schools are involved for the academic planning for theory as well as for the practical aspects. It is being done in two parts first with the beginning of every session, and second before the commencement of the practice teaching sessions by inviting head of the practice teaching schools to the institution. The planning sessions is organized by the head of the institution with participation of all staff members in presence of the management of the institution.

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

The institution has a process of orientation session for every new entrant with the institution (teaching & non-teaching staff) to communicate vision, mission, objectives and values of the institution in presence of head of the institution and management. The responsibilities of the new entrant and expectations of the institution have been specified clearly at the same time. The management also encourages staff members for any innovative value addition done towards the quality enhancement of the institution.

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

The Principal monitors all the academic activities with the Vision, Mission and Objectives by taking feedback from the staff, students and parents. Before implementing the various plans, care is taken to see that the Vision, Mission statements are reflected to bring out good output. Necessary decisions and action is taken immediately for revising the plans and the mode of implementation for the improvement

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

The institution plans and deploys the new technology as and when required and also as per the feasibility of its introduction within the allotted budget are done after:

- Consultation and recommendation of the various academic and administrative bodies.
- Recommendation by the head of the institution.
- Need development of student teachers as per the global standards.
- Feedbacks from the staff members on acceptance of the new technology.
- Consultation and recommendation of the various stakeholders.

6.4 Human Resource Management

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

The needs of faculty development are assessed, keeping in view the changes taking place in higher education, changes in school curriculum, changing needs of the society and also institution requirements. The Principal evaluates the self appraisal reports of the faculty members. The staff members are encouraged to serve as resource persons in the areas of their interest and expertise. They are given additional training when they have to teach newly introduced subjects/topics.

The institution is aware of the departmental rules and regulations and the new trends in teacher education. To meet these challenges and departmental requirements and the needs expressed by the staff regarding the use of Technology, facilities are provided by the college.

The staff members are given opportunities to attend seminars, workshops, conferences and skills training programmes. The college has identified the preference and aptitude in staff members and they are given the opportunities to develop them. Five of our staff members are pursuing their higher studies while in service. Staff members are qualified to use ICT effectively in the teacher education programmes. The major responsibilities related to administrative and academic activities of the college are assigned to staff members in rotation. Additional training and guidance is given to them to carryout these new responsibilities.

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 institution evaluates the teachers on their teaching and research performance based on their Self Appraisal Reports (SAR) submitted every year. This evaluation is based on SAR's and helps in ensuring academic accountability of teachers and monitoring of their major research projects and other academic activities. The head of the institution sends recommendation to the teachers who have done well

so as to motivate them in teaching, research and extension programs with renewed zeal.

- Through the Appraisal Reports and the Evaluation Reports of the Head of the institution, the management appraises the performance of the teaching staff. The teaching/non-teaching staff is encouraged to pursue higher studies or attend advanced administrative/academic training programmes if the reports of the head of the institution so desire. This helps in up gradation of their skills, teaching methodologies involving ICT enabled methods.

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

- Encouragement for higher studies and research work for personal academic development of staff and faculty members.
- Financial assistance is provided whenever required.
- Provision of Health Centre.
- Transportation facilities.
- Maternal leaves for female staff and faculty members during the pregnancy.
- Paternal leaves for male staff and faculty members during pregnancy stage of their wives.
- Providing secretarial support and other facilities
- Festival Advance.

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.

- Since the B.Ed. course is basically a program of development of teaching skills, the newly recruited teacher trainees are guided by the senior faculty before they precede to school practice lessons.
- The guidance strategy is discussed and finalized method wise.
- For upgrading skills in various types of lesson observations, a common staff meeting is conducted and observation strategy is decided.

- Demonstration programs are also organized by the institution to upgrade the technological skills.
- Institution has conducted staff development programme for skill upgradation and training of teaching, non teaching staff by the inviting resource persons, subject experts from Bangalore University and other organization.
- Reference courses on personally development, stress management, mental health etc are conducted for the benefit of teaching and non teaching staff

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.)?

The institution strictly follows Recruitment policy, salary structure, service conditions as per the Rajasthan University, Jaipur. Advertisements are published in news papers, the staff members are retained as their salary is negotiable as per the experience and merits. The various steps taken are in line with the requirements of the statutory and regulatory bodies such as NCTE and University.

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

- Staffs are recruited as per the norms of Rajasthan University. NCTE and government of Rajasthan
- Service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers. Applications are invited and then interview is conducted by the selection committee. All the norms and guidelines provided by the affiliating university are followed. Keeping in view the long term development of the

institution the increments are provided by the management to retain the qualified young faculty.

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 various policies, resources and practices of the institution that support and ensure the professional development of the faculty members are:

- Various books and journals of national and international publications are available with the library with a policy of unlimited issuance for faculty members.
- Computer Systems with broadband internet connection with a policy of unlimited and anytime access for faculty members.
- Special lecturers and developmental sessions from the expert guest faculty members from various universities for the professional development of the faculty members
- On duty leaves are being given to the faculty members for their participation in “Orientation Programmes” of various universities.
- On duty leaves are also been given to attend Seminars, Conferences, Workshops, etc. organized by the other institutions.
- Institution has a policy for the financial assistance for the further research work and paper publication in various national and international journals by the faculty members.

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 physical facilities provided by the institution to the faculty members are:

- Transport facility

- Required instructional materials
- Well equipped library
- Computer system with Internet access
- Support staff for help
- Separate staff room
- Hygienic wash room
- Refreshment facilities

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

- The college office provides all the information needed.
- People can seek information telephonically.
- Direct communication with the Principal and the management to seek any information by the stakeholders is also possible.
- Our website is being updated to give updated information.
- Grievance redressal cell is constituted to take care of grievances of students and staff.
- The institution has put up a suggestion box, provided to collect suggestions and complaints.

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.

The institution's practices that encourage faculty members to be engaged in active and quality working and development are:

- Classes are being held in regular intervals.
- Performers are rewarded on regular basis.

- Cultural programmes are being organized.
- Works of the institution are being distributed in a ratio of the faculty members and also as per the competency of the respective faculty.
- Selected responsibilities are chosen for particular faculty to develop its skills and performance.
- On duty leaves have been given to the faculty members for the development programmes and research work.
- Students have been divided equally among the faculty members for better mentoring.

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

The institution has a mechanism to reward and motivate staff members for good performance as described below:

- All students are divided among the faculty members in equal proportion.
- Every faculty member is considered as a teacher guardian for their respective allotted students.
- Every student gains grades in the performance in unit-end examinations, participation in the class room activities, and performance in co-curricular and extra-curricular activities.
- The teacher guardians whose students score maximum in grades are being rewarded.
- Students' feedback regarding teacher quality will also be counted for deciding the rewards.
- Management of the institution give appreciation certificates in the annual function and free trips for the couple to various places across the country, for winners.

6.5 Financial Management and Resource Mobilization

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

Our institution is under Self-finance scheme. As such, no financial support has been received from the Government.

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

No donations are collected by the institution from the inception. The students fees is the only source of income and the students are also allotted by the University.

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

Yes. Each expenditure is made on carefully allocated item-wise expenditure in the budget.

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)

To overcome the expenditure of quality programs (seminar, conference, workshop) institute made suitable arrangements in its budget of income & expenditure.

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 management deposes an auditor to audit the accounts for every financial year. No objections were raised and dropped. The financial system is maintained as per the Accounting Standards. There was surplus fund of Rs 59185.00 during 2015-16.

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

Yes, the Management which looks after all financial management of the college has computerized the financial management system.

6.6 Best practices in Governance and Leadership

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

- Fine tuning of Vision and Mission statements.
- Democratic functioning of the system.
- Well defined duties and responsibilities.
- Transparency in administration.
- Decentralization of the leadership through committee system.
- Development of need is based on curricular and extra-curricular activities and events.
- Bilingual teaching.
- ICT based instructional methods.
- Tutorial classes for personality and communication skill development.
- Management Information System (MIS) to support the qualitative educational development and efficiency of the institution

Criterion-VII**• Innovative Practices****7.1 Internal Quality Assurance System**

Internal Quality Assurance Cell (IQAC) - The Internal Quality Assurance Cell plan and view all the academic activities.

- IQAC is a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance.
- Its task is to develop a system of conscious, consistent and catalytic improvement in the performance of institutions.
- It is the first step towards the internalization and institutionalization of quality enhancement.
- It will be a facilitative and participative voluntary system/unit/organ of the institution.
- It has the potential to become a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality.

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

Establishment

This institution has Internal Quality Assurance Cell (IQAC) and it was established in the session ----- Composition of IQAC for the session ----- is:

Composition

- Chairperson
- Administrative Officers
- Teachers
- Management Members
- Local Society Member
- Coordinator

Major activities undertaken

- A meeting of IQAC was held on ----- . The meeting was headed by chairperson, all committee members and lecturers.
- The first meeting of the year ----- sessions took place in the newly constructed conference room of the IQAC. Actually a dedicated office room and a conference room, in the mean time, were established for the IQAC by the authority for the smooth discharging of his duties by the IQAC coordinator and IQAC related works.
- It was decided to conduct a monthly meeting of IQAC to plan and review the initiatives taken by the institution.

Agenda

- In the first meeting all the members of the IQAC expressed their hopes and aspirations for the qualitative development of the institution.
- The agenda of the meeting was to discuss the assessment activities and planning of the institution.

Minutes

- All the teaching and non-teaching staff worked and planned various activities in order to enhance the quality of the institution.
- It was decided to take the help of the alumni students, parents, head of the institution and experienced teachers for the quality improvement.
- Action plan was decided carefully and the work was distributed.

- To remove the weaknesses of institution, an action oriented plan was prepared. This plan was implemented for the whole academic year -----.
- At the end of the academic year a review was taken to check the success achieved by the institution in this academic year through programme.
- Lecturers to plan student feedback and analyze the subject wise feedback report for improving the teaching-learning process.
- Lecturers should prepare a plan to start personality development programmes for improving communication skills of students. Also, should initiate the development of language laboratory so that the students can improve their grammar, pronunciation and vocabulary of English and Hindi language through the use of technology for effective communication.
- Lecturers should plan out publication of Journals in their respective areas of specialization.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The mission and the goals of the institution that has already been decided are as follows –

- To offer high quality training to the future teachers to be appointed in the secondary schools.
- To create well trained disciplined and responsible teachers for the secondary schools.
- To inculcate among the budding teachers high moral, standards, high academic values and sense of national integrity.
- To provide necessary infrastructure and educational atmosphere through well equipped laboratories, library, computer centre and gymkhana.
- To create confidence zeal and high moral courage in the budding teachers to be faithful to the nation building and social commitment.

In order to fulfill the above goals and objectives college has initiated the different programmes, plan of actions for the stakeholders. Budding teachers were trained to considering these objectives and goals. All these objectives and goals are elaborated by

tutorial classes and prospectus. Every day the students, faculties, parents and outsider visitors read with curiosity. All these goals and objectives are reflected in the student teacher and non teaching staff activity. Institution is fulfilling all the necessities objectives. The management of the college has provided all the necessary facilities i.e. there is capable faculty, teaching aids, conducive environment, adherence to academic calendar and infrastructure. These additional facilities found useful to the institution.

Institution has adopted new teaching methods for understanding the subjects and to make learning teaching easier. Institute has initiated the following programmes since, these programme were found to be very useful. So the institution has continued these programmes throughout the year also:

- Micro-teaching with audio visual aids.
- Content analysis test (pre-post-test)
- English communication programme
- Reasoning and thinking.
- Guidance and counseling Cell.
- Different sports activities.
- Internship programme.
- Different indoor and outdoor cultural activities.
- Clipping of papers.
- Personality development cell.
- Extension services to stake holders.
- Test and tutorials.
- Ideal teacher award.
- Blood Donation camp.
- Social service camp.
- S.U.P.W. Workshop.
- School practice lesson.
- Team Teaching.

3. How does the institution ensure the quality of its academic programmes?

At the beginning of the academic year, the institution plans the academic activities. Since B.Ed is a professional programme, the student-teachers take part in almost all the activities that are carried out in the institution, because the award of internal marks is based on the principle of continuous and comprehensive evaluation where the students develop keen interest and competition to perform well and score good marks. Quality is maintained consistently.

In addition the feedback given by the faculty after conducting each activity helps both the faculty and students-teachers to improve the quality of the institution. In addition the student council members also appraise the Principal and faculty incharge regarding the needs of the institution other than the regular feedback which is obtained at the end of the academic year. The institution addresses the needs immediately. It also helps in quality maintenance.

The quality of the academic programmes are sustained and maintained in the institution in the following manner:

- Faculty members write and publish articles and also undertake action research on academic problems.
- The reports and innovative practices of the faculty are presented at faculty meeting and discussed.
- Demonstration lessons are regularly conducted.
- Workshop on Lesson plans and Evaluation are organised.
- Feedback from heads is regularly collected.
- Feed back from out going students is collected.
- Feed back from parents council meetings is also obtained.

4. How does the institution ensure the quality of its administration and financial management processes?

- Institution follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations,

ICT, Leadership, governance and strategic perspective planning. It collects, maintains and analyzes documents and document evidences.

- Institution prepares the Annual Quality Assurance Report (AQAR).
- It analyzes the feedback received from all stakeholders and informs the concerned about its outcome for correction and amelioration. It also sends appreciation letters to the well deserved staff for this performance.
- The IQAC established several cells and centers and constituted committees to initiate activities both academic and governance.
- IQAC has been channelizing the efforts and measures of the institution towards academic excellence.
- Periodic annual review by IQAC has been done on curriculum, syllabus, teachings-learning-evaluation process, student's performance and overall development including initiation for establishment of innovative activities.
- Preparation of budget and its approval by management committee of the institution.
- Preparation of statement of Annual Accounts by finance section.
- Internal Audit.
- Compliance to audit objections and observations.

5. How does the institution identify and share good practices with various constituents of the institution.

Sharing Good Practices

The committees that have been constituted for the smooth functioning of the institution submit the reports of the activities conducted to the Principal. The reports submitted are scrutinized.

The teacher educators and the teacher trainees who witness the activities are consulted with a view to get their feedback and finally the IQAC also assesses the activities undertaken and provides suggestions if necessary. These are some of the informal ways for identifying the good practices. The good practices are brought to the notice of the

faculty members and are discussed in the faculty meetings. These are communicated to the non teaching staff as well.

The report of all the good practices is sent to the management. The governing body also appreciates these by communicating them in the administrative board meetings of the governing body.

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

Inclusion means young people and adults with disabilities and/or learning difficulties being included in mainstream society. Inclusive schools help the development of communities where all people are equally valued and have the same opportunities for participation. Inclusion is an on-going process, not a fixed state. A policy of inclusion needs to be implemented in all schools and through our educational system. The participation of all students needs to be ensured in all sphere of their life in and outside the school. Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled, children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education. The institution sensitizes teachers to all issues related to inclusive education through various means:

- Providing news journals of educational importance on regular basis.
- Teaching tips for supporting pupils with disabilities.
- Tips for teaching students with visual deficits.
- Teaching tips for intellectually impaired.
- Information on various methods of teaching like dialogue mode, discussion, role playing, co-operative learning, and dramatization, teaching models etc.,

These plays important role in inclusive education, for that teachers have been prepared on different methodologies and build the capacities of teachers.

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 role of the general curriculum with special education students continues to grow of the individuals with disabilities. This reauthorization required increased access to the general curriculum for all students with disabilities. This statutory requirement and the growth of technology allowing for specialized dissemination and engagement of instructional materials offers a host of opportunities and challenges for today's educators, especially those serving students with moderate to severe disabilities. The institution has inclusion and exceptionalities as well as gender differences in the academic plan through

- Counseling of the students from backward areas
- Counseling of the students from backward castes
- Counseling of the women students
- Counseling of the disabled students
- Counseling of the students those are weak in study.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The activities undertaken to foster positive social interaction, active engagement in learning and self motivation is done through group discussion on current trends, brain storming sessions, quiz, debate, essay competitions etc.

In the curriculum of B. Ed. course the activities that are being organized to foster social interaction, active engagement in learning and self - motivation are:

- Projects are designed and surveys conducted related to the interaction with the community such as role of education in women empowerment, Education and socio-economic status, Education and Income pattern of the society etc through organizing Community Living Camp which is mandatory as per Bangalore University.

- Building strong linkage between the school and community.
- Joining the community in planning the various school programmes and planning steps for preventing environmental degradation etc., with the help of community people.
- To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.
- To manage and organize 'other than classroom' school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.
- Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Strategies for Academic development

- Around 77% of institutions students are from rural area and have studied in rural institutions. Majority of them belong to SC/ST and OBC categories. Hence, the strategies for SC/ST/OBC's are for rural students also.
- The pedagogy followed by the teachers gives emphasis to their background knowledge, skills and need for developing competencies.
- The strategies for slow learners also help in their academic development.
- Provision of Book Bank facility to SC/ST/OBC students.

Financial Aspects

- Scholarships to SC/ST and OBC students are given priority.
- Prizes for I Class students.
- An amount of Rs. 1,705,000/- was given as scholarships during 2015-16 session.

Support Facilities

- Hostel facilities are arranged exclusively – at Boys and Girls hostels.
- Conveyance facility i.e., bus

SC/ST Cell of the Institution

- The institution has a functional SC/ST Cell to facilitate the assistance, guidance and support to SC/ST students. The SC/ST Cell has a separate budget allocation for SC/ST welfare activities.

Student Welfare Office

- The Office of Student Welfare acts as a centre to guide the rural students about facilities, assistance, incentives available at Institution.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Whenever physically challenged and differently able teacher trainees are assigned and admitted to the institution, the institution provides the following facilities:

- All the stakeholders including the non-teaching staff assist the physically challenged and differently able teacher trainees in the best possible way.
- Schools are allotted to them as per their choice during practice teaching.
- There is provision of special room for internal tests and examinations.

- As per the university rules, writers are provided to the blind teacher trainees in all internal and external assessment programs.
- If necessary, prompt medical services are provided.
- Extra time is allotted during the examination for completion of papers. After the university examinations, the placement department communicates job opportunities to them.

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)?

- Gender audit is a regular process while the enrolment data is documented and analyzed. Social profiles and gender profiles of staff and students may be perused. As on today, the gender representation is as follows:
 - i. Among the students, 20% are women.
 - ii. Among the teaching staff, 70% are women.
 - iii. Among the Non-teaching staff, 70% are women.
 - iv. Among them, more than -----% are from SEB category.
- Gender sensitizing cell has been established.
- Institution has women related topics/papers in its curriculum.
- Awareness training programme (social, economic, legal, political, health, commerce, management, leadership) are regularly held for students by gender sensitizing cell.
- Thrust is on women empowerment, their constitutional rights, protection and safety. It also ensures facilities and provisions to women for their functioning and overall development.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution has been maintaining very good and cordial relationship with all the stakeholders and neighborhood. It has encouraged active participation of stakeholders in all its deliberation. Staff and students of the institution often visit to nearby areas and try to solve their problems.

The institution has developed good relationship with all stakeholders in the curricular, co-curricular, extra-curricular, administration and extension activities.

The institution has reciprocated its relationship with the area, its culture, its heritage. The institution has adopted one nearby village.

Participation of all the stakeholders will enhance the quality and working condition in a positive and beneficial way.

As all the stakeholders have direct or indirect interests in the organizational performance in academics and administrative areas, hence institution ensures the access to the information on organizational performance to all the stakeholders through the following means:

- Institution's Website.
- Brochures.
- Minutes of meetings.
- Advertisement through print media.
- Parents-Teacher meeting.
- Annual function.
- Meetings with student's forum.
- Institution's Assembly.
- Press Conference.
- Personal letters to the stakeholders.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The academic bench marks created to determine the student satisfaction are as follows:

- Wide publicity of research and career oriented activities, facilities, qualified faculty, calendar, financial aspects, support service, academic ambience, career guidance-placement, inclusiveness, public perception and recognition, academic output and relationship with stakeholders.
- Institution website, notifications, promotional activities, institution profile/brochures/newsletters, print and electronic media.
- Need based restructured value added courses.
- Transparency, access, equity, social justice, relevance.
- Open admission process, merit cum reservation policy; Affordability.
- Academic Flexibility, wide options of extra co-curricular activities. Relevant, updated, need based curricula.
- Professional and vocational training for skill development.
- Effective pedagogy, ICT enabled teaching, Learner centric approaches.
- Continuous internal assessment, transparent evaluation system, scope for challenge/revaluation.
- Calendar of academic events, curricular and extra-curricular events.
- Government monitored low fee structure.
- Vast campus situated in a pollution free green area. Surroundings have specific historical and mythological importance.
- Good infrastructural facilities – Class rooms, laboratories, sports fields, hotel facility, transport facility, basic amenities, Medical facilities (first aids).
- ICT enabled library and Virtual Learning Centre.
- Provision of scholarship and financial assistance.
- Incentives, awards, rewards.
- Good leadership, governance and grievance redressal mechanism.
- Mobilization of financial resources for research, infrastructure, support service, student / faculty development and incentives.

- Good results with maximum distinctions. Incentive of awards, medals.
- Career guidance, HRD and placement.
- Academic, social and living ambience.
- Inclusive practices of all stakeholders.
- Humane and cordial relationship.
- Stake holder's satisfaction and delight.
- Constant reference to national policies and global developments.

Based on these bench marks, the satisfaction of students is measured informally and formally (through student feedback, outgoing students' feedback, suggestions, complaints (if any), and news items in electronic and print media).

The institution updates bench marks as well as its approaches from time to time.

After the completion of syllabus, teacher's assessment is done by the student teachers. For this purpose institution 4 points scale system. Parameters for this scale system are as follows:

- Knowledge base of the teacher.
- Communication Skills (in terms of articulation and comprehensibility).
- Sincerity / Commitment of the teacher.
- Interest generated by the teacher.
- Ability to integrate course material with environment or other issues, to provide a broader perspective.
- Ability to integrate content with other courses.
- Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)
- Ability to design quizzes/tests/assignments/examinations and projects to evaluate students understanding of the course.
- Provision of sufficient time for feedback.
- Overall rating.

Senior teachers carefully observe the feedback from students. Then they discuss in group. At that time principal and all teachers remain present. In this meeting teachers discuss about weaknesses and strong points of the teachers. After discussion and evaluation principal and senior teachers give suggestions to improve their knowledge and teaching skill.

3. What are the feedback mechanism 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 devised certain proformas to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation.

Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website.

The institution undertakes regular assessment of the ICT tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

The institution also the allow students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc available.

Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same.

In this way the institution manages to maintain the quality in its administration and academic activities.

Mapping of Academic Activities of the Institution

Mapping of Academic Activity of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
Admission and Orientation																																								
Theory																																								
Tutorials/ Seminars																																								
Sessional Work & Assignments																																								
Practical Work																																								
Preparation of Internship																																								
Demonstration & Observation of lessons/ Microteaching/ Simulations																																								
Practical Teaching/ Internship																																								
Co-curricular Activities																																								
Working with community/ Project work																																								
End-Term Examination																																								

Note : A week is of six working days and a day is of six clock hours.
The table should cover the entire academic session and may be extended as per the requirement.

ANNEXURES