



ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR, RAJASTHAN

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SELF STUDY REPORT



Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

POST BOX NO.1075, NAGARBHAVI, BANGALORE-560072

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Profile of the Institution

1.	Name and Address of the Institution	ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR ,RAJ.301002
2.	Website URL	www.aryakanya.com
3.	For Communication	0144-2332235

Office

Designation	Name	Tel No & STD	E-Mail Address
Principal	Dr. C. P. Paliwal	0144-2332235	principalamttc@gmail.com
Vice Principal	Dr. P. K. Sharma	0144-2332235	dr.pramod_sharma@yahoo.com
Self- Appraisal Coordinator	Sh. Roop Ram Yadav	0144-2332235	yroopram@gmail.com

Residence

Designation	Name	Telephone No. & STD	Mobile Number
Principal	Dr.C.P.Paliwal	0144-2332235	9414789205
Vice-Principal	Dr.P.K.Sharma	0144-2332235	7891027265
Self- Appraisal Coordinator	Sh. Roop Ram Yadav	0144-2332235	8890217120

4. Location of the Institution:

Urban Semi –urban Rural Tribal

5. Campus area in acres:

14961.05 Sq.Mt.

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month	Year
10	1992

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

Raj Rishi Bharthari Matsya University, Alwar (Raj.)

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

NO

10. Type of Institution

- a. By funding
- i Government
 - ii Grant –in-aid
 - iii Constituent
 - iv **Self – financed.**
- 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

11. Does the University / State Education Act have provision for autonomy?Yes No. **If yes, has the institution applied for autonomy? NA**Yes No. **12. Details of Teacher Education Programs offered by the institution:**

Sr. No.	Level	Program /Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Secondary	B. Ed.	UG	Degree	2 year	Hindi

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

Level	Program/ Course	Order No. and Date	Valid up to	Sanctioned Intake
Secondary	B.Ed.	F F.NRC/NCTE/RJ-Comm. Order20/2015/115151	Till Further Notice	150

Criterion – Wise Inputs

Criterion 1 : Curricular Aspects

1. Does the Institution have a stated?

Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	

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

If yes,	Yes	✓	No	
How many programs?	One (01)			
Fee charged B.Ed. program.	26880			
Fee charged M.Ed. program.	-			

3. Are there programs with semester system?

No

4. Is the institution representing/participating in the curriculum development / revision process of the regulatory bodies? If yes, how many faculties are on the various curriculum development /vision committees/boards of the universities/regulating authority?

Yes	✓	No		Number	01
-----	---	----	--	--------	----

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

B. Ed.	12
--------	----

6. Are there any program offered in modular form?

Yes		No	✓
-----	--	----	---

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

Yes	✓	No		Number	01
-----	---	----	--	--------	----

Assessment of teachers by students of course is done regularly as per the prescribed Performa.

8. Are there program with faculty exchange/visiting faculty?

Yes	✓	No		Number	05
-----	---	----	--	--------	----

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

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

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

02 Year

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

Yes		No	✓
-----	--	----	---

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

Yes	✓	No		Number	02
-----	---	----	--	--------	----

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

Criterion II : Teaching-Learning and Evaluation

1. How are students selected admission into various courses?

- | | |
|---|---|
| a) Through an entrance test developed by the institution | |
| b) Common entrance test conducted by the university/Govt. | ✓ |
| c) Through an interview | |
| d) Entrance test and interview | |
| e) Merit at the qualifying examination | ✓ |
| f) Any other | |

2. Furnish the following information (for the previous academic year 2015-16):

- | | |
|---|------------|
| a) Date of start of the academic year | 14/10/2015 |
| b) Date of last admission | 17/12/2015 |
| c) Date of closing of the academic year | 24/08/2016 |
| d) Total teaching days | 203 |
| e) Total working days | 203 |

3. Total number of students admitted 2015-16 year

Program	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	-	150	150	-	115	115	-	35	35

4. Are there any overseas students?

No

If yes, how many?

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

- | | |
|---|-----------|
| A) Unit cost excluding salary component | 7819.06/- |
| B) Unit cost including salary component | 23889/- |

(Please provide the unit cost for each of the program 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 (PTET) considered for admission during the previous academic session.

Programs	Open		Reserved SC/ST/OBC	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.(2015-16)	63.05%	40.05%	67.66%	27.83%

7. Is there a provision for assessing student's knowledge and skills for the program (after admission)?

Yes		No	✓
-----	--	----	---

8. Does the institution develop its academic calendar?

Yes	✓	No	
-----	---	----	--

9. Time allotted (in percentage)

Programs	Theory	Practice Teaching	Practicum(Practical knowledge)
B.Ed.	55%	25%	20%

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days allotted by the Institution
- b) Minimum number of pre-practice teaching Lessons given by each student
- c) Discussion lessons after practice teaching

11. Practice Teaching at School

- a) Number of school identified for practice teaching
- b) Minimum number of practice teaching days
- c) Minimum number of practice teaching lessons Given by each student

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

No. of Lesson	5	No of Lessons Pre-practice teaching	5
---------------	---	-------------------------------------	---

13. Is the scheme of evaluation made known to students 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.

Programs	Internal	External
B.Ed.	20%	80%

16. Examinations

a) Number of sessional tests for each paper

b) Number of assignments for each paper

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

	Yes	No
Computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intranet	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Software/Courseware(CD's)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audio resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Video resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching Aids and other related materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other (specify) LCD & OHP	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Yes No Number

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

Yes No

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

Compulsory Optional

Criterion III : Research, Consultancy and Extension

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

Number	07		38.88
--------	----	--	-------

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
NA	NA	NA	NA

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

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

NIL

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

a) Teachers are given study leave	<input checked="" type="checkbox"/>
b) Teachers are provided with seed money	<input checked="" type="checkbox"/>
c) Adjustment in teaching schedule	<input checked="" type="checkbox"/>
d) Providing secretarial support and facilities	<input checked="" type="checkbox"/>
e) Any other (Incentive granted for acquiring additional Research degree)	<input checked="" type="checkbox"/>

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

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

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

a) Ph.D.	<input type="text" value="02"/>
b) M. Phil.	<input type="text" value="01"/>
c) NET	<input type="text" value="03"/>

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

Yes <input type="text" value="-"/>	No <input type="text" value="-"/>
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Not applicable

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

	Yes	No	Number
International Journals	✓	-	07
National Journals Referred papers Non – referred papers	✓	-	02
Academic articles in reputed magazines news papers	✓	-	30
Books	✓	-	10
Any other (Specify and indicate) Articles in various magazines	✓	-	10

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):

	Presented		Participated	
	Staff	Students	Staff	Students
National Seminars	50	6	25	250
International Seminars	-	-	-	-
Academic Forum	-	-	06	-

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

(Mark for Yes & for No)

Self-instructional Materials	✓
Print Materials	✓
Non Print Materials (e.g. Teaching)	✓
Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question Bank	✓

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

Yes

No

If Yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

13. Are there NSS and NCC programs in the institutions?

Yes

No

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

Yes

No

15. Number of other curricular/ co-curricular meets organized by other academic agencies/NGOs on campus**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 institution/organizations?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

Criterion IV : Infrastructure and Learning Resources

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

3060.70

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

a) Methods Lab	Yes	✓	No	
b) Psychology Lab	Yes	✓	No	
c) Science Lab	Yes	✓	No	
d) Educational Technology Lab	Yes	✓	No	
e) Computer Lab	Yes	✓	No	
f) Workshop for preparing teaching aids	Yes	✓	No	
g) Health and Physical Lab	Yes	✓	No	
h) Arts and Craft Lab	Yes	✓	No	

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

25

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

2,00,000

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

4020

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

42540

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

5,00,000

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

Yes

✓

No

9. Total number of posts sanctioned.

	Open		Reserved	
	Male	Female	Male	Female
Teaching	6	4	3	5
Non-Teaching	4	0	1	1
Administrative	0	0	0	0

10. Total Number of posts vacant

NIL

11. A) Number of regular and full time teachers (Gender-wise)

All are Regular and full time.

	Open		Reserved	
	M	F	M	F
Lecturers	6	4	3	5
Readers	-	-	-	-
Professors	-	-	-	-

B) Number of temporary /ad-hoc/part-time teachers (Gender –wise)

	Open		Reserved	
	Male	Female	Male	Female
Lecturer	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-

C) Number of teachers from

Same State

18

Other State

NIL

12. Teacher student ratio (program-wise)

Program(s)	Teacher student ratio
B.Ed.	1:15

13. A) Administrative staff/ Non-teaching staff

(All are Regular and full time.)

	Open	Open	Reserved	Reserved
	Male	Female	Male	Female
Regular & full Time	4	-	1	1
Temporary	-	-	-	2

B) Technical Assistants

	Open	Reserved	Open	Reserved
	Male	Female	Male	Female
Permanent	-	-	-	-
Temporary	-	-	-	-

14. Ratio of Teaching –Non teaching staff

9:4

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

61.28

16. In there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library on working days

7 Hours

On holidays

Open

During Examinations

07 Hours

18. Does the library have an open access facility?

Yes

✓

No

19. Total collection of the following in the library

A- Books	8359
-Textbooks	6043
-Reference Books	2008
-General books	254
-Encyclopedia	14
-Dictionaries	40
B.- Magazines	8
C.- Journals subscribed	
-Indian Journals	8
-Foreign Journals	-
D.- Peer reviewed journals	-

E.-Back volumes of journals	4
F.-E-information resources	
-information resources	
-online journals / e-journals	
CDs/DVDs	20
Databases	
Video Cassettes	10
Audio Cassettes	10

20. Mention the

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

92 Sq.Mt

Seating capacity of the Reading room

50

21. Status of automation of Library.

Yet to in time	
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	X
Inter-library borrowing	X
Power back up	✓

User orientation /information literacy any	✓
Other (Please specify and indicate)	X

23. Are Students allowed to retain books for examinations?

Yes

24. Furnish information on the following

Average number of books issued /returned per day Maximum

12-16

Number of days is permitted to be retained

By students

15

By faculty

30

Maximum number of books permitted for issue

For students

5

For faculty

10

Average number of users who visited / consulted per month

Ratio of library books (excluding textbooks and book

350

Bank facility) to the number of students enrolled.

1:8

25 what is the percentage of library budget in relation to total budget of the institution?

3.85

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	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text Books	77	12632	148	25000	1000	90000
Other Books (Reference & General Books)	70	10000	100	7419	360	32133
Journals/Periodicals	11	6532	11	7292	11	7292
(Add rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1 Program wise “Dropout rates for the last three batches

Programs	Year 2013-14	Year 2014-15	Year 2015-16
B.Ed.	04	03	07

2 Does the institution have the tutor –ward/any similar mentoring system?

Yes

 No

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

12 To 15 students

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)

Year	2014	2015	2016
Pass percentage	100%	100%	99.30%
Number of first classes	114	117	129
Number of distinctions	63	98	65

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

	I	II	III
NET	-	-	-
SLAT/SET	-	-	-
Any other (Specify and indicate)	20	25	06

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	-	-	-
Merit-cum-means Scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and Indicate (ST, SC, SBC, Minority are given scholarship by state Govt.)	All Reserve Category for Deserved Candidates	All Reserve Category for Deserved Candidates	All Reserve Category for Deserved Candidates

(Additional rows may be inserted as per requirement)

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

Yes

 No

9 Does the institution provide Residential accommodation for?

Faculty	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/> No	<input checked="" type="checkbox"/>
Non-teaching staff	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/> No	<input checked="" type="checkbox"/>

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

Yes

 No

If yes, number of student residing in hostels

Men	<input type="text" value="-"/>
Women	<input type="text" value="12"/>

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

Sports fields	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	<input type="checkbox"/> No	<input type="checkbox"/>
Indoor sports facilities	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	<input type="checkbox"/> No	<input type="checkbox"/>
Gymnasium	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	<input type="checkbox"/> No	<input type="checkbox"/>

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/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		3
Inter-University		✓			✓	
National		✓			✓	
Inter Institutions Cultural Program		✓		✓		8

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	Nil	Nil
Regional	Nil	Nil
National	Nil	Nil
International		
Inter Institutions Tournament	Sports Meet-Student Participated	Nil

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

2013

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 students of the employment/further study (Give percentage) for last three years

	Year 1(%)	Year 2(%)	Year3 (%)
Higher studies	20%	17%	15%
Employment (Total)	42%	52%	46%
Teaching	30%	37%	32%
No_ teaching	12%	15%	14%

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?

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

	Yes	No
Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Governance, Leadership and Management

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	10
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes.(mention only for three most important bodies)	2

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

Loan facility

Medical assistance

Insurance

Other (specifies and indicates)

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

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 recognized organization:

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

NATIONAL	7
INTERNATIONAL	NIL

c. Number of faculty development programs organized by the Institution:

d. Number of seminars/ workshop/ symposia on Curricular development, Teaching-Learning, assessment, etc. organized by the institution:

Seminar	01
Workshop	02

e. Research development programs attended by the faculty

No

f. Invited /Endowment lectures at the institution

06

Any other area (Specify the program 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

1-2 Hrs. per staff an average

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

Grant-in-aid

-

Fee

3726500

Donation

-

Self-funded courses

-

Any other (Specify and indicate)

-

9. Expenditure statement (For last two years)

B.Ed.	Year 1 2014-15	Year 2 2015-16
Total sanctioned Budget		
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		
% spent on books and journals		
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water		
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of Equipment Teaching aids contingency etc.		
% spent on research and scholarship (seminars, Conference, Faculty development programs, Faculty exchange etc.)		
% spent on travel		
Any other		
Total expenditure incurred		

Enclose C.A Report Session 2013-14, 2014-15 & 2015-16

10. Specify the institution Surplus/ Deficit Budget for the last three years?

	Surplus in Rs	Deficit in Rs
2013-14		
2014-15		
2015-16		-

Enclose C.A Report Session 2013-14, 2014-15 & 2015-16

11. Is there an internal financial audit mechanism?

Yes

No

12. Is there an external financial audit mechanism?

Yes

No

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

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counseling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation	Yes	✓	No	
Assessment	Yes	✓	No	
Any other workshop (Specify and indicate)	Yes	✓	No	

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

Yes No

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

Yes No

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

Yes No

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

Yes No

18. Is a grievance redress 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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes No

Criterion VII: Innovations and Best Practices

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

Yes

No

2. Do student participate in the quality Enhancement of the Institution?

Yes

No

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

B.Ed. (2015-17)

	Category	Men	%	Women	%
a	SC			43	16.28
b	ST			64	24.24
c	OBC			94	35.60
d	Physically challenged				
e	General Category			54	20.45
f	Rural				
g	Urban				
h	Any other (S. B. C.)			09	3.40

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

(2015-17)

	Category	Teaching staff	%	Non-Teaching staff(Administrative)	%
a	SC	-		-	
b	ST	01	5.55	01	2.5
c	OBC	07	38.88	03	37.5
d	Woman	09	50	03	37.5
e	Physically challenged				
f	General Category	10	55.55	04	50.00
g	Any other(specify)				

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

B. Ed.

Category	At Admission		On completion of the course	
	2013-14	2014-15	2013-14	2014-15
SC	20	19	19	19
ST	19	19	18	18
OBC	41	36	40	35
Physically challenged	0	0	0	0
General Category	37	43	37	42
SBC	3	3	2	3

Executive Summary

Executive Summary

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR College is located in the urban area among the green Surroundings of valleys within the range of Aravali Hills, has its own natural beauty and charm. It is situated near the National Capital Delhi and State Capital Jaipur in the lap of industrially developed township called Matsya Industrial Area (M.I.A) and Bhiwadi Industrial Area included in the District Territory and in N.C.R. The college is rich in its resources with a huge area of 14961.05 sq. meters. The building of the institution is a lively example of good architecture. The campus of the institution is beautified with lush green lawns. The institution has an excellent infrastructure including spacious class rooms, stacked library, multipurpose hall, modern well equipped laboratories, Seminar room, staff room, common room for girls. Games facility, canteen, drinking water, uninterrupted power supply, internet, photocopier, phone etc.

The college has always nourished dreams to promote new systems and has been imparting education through latest educational techniques to its students to fulfill the cause of human and social welfare and development.

The institution follows all the norms and standard as per the regulatory bodies, NCTE and Raj Rishi Bhartrihari Matsya University, Alwar Rajasthan for the required physical infrastructure requirement of the faculty, Admission procedure, fees structure and curriculum.

The faculty members are well qualified, experienced, enthusiastic and sincere towards their profession, always ready to learn how to chisel out the best among their student teachers. The teacher educators themselves use and encourage the student teachers to use the ICT in their classroom teaching to meet the emerging needs and problems of the school education in global context. The value of oriented practices in teacher education enables the student teachers and teachers to make harmony among different sections of the society. The institution encourages and sponsors the teachers as well as student teachers for participation in professional development programs, seminar, conference, and workshop and inters colleges' competition of academic and co-curricular activities respectively.

The institution practices the best in teaching, learning in collaboration with practice teaching schools, Academic members, educationists, education department, alumni, and parents of student teachers and person of local administrative bodies. These are involved in positive social interaction through various prominent institutional curricular, co-curricular and extension activities.

The board of Governors, academic and administrative bodies, various committees of the institution and the students of all sadan (house) and tutorials work doing efforts whole heartedly for realizing this mammoth ambition, so focus of the institution is at creating and sustaining the environment, which prospective teacher will develop an attitude for teaching, scientific and teaching learning skills. This is being done here under visionary leadership of president, principal with competent and committed faculty in team. The members of management committee are well educated, socially responsible and humble human being strongly determined and dedicated to the cause of social welfare through providing quality teacher education.

Arya Mahila Shikshak Prashikshan Mahavidyalya, Malviya Nagar, Alwar is managed by **ARYA KANYA VIDYALAYA SAMITI SWAMI DAYANAND MARG, ALWAR** which also manages:-

Arya Kanya Mahavidyalya, Swami Dayanand Marg, Alwar.

Arya Balika Sr. Sec.School, Swami Dayanand Marg, Alwar.

Arya Balika Sr. Sec.School, Lajpat Nagar, Alwar.

Arya Balika Sr. Sec. School, Malviya Nagar, Alwar.

Arya Balika Sr. Sec.School, Hasan Kha Mewati Nagar, Alwar.

Arya Balika Sr. Sec.School, Ramgarh Road, Goleta, Alwar.

Arya Primary School, Swami Dayanand Marg, Alwar.

Arya Public School, Malviya Nagar, Alwa

Arya Public School,Swami Dayanand Marg,Alwar.

Arya Public School, Hasan Kha Mewati Nagar,Alwar.

It is an educational institute that comes into existence in the year 1992 and affiliated to Raj Rishi Bhartrihari Matsya University, Alwar. At present it has intake capacity of 150 seats in BED course. Having a well qualified and dedicated staff the college has successfully completed 24 years of commendable service in popularizing and promoting educational program. The students who passed out from this institute get priority in educational placements.

CRITERION 01: CURRICULAR ASPECTS

1.1 Curricular Design and Development

1.1.1 State the objectives of the institution and major considerations addressed by them?

Objectives of the institution

- To ensure pedagogy through value based education.
- To impart knowledge, skill, social and moral values.
- To provide adequate knowledge in computer and information technology.
- To provide Teacher education to rural and urban students at a world standard.
- To provide training to the disadvantaged through special tutorial processes.

AIM

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

VISION

The college is geared specially to provide high quality education, adopting the latest techniques and methodology of curriculum transaction and is poised to develop into an institution of higher learning.

The institution also aspires to kindly in the Pupil Teachers the desire for lifelong learning and reaching the unreached.

Recognizing the necessity to give an expanded vision and renewed commitment to present and coming generations to face the challenges, college always strives to attain perfection.

To develop understanding of the principles of pedagogy and its applications.

To develop the skill and competencies necessary to play the multifaceted role of the teacher in the millennium.

MISSION

Mission of the Institute 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.

Selection of the faculty is made on their qualification by subject expertise and allotted for the relevant papers and if necessary the faculty is sent for faculty development programs 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.

Values

- We focus on Academic excellence and integrity.
- We encourage Scholarly research and leadership.
- We believe in Diversity, Equity, and Social Service.
- We teach and follow environmentally, responsible and ethical practices.

Objectives

- To integrate and make learning student centric.
- To develop intellectual level of the students by helping they acquire information knowledge and wisdom.
- To imbibe ethical global trends.
- To make youth self reliant and build their confidence.

- Theoretical and practical knowledge so that they can cooperate with other and can plan, execute and evaluate learning and teaching.
- To make the teacher capable of following recent trends in the teaching methods.
- To increase employability of our students through value added education.
- To contribute to human resources at national and international levels.
- To adopt teaching profession as a means of social service along with education.
- To motivate individuals towards excellence.

Major consideration in this regard includes.

Intellectual

To equip the student teachers in bringing desired social changes and to develop skills to work in future for the welfare of the society and social cohesion by achieving intellectual stability and creating new knowledge.

Training

The board objective of training is to empower and embolden the prospective teachers for effective teaching extension and consultancy.

Access to the Disadvantaged

The institution aims at the general uplift of the disadvantaged groups such as backward students, students from Sc/St communities, physically handicapped, and economically weak.

Equity

Providing equal opportunities to all students without any discrimination such as caste, religion, economic condition etc.

Self Development

- The student teachers are expected to become acquainted with different methods of teaching and different techniques for assessment and to acquire skills in teaching.
- By providing decentralized management system and encouraging being the part of various committees and cells.
- By motivation to participate in activities which are being organized in the institution.
- By inspiring for voluntary participation in outreach activities.

- By organizing important and national and international days.
- By conducting various outreach activities.
- Literacy awareness program.
- Women empowerment program.

Issues of Ecology and Environment

- By organizing “environmental perfection issues” in several workshops.
- Implementation of in-campus and off-campus program to promote eco friendly activities i.e. plastic free zone, save electricity, enhances use of solar light.
- By organizing workshops, seminars and conferences on contemporary Environmental concentrating issues.
- The institution organizes various environmental activities viz.- Energy saving program, E- waste management program, Rain water harvesting program .

Value Orientation

- 1) By including value based short stories in assembly and prayer.
- 2) By observing birth anniversaries of eminent national personalities.
- 3) By displaying “Thought of the Day” in notice board.
- 4) HAWAN is organized in every week to promote Vedic values and to save environment.

Community and National Development

To equip the student teachers by developing various practical skills that help them to perform the social responsibilities entrusted on them, leading to community and National Development.

Global Trends and Demands

The student teachers are expected to become capable of applying modern techniques and practices in teaching by obtaining a total perspective of the role of technologies in modern educational practice.

- Holding social camps for developing a sense of nationalism and social service, protecting mother earth through programs and initiatives on environmental protection, etc.

- Delivery of moralistic speeches and motivating lectures by teachers during morning assemblies and on special occasions.
- To enable students become self employed by guidance and counseling sessions.

1.1.2. Specify the various steps in the curricular development processes.

Feedback is gathered through various sources such as Alumni Association Meetings, Interactions with experts & educationists, Parent- Teachers Meetings and meetings with prospective employers like Principals of schools during Teaching Practice schedules and forwarded to Curriculum Development Committee as suggestions.

The Institute has " Curriculum Review & Reform Committee". Institution has eminent educationist Dr.C.P.Paliwal as a source person to monitor, review and suggest the modification in the existing curriculum of B. Ed. course. The committee invites the feedback and suggestions about the existing curriculum of course from all the faculty members, student teachers of current session teachers and head of the practice teaching schools and academic experts on prescribed format.

After getting, compiling, analyzing and evaluating the feedback, the suggestions are recommended to the RRBM University, Alwar. i.e. statutory academic body, for amendments / modifications in the curriculum.

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

The role of teacher educators and pupil teachers has been redefined us to the global trends and emerging needs of the schools children. Through a balanced blending of traditional methodology with ICT and new technology, we prepare the pupil teachers to become independent, creative and confident enough to face the world. The institution and faculty members are prompt in guiding the student teachers to integrate the technology like OHP, LCD projector, Slide Projector, Internet, Computers, Radio, T.V. & Other audio visual aids with face to face sessions to present the content effectively.

Teacher educator demonstrates and justifies the judicious use of appropriate methodology in handling and mastery learning by ICT. The faculty members are the 'Model User of ICT'. They make good use of power point presentations and projects based instructional different curricular and co-curricular activities. The student teachers imitate

and learn different skills during their work education classes especially during Chalk Board Writing, Handling of equipments & preparing teaching aids.

Besides ICT, the emerging need is value enriched teacher. The institution has a value oriented system of working. We initiate the session with Havan. Morning assembly is organized by student teachers of respective “sadans” (Houses) on every day.

The captions, thought of the day, prayer and role models, code of conduct of teachers are exemplary for student teachers. They discuss and share their views on various religious, spiritual & moral ideals. The Administrator, Principal and all faculty members are leading examples. They review the code of ethics regularly to maintain values in the behavior of the student teacher.

Various co-curricular activities spontaneously encourage the student teachers to learn in them work and integration.

The personality development and communication skills are also in demand globally. So the institution provides the exposure to the student teacher through its cultural, sports and literary activities to acquire these skills and groom their personality.

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

The curriculum of B.Ed. course bears thrust on National issues like Value Education, Gender Equality, Human Rights Equality, Social Cohesion, Secularism, Environmental Degradation, National Integration, Population Explosion, Women Education, Education of Disabled Children and ICT.

To receive the student inter-active student- teacher community on the pattern of ancient Indian Gurukuls and Ashrams, institute maintains the morality and healthy relation of the society.

The institution conducts morning assembly daily where moral & social values are propagated and developed through prayers and short speeches on social & moral issues. Environmental Education and ICT and a part of the curriculum and the institute participates in research conferences, workshops, seminars and other events on such issues.

Micro teaching and case study methods are adopted and use of Internet for learning and recording is encouraged.

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

The institution uses ICT to obtain teaching and reading material. The students and faculty prepares teaching aids, Power Point presentations, assignments and projects based on ICT. The faculty and students also surf the internet for procuring information on recent trends and in the development of curriculum and for preparation of innovative teaching aids.

Mainly academic calendar year planner time - table, committee structure and their functions, important rules, norms, circulars, notices, different group like tutorials, work education & work experience proceedings, agendas and findings of staff meetings, various clubs and activities, sports and cultural events are to be organized, the rewards recognitions criteria / schemes / strategies, library and labs material, requirements & their stock check etc house exams & annual exams, seating plan, staff duties are planned with the help of ICT.

1.2 Academic Flexibility

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

There is ample scope for the student's community by the following ways.

Class seminars, Pre- practice teaching, Demonstration classes, Micro Teaching sessions, Models of Teaching classes, Teaching practice, Guest Lecturers, Workshops and Role play to get benefit from all the activities done in the college to make a reflective practice.

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

The institution provides adequate flexibility and scope in the operational curriculum by providing experience to the students through tours to various places for education, recreation and interaction. Apart from this, the extension lectures are held on different topics. The students are also made to organize In-House competitions & faculty is also encouraged to pursue research work. Flexibility in the operational curriculum is also ensured by providing options to students to choose crafts/options & prepare Teaching Aids as per their interests/aptitudes. For effective transaction of the curriculum, it is required it is up to

date. For keeping the curriculum up to date and introduce appropriate changes within the given curriculum, several inputs are provided parallels or sequentially.

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

No, specific value added courses have been introduced but as a part of B.Ed. curriculum value education has been done through introduction of courses on computers, gardening, home science, wax usage, and other art and craft courses. Apart from this, regular workshops on communication skills are in our schedule.

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

1.) Interdisciplinary/Multidisciplinary

B.Ed. Course is inter-disciplinary by nature. All subjects like Learner Nature & Developments Teaching Learning Process, School Management, Art & Craft, Music Education. All subjects (Child hood & Growing up, Contemporary India & Education, Learning & Teaching, Language across the curriculum, Understanding Disciplines and Subject, Knowledge and Curriculum) are interrelated with each other-

2.) Multi-skill Development

It is developed through Work Experience Program, School Experience Program, Practical work in various Laboratories, through SEC (Simple Expressional Competencies) which is a part of the curriculum and through various Inter & Intra College competitions like debates, declamations, poetry recitation, dramatics, Skill-in-Teaching & Teaching Aid Preparation Competitions.

3.) Inclusive Education

In the teaching learning process the individual differences (Gender differences, Economic status, Intellectual level, Family backgrounds etc.) among the students are taken care of and equal educational opportunities are provided to the students. Many resources pertaining to human and physical are provided and useful to everybody.

4.) Practice Teaching

Teaching Practice is organized one time in a session. The pupil teachers organize various curricular activities during this period along with the regular teaching under the supervision of teacher educators. At the end of the teaching practice a school report is prepared by the pupil teachers. After practice teaching, the students are able to solve problems related to the aspects of teaching learning.

5.) School Experience

Pupil Teachers help the Teacher Educators to frame the time-table, undertake action research, plan and deliver lessons and prepare teaching aids. They also organize and conduct activities like morning assembly quiz & drawing painting competitions, sports day Debate competitions etc.

6.) Work Experiences-skill Development

Various crafts are taught in the college like gardening, home craft, card-board making, candle making, interior decoration, art and painting etc. ,various competitions like rangoli making, mehndi, pot painting, collage making, model making etc are also organized in the college from time to time.

1.3 Feedback on Curriculum

1.3.1. How does the Institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stake holders with reference to the curriculum?

Feedback on the curriculum is sought through Alumni meetings, Interaction between teachers and students, Faculty meetings on regular intervals exclusively for this purpose, meetings with experts and educationists at formal and informal level. Parent Teachers meetings are also organize to obtain feedback.

The institution has adopted well oriented mechanism of getting feedback and exchange of information with regards to the curricular and co-curricular aspects of the B.Ed. course being run in the institution. For getting feedback on curriculum following practices are in vogue.

1. Feedback on curriculum by the student-teacher:-

The institution has tried its best to cater the needs of the students, society and nation through best practices in curriculum. Pupil teachers views and suggestions are invited on the curriculum for necessary modifications & improvement in the current curriculum . For this purpose the institution is working with two tools : first one is inviting student-teachers feedback on a Performa, through which Pupil teachers rate the complete course and the curriculum of the various subjects. The second tools are the suggestion box available in the college campus, where student-teachers can put their suggestions regarding the improvement in the curriculum.

2. Feedback on Curriculum by the Alumni :

The view and suggestions of old students of the institution are also invited with reference to the curriculum. These students are encouraged and motivated to provide feedback on the curriculum of the B.Ed. course. They are asked to post/disclose their views in following manner:

- Oral expression of their views about the curriculum to the principal or the subject teacher.
- Writing their suggestions/ ideas directly to the principal or subject teacher.
- Provide their suggestions through suggestion box.
- Giving their suggestions through E-mail.

3. Feedback on Curriculum by Employers:

Employers of the institution indirectly participate in the curriculum development by providing man & material resources, moral and financial support to organize extension lectures and to attend workshop and seminars regarding curriculum development.

4. Feedback on Curriculum by Teaching Staff:

The institution has its Internal Curriculum Review & Reform Committee consisting staff members as subject experts. This committee analyses the existing curriculum of the B.Ed. course, Finds out the needs & difficulties of the student – Teachers and provide suggestive measures for the modification in the curriculum.

The faculty members meet after every academic activity to review and discuss the strengths and weaknesses of the activities. They also provide suggestive measures for improvement in these academic activities.

The existing working related to curriculum aspects of the college are discussed in the staff council meeting.

Teachers play an active role in the tutorials to solve problems of student –teachers regarding the curriculum.

5. Feedback on curriculum by the Community:

The institution has established a cordial linkage with the community and the community comes together. At the time of every meeting formal & informal feedback is received from the community regarding the curriculum. Some of the activities are:

The institution has established extension linkages with community and local educational institutions i.e. practice teaching schools & College. We also organize various services/activities in the community such as awareness program, Tree plantation etc. and also received feedback and suggestions from the community members at that time.

The institution always invites Heads & staff of the practice teaching schools, parents of the student-teachers & community members in various activities, function exhibitions and competitions of the college on Teaching aids skill in teaching, cultural activities, talent search, sport meet etc, where they provide their valuable feedback & suggestion to the course.

The feedback from the school teachers, during practice teaching about the B.Ed. course and their experience at practice teaching on prescribed Performa (developed by the institution) is collected and reviewed.

The institution is planning to organize a meeting and workshop with school principals and teachers of the neighboring schools to share their views on the methodology and curriculum of the B.Ed. course.

Thus institution is trying its best, to communicate & receive feedback from all its stake holders, with regards to curriculum.

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

Feedback is discussed in faculty meetings and with the employers and changes and suggestions are forwarded to curriculum revision committee. Changes are implemented at

the college level in pedagogy (teaching styles and requirements) to make teaching learning process more effective.

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

The feedback so collected is deeply analyzed by the Principal with the faculty members. The worth full suggestions are discussed with the subject faculty members then submitted to the university in the meeting of Board of studies.

Since the curriculum regulatory body of the B. Ed. course is RRBM University, Alwar. So there is no scope for any Self financing Private institutions in the development of the curriculum.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major division during the last five years? How did these changes contribute quality improvement and students satisfaction (provide details of only the major changes in the content that has been made)?

Changes have been made in TLP (Teaching Learning Process) and additions have been made in Models of Teaching and micro skills by the University, according to the emerging needs and trends of Teaching Learning Process for quality improvement. Such changes in the syllabus make the students aware of recent advancements in Educational Technology and thus result in student satisfaction.

Board of studies has also introduced some changes in division of Internal & External marks of B.Ed. courses.

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

The institution adopts several strategies to assess the need and areas for curriculum revision and updating through tutorial meetings, class room discussion, staff meetings and feedback from practicing schools in the form of reports.

1.5 Best Practices in Curricular Aspects

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

The teachers are motivated to prepare their teaching plan at the beginning of the session and cover their syllabi in accordance with the plan

The students are given regular home assignments which are corrected by the concerned teacher and necessary suggestions are given to the students.

In addition to the term tests at the end of every term, the teachers frequently take class tests in their class itself.

At the end of important topics or chapters the students are promoted to make student's presentation in the class room related with the topic recently covered.

Distinguished educational experts are invited to deliver extension lectures to the students by which not only the students but the faculty members are also quality benefited.

The institution provides resources like language lab, library, computer lab, E.T. lab, craft lab, psychology lab for quality enhancement. Student performance is regularly checked on the basis of results in terminals and unit tests. Feedback from the students ensures the sustenance of quality.

Distinguished educational experts are invited to deliver extension lectures to the students by which not only students but the faculty members are also equality benefited.

1.5.2. What innovations/best practices in curricular aspects have been planned / implemented by the institution?

Best practices in curricular aspects which have been implemented are use of technology in Education i.e., Micro teaching, Simulated teaching, Team teaching, Devising lesson plan, etc., Use of LCD, Power point presentations, OHP, teaching aids, etc. preparation and use of teaching aids in various teaching subjects and by conducting seminars and workshops from time to time related to compulsory and teaching subjects. All the innovations and plans are framed up according to norms and regulations of NCTE and affiliated university.

CRITERION II: TEACHIG–LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

2.1.1 Give details of the admission process and admission policy of the institution?

As per the policy of the State Government, the College admits students through a Common Entrance Test (PTET) conducted by the coordinator PTET (**KOTA UNIVERSITY, KOTA**). The students have a choice to opt for any B. Ed college, depending upon their merit score. Pre-Teacher Education Test consists of four sections, namely, Mental ability, Teaching attitude and Aptitude test, General Awareness, and Language Proficiency (Hindi or English). Mental Ability Test comprises of 50 multiple choice type questions and assesses abilities like, Reasoning Imagination, Judgment and Decision Making, Creative Thinking, consists of 50 multiple choice type items. It has items related to Social Maturity, Leadership, Professional Commitment, Interpersonal Relations, Communication, Awareness, etc. General Awareness consists of 50 multiple choice type item. It has items related to Current Affairs (National & International), Indian History & Culture, India and its Natural Resources, Great Indian Personalities (Past & Present).

Environmental Awareness, Knowledge about Rajasthan, etc. Language Proficiency (Hindi or English) consist of 50 multiple choice type. It has items related to Vocabulary, Function Grammar, Sentence Structure, Comprehension, etc. The general candidate has to score 50% in UG or PG course otherwise she or he will not be eligible for admission into B.Ed. Program. The eligibility as prescribed by NCTE for B.Ed. Programs is followed strictly. The reservation policy of Rajasthan State Government is being followed. The Students are allotted by Coordinator PTET. The college admits students on the basis of the list of qualified candidates received from Coordinator PTET.

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

The Programmers are advertised through College Web site shows detailed information about the college. Information is given about the faculty members, subject

combinations, infrastructure, and facilities in the college, previous results & activities organized by College.

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

Admission through entrance Test conducted by **KOTA UNIVERSITY, KOTA**. Authorized & Controlled by State Govt. Statutory body of test conduct is allotted the candidate on merit basis. Qualified candidates are reported to the college after issuing allotment letter. Institute made the online reporting to Statutory Body.

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

The institution makes varied efforts to retain the diverse student population by making provision for use of any language as medium and the medium of instruction is also selected as per the needs of the students. The institution has a Guidance and Counseling Cell to address the problems of female students. The institution tried to celebrate days related to all religions and trying to follow a secular policy and varied & diverse cultures are involved while organizing or participating in any cultural program, functions or competitions. Interaction of curriculum in the students interactive instructional techniques are used. Gender equity and admission opportunity for differently disabled students are also considered.

The institution has a privilege of its location, that's why its students fauna has diverse backgrounds. The pupil-teacher from different economic, cultural, religious, linguistic backgrounds and physical challengers enjoy their individuality in harmony of great diversity in Institution's academic environment. The following strategies are in vogue for the great cause:

1. The institute assisted the economically weaker pupil-teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them through book banks. The uniform and transport aid are also provided.

2. Religious festivals and events are celebrated by pupil-teachers for integration of their faith and believe. Every student is encouraged to share and represent her culture and sect in various cultural activities as well as in morning assembly. Lohari, Diwali, Holi, Vasant Panchami and Christmas are celebrated in the institutions.

3. Institute has a conducive academic environment for the expression, joyful study and celebration of life for the female pupil-teachers through various cultural and co-curricular activities.

4. The linguistic diversity has been facilitated in teaching learning process by educating through both medium- Hindi and English. There is an equal respect and attitude towards various languages and dialers of the students. The teacher educators take care of their emotional attachments to the languages and dialects so that students feel comfortable in a learning friendly environment.

Seats are set apart for differentially able and economically weaker sections as per state government rules. Pre-examination counseling is given to SC /ST and OBC students.

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

Student's knowledge is assessed through the B.Ed. Entrance Test conducted centrally by any one of the Universities and thus, the College does not need to repeat the process at its own level.

2.2 Catering to Diverse Needs

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

The authorities of the institution try their level best to create an environment conducive to learning and development of the students by providing them the best of infrastructure facilities, Computer, Qualified faculty, and instructional material. The students are psychologically prepared for learning through orientation in the beginning of session. Excursions, discussions, seminars, competitions and guest lectures are held from time to time to motivate and encourage them.

A friendly atmosphere is created in the class by the concerned teacher so that the communication and interaction with the students become easy.

The institution also provides environment to the student teachers where not their cultural, social, intellectual, moral, mental & professional growth are also taken in time to time for developing all the aspects of personality of the student teacher. In these programs student teacher are encouraged to participate and organize the whole activities. The faculty serves as guidance force for them. All the activities of competitions are also organized at the college level for the student teachers to foster sense of competitions among them. The important program / day celebrated at college level are:-

1. Independence Day Celebration
2. Republic Day Celebration
3. Diwali
4. Lohari
5. Id
6. Women's Day Celebration
7. Science quiz competition
8. Inter house Speech & Poetry Competition
9. Aids Day
10. Environment
11. Science Day
12. Inter house Debate & Extempore
13. Poster Making, Rangoli, Teaching aids, Competition
14. Chalkboard Writing Competition
15. Pot Decoration
16. Drawing & Painting
17. Mantrocharan & Shalok

Along with all the competitions regular, morning assembly is also organized at the institution. The morning assembly is organized for all days in a week. Through morning assembly the institution tries its best to inculcate the moral & spiritual values among the student teachers. It is compulsory for every student teacher to participate in the morning assembly and to perform any activity according to her interest. The morning assembly activities include Gayatri Mantra, Sandhya and Prayer, Patriotic / religious songs and

national anthem. All these activities are included to foster some moral, social, spiritual & national values among the student teachers.

Besides all this student teachers are encouraged to participate in the various competitions & workshops etc. held at other colleges, where our student teachers got remarkable achievements. Some other activities organized for their personality development are community participation, games & sports, work experiences, classroom seminar, extension lectures etc.

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

Diverse learning needs of the students of the college are catered by providing those well equipped laboratories, library, well furnished class rooms, well qualified faculty. The College arranges extension lectures, guest lectures, counseling sessions & participation in different activities from time to time.

- Extra Classes for week and needy pupil-teachers
- Issuing books to Pupil-teachers during annual examinations.
- Organizing the Extension Lectures by prominent educationist.
- Assignment and projects are assigned to the pupil-teachers.
- Pupil-teachers need for academic areas and discussed through the tutorial and are also provided with remedies.
- Remedial teaching is given after every class/unit test and house examination.
- Proper orientation about examination and evaluation system.
- Appropriate demonstration is given to the pupil-teachers for model lessons in different skills & teaching practices etc.

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

While teaching in class, emphasis is given on inter and intra individual differences. All the students are treated equally and are given equal opportunities. Blackboard presentation on various topics, by each student is essential to enhance their level of confidence.

- Developing core teaching skill through simulation.

- Observation and discussion of demonstration lesson.
- Observation and supervision at practice teaching.
- Interaction and participation within community.
- Educational tour
- Extension lectures
- Provision for work experience
- Creating learning situation through tutorials.

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

All the faculty members are well qualified having Master Degrees in the concerned subjects. Feedback from students is taken by the authorities and the teachers are advised to bring about necessary changes to make their teaching more effective.

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

The institution ensures development of knowledge and skills in students teachers by organizing various activities at class and college level. Practice in teaching skills is also ensured through Micro Teaching, Simulated Teaching and Teaching Practice. While organizing any activities/ function at college level student teachers are assigned duties/ responsibilities to provide them opportunity to organize various activities under the supervision of the concern tutor.

2.3 Teaching- Learning Process

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

The institution engages students in active learning by providing them various resources of learning like library, internet, giving individual projects simulation, peer teaching, role playing, practice teaching, group discussion etc.

Sessional work which is evaluated by their conduct and performance on various co-curricular activities and assignments which includes:

- * Supervision of Practice Teaching
- * Working on Flender's Teaching Model
- * Observation of Teaching Competencies

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

The college always aims at the overall development of personality of the Pupil teacher which includes social, cultural intellectual mental academic and physical development so as to make effective & competent teacher as well as vigilant and valuable citizen. A variety of program has been organized and planned by the college to follow the student centered approach which is mentioned as under:-

1. Almost every student teacher is variably involved in various activities / program of the college for developing their talent in the field of their interest. Student teacher's participation in various activities is ensured through the organization of morning assembly.
2. Tutorial groups and guidance & counseling cells are established to solve the student teachers academic, personal, career and social problems.
3. Every faculty member caters the needs of the student teachers while developing the content matter in classroom, as per the need of the student teachers the teacher's educator changes his / her methodology and uses various teaching aids to make concept easy & understandable to the student teachers.
4. Teachers educators precisely diagnose the problems of the student teachers by oral testing, written test, class test and house examination and then provide them necessary remedies accordingly
5. Seminars, projects and case studies are conducted by the student teachers themselves under the guidance of the respective teacher's educators.
6. Pupil-Teachers are motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, reference books & periodicals etc.

7. Regularity, punctuality and discipline in the college are maintained by a body of student teachers and discipline committee as well.
8. Organize SUPW camp/Open-air session.
9. Extension lectures & competitions are organized to cater the student teachers need.
10. Training in handling hardware and software is also provided to the Pupil teachers, in order to meet the requirements of the modern classroom. During this training student teachers are taught about the use of OHP & LCD projectors using CD-ROM or DVD and T.V. in the class room.
11. Student teachers are offered a variety of options in all optional papers where student teachers are free to choose any option as per the requirement or interest.

Thus all the above mentioned activities and many others are successfully organized to cater the student teachers need and to make learning more easy and reliable to them. Every effort has been made to make learning student centered and community oriented. Learning is made student centered by arranging seminars, Micro Teaching Sessions, giving assignments, projects, competitions etc.

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

Different methods are used for teaching different topics like lecture method, project method, lecture cum demonstration method and problem solving method. Teachers use Cooperative Approach while teaching. The innovative Approach introduced by college teachers is co-operative learning.

As in the B.Ed. curriculum 80% weight age is given to theory and rest 20% weight age is given to pedagogical skill to development, practical work, field work, teaching practice etc.

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

No, there is no such program provide in the B.Ed. curriculum to provide training in models of teaching in model, but our Institute uses servile of

methodologies and approach to provide effective learning experiences to the student teachers.

Lesson Plan

Special sessions are being devoted for the preparation of lesson plans and related requirement. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of various A.V. aids how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc, are discussed in details.

Micro-Teaching

Student teachers are provided with adequate training in delivery of model lesson presentation before starting their micro teaching and teaching practice in the schools, Before the commencement of micro teaching lesson, student teachers are well known about the micro teaching its concept, requirement & various teaching skill. Demonstration lesson in each skill and in each teaching subject is presented before the student teachers by the teachers prepares and delivers five micro lessons in each teaching subject and two criticism lesson in simulation. Micro Teaching lesson has the duration of 5-7 minutes, where as Comprehensive & discussion lesson have time duration of 20 and 40 minutes respectively. Yes,

The institution provides training in some models which are included in our curriculum. The students are encouraged to use these models during their teaching practice.

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

Yes, the student teachers do use micro-teaching technique for developing teaching skills. The skills practiced are Introduction skill, Questioning skill, Explaining skill, Demonstration skill, Blackboard skill, Stimulation-variation, Reinforcement and language skill. Each student prepares 3 micro lessons from the above mentioned skills after going through a rigorous skill acquisition phase.

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

Each student delivers one lesson per day and is observed by the Teacher Educators and the students delivers 40 lessons, 20 of each Teaching subject in two sessions of practice teaching. The school teachers observe the lessons of their respective subjects and give constructive suggestions. Feedback is also sought from school teachers for further improvement. Lesson plans are checked by teacher educator before the pupil teachers deliver the lessons in their respective classes.

There are 11 schools engaged with us for practice teaching. Each student delivers one lesson per day. The school teachers also observe lesson sometime in the class and give informal feedback to the pupil teachers as well as teacher educators, during practice teaching, each lesson is checked before those are taught to students in the class and observed by the faculty.

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

Block Teaching/ Internship program conducting by the institution. Students go for this program in various schools. In these days students learnt about all the school work & activities which are useful to all round development of a students.

In present curriculum of B.Ed. course according to norms & regulations of NCTE- 24 days internship program is compulsory for students of first year and 96 days internship program is compulsory for students of second year. The schools are allocated for internship for D.E.O office.

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

The Pupil Teachers frame individual lesson plan with the suggestion and cooperation of school teachers and mentors keeping in view the requirements of the students of the school and the school syllabus left in the practice schools.

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

The Teacher Educators keep pace with recent developmental trends in education and the increasing range of students' behavioral tendencies and needs by attending workshops, seminars, reading journals, surfing internet and transfer this information to Pupil teachers through orientation and workshops. Remedial and Diagnostic teaching is followed by the teacher Educators and it is made sure that student teachers modify their teaching by following the suggestions given by the Teacher Educators.

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

The Teacher Educators themselves use/adopt technology in the form of Audio Visual Aids like charts, models, OHP, LCD, Epidiascope and ICT while delivering demonstration lesson for encouraging and motivating the pupil teachers for the same.

2.4 Teacher Quality

2.4.1 Are the practice teaching first developed in partnership, cooperatives involving the schools staff and mentor teachers? If yes, give detail.

The pupil Teachers frame individual lesson plans with the suggestion and cooperation of school teachers and mentors keeping in view the requirements of the students and the syllabus through pre-practice teaching. Teachers take initiative to learn and keep abreast of the latest developments, to innovate, continuously seek improvements in their work.

2.4.2 What is the ratio of student teachers to identify practice teaching school? Give the detail on what basis the decision has been taken?

The average ratio of students is 15:1 depending upon student strength of the school and whether the school is Primary, Secondary or Higher Secondary.

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

The Pupil teachers are observed by Teacher Educators, Peers & School Teachers and are given suggestions for bringing about modification in their teaching. Various feedbacks Performa's are used.

At the time of actual practice teaching teacher educators as well as school teacher sits in the classroom. After giving lesson teacher educators as well as school teachers give oral feedback to student teachers so that they improve their performance. The teacher educator gives written feedback in their lesson diaries. Principal heads of the schools also provide their dynamic feedback during practice teaching to the pupil teachers. The mentor teachers guide the student teachers about what to observe, how to observe and how to get feedback to their peers.

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

The institution keeps itself updated with latest policy direction by holding discussion session with schools from time to time and from other sources like seminars, workshops, journals newspapers, and internet. The Teacher Educators ensure that the Pupil Teachers consult the school teachers regarding requirements of the curriculum and education needs of the schools.

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

The Students and faculty keep themselves aware of the recent developments in school subjects by consulting schools and reading other sources like newspaper, internet, journals etc. The knowledge of recent development helps in developing personal, professional attributes of students and faculty.

The recent development in school education like grading system, concept of smart class and various common entrance examinations etc. have been discussed with student through wall magazine, morning assembly and discussion. The faculty members are given opportunities to attend and participate in seminar, conference, workshop and extension lecture in college to keep pace with the recent developments in the school subjects and

teaching methodologies. They develop their own teaching methods module for teaching, teaching aids and make use relevant tools and techniques.

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

The institution sends the teachers to various seminars and workshops for their personal and professional growth and development.

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

Yes, staff members are rewarded & motivated for good performance by way of giving them honor. The staff members are motivated by way of giving increments and involving them in decision making.

2.5 Evaluation Process and Reforms

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

The barriers are identified at various levels through class room discussion, Tutorial meeting and feedback. To remove these barriers, conducive environment is provided in the form of co-operative staff and best infrastructure well equipped laboratories, Library, well equipped Computer lab and facility of Broadband internet, well qualified Principal and well qualified Teachers.

All the faculty members are motivated and devoted for the welfare of student teachers. Student teachers' classroom problems and campus experiences are invited to share the tutor and all the student teachers in-charge. Faculty members provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids and methodology. SUGGESTION BOX is also providing an extra space to share their view on different learning barriers in campus.

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

The students are assessed/evaluated through various ways like class test, House tests, external University Exam, Assignment based lessons, seminars etc. In nutshell we follow continuous comprehensive internal evaluation system along the lines of affiliating University.

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

The Assessment/Evaluation outcomes are communicated to students through marks and remarks answer sheets, assignment are corrected remarked and are returned to students for improvement of performance of students. We also motivated the students by announcing the results of various competitions in Morning Assembly and giving prized on Annual Prize Distribution.

2.5.4 How ICT is used in assessment and evaluation processes?

All office work is done through computer (Internal Assessment, Marks of House test, all records are maintained on computers). Holistic approach is used for assessment of all round development of students with the help of ICT.

2.6 Best Practices in Teaching Learning and Evaluation Process

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

We apply cooperative learning approach and context based learning approach to some topics of our curriculum. Continuous evaluation is done time to time to judge the achievement of pre specified objectives.

Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners. Personal guidance is given to the students. Progress of the students is communicated to the parents from time to time.

College also has a method of evaluation of teacher on the basis of teacher's self appraisal report, which is submitted at the end of every academic year. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month Principal visits every class in order to obtain feedback from the students.

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

The Teacher Educators make use of technology in form of CD based lesson plan first and OHP and also encourage the students for the same. The college prepares teaching aids in the workshops held regularly in the college. The college has 25 computers, a T V, Video Cassettes, DVD players, CD's, OHP, Slide and LCD Projector etc. The college gives liberty to all its faculty members and students to use ICT.

CRITERON: III RESEARCH, CONSULATANCY AND EXTENSION

3.1 Promotion of Research

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

The institution tries its best to motivate the teachers to take up research in education to keep abreast of the current knowledge and development in the field of Teacher Education. The library is equipped with vast variety of books and surveys. Various National and International Journals are also subscribed for the library. Broadband internet assessment is available to the Teacher Educators.

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

The main area of research prioritized by the institution-

- * Action Research
- * Case Study

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

Yes, the institution encourages Action Research. The students choose a Classroom problem while doing teaching practice in schools, conduct action research on it and prepare a report on the same. Action research is a compulsory provision in the syllabi of the B. Ed. Course. During the years all the student teachers have taken up a good number of action researchers successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. The student teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- Slow learners
- Lack of interest
- Poor hand writing
- Incomplete Home work

- Cheating/ unfair means
- Indiscipline
- Low attendance during morning assembly
- Inefficiency in performing science experiments
- Proper use of dictionary
- Problem in Mathematics
- Cleanliness of school campus/own locality
- Incorrect pronunciation
- Fear from mathematics

The major outcomes of action research are-

- (a) Improving and modifying the class room strategies, tactics and teaching aids.
- (b) Develop interest, attitude and values of the student towards their studies.
- (c) Dealing with the classroom and school problems relating to discipline and code of conduct.
- (d) Developing the habit of completing class note and active participation.

3.1.4 Give the details of conference/seminar/workshop attended/organized by the faculty members in last five years.

Seminars attended by faculty members in last five years are as following

Sr. No.	Name of Faculty Members	No.of Seminars Attend
01.	Dr. Chandra Prakash Paliwal	15
02	Dr. Pramod Kumar Sharma	9
03	Dr. Anuradha Paliwal	10
04	Dr. Brahma Dutt Sharma	9
05	Sh. Harendra Kumar	6
06	Smt. Manishi Mehru	2
07	Sh. Ramakant Jaiman	6
08	Sh. Roop Ram Yadav	5
09	Sh. Satish Kumar Meena	6
10	Smt.Kamlesh Sharma	3

11	Smt.Manju Sharma	1
12	Sh.Sunil Kumar	4
13	Smt.Sunita Rajput	4
14	Sh.Gopesh Sharma	5
15	Miss Minakshi Gupta	1
16	Smt.Poonam Yadav	2
17	Smt.Garima	2

3.2 Research and Publication Output

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

The institution from time to time develops teaching aids according to the requirement and needs of the students. The teaching aids are in the form of Models, Learning Modules, Charts, Maps, Compact Disks/DVD's/Power Point Presentations, Flash Cards, Transparencies and Improvised Apparatus etc.

Photos of scientists, social reformers, freedom fighters, Nobel laureate, Educationists, psychologists are arranged in college way. Working and static models are kept ready to exhibit.

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

The instructional materials are developed by providing optimum facilities to the students. The institution has well equipped Library, Psychology, Educational Technology Laboratory, Fine Arts Room, Science Laboratory, Health & Physical Room, Audio Visual Aids Room, Language Room, Art and Craft Room, Social sciences resource room, ICT & Computer Laboratory and workshop. The Staff also attends workshops and seminars from time to time to update themselves about the recent developments.

Orientation- Pupil teachers are given orientation towards development of-

- Power point presentation
- SUPW articles
- Teaching learning aids

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

The institution has developed various power point presentations and self instructional materials related to different subjects.

* OHP transparencies for orientation to micro-teaching.

* Instructional materials like transparencies and slides are developed by the teacher-educators for classroom teaching, microteaching and pre-practice teaching session.

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

a) Organized by the institution-A national seminar organized by Institute.

b) Attended by the staff- Ajim Premji foundation organized a workshop for teacher educations 24 Dec. to 31 Dec.2016. Six staff members of institution attended the workshop.

c) Training provided to the staff.

Attempts are being by the institution in this regard.

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

Some papers of Dr. C. P. Paliwal (Principal) have been published in journals listed below:-

Shivira Patrika, Teacher Education, Teacher Today, National and International Journal.

Research papers of Dr. Pramod Kumar Sharma (Vice Principal) have been published in International journals.

Four research papers of Dr. Anuradha Paliwal have been published in national and international journals.

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

Not applicable

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

Institution provides all the available facilities to research for faculties

3.3 Consultancy

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

Yes, The institution provides consultancy service to practice teaching schools by organizing extension lectures on various social issues.

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

Our college is having well qualified lecturers on subject methods and they are competitive enough to provide consultancy in their respective subjects.

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

Free consultancy is provided for the welfare of the organization and society as a whole.

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

Not applicable.

3.4 Extension Activities

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

The college authorities are always concerned about the well being of local community. It is carried out for the benefit of local community is as follows.

The Corner Drama on-

- The Dowry System
- De addiction
- Law and Rights Awareness Program
- Women Protection

- Transport Rules
- Miss Use of Mobiles
- Swachh Bharat Abhiyaan Rally
- Beti Bachao Beti Padhao Rally
- Social surveys on economy, education and profession have been done.
- The institution also visits social organizations and institutions like Deaf and dumb school and Old Age homes for social surveys and the students also extend their services to these institutions.
- Environmental Awareness & Tree plantation
- Workshop on L.P.G. & Oil conservation giving information about
- Awareness Rally of Pradhan Mantri Jan Dhan Yojna
- Swachhta abhiyan on public place.
- E-waste Management Programme
- Rain Water Harvesting
- The Hawan and Yagya(51 Kundiya) is organized on Maharishi Dayanand Saraswati Jayanti.

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

The community people are having good opinion on the institution and they extend all possible help to the institution during organizing extension activities. Through the efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community. Institution promotes community networking through the practice of “Each One Teach One”.

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

In future the institution plan to provide community orientation to the students by conducting surveys on different topics of community interest, organizing visits to orphanages, blind homes, deaf and dumb schools, old age homes, Old age literacy, Family planning, Women Education, Awareness to become a better citizen etc.

- Planting and preserving trees.

- General awareness campus of AIDS, Polio etc.
- Promoting cleanness and social development program.
- Eradication of plastic things specially polythene bags.
- Promoting girl education.
- Campaigning women empowerment.
- Rog Nidan Camp.
- De addiction awareness
- Cleanness program.
- Hawan (Yagya)
- The corner Drama.
- The Rally on different social issues.

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

Yes, the institution has completed many project relating to the community development which are given as-

- Pollution awareness project.
- Human right awareness project.
- Awareness about female feticides and aids.
- The signature campaign on wine.

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

The institution tries its best to inculcate and develop the social and citizenship values and skills among the students by arranging Rallies on Swach Bharat Abhiyaan, Make in India & Beti Bachao Beti Padhao and Awareness Lectures on contemporary social issues and problems. The institution tries to develop values by arranging skits, prayer sessions, and lecture on moral values, poster making competition, debates & etc. on social and moral issues. Work culture is developed by assigning projects and class room.

Representatives are appointed to develop the task of responsibility. Dignity of labor is inculcated by allotting various activities related to art and craft and Team spirit and values

like co-operation and tolerance towards one another are propagated and encouraged by organizing Intercourse competitions. The Institution has organized a National Seminar on Values also.

3.5 Collaborations

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

The institution has linkage with NCTE (NRC), NCERT, RRBM University, Alwar and other Teachers Training Institute, Govt. & Non-Govt. Schools. This linkage helps institution in enhancing the quality of teaching.

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

- No such linkages could be established yet.

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

- Curriculum development
- Teaching
- Training
- Practice teaching
- Research
- Consultancy
- Extension
- Publication

College linkages with practice teaching schools to ensure teaching practice in real situation. In academic session college sends its students for teaching practice two times for 15-20 days to schools. College provides consultancy and extension services to schools. All schools positive response ensures good functioning of our placement cell. School helps in examination process by sending their school teachers as examiner whenever required.

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

The institution develops proper linkage with school sector by arranging activities such as School function Tree plantation drive and various cultural, sports, literary and art competitions during teaching practice program conducted in the schools.

The institution also invites school teachers to college for judging various competitions like, drawing competition, cultural program etc. We also invite school teachers as judges in various Skill-in-Teaching & on the spot Teaching Aid Preparation Competitions of the College level or Inter College Level. Our faculty also visits various schools for judgment in various Interschool competitions such as debates & declamations.

3.5.5 Are the faculty activity, engaged in schools and with teachers and other school personnel to design, evaluated and deliver practice teaching? If yes, give details.

Yes, the faculty members meet the concerned teachers to know about the need, requirements of the schools and syllabus and then invite suggestions of the schools in the process of practice teaching. The faculty also ensures that the pupil teachers teach according to the needs and requirements through observation of their lessons regularly. Remarks are given by the teacher educator and it is seen that the students don't repeat the previous mistakes and modify their teaching.

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

Yes, the faculty collaborates with school and other college or university faculty. The faculty members of our college keep collaborate with schools other colleges and Universities through attending seminars workshop research activities Panel discussion debates talk show etc.

3.6 Best Practices in Research, Consultancy and Extension.

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

The institution from time to time provides relaxation in time table to the staff members so as to motivate them to participate in activities like Research and Extension.

College provides more and more opportunities for faculty member and pupil teachers to attend seminars and workshops.

Library with digital section internet facilities, a number of good journals available at college.

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

Research oriented atmosphere is provided to the teachers and there is a provision for study leave as well as relaxation in time table. A well equipped library with variety of books and journals is available to the teachers. Internet facility is also provided to the teachers. Students and faculty are also encourage to participate in various social services extended by the college like Swatchh Bharat Abhiyaan Rally, E-Waste Management, Rain Water Harvesting Yoga Education, Women Empowerment, Wmen Right Awareness, Beti Bachao – Beti Padhao Rally and by giving information about Oil & LPG conservation etc. PradhanMantri Jan DhanYojna Awareness Rally, Extension lectures, Corner Drama on different themes, social issues etc

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Yes, the institution has the entire physical infrastructure as per NCTE norms. It has a built up area of 3060.31 Sq. Mt. And have facilities like method labs, psychology lab, science labs, educational technology lab, computer lab, physical education lab equipped with all the necessary equipments and facilities.

The details of infrastructural facilities are give ahead:

Total Land area	14961.05 Sq. Mt.
College Earmark Land area	4955.71 Sq. Mt.
Buildup area	3060.31 Sq. Mt.
Class rooms	55.36(Above) Sq. Mt. (each-8)
Psychology Lab.	72.505 Sq. Mt.
Health &Physical Resource Centre	63.92 Sq. Mt.
Science Lab.	53.55 Sq. Mt.
Art & Craft Resource Centre	72.675 Sq. Mt.
Computer Lab.	72.505 Sq. Mt.
Multi Purpose hall	217.050 Sq. Mt.
Seminar Hall	72.675 Sq. Mt.
Staff Rooms	55.36Sq. Mt.
Common Rooms	55.9 Sq. Mt.
Library	91.16 Sq. Mt.
Store	31.025 Sq. Mt. (Each-2)
E.T.	72.505 Sq. Mt.

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

The building of the institution is such that it can be expanded according to the requirements and felt needs and a budget has been allocated to meet such needs. The institutional is well aware about the new development in education and academic. It tries its best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum.

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

The institution has play grounds for various sports activities and spacious multipurpose hall and Auditorium for various co-curricular activities. Craft Room and Work experience laboratory / workshop: has been established on the lines of 'Learning by doing' philosophy in teacher education. The lab is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting, card board modeling, pot decoration, preparing best out of waste and material for and model preparation.

Multipurpose Hall:- The multipurpose hall with a seating capacity of 400 persons is there in the institutions for provides a common platform to students, faculty and renowned educationists for regular interfaces, conference, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lightening system and communication tools like public addressing system.

Playground:- Institute have lush green playgrounds for organizing games like badminton, volleyball, handball, cricket and football is available. A track for organizing athletics is provided. Sports kit and marital are provided to the Pupil teachers.

Other Facilities:- CD player and CD's of educational films are available in the educational technology lab. LCD is used for showing educational films.

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

The physical infrastructure of the institution is not shared and is exclusively for B.Ed. students only.

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

The institution has all the necessary facilities to ensure the health and hygiene of the staff and students. There are separate rest/common rooms for girls, separate neat and clean washroom facilities for men and women. The institution has a well equipped Health Center for medical assistance. Canteen facility is available in the college campus.

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

The hostel facilities are available. There is facilities of hostel are given to students, as sister branch that is run by Shri Ramjilal Arya Kanya Hostel Committee, Swami Dayanand Marg, Alwar.

4.2 Maintenance of Infrastructure

4.2.1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any (Building, Laboratories, Furniture, Equipments, Computers, Transport/Vehicle)

The Budget allocation in last three years for the maintenance of the infrastructure is as follows: the management has plans and facilities for need based development and expansion of infrastructure.

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

The institution ensures optimum utilization of available infrastructure by proper planning of time table and examinations. Various laboratories like Psychology Laboratory, Science Laboratory, Computer Laboratory, Educational Technology Laboratory,

Art & Craft Resource Centre Laboratory, etc are used to conduct practical work of different subjects. Grounds are used for physical development oriented activities.

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

The institution keeping in view the environmental issues has ensured that all the rooms are airy and well ventilated, spacious and are well furnished with sufficient provision of fan and tube lights. The institution is located in a pollution free area and in a peaceful atmosphere. The institution has lush green lawns and trees all around keeping the environment healthy.

4.3 Library as a Learning Resource

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

Yes, the institution has a well qualified librarian and sufficient technical support staff.

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

Different kinds of the dictionaries, encyclopedias, journals/periodicals, and atlas are also available in the library. A variety of news papers of both in Hindi and English are regularly noticed in the library including employment newspapers. Major research surveys on education are also available to use for the staff and students for maintaining the quality education .The institution has a well stocked library and has 8359 books, 8 journals, 8 magazines. Access to internet is also available.

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

Yes, the institution has a library committee that ensures that the library resources are adequate and relevant and also makes sure that the library is updated from time to time by making additions in the existing stock of resources.

- To give suggestions for improvement of library services.
- To give suggestions for necessary infrastructure like furniture, computer etc.
- Budgeting and Purchasing of library books and journals annually and periodically.
- Annual stock verification
- Book-bank for needy students

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

Yes, the library is computerized. All the books have been registered on computer and records are maintained through computer.

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

Yes, the institution has computer, internet and reprographic facilities and can be accessed by staff and students.

4.3.6 Does the institution make use of Inlibnet / Del net/ IUC facilities if yes, give details. :

The institution does not have the facility of Inlibnet / Del net / IUC as it has not signed any agreement and not joined any consortium. But in future it has decided to join the IUC consortium is Inlibnet /ernet.

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

The library is open approximately 07 hours/day on all working days. Library is open for students during summer vacation.

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

The new arrivals in the library are brought to the knowledge of students and staff by displaying titles on display boards.

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

Yes, the institution has a book bank. Books from the book bank are given to the needy students throughout the year.

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

The staff is helpful for a PH student. Librarian provides books & other materials to the students. Extra time for returning the books is also given.

4.4 ICT as Learning Resource

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

The institution has a well equipped computer lab with facilities like internet connectivity and printer which is available to all students and staff. A separate provision has been made in the time table for students to access the computer lab.

The college has a computer laboratory with internet connectivity. It also provides-

OHP with screen

LCD player with Projector

Digital Camera

Television

Slide Projector

Epidiascope Projector

White Board

Amplifier

Cordless Mick

DVD and CD's

The students get ICT training to operate the above. Record is maintained by the students.

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

Yes, computer education is a compulsory course in which basics, Power Point Presentations, MS Word, and MS Excel are taught as skills to students.

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

New – technology/ICT is incorporated in the curriculum-fractional processes by the use of Power Point Presentations, internet etc. Usually, Power Point is used for preparing notes, lesson planning and presenting papers for seminars and workshops.

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

The student teachers adopt technology for preparing teaching aids in the form of Power Point Presentations, slides, transparencies developing lesson plan and evaluation. Pupil teachers also prepare slides related to the school curriculum which is to be taught in the classroom.

4.5 Other Facilities

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

Yes, the college ultimately uses its instructional infrastructure (Human/Physical) to serve the community e.g. extension lectures in schools, Swatch Bharat Abhiyaan rally, Pradhan Mantri Jan Dhan Yojna Awareness Rally. The institution shares its facilities during seminars, workshops, yoga session etc.

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

There are various audio visual facilities/materials available with the institution in the form of 200 CD's and 20 Video cassettes. The student teachers are encouraged to use the resources in the institution in the form of aids for developing their lessons. The teacher educators also use these aids in their demonstration lessons to encourage their use by the student teachers.

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

The college follows laboratories as per NCTE guidelines. The institution has Psychology Lab, Social-Science Resource Room, Art & Craft Lab, Language Resource Room, Science Lab, Physical Education Lab, and Educational Technology Lab, Computer Lab which has a seating capacity of 40-50 students and has all the necessary equipments. They are maintained by the teacher in charge who ensures that all the required additions are made and breakages are replaced by new ones.

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

The institution has a spacious multipurpose hall, sports room.

Multipurpose Hall –The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 400 persons. It acts as a common ground for students, faculty and renowned educationists for the regular interfaces, conference, seminars and other events. This is the venue where daily morning assembly is held. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.

Workshop –The workshop has been established on the lines of learning by doing making candle making and essential material of interior decoration, paper cutting and card board modeling, pot decoration, preparing best out of waste and material for chart and model preparation. Workshops on paper cutting and card board modeling are organized for the students from time to time during each session. It contains Plaster of Parries, Clave, Colors, Pencils, Chart & Craft Papers, and Brush etc.

Music Room–Harmonium, Tabla Dholak, Chimta, Dhapli, Mangira, Casio, Deck Machine, Loud Speaker(Horn),Mick, Mick Stand etc.

Sports room & Playground – sufficient equipments & Play Ground for Indoor Outdoor Games. Provision of playground in the college Campus is there. Running track for athletics, field for organizing games like football, badminton, volleyball, handball and cricket is there and material for games like chess, skipping, carom board is available.

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

Yes, the classrooms are equipped for the use of latest technology like OHP, LCD projectors, power point presentations as and when required.

4.6 Best Practices in Infrastructure and Learning Resources

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

The College has well equipped laboratory with modern technology and the faculty utilizes these resources maximally to cater the individual needs of the students. The institute

also uses innovative approaches like cooperative learning to make instructions more effective.

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

The institution uses software for recording admission data, data for internal assessment and is planning to use the same for evaluation process too. The innovative practices related to the use of ICT that contribute to the quality enhancement are-

- Preparation of transparencies and slides.
- Increasing use of LCD on teaching, workshop and seminar.
- Sharing of information through Email.
- Preparation of power point presentation.
- Collection of educational information from websites.
- Use of Curriculum lab.

4.6.3 What innovation/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The institution tries to utilize its infrastructure and Learning resources in the best possible way. The institution also provides the best of infrastructure and learning resources to its faculty and students to keep pace with the recent developmental trends in education and technology.

CRITERION V: STUDENT SUPPORT & PROGRESSION

5.1 Student Progression

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

Student's preparedness for the program is assessed orally and even through written feedback during general classroom interactions in the beginning of the session. Class room testing is done from time to time by oral & written tests and assignments etc., throughout the session. Orientation sessions are conducted right from the first day of the commencement of the program to ensure that the students get proper advice and direction regarding the basic courses, optional papers and craft papers. It is during these orientation sessions that they show their knowledge, preparedness and curiosity about the course and suitably guided by the teachers.

The institution organizes many competitions time to time in order to assess and enhance the professional competencies of the pupil teachers. These competitions include flower arrangement, preparation of teaching aid, chart making, chalk making, chalk board writing, preparing best out of waste, post decoration, rangoli, essay writing, hand writing speech etc. Student-teachers are encouraged and sponsored to participate in the inter college competition, organized by different colleges of Rajasthan, like skill in teaching, poetry recitation, singing, quiz, stanza pronunciation, poster making, model making etc.

In order to prepare them for the development of various aspects of their personality, inherent potential and interest, a talent hunt program is organized in the beginning of the session. They are encouraged to participate in various activities of the program.

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

To promote motivation, satisfaction, development and performance improvement of the college provides a very cooperative environment. Students are divided into sections, houses and tutorial groups in order to provide personal contacts with various teachers.

Students are motivated to participate in various academic and co-curricular activities from time to time and prizes are announced in the morning assembly. To ensure satisfaction and motivation the students are awarded prizes at the time of Annual function. Various program are organized by the students at college level to develop their organizing abilities, leadership qualities, cooperation, etc. and to prepare them for their profession.

The college motivates the students by giving Certificate (for participation in any activity and prizes. The names of the students achieving position in various competitions i.e. college level, inter-college or university level name of the competitor have been displayed on notice board and are also announced in the morning assembly so that other students may also get motivation. The media persons from different newspapers are also invited to the college for the media coverage of all the program organized at college level. The students get motivation by reading their names in the next day newspapers. Faculty members also motivate the students for their performance in the classrooms.

Satisfaction :- For the satisfaction of their efforts the student-teachers are encouraged by awarding grades, numbers, praise of their work etc. when their work is highlighted or nominated or praised in front of all the students they get mental satisfaction.

The student-teachers participate in morning assembly, cultural and academic functions where their instincts got satisfied. With the help of the mechanism of house system, tutorial groups and suggestion box student teachers' problems are identified and every effort has been made to provide satisfaction to the students whether it is academic, personal or infrastructural.

Development: - For the development of the various aspects of their personality many program are organized. For example:-

Physical development:- Sports Meet and Games period

Moral Development:- Morning Assembly, cultural Activities and Guest lectures on values. Starting of the session with Hawan, Morning Assembly, Sandhya Prayer & Gayatri Mantra before starting any activity.

Social Development:- Celebration of various functions like Lohri, Diwali, Makar Sakranti etc and active participation in the community services. Organization of educational tour.

Intellectual Development:- Quiz, Debate, symposium etc.

Cultural Development:- Organization of various cultural program (Talent Hunt, Annual Get together, Women's Day, Science day etc.) plays and Dramas.

Vocational Development:- Providing guidance to choose right vocation through Guidance & Counseling Cell.

Development of Nationalism:- Celebration of important national days like Republic day, Independence day, Martyrdom Day, Teacher's Day, World peace Day etc.

Performance Improvement:- There are lots of activities involved in the teaching learning process where performance of the student-teachers is improved. The main activities are:-

For Teaching:- Micro, Mega and Real teaching

For Academics:- Monthly test, Seminars, Assignment, Projects, House Exam etc.

For Practical work:- Work Experience and work education are held.

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

Year	Female
2011-12	00
2012-13	01
2013-14	04
2014-15	03
2015-16	07

The students were not interesting in attending regular classes as they were doing job and in B.Ed. program 75% attendance is compulsory to give annual examination. The college conducts counseling & provides guidance regarding their problems.

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

After completing the B.Ed. course from college, a large number of our students got jobs in various private and government schools. As per our information, almost 35 % of our students from previous batches working as teachers in various govt. & private schools and college on regular/contractual/temporary basis. About 35 % of our students go for higher studies through regular and distance educational courses. Mostly students go for post graduation in English, Hindi, Education History and other related courses.

The institution provides a wide variety of learning experiences to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling cell properly guides student teachers to choose right and appropriate course and profession after the B.Ed.

Education and vocational information and guidance are provided by the Teacher Educators as and when such competitive examinations are advertised by the various universities and employers, during the session. It helps the students to compete and progress in their jobs and higher educational courses. During the last two years 35 % students have gone for higher studies. The college provides books related to NET/SLET and other competitive exam which enable them to compete for job.

5.1.5 What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

Every year an average of almost 35 % of our student go for further studies in various courses such as Post Graduation, M.Ed., M. Phil. Etc through regular and correspondence courses. Almost 40 % students of our college choose teaching as their career and working in various Government/Private and public schools on regular/temporary/guest/contractual basis.

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

There is no such provision to the pass out students. In future we shall provide some provisions for this purpose.

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

The institution will provide placement facilities to the students in the future. At present the institution providing teachers to the near by schools as per their demands.

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

Not applicable.

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

Yes, the college forwards the data of various student teachers to various Teaching Practice Schools and other private and public schools according to their requirements.

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

Not applicable.

5.2 Student Support

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

Further, for checking & monitoring the implementation of curricular plans, the teacher diaries are verified monthly by the head of the institution. Regarding the co-curricular activities a list of co-curricular activities is prepared after discussion in staff meeting.

All the curricular, co-curricular and extra-curricular activities are evaluated in terms of fulfillment of objectives for which they were planned. The feedback mechanism is most helpful to implement all the activities.

Keeping in mind the objectives of the college the curricular, co-curricular and extracurricular activities is planned by their staff members under the proper guidance of the head of institution. Concerned subject teachers plan their curriculum keeping in mind the abilities of students and regulation of concerned authorities. Different co-curricular and extracurricular activities are planned and conducted during each session.

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

Planning is done as per the requirement of physically handicapped students. The staff and particularly the students are briefed at the starting of the session itself, to be accommodative to the physically challenged students and provide all possible help and assistance during the need.

5.2.3 Does the institution have mentoring arrangement? If yes, how is it organized?

Yes, mentoring is done through the tutorial groups. In tutorial groups student and the teachers interact with each other on personal basis, various personal and educational problems of the students are solved. There is also a provision for the same in routine time table.

For this purpose the college has following arrangement:-

1. Tutorial Groups:-

All the students of the college are divided into various tutorial groups. Each tutorial group has a mentor(teacher in-charge) to solve the educational, social and personal problems of the students and provide help and support to them. In addition teacher educator encourages the students for the participation in the various activities of the college.

2. Sadan/ House System:-

The institution has introduced house system from the beginning of the college. There are mainly five house constituted. All the students of B.Ed. are assigned to different houses according to their roll numbers having two or more house-incharge (Teacher educators). Every week a house on duty organizes the various activities of the week including daily morning assembly, Displaying News, Thoughts and current events etc. regular house meeting are provisioned in the time table to discuss and plan the activities of the week.

Students are encouraged to participate in the various activities and competitions of the college in these house meetings by the mentor teachers.

3. Guidance & Counseling Cell:-

The college has guidance and counseling cell for providing appropriate academic guidance, career guidance and professional guidance to the students. They are also provided counseling services if they face any problem in their social, cultural or family environment . This cell has also mentor(teachers) to provide these services.

4. Women Cell:-

The institution has a women cell to sensitize the teacher educator and student teachers about gender issues. This cell organizes different activities regarding gender sensitization and role of women in the society. This cell is headed by a female teacher and to assist her there are some other teachers.

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

To enhance the effectiveness of the faculty in teaching and mentoring of students, the college has formed various committees, houses and tutorial groups which work throughout the session by organizing various activities and all the work is monitored by the concerned teacher in charges. Apart from this, college sends the teachers to attend

various seminars and workshops to update their knowledge and enhance teaching effectiveness.

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

Yes, the college has its own website, Address:. It is updated whenever changes are made in any part of the system. The information provided on the web site include introduction about college, governing council, list of all instructional material, list of faculty members, subject combinations and in nutshell all mandatory information required by concerned authorities is updated from time to time. It contains information about admission procedure and all the activities and program; those are going on in session.

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

Yes, the teacher educators prepare lists of academically low achievers after each house test and personal attention is given to their problems. Further, remedial classes are arranged before the final examinations for the low achievers. The subject teachers help them to prepare for the examination by correcting the material prepared by the students and providing them handouts for various topics.

For remedial teaching the following strategies were adopted by the teacher mentor:-

1. Providing extra time to such students.
2. Using more sophisticated teaching aids.
3. Encouraging student teachers to visit library frequently.
4. Assigning them more practical and field work.
5. Organizing special class seminar for these students.
6. Providing necessary guidance for examinations and other works.
7. Providing such cordial environment in which they feel free to consult their concerned teachers.

5.2.7 What specific teaching strategies are adopted for teaching advanced learners and (b) Slow Learners?

For advanced learners Special assignments are given and group discussions, brain storming sessions and class-room seminars are organized by the subject teachers. Library provides reference books for deep study on all the topics for such students. Personal attention is given to see that they utilize their potentialities maximally.

For slow learners tips and handouts are provided on various on topics, throughout the session, according to the need and demand of the students. The subject teachers give topic wise guidance to such students and they are motivated to feel free to interact with the teachers at any time. Special classes are arranged for slow learners before examination to help them.

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

The college has a guidance and counseling cell to guide and counsel the students according to their needs from time to time under the guidance of the management and principal. Students are guided and informed about various career opportunities available, Educational and personal guidance is also provided to the students for the solution of their problems. Women cell helps female student teacher to solve their problems and provide guidance in different areas.

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

A suggesting box is kept in the college for students as well as faculty of the college, which is opened fortnightly by the Principal. Various problems listed, are either solved by the Principal or referred to the management for solution, as per the nature of the problem. Students also interact freely with the tutors in the tutorial groups to discuss and solve their general, personal, educational and vocational problems. Grievance redress cell has been formed in the college for students and staff which is the form of suggestions/complaint boxes kept at important places.

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

Candidates' progress is monitored and advised throughout the session through weekly class tests, group discussions, skill-in-teaching exams, and practical and theory terminal exams conducted twice before the final examinations. Weekly class tests are corrected by the concerned teachers and are returned to the students to provide feedback on their performance. In the group-discussions conducted in the class-rooms, immediate assessment is done by the teacher and feedback is given on the spot. After the first session of teaching practice, skill-in-teaching examinations are conducted and students are advised for improvement by the concerned teaching subject teachers. The progress of the students are measured by conducting activities such as-

(a) Curricular-

- Micro-teaching
- Block-teaching
- Open air-session
- Mid-term exam
- Daily lesson plan
- Criticism lessons

(b) Co-curricular-

- Assembly Programs
- Debates
- Quizzes
- Inter House Competition
- Paper presentation in seminar
- Inter-collegiate competition.

(c) Extra-curricular-

- Sports competition
- Rallies
- Dance

- Educational plays
- Nukkad Natak on contemporary themes

After evaluating performance teacher educators provide feedback for further improvement.

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

Orientation is given about use of teaching aids, methods and techniques of teaching, classroom problems, traits of a good teacher, preparation of micro and macro lesson plans, etc. by the teaching subject teachers in their respective classes. The subject teachers give demonstration lessons on use of various skills and methods. Micro-teaching sessions are conducted. Preparatory files are prepared by the students for each of the two teaching subjects, which include 5 micro lesson plans. 5 macro lesson plans and observation of two demonstration lessons by the teacher. During the teaching practice in the schools, continuous monitoring is done and feedback is provided by peers, Teacher Educators, School teachers and peers for improvement.

5.3 Student Activities

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

- (A) List the Current office bearers.**
- (B) Give the year of last election.**
- (C) List activities of last two years**
- (D) Give details top ten alumni occupying prominent possible.**
- (E) Give details on the contribution**

Yes, the college has its alumni association but not in the formal manner. The registration of this alumni association is in the process. Since the alumni association is going to be registered in the session 2016-17, few activities are organized in the last two session.

Its office bearers are-

President	Smt. Manju Sharma
Vice-President	Smt. Neeta Madan
Secretary	Smt. Kripa Sharma
Joint Secretary	Miss Dhruvi Bhardwaj
Treasurer	Miss Sangeeta Saini
Director	Smt. Sunita Acharya

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

The institution encourages students to participate in extra-curricular activities including sports and games by organizing various weekly competitions, athletic meet, and annual day function and also by motivating the students to participate in various inter college competitions. After their participations they are encouraged by providing certificate for participation.

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

College publishes the articles of all the students and faculty in the college magazine. Pupil teacher regularly write and display on the bulletin board according to their area of interest.

Besides all the various exhibitions like chart and model exhibitions, teaching aid exhibitions, best out of waste material exhibitions, paper cutting and cardboard moulding exhibitions, rangoli competitions, mehendi competitions, drawing and painting competitions, collage competitions etc. are also organized to provide an opportunity to the students to exhibit their talent.

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

- Two students Class representative selected/elected from each section and faculty member (advisor) which comprise the student council.
- House In-Charges are selected from each house.

Activities

1. Organize and supervise various college activities under the proper guidance of concerned teachers.
2. Student council acts as mediator between students and college authorities.
3. Student's council maintains discipline in the college on regular as well as during functional days.

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

Institution made some Committees such as-

1. Complaint Committee
2. Sadan/ Houses
3. Women Cell Committee
4. Alumni Cell
5. Discipline committee
6. Science Club
7. Social Studies Club
8. Eco Club

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

Yes, to improve the various aspects of the institution feedback is taken from the students during the session and at the end of the session. Feedback is also taken from the school-teachers during teaching practice and when they visit as external

examiners for the skill-in-teaching examinations. The College Management procures feedback from the students through the Principal once in a session and evaluates it to advise and suggest the faculty on areas where there is a scope for improvement.

The college has installed complaint boxes at various places where pupil teachers can put their suggestions and feedback without giving their names.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

For students support and progression the college employs the best practices like setting up of Student Guidance & Counseling cell, monitoring problems at individual level, maintain a democratic environment where students can actively participate in all matters related to students. Cooperative teachers, provision of on the spot guidance, book bank facility for needy students, organizing visits, educational trips and tour are also arranged by the institution.

Alumni association, recommendation of students for scholarship, suggestion and complaint box, mentor system, college website, college magazine, grievance redress cell, feedback for various aspects, remedial program, organization of workshop and seminar, educational excursion etc are conducted by the institution for the student's support and progression.

The institute strives to provide quality education to the pupil teachers with the facilities of books, journals, e-books, internet and use of ICT. Pupil teachers are provided with the opportunities to acquire learning through various models, class teaching, group discussion, tutorial, cultural activities and sports there by leading to the all round development of pupil teachers.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and leadership

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

The institution was set up keeping in view various purposes, vision, mission and values. The important ones are as follows:

PURPOSE: To spread literacy among the masses.

To make the youth of the area vocationally efficient

To prepare teachers who are sincerely dedicated towards the Society.

MISSION: Working in accordance with the above purpose-

We are constantly motivated to work hard and think differently about achieving new heights and shaping the future of coming generations. We move ahead with the mission of:

- Undertaking a journey towards excellence in teacher education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources.
- Striving towards excellence in education by responding to changing needs and expectations of the society and educational environment by imparting life skills and value based education.
- Serving the society by inculcating values such as dignity of labor, equality of genders, protection of environment, responsible use of mass media, respect for traditions and cultural heritage.
- Enabling teacher educators to do away with stereotyped patterns of teaching by replacing them with a fresh approach to teacher education for promotion of creative excellence.
- Providing maximum placement opportunities and developing teacher's personality, professional competence and employment skills.

For achieving our mission we value:

- Determination
- Discipline
- Dedication
- Diligence
- Dynamism.

VALUES:

To inculcate moral and religious values through morning assembly, Prayer, Sandhya, Vedic Hawan, meetings and talks by teachers. To develop cultural values by arranging various inter house competitions and celebrating festivals and aesthetic values by arranging events related to art competitions, flower making, rangoli, mehendi, candle making drawing poster making etc.

VISION:

College derives its vision from the philosophy of **Swami Vivekananda Arise awake and stops not till the goal is achieved**. Our endeavor is to give the nation future educators with qualities of intellectual competence, commitment, character, diligence, discipline, dynamism, versatility and entrepreneurship. Thus the institution promises to impart holistic education and instill higher values thus making the nation builders technologically superior and ethically strong.

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

Yes, the Mission includes the institutions goals and objectives according to the needs of the society.

Goals are as follows:

- To uplift the standard of education.
- To convert the institution into university.
- To provide education at door step.

- To guide and direct the youth towards noble profession of teaching.
- To inculcate the feeling of National Integration.
- To inculcate values through various activities.

Objectives of the Institution:

- To develop intellectual level of the students by helping they acquire information knowledge and wisdom.
- To promote social values among the students and develop a sense of social responsibility towards community as a whole.
- To enable the students to make use of their theoretical and practical knowledge so that they can cooperate with others, and can plan, execute and evaluate learning and teaching.
- To bring out efficient enthusiastic and excellent teaching community.
- To make the teachers capable of following recent trends in the teaching Methods. To understand Philosophical, Sociological, Psychological and Economic bases of Education.
- To understand the nature of individual differences among children.
- To develop skills necessary to use emerging technologies.
- To develop interpersonal skills, communications skills & spirit of inquiry.
- To adopt teaching profession as a mean of social service along with education.
- To imbibe a penchant of learning, to serve the nation being a teacher

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

The management of the institution is committed towards providing best of facilities, guidance and leadership for effective and efficient transaction of teaching learning processes. Under the leadership of the far sighted management the problems are deeply taken care of the various facilities are provided from time stop time as and when need arises by organizing board meetings and composing various committees and ensuring efficient functioning of the same.

Role of Management Committee

1 Chairman

- Overall supervision
- To give direction to director and principal for organizing academic activities.
- Allocation of fund

2 Directors

- Coordinate between chairman and college staff and liaising with other apex bodies of education.
- General administration

3 Principal

- Supervision of academic activities
- Co-curricular activities
- Extra-curricular activities
- Examinations
- Functioning of various committees
- Performance of teaching and non teaching staff
- Distribution of fund
- To look after performance of teaching and non teaching staff of their concerned department.
- Classroom teaching
- Practice teaching
- Conducting internal examination
- Supervision of committees

4 Faculties

- Orientation
- Teaching

- Mentoring
- Tutorial
- Organizing curricular, co-curricular and extra-curricular activities
- Conducting activities of various cells and committees
- Internal examination
- University examination

COMPOSITION OF MANAGEMENT COMMITTEE

S.NO	Members Name :	Members Designation :
1	Shri Jagdish Prasad Gupta	President
2	Shri Ashok Kumar Arya	Vice President
3	Shri Pradeep Kumar Arya	Secretary
4	En. Suresh Kumar Dargan	Joint Secretary
5	Shri Pradhuman Kumar Garg	Treasurer
6	Smt. Kamala Sharma	Director
7	Captain Raghunath Singh	Member
8	Dr. Rajendra Kumar Arya	Member
9	Smt. Sashi Bhargava	Member
10	Shri Surendra Kumar Saxena	Member
11	Shri Santosh Kumar Arora	Member
12	Shri Jagdish Prasad Sharma	Member
13	Smt. Kumkum Rustogi	Member
14	Smt. Sashi Bala Bhargava	Member
15	Dr. Ajay Kumar Sharma	Member

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

The management and head of the institution ensure that the responsibilities are defined according to the needs and requirements and are communicated through staff meetings, circulars, notices, office orders etc. The allocated responsibilities are communicated to the staff through staff meeting and circulars.

6.1.5 How do 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 institution has a dual feedback mechanism, once through the management and once through the principal on all the components of the institution. This feedback acts as a base for the management to review the activities of the institution.

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

The institution identifies and addresses various barriers by procuring information through feedback mechanism, staff meetings with student's council, group discussions, tutorial meetings and suggestion box. We overcome this barrier through a week long orientation program, remedial teaching, different task and several activities.

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

The management frames and constitutes various committees and involves all the faculty members in functioning of these committees that ensure effectiveness and efficiency on institutional processes. The lacunas and problem areas are discussed and suggestions and solutions to problems are sought through discussion with the faculty. The faculty is also appreciated and honored for active participation and involvement in the institutional processes.

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

Principal as a head of the institution leads the staff and students towards the vision and mission. The head of institution fulfills this role through consultation

and interaction with staff members and those involved in decision making. The head of the institution assigns and allocates various duties to the faculty by constituting various committees according to the interest and aptitudes of the faculty. The head also ensures the efficient functioning of the committees by supervising their functioning regularly. The head conveys the message from the management to the staff and message from the staff and students to the management.

Duties of Principal:

- To coordinate all the activities
- To identify the needs of the college and convey it to the management
- Conduct frequent meeting with the heads of various committees
- To prepare academic calendar for the college
- To decide interview panel for selection of appropriate teaching and non teaching staff
- To provide ICT facilities to the staff and students of improving teaching learning process
- To monitor all the activities of the college and provide feedback whenever required.

6.2 Organizational Arrangements

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

The institution constitutes various committees for smooth functioning of different institutional activities like Time Table Committee, Examination Committee, Discipline Committee, Cultural Committee, Internal Assessment Committee, Tours and Trips Committee, Morning Assembly Committee, Library Committee, Purchase Committee, Refreshment Committee, Attendance Committee. The Examination Committee holds meetings before and after every House Examination to plan date sheet, format for papers and allocate duties, etc.

Meetings of Extension and linkages Committees are also held periodically whenever any activity or program has to be organized and various resources (Human and financial) are planned, discussed and allocated. The faculty selects/elects a staff representative during Staff Meetings who forwards all the suggestions and problems of the staff to the Head or an Employer. Various other decisions regarding Academic Management like Time Table, Internal Assessment are taken through meetings of respective committees held at regular intervals. The Time Table committee holds regular meetings to plan and frame time-table for the session and to make required changes/adjustments as and when required on daily basis.

The decisions and suggestions regarding updating and the felt needs for infrastructure and discussed in the Staff Meetings and thus forwarded to the Employers for implementation. The Library Committee holds meetings at periodic intervals to discuss the needs and requirements felt by the Staff and students through meetings of student representatives and other student council members and updating is done accordingly. The Purchase Committee also holds meetings to discuss and plan purchase according to the felt needs and requirements.

Following extension activities are provided by the faculty members-

- * Guidance to school teachers
- * Educational guidance to pupil teachers
- * Vocational guidance
- * Subject experts
- * Resource person

Faculty members render their services as a paper setter, mentor, guest lecturer, internal and external examiner for practical conducted by university of RRBM UNIVERSITY, Alwar (Rajasthan).

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

The institution has three bodies which govern and regulate academic and administrative affairs of the institution.



1. IQAC
2. Admission committee
3. Academic committee
4. Administrative committee
5. Discipline committee
6. Examination committee
7. Cultural committee
8. Sports committee
9. Grievance Redressed Cell
10. Women cell
11. Library committee
12. Guidance & counseling cell
13. Alumni committee

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

The administration is totally decentralized and management involves the Principal, Faculty as well as Students for ensuring efficient functioning. The Principal allocates duties to the faculty members who further may also involve the students if need arises. The suggestions of faculty and students are sought while taking administrative

decisions. Due to this decentralization process, academic work distributed equally & effectively.

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

The institution develops rapport and liaisons with other sections and school personnel and procures suggestion and information regarding various components of education and also seeks their valuable advice in regard to matters pertaining to education like Practice Teaching Program etc. The institution also sends its faculty to the other neighboring colleges to deliver lectures on some relevant topics and also invite principals of practice teaching schools in order to seek suggestions towards quality enhancement.

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

Yes, the institution does use the data and information obtained through feedback from students, parents and Alumni in making decisions and for bringing about improvements in various areas. To sort out the problems, remedial measures are used which are as follows-

- * Organizing staff development programs
- * Meetings
- * Suggestions and comments from senior members and colleagues
- * Arranging more facilities
- * Organizing discussion sessions
- * Arranging outside experts for workshops guest lecturers etc

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

The institution provides conducive environment to its faculty members for their professional growth by providing access to internet, library, motivating the faculty to attend workshops, refresher courses, extension lectures and seminars to keep

pace with the recent developmental trends in education. The institution also provides instructional facilities like well equipped computer laboratory, educational technology laboratory etc. To make the teaching learning process more innovative and efficient.

6.3 Strategy development and Deployment

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

The Institution selects collects and analyses the date and information on academic and administrative aspects of decentralization of the power and work. The institution monitors the performance of the teaching and non-teaching staff by self appraisal, student's feedback on the faculty performance and assessment of he faculty members by the principal.

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

The institution plan the academic calendar at the beginning of the session which includes curricular and co-curricular activities to be organized during the session. The faculty is allocated duties for organizing various activities; funds are also allocated and withdrawn from college funds depending upon the nature of activity.

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

Meetings and discussions of the staff, Head and Employers are held at regular intervals to identify needs and fulfill them for implementation of mission and goals. These are discussed and duties and funds are allocated by the academic and administrative bodies and are forwarded to the staff through the head and then the decisions made are implemented and student representation may also be sought if required.

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

The academic calendar is planned on the guidelines given by the university and keeping in view the problems faced in previous sessions and through feedback mechanism and suggestions sought from school teachers, faculty and

administrators. The administrators give guidelines and supervise the committees framed for planning various academic components.

At the beginning of the new academic session, the principal plans out various activities and shares the planning with faculties and assigns various tasks to the concerned faculty which are changed every by rotation.

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

The institution assures individual employees contribution for institutional development by involving all the employees in the institutional work. Objectives of the institution are communicated and deployed at all levels through meetings of faculty with the administrators where in the faculty is apprised of their roles and duties towards the institution and is also appreciated for commendable employee contribution for institutional development. The management, the director and the principal deploy the faculty and pupil teachers achieve the objectives by organizing meaningful events, along with its curricular, co-curricular and extra-curricular activities.

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

The institution regularly and frequently monitors, revises and evaluates its vision, mission and implementation plan according to needs and requirements of educational curricula and needs of students. The academic components are monitored and evaluated frequently at college level annually on the basis of university results and weakness and lacunas are identified and required change and brought about. Other components and activities are monitored regularly at college level and required changes are brought about.

Vision, mission and implementation in plans are monitored, evaluated and revised by following-

1. Accordance committee carries out a monthly review whether all activities are going on as per planned or not. if required, then suitable changes are made and other remedial measures are taken.
2. Every year staff council meeting is held to monitor the vision, mission and implementation.

3. Staff is calculated periodically by the management to ensure and improve their efficiency in teaching. The students and academics achievements are monitored by the secretary and the principal and staff members.

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

The institution deploys the new technology in various components like admission, internal assessment records, lesson planning, developing instructional materials etc. By establishing ICT and ET Resource centre according to the norms of NCTE. Staff begins to use the technology and the students are apprised of the innovation. College takes care of organizing ICT training to teaching and non teaching staff members as per needs identification basis.

6.4 HUMAN RESOURCE MANAGEMENT

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

The faculty development needs are identified by the Principal of the institution by evaluating self appraisal reports of the needs of the changing scenario. The principal guides the faculty for the career progression from time to time he motivates the staff members to proceed further and appreciates their contribution.

The career progression of the staff is done according to the recent technological trends and curriculum revisions also guide us to identify faculty development needs.

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

Self appraisal is done by the faculty at the end of every academic session. Apart from this, evaluation is done by students through feedback mechanism and staff members help each other to identify and solve problem if any. Yes, the institution uses the evaluation to improve teaching, research and service of the faculty. A comprehensive evaluation by the student- teachers are also done.

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

Management provides medical assistance to the staff and faculty. Duty leave is also provided to attend seminars and workshops. The institution also gives paid maternity to its employees.

6.4.4. Has the institution conducted any staff development program for skill up gradation and training of Teaching and Non teaching staff? If yes, give details.

Not Applicable

6.4.5. What are the strategies and implementation plan of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills and how does the institution align these with the requirements of statutory and regulatory bodies?

We recruit staff through the policies decided by University and NCTE and advertisement is published in the leading newspapers followed by interview through the University panel, Good grades and awards/honors are given to retain the faculty.

6.4.6. What are the criteria for employing part time / Adhoc faculty? How is the part time/adhoc faculty different from regular faculty?

As per concerned authorities guidelines

6.4.7. What are the policies, resources and the practices of the institution that support and ensure the professional development of faculty?

The institution supports and ensures the professional development of the faculty, faculty members are continuously motivated and encouraged for their professional development.

Duty leave is provided for the teachers to attend seminars, workshops for their development.

6.4.8. What are the physical facilities provided to faculty?

Well maintained staff room, water cooler, well stocked library, computer lab along with internet is provided to faculty.

6.4.9. What are the major mechanisms in place for faculty and other stake holders to seek information and make complaints?

Suggestion box is kept in the campus to accept information and complaints from various stake holders. Information is conveyed to faculty and stakeholders through advertisements, meetings etc. A guidance & counseling cell has also been formed. College website is uploaded with to provide all the information.

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

There is an equal division of workload in terms of equally divided subjects and periods to teach over a period of week as per the rules laid down by University. Likewise the college activities involving techniques and their students are scheduled psychologically and systematically and the institution arranges for adjustments if need arises. Staff meetings are held to welcome suggestions from other teacher educators. All problems can be expressed and ideas are brain stormed to solve the problems.

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

Provision of increments is there to motivate the staff members. Staff members are encouraged to pursue the higher studies and attend advanced programs. This helps in the up-graduation of their skills, teaching methodology involving ICT enabled methods.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILISATION

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

No, the institution does not get any financial support from the government. Source of income is student's fee only.

6.5.2. What is the quantum of resource mobilized through donation? Give information for the last years.

The College has not received any donation in the last years.

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

Operational budget of the institution is sufficient. If there is lack of money than college gets some funds from the Trust.

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

The budgetary resources include the student fees and funds from the college Trust.

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

Yes, the college accounts are audited regularly by an independent Chartered Accountant firm. No major objection was raised during the audit. The information o the outcome of the last two audits is made available in the concern annexure.

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

All the basic operations of finance are managed through computers.

6.6 Internal Quality Assurance System

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

The institution established Internal Quality Assurance Cell (IQAC) in the year 2013.

Composition of IQAC

Sr. No.	Name of Member	Designation
1	Dr. C. P. Paliwal	Chairperson
2	Dr. Anuradha Paliwal	Convener
3	Smt. Kamla Sharma	Management Nominee
4	Dr. Pramod Kumar Sharma	Staff Member
5	Sh. Roop Ram Yadav	Staff Member
6	Dr. Brahma Dutt Sharma	Staff Member
7	Sh. Harender Kumar	Staff Member
8	Smt. Manishi Mehru	Staff Member
9	Sh. Rama Kant Jaiman	Staff Member
10	Smt. Manju Sharma	Staff Member
11	Dr. Ajay Kumar Sharma	Educationist
12	Dr. S.K. Mehto	Educationist
13	Dr. Anita Soni	Educationist
14	Smt. Nirmala Choudhary	Librarian
15	Smt. Manju Sharma	Alumni

The major activities of IQAC are:

- To check effectiveness of teachers.
- To advise the books and magazines for the library.
- To organize activities and get support from the Alumni Association.
- To provide health services.
- To organize the guidance and counseling activities for the students.
- To access the students achievements and awards.
- To design and implement the annual plan of the institution for quality enhancement.
- To develop the mechanism of feedback from all stakeholders.
- Development and applications of quality, parameters for various academics and administrative activities of the institution .
- Collection of information on various quality parameters of education and best practices followed by other institutions.

- Organizing seminars, workshops and training programs of quality related subjects and promotion of such activities of information.

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

The institute evaluates the achievement of goals and objectives through regular analysis and evaluation of results of the students. Feedback is also sought from the students and the faculty throughout the sessions through discussions, meetings and through the filling up of the prescribed feedback format. Routine/Periodic monitoring is done by the Principal and the Governing Council.

6.6.3 How does the institution ensure the quality of its academic programs?

To ensure the quality of academic programs and for enhancement of the qualitative education all the lecturers use innovative tools and techniques during teaching –learning processes. To grow up the quality different kinds of approaches are also used and the Institution provides all the essential human and physical resources and laboratories. The institution ensures the quality of its academic programs through the performance of the students in various inter college competitions like Skill in Teaching Competitions, Teaching Aid Preparation Competitions and through continuous evaluation at college level through class discussions, class tests, house tests and University examination.

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

The institution ensures the quality of its administration and financial management process through open discussions with staff members. The IQAC is also involved ensuring the internal academic quality. Annual auditing of the institution is being done through a Chartered Accountant.

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

In the beginning of the session a meeting is called by the Principal and with the coordination and suggestions of all the staff members, different committees are formed keeping in mind the efficiency, skills and interest of all the staff members. It makes the working more organized and systematic.

6.7 Inclusive Practices

6.7.1 How does the institution sensitize teachers to issues of inclusion and the focus give to these in the national policies and the school curriculum?

The institution encourages, focusing on design and development of pedagogic activities which will promote inclusion in the institution. The teacher are being exposed to the concept of inclusive education , need based pedagogy on principles of effective teaching such as classroom organization sitting arrangement , evaluation process, etc.

The institution sensitizes teachers towers the issues of inclusion and the focus given to these in the national policies and the school curriculum through various journals, internet, clippings of newspapers and talk bony experts on various topics on national policies and the school curriculum.

6.7.2 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?

Exceptionalities among students are identified and are treated accordingly. Students are made aware about gender differences. Below average, average and under average students are identified and remedial classes are arranged to prepare them for the examination and handouts are also provided to them for various topics accordingly.

6.7.3 Detail on the various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self-motivation?

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-

- Joining the community in planning the various school programs and planning steps for preventing environmental degradation through village education committee.
- 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 school activities, to understand and manage different factors which contribute to building congenial atmosphere for learning.
- Making proper arrangement for the use of library, teaching aids playground, etc.

- Action researches are conducted by every student teacher and they get self motivated to solve their day to day class room problems.

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

Student teachers are given knowledge about individual differences in the college so that they recognize and identify individuality of every student. Also, their practical experiences and guidance of Teacher Educators during teaching practice in schools helps them recognize individual differences among students and know how to guide students accordingly. Also the students are made aware of the problems of Exceptional children like deaf and dumb children by arranging trips to the deaf and dumb schools.

The institution provides orientation to the student teachers to understand each child individually to give them personal attention in the teaching learning process. Some of the suggestive activities that are being organized in the institution are-

- Making the student teacher aware of the characteristics of the children with diverse background.
- Student teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- Conducting case studies of children with special needs belonging to diverse backgrounds.
- Observing and reporting about some behavioral aspects of an exceptional child.

6.7.5 How does the institution address to the special needs of physically challenged and differently- disabled students enrolled in the institution?

The institution addresses to the special needs of physically challenged and differently disabled students enrolled in the institution by paying individual attention to their individual needs. Integrated education is given to them. Instructional material is provided to these students. Their sitting arrangement in the class is in the front line.

6.7.6 How does the institution handle and response to gender sensitive issues (Activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike.

Special care is taken to avoid any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also. Sufficient numbers of women teachers are employed. International Women's Day is being celebrated every year on 8th March. The active and inspiring women from the community are invited on this occasion. The inter-sadan competitions of poster making, slogan writing, poem recitation, speech and drama are held on the theme of women empowerment. Each sadan is accompanied by a female teacher and a female student teacher representative. All the student teachers of the institution participate in the awareness and extension services concerned with gender sensitive issues. This institution gives priority to promote social responsibilities and citizenship roles among the students.

6.8 Stakeholder Relationships

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

The institution accesses the information on organizational performance to the stakeholders through college website, newspapers, and pamphlets and by celebrating different functions in the college in which parents and other members of the community are invited.

The institution displays its achievement pursuits and excellence of its students in information brochure, college magazine, during teaching practice, meetings of community members, national and local newspaper through SMS group and on its website also. The URL is updated from time to time about the new developments in the institution.

6.8.2 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 quality improvement?

The institution involves stakeholders through institution community parent participation and alumni association. In different meetings organized by the institutions, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and the suggestions are being reviewed from time to time. Student representative of each sadan

communicate the information, problems and suggestions of the student teachers to the respective teacher in charge.

At the end of every academic year the whole process is analyzed with the help of feedback from the students and through staff meetings and discussions for bringing qualitative improvement.

6.8.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and stakeholders and program quality? How does the institution use the information for quality improvement?

In order to bring quality improvement questionnaires are provided to the students, professional community, Alumni and other stakeholders for procuring feedback. These questionnaires are then analyzed and shortcomings are removed for quality improvement.

The data of feedback performance are processed and if some weakness are identified proper action is taken through discussion with staff members.

6.9 Best Practices in Governance and Leadership

6.9.1 What are the significant best practices in governance and leadership carried out by the institution?

- * There is a feedback process regarding the performance of the faculty which is evaluated.
- * Qualitative and quantitative improvements are done through internal quality assurance cell.
- * Regular meetings of the staff are organized for the uplift of the academic performance.
- * Formation of committees and cells
- * Establishing democratic governing bodies
- * Alumni association

Criterion: VII Innovations and Best Practices

7.1 Environment Consciousness:-

7.1.1:- Does the institute conduct a green Audit of its campus and facilities?

Yes, the institution conducts a Green Audit of its campus and facilities. All the issues like climate change and environmental are audited form time to time according to requirements to create a healthy environment of the institution.

7.1.2 What are the initiatives takes by the college to make the campus eco friendly?

Eco Friendly environment is becoming more and more important. The institution is trying to make the campus and other facilities to make eco-friendly environment.

The following steps are taken for eco – friendly:-

1. Learning to consume items that cause minimal environmental harm.
2. Discovering the extent of carbon footprint and acting to lessen that footprint on the environment.
3. Striving eco-friendly and sustainable communities.

The Institution takes action and follow the step which are pertaining to change the way of students consume things in life. The institution educates the student teachers about the driving of car and other vehicles, Conserving water and electricity. To become eco-friendly institutions follows the principle is beneficial for use and reuses the plastic things, glasses and other harmful materials.

Different kinds of activities are done in the college campus such as Energy conservation program on water harvesting program, poster competition, plantation in rainy season (college campus is rich with different shadowy and flowering plants), E-waste management program, Hazardous waste management program, Carbon neutrality program etc. The college campus is free from any kinds of pollution.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

-Not Applicable

7.3 Best Practices

7.3.1 Elaborate an any two best practices which have contributed to the achievement of the Institutional Objectives and / or contributed to the Quality Improvement of the core activities of the college.

-Not Applicable

DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Place: ALWAR

Signature

Date:

Head of the Institution

ANNEXURE

R-256/16/615
 उत्तर क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद
 (भारत सरकार का एक विधिक संस्थान)



Northern Regional Committee
National Council for Teacher Education
 (A Statutory Body of the Government of India)

L.No. NCTE/NCLE/RJ-Common Orders/2015

11/5/15 / 11/5/15 Date:

2.9 JULY 2015

ORDER

WHEREAS, in exercise of the powers conferred by Sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

AND, WHEREAS, the recognition has been granted to the institutions mentioned in para 5 below for the course mentioned against their name.

AND, WHEREAS, the said institutions by affidavit have consented to come under New Regulations and have sought for the number of units in B.Ed./B.P.Ed./M.Ed. as mentioned in para 5 below against their name, which may require additional facilities.

AND, WHEREAS, it has been decided to permit the institution to have the desired number of units in B.Ed./B.P.Ed./M.Ed. fulfilling the following conditions:-

- (i) The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- (ii) The applicant institution for additional unit will be required to submit the required documents, such as, land documents, Non Encumbrance Certificate (EC), Change of Land Use Certificate (CLU) and Building Plan (BP) in the specified proforma available on the website of the Regional Committee in proof of having provided the additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution has failed to comply with these requirements, the institution shall not be permitted to admit students for the academic year 2016-2017.
- (iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint already submitted alongwith documents, if any, together with the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body State Govt. and such other documents as indicated in the revised format recognition order. This order shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case and in respect of Section 17/complaint cases etc. as decided by the Northern Regional Committee.

Now, therefore, in light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition order to the following institutions for conducting the under-mentioned programme intake of two years duration from the academic session 2015-2016 subject to fulfillment of the conditions below 31.10.2015 mentioned in para 4 above:-

कार्यालय : काजी साहब, गोल किला, II फ्लोर, काजी साहब, जयपुर-302005
 नया कार्यालय : काजी साहब, गोल किला, II फ्लोर, काजी साहब, जयपुर-302005
 कार्यालय : काजी साहब, गोल किला, II फ्लोर, काजी साहब, जयपुर-302005
 Phone No: 0141-2744288, 2744635, Fax: 0141-2744173

प्राचार्य

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Anandkar Circle, Bhanwari Singh Marg, Jaipur -302 005 (Rajasthan)
 Jurisdiction : U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, J.P., Rajasthan
 E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of seats of approved intake	Sanctioned Intake	Name of the affiliating body
1.	RJ-606	Gyan Vihar School of Education, Gyan Vihar University, Mahal Jagatpura, Jaipur, Rajasthan	B.Ed./100	F.NRC/NCTE/F-7/DH-262/13955 dt. 24.01.2007	Two	100	Gyan Vihar University, Jagatpura, Jaipur, Rajasthan
2	RJ-430	Rakesh Shikshak Prashikshan Mahavidyalaya, Loharu Road, Jhunjhunu, Pilani, Rajasthan	B.Ed./100	F.NRC/NCTE/F-7/RJ-430/4086-4094 dt. 07.08.2006	Two	100	University of Rajasthan, J.N Marg, Dist Jaipur-302004, State Rajasthan
3.	RJ-993	Shanti Devi Teacher's Training College, Siryada, Near Shikargarh, Jodhpur, Rajasthan	B.Ed./100	F.NRC/NCTE/F-7/RJ-993/2007/22368-74 dt. 26.08.2008	Two	100	Jai Narayan Vyas University, Jodhpur, Rajasthan
4.	RJ-1388	Vardhman Teacher Training College, NH-3, Maana, Dholpur-328024, Rajasthan	B.Ed./100	F.NRC/NCTE/RJ-1388/2008/58919 Dt. 26.08.2008	Two	100	University of Rajasthan, J.N Marg, Dist Jaipur-302004, State-Rajasthan
5.	RJ-1342	Durga Devi T.T. College, Malakhera, Alwar, Rajasthan	B.Ed./100	F.NRC/NCTE/RJ-1342/2008/60198-204 Dt. 03.09.2008	Two	100	University of Rajasthan, J.N Marg, Dist Jaipur-302004, State-Rajasthan
6.	RJ-858	Rajasthan Mahila Teacher Training College, Gyan Marg, Near Gulab Bagh, Surajpole, Udaipur, Rajasthan-313001	M.Ed./35	F.NRC/NCTE/F-7/RJ-858/2008-39643 Dt. 26.02.2008	One	50	Mohan Lal Sukhadia University, Udaipur, Rajasthan
7.	RJ-162	Rajasthan Mahila Teacher Training College, Gyan Marg, Near Gulab Bagh, Surajpole, Udaipur, Rajasthan-313001	B.Ed./100	F.NRC/NCTE/F-7/RJ-162/9203 Dt. 21.07.1999	Four	100	Mohan Lal Sukhadia University, Udaipur, Rajasthan


प्राचार्य
 अर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 गान्धी मार्ग, अलवर-301002 (राज्य)



Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
8.	RJ-854	Annvrat Mahila Shikshak Prashikshan Mahavidyalaya, Vinalpuram, Banklin, Post-Chankhed, Tehsil-Mandal, Distt-Bhilwara, Rajasthan	B.Ed./100	F.NRC/NCTE/F-7/RJ-854/2008/41185 Dt. 17.03.2008	Two	100	M. D.S. University Ajmer
9.	RJ-94	Lal Bahadur Shastri Mahila Shikshal Prashikshan Mahavidyalaya, Titok Nagar, Jaipur	B.Ed./120	F. No. NRC/NCTE/F-3/RJ-94/97/ 2587 Dt. 18.07.97	Three	150	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
10.	RJ-3	Arya Mahila Teacher Training College, Malviya Nagar, Alwar-301001, Rajasthan	B.Ed./120	F. No./F-3/RJ-3/B.Ed./200/4084 Dt. 24.07.2000	Three	150	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
11.	RJ-873	Rama Devi B.Ed. College, Bijai Nagar, Ajmer, Rajasthan	B.Ed./100	F. NRC/NCTE/F-7/RJ-873/2008/49527 Dt. 09.03.2008	Two	100	M. D.S. University Ajmer
12.	RJ-1479	Sambal College of Education, Shiv Singhpura, Nawalgarh Road, Sikar-332001, Rajasthan	B.Ed./200	F. NRC/NCTE/F-7/RJ-1479/2008/50330 Dt. 14.03.2008	Four	200	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
13.	RJ-92	Mahila Vidya Mandir Teacher's Training College, Pratapgarh, Chittorgarh, Rajasthan	B.Ed./120	F. No./NCR/NCTE/F-3/RJ-92/97/2576 Dt. 18.07.97 / NRC/NCTE/F-3/RJ-27/ B.Ed./99/7076-77 dt. 22.09.2000	Three	150	Mohan Lal Sukhadia University, Udaipur, Rajasthan

प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज०)

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
14.	RJ-	A. N. B.Ed. College, Ramu ka Bas, Jaipur Road, Sikar	B.Ed./100	F. No./NCR/NCTE/F-3/5050/7388 Dt. 23.08.2006	Two	100	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
15.	RJ-428	Tagore Womens B.Ed. College, Ward no. 20, Suratgarh, Sriganganagar-335804, Rajasthan.	B.Ed./100	F-3/RJ-428/2005/10335 dated 26.09.2005	Two	100	Maharaja Ganga Singh University, NH-15, Jaisalmer Road, Dist. Bikaner-334004, State-Rajasthan.
16.	RJ-474	Marwar Shikshak Prashikshan Mahavidyalaya, Near Sai Baba Mandir, Housing Board, Pali, Rajasthan.	B.Ed./100	F-3/RJ-474/2008/63402-408 dated 26.09.2008	Two	100	Maharishi Dayanand Saraswati Universtiy, Pushkar Bye Pass, Dist. Ajmer-305001, State-Rajasthan.
17.	RJ-582	Sh. B.L. Memorial Teacher Training College, Seera Sadar Bus Stand, Jamwa Ramgarh, District Jaipur-303109, Rajasthan.	B.Ed./100	F-3/RJ-582/2006/6936 dated 13.08.2006	Two	100	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
18.	RJ-366	Mewar Girls College of Teachers Training, Sector -5, Gandhi Nagar, Chittorgarh-312001, Rajasthan	B.Ed./100	F-3/RJ-366/2005/4913 dated 04.07.2005	Two	100	Mohan Lal Sukhadia University, Dist. Udaipur-313001, State-Rajasthan.
19.	RJ-1173	Sri Balaji Teachers Training College, Benad Road, Macheda, Jaipur-302013, Rajasthan.	M.Ed./35	F-3/RJ-1173/2008/60664-70 dated 04.09.2008	One	50	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.

प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
20.	RJ-1118	Pratibha Shikshak Prashikshan Mahila Mahavidyalay, Village - Ganwar Jatan, Post - Dadiya, Tehsil - Sanganer, Dist. Jaipur-303905, Rajasthan.	B.Ed./100	F-3/RJ-1118/2008/62686 dated 17.09.2008	Two	100	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
21.	RJ-1159	Trinity Women's Teacher Training College, 1 st Tilak Nagar, Bhadwasia Road, Jodhpur, Rajasthan.	B.Ed./100	F-3/RJ-1159/2008/41681 dated 13.03.2008	Two	100	Jai Narayan Vyas University, Dist. Jodhpur-342001, State-Rajasthan.
22.	RJ-895	Prashanti College of Education, Mahavir Nagar-II, Kota, Rajasthan.	B.Ed./100	F-3/RJ-895/2007/22292 dated 23.07.2007	Two	100	University of Kota, Dist. Kota, State-Rajasthan.
23.	RJ-1817	Tagore B.Ed. College, Todi Gudha Gourji, Udupurwati-333022, Jhunjhunu, Rajasthan.	B.Ed./100	F-3/RJ-1817/2008/59707 dated 02.09.2008	Two	100	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
24.	RJ-1541	Maharishi Teacher Training College, Vill- Jagdishipura, VPO- Sarund, Tehsil- Kothputli, Rajasthan	B.Ed./100	F.NRC/NCTE/RJ-1541/2008/63561 dt. 26.08.2008	Two	100	University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.

6. This revised order will be treated as cancelled in respect of those cases where recognition of the institution has been withdrawn by NRC, NCTE.

7. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

8. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with statement of annual accounts duly audited by a Chartered Accountant.

प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज०)



9. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display the following mandatory disclosure:-

- (a) Sanctioned programme(s) along with annual intake in the institution.
- (b) Names of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Names of faculty members who left or joined during the last quarter.
- (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- (e) Fee charged from students.
- (f) Available infrastructural facilities.
- (g) Facilities added during the last quarter.
- (h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- (i) The affidavit with enclosures submitted along with application.
- (j) The institution shall be free to post additional information, if it so desires.

10. Any false or incomplete information on the website of the institution shall render the institution liable for withdrawal of recognition.

11. If the institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there-under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order

 (Dr. S. K. Chaudhan)
 Regional Director

Copy to:-

1. The Principal/Correspondent of Institution/s concerned
2. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur, Rajasthan.
3. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
4. The Registrar, University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan
5. The Registrar, Gyan Vihar University, Jagatpura, Jaipur, Rajasthan
6. The Registrar, Jai Narayan Vyas University, Jodhpur, Rajasthan.
7. The Registrar, Mohan Lal Sukhadia University, Udaipur, Rajasthan.
8. The Registrar, M. D.S. University Ajmer.
9. The Registrar, Maharaja Ganga Singh University, NH-15, Jaisalmer Road, Dist. Bikaner-334004, State-Rajasthan. University of Kota, Dist. Kota, State-Rajasthan.
10. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
11. The Coordinator, PTET, M.D.S. University, Ajmer, Rajasthan
12. Office Order file/ Institution file.


 Regional Director


 प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राज०)

राजस्थान सरकार
उच्च शिक्षा

आयुक्तालय, कॉलेज शिक्षा राजस्थान जयपुर

क्रमांक: एफ 24(NCC16-17)बी.एड/आकाशि/16/307 दिनांक:- 07.9.2016

आदेश:

राष्ट्रीय अध्यापक शिक्षा परिषद के आदेश क्रमांक NRC/NCTE/ RJ-3 Common Order/ 2015/115151 dated 09-06-2015 के आधार पर सत्र 2016-17 से निम्नलिखित बी.एड. महाविद्यालय को आदेश क्रमांक एफ 24(NCC16-17)बी.एड/आकाशि/16/218 दिनांक 30.06.2016 के द्वारा पूर्व में आवंटित बी.एड.पाठ्यक्रम हेतु सीटों की संख्या में संशोधन किया जाता है।

क्र.सं.	महाविद्यालय का नाम व पता	अनापत्ति प्रमाण पत्र आवंटित सीट	संशोधित सीट संख्या
✓ 1	आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय मालवीय नगर, अलवर।	120	150

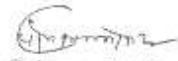
यह आदेश सक्षम स्तर से अनुमोदित है।


आयुक्त

कॉलेज शिक्षा, राजस्थान, जयपुर।

प्रतिनिधि निम्न को आवश्यक कार्यवाही हेतु:-

- 1- डिशिट सचिव, माननीय उच्च शिक्षा मंत्री, राजस्थान सरकार, जयपुर।
- 2- निजी संस्थान अधीन मुख्य अधिकारी उच्च शिक्षा, (गुण-4) विभाग, राजस्थान, जयपुर।
- 3- निजी संस्थान, आयुक्त, कॉलेज शिक्षा, राजस्थान, जयपुर।
- 4- संयुक्त सचिव, उच्च शिक्षा, (गुण-4) विभाग, राजस्थान, जयपुर।
- 5- सहायक निजी ई.टी. 2016 कंटा विश्वविद्यालय, कोटा।
- 6- रजिस्ट्रार, सम्बन्धित विश्वविद्यालय को भेजकर लेख कि संस्थाओं का सम्बद्धता पत्र जारी करने का काम करें।
- 7- क्षेत्रीय निदेशक, एनसीटीई, जीवन बीमा भवन, अम्बेडकार सर्किल, मयानी सिविल मार्ग, जयपुर।
- 8- परिशोधन अधिकारी, राज्य सूचना (एनआईटी) शासन सचिवालय, जयपुर।
- 9- सचिव/प्राचार्य, सम्बन्धित महाविद्यालय।
- 10- रक्षित एकावली।



संयुक्त निदेशक (निजी संस्था)
कॉलेज शिक्षा, राजस्थान, जयपुर।


प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)

राज ऋषि भर्तृहरि मत्स्य विश्वविद्यालय, अलवर

(अस्थाई कार्यालय : महिला छात्रावास भवन, बाबुशोभाराम राजकीय कला महाविद्यालय परिसर, अलवर)

Phone : 0144-2730321, 2730327, 2980046 FAX : 0144-2730321

Website : www.rrbmuniv.ac.in, E-Mail : matsyauniv.alwar@gmail.com, Academic-II : rrbmuniv.acad2@gmail.com

क्रमांक :- रात्रमगवि/अल/ Academic-II / 2016/११३३

दिनांक :- 18/07/2016

-: कार्यालय आदेश :-

निम्नलिखित बी.एड. महाविद्यालयों से प्राप्त दस्तावेजों के आधार पर राज ऋषि भर्तृहरि मत्स्य विश्वविद्यालय, अलवर आपको सत्र 2016-17 के लिए आयुक्तालय कॉलेज शिक्षा राजस्थान, जयपुर के आदेश क्रमांक एफ 24 (NOC 16-17) बी.एड./आकाशि/16/218 दिनांक 30.06.2016 एवं कोटा विश्वविद्यालय, कोटा के पत्रांक एफ () पी.टी.ई.टी. प्री.बी.ए., बी.एस.सी.बी.एड./कोविको/2016/540-48 दिनांक 06.07.2016 के परिपेक्ष्य में इस शर्त के साथ प्रोविजनल संबद्धता प्रदान करता है कि भविष्य में इस विश्वविद्यालय द्वारा आपके महाविद्यालय का संबद्धता हेतु भौतिक सत्यापन करवाने पर, यदि आपके द्वारा प्रस्तुत दस्तावेजों में और विश्वविद्यालय द्वारा नियुक्त निरीक्षकों से प्राप्त भौतिक सत्यापन की रिपोर्ट में यदि कोई अंतर आता है/पाया जाता है अथवा दस्तावेज मूलतः पाये जाते हैं अथवा आपके द्वारा छुपाये जाते हैं तो महाविद्यालय की प्रोविजनल संबद्धता स्वतः ही समाप्त समझी जावेगी, जिसके लिए आप स्वयं जिम्मेदार होंगे। आपको यह भी निर्देशित किया जाता है कि आप अपने महाविद्यालय को NCTE द्वारा आवंटित/स्वीकृत सीटों से अधिक विद्यार्थियों को प्रवेश नहीं देने। ऐसा होना पाये जाने पर आपके महाविद्यालय की संबद्धता निरस्त कर दी जावेगी।

SEATS APPROVED BY NCTE

Sr. NO.	Name of Colleges	INTAKE (Units)	SEATS	REMARK
1	Agrasen Mahila Shikshan Prashikshan Sansthan, Kathumar Road, Kherli, Alwar	02	100	
2	Anand T.T. College, Karana, Teh.- Bansur, Alwar.	02	100	
3	B.R. T.T. College, Siryani, Near Shahyahanpur, NH-8, Teh.- Behror, Alwar.	02	100	
4	Baba Bhagwan Das T.T. College, VPO Jatbehor, (Mundawar) Distt.- Alwar.	02	100	
5	Bal Bharti T.T. College, Gandhi Nagar, Scheme No. 8, Alwar	02	100	
6	Birbal Memorial T.T. College, Narayanpur Road Bansur, Distt. Alwar.	02	100	
7	Chandra Prabha Dig. Jain Mahila T.T. College, Bagichee Ke Piche, Dehra Road, Tijara, Alwar.	02	100	
8	Dholaplash B.Ed. college, Near Sohampur Bus Stand, Vill. Dholaplash, Alwar.	02	100	

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय

मालवीय नगर, अलवर-301002 (राज.)

DR. BIRBAL CHAUDHARY, ALWAR-301002 (RAJ.)

33	Shri Matsya Teacher Education College, Bye Pass Road, Near FCI Kherli, Alwar.	02	100	
34	Shri Shyam T.T. College, Shahpur, Via- Khijuriawas, Tijara, Alwar.	02	100	
35	Siddhi Vinayak College of SC. & HR. Education, E-I, B-I, MIA (Ext.) Alwar.	02	100	
36	Smt. Narayani Devi Mahila T.T. College, Kund Road, Behror, Alwar.	02	100	
37	Thakur Durgpal Singh Memorial T.T. College, Tijara Road, Saidham Colony, Alwar.	02	100	
38	Vaidik Shikshak Prashikshan Mahavidhyalaya, Milkpur, Vill- Milkpur, Post- Manchal, Teh. Behror, Alwar.	02	100	
39	Vivekanand Mahila Shikshak Prashikshan Mahavidhyalaya, Bibirani, Alwar.	02	100	
40	Monika Virmani T.T. College, Girraj Darshan Colony, Near Subhash Chow, Daudpur, Alwar.	02	100	
41	Arya Mahila Shikshak Prashikshan Mahavidhyalaya, Malviya Nagar, Alwar.	03	120	
42	Shri Jain T.T. College, 11, Gandhi Nagar, Scheme No. 8, Alwar.	03	120	
43	Bhartiya Prashikshan Sanstan Mahavidhyalaya, Maharajawas Road, Bijorawas, Teh.- Behror, Alwar.	04	200	
44	Bhartiya T.T. College, Tijara State Highway Road, Near Hollywood Hotel, Kishangarh Bas. Alwar.	04	200	
45	Deep international College of Education, Jharka Road, Vill- Harsauli, Teh.- Kotkasim, Alwar.	04	200	
46	Govindam T.T. College, Bye Pass Road, Bansur, Alwar.	04	200	
47	Smt. Mahadevi, Mahila T.T. College, VPO- Narainpur, Teh. Thanazagi, Alwar.	04	200	
48	Swami Keshvanand T.T. Mahila College, Rajput Colony, V&P- Laxangarh, Alwar.	04	200	
49	B.R. T.T. College, Narnaul Road, Behror, Alwar.	02	100	
50	Baba Khetanath Mahila T.T. College, Vill. Bhitara, Post. Ribali, Behror, Distt.- Alwar.	02	100	
51	Baba Shri Narayandas Shikshak Prashikshan Mahila Mahavidhyalaya, Near SBI Bank, Behror, Alwar.	02	100	
52	Children's Academy B.Ed. College, Delhi Road, Near bakhtal, Alwar.	02	100	
53	CRS T.T. College, VPO Maharajawas, Teh.- Behror, Alwar.	02	100	
54	Karmbhoomi T.T. College, vill. Gunti, Teh.- Behror, Alwar.	02	100	
55	L.B.S. T.T. College, Doomroli, Teh.- Behror, Alwar.	02	100	
56	Poddar Shikshan Sansthan, VPO-Lili, Teh.- Laxmangarh, Alwar.	02	100	
57	Rajasthan Shikshak Prashikshan Mahavidhyalaya, Ramgarh Delhi Marg, Near Toll Tax, Bahala, Alwar.	02	100	

D:\RBM University, Alwar\2016\17 J.L.V.(B. L. CHAUDHARY (SO))\LETTER.S.SSR

आर्वा महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)
B.K. Sharma

58	Ramanand Vidhya Mandir, Mahila T.T. Mahavidhyalaya, Thanagazi, Alwar.	02	100	
59	Ramanujan College of Education, Shri Krishan Nagar, Neemrana, Teh. - Behror, Alwar.	02	100	
60	Sanskar College of Education, Parisal Road, Lodhari, Teh.&Distt. Alwar.	02	100	
61	Seth Prahlad Institute of Education, Vill.&Po.- Sodawas, Teh. Mundawar, Alwar.	02	100	
62	Shri Vaidehi Devi Mahila T.T. College, VPO-Tasing, Behror, Alwar.	02	100	
63	Sugani Devi Mahila Shikshak Prashikshan Mahavidyalaya, In Front of Railway Crossing, Roop Bas, Alwar.	02	100	
64	Karam Munovikas Sansthan, B-Block, Budh Vihar, Alwar.	-	30	RCI द्वारा स्वीकृत

रामानंद
(रमेश भारद्वाज)
कुल सचिव

क्रमांक - रात्रममवि/अल/ Academic-II /2016/2734-38 दिनांक :- 18/07/2016

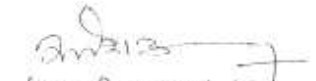
प्रतिलिपि सूचनार्थ एवं आवश्यक कार्यवाही हेतु।

1. आयुक्त महोदय, आयुक्तालय कॉलेज शिक्षा राजस्थान, जयपुर
2. क्षेत्रीय निदेशक, NCTE उत्तर क्षेत्रीय कमेटी, जयपुर।
3. समन्वयक PTEI, कोटा विश्वविद्यालय, कोटा।
4. प्रधानाचार्य रामबन्धित महाविद्यालय
5. प्रभारी LT. राज ऋषि भर्तृहरि मत्स्य विश्वविद्यालय, अलवर।
6. रक्षित पत्रावली



प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
भालवीय नगर, अलवर-301002 (राज.)


(आर. सी. अग्रवाल)
प्रभारी अधिकारी
अकादमिक - द्वितीय

राज ऋषि भर्तृहरि मत्स्य विश्वविद्यालय, अलवर
 (अस्थाई कार्यालय : महिला छात्रवास मकान, बाबूश्रीभाराम राजकीय कला महाविद्यालय परिसर, अलवर)
 Phone : 0144-2730321, 2730327, 2980046 FAX : 0144-2730321
 Website : www.rbmuniv.ac.in, E-Mail : matsyauniv.alwar@gmail.com, Academic-1 : rbmuniv.acad2@gmail.com
 क्रमांक :- राजभमवि/अल/अकादमि-11/2016/3955 दिनांक :- 29/9/16

-: संशोधित कार्यालय आदेश :-

आयुक्तालय कॉलेज शिक्षा, राजस्थान जयपुर के आदेश क्रमांक एफ24(NOC2016-17)बी.एड अकाशि/16/307 दिनांक 07.09.2016 के द्वारा आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय, अलवर द्वारा सीटों की संख्या 120 के स्थान पर 150 संशोधित की जाने के कारण इस विश्वविद्यालय द्वारा पूर्व में जारी कार्यालय आदेश क्रमांक 2734-38 दिनांक 18.07.2016 में क्रम संख्या 41 पर अंकित आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय, मालवीय नगर, अलवर में प्रोविजनल सम्बद्धता में सीटों की संख्या 120 के स्थान पर 150 पढी जावें।

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 (रमेश भारद्वाज)
 कुल सचिव

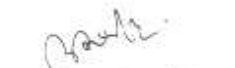
क्रमांक :- राजभमवि/अल/अकादमि-11/2016/3955-60 दिनांक :- 29/9/16
 प्रतिलिपि सूचनार्थ एवं आवश्यक कार्यवाही हेतु -

1. समन्वयक पी.टी.ई.टी. 2016 कोटा विश्वविद्यालय, कोटा।
2. आयुक्त आयुक्तालय कॉलेज शिक्षा राजस्थान, जयपुर।
3. क्षेत्रीय निदेशक NCTE उत्तर क्षेत्रीय कमेटी, जयपुर।
4. प्राचार्य आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय, मालवीय नगर, अलवर।
5. परीक्षा नियन्त्रक, राज ऋषि भर्तृहरि मत्स्य विश्वविद्यालय, अलवर।
6. प्रभारी अधिकारी, राज ऋषि भर्तृहरि मत्स्य विश्वविद्यालय, अलवर।



प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राजस्थान)


 (डॉ० अरुण सिंह)
 प्रभारी अधिकारी
 अकादमिक - द्वितीय



CERTIFICATE OF REGISTRATION OF SOCIETIES.

ACT XXI OF 1860. No 190/1956-57

I hereby certify that ARYA KANYA VIDHAYALAYA
SANITI, ALWAR.

has this day been registered under the Societies
Registration Act, XXI of 1860.

Given under my hand at JAIPUR
this TWENTY SIXTH day of NOVEMBER

One thousand nine hundred and FIFTY SIX.

(A. R. EHAPE).
Registrar of Companies.

प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)

आर्य कन्या विद्यालय संमिति, अलवर

तुलनात्मक सूची

पूर्व प्रबन्ध समिति(कार्यकारिणी) पदाधिकारी पदव्यवस्थापक प्रिन्सिपल का पुनर्निर्वाचन दिनांक 16-12-2012

रिजि. 190 / 1966-57

दिनांक 12-दि.दि. 31.01.2016

क्र.सं.	नाम सदस्य	पद	व्यवसाय	नाम सदस्य	पद	व्यवसाय	व्यवसाय
1	श्री अमरीता प्रसाद गुप्ता एडवोकेट	प्रधान	1/567 आर्य कन्या, एडवोकेट अलवर	श्री अमरीता प्रसाद गुप्ता एडवोकेट	प्रधान	1/567 आर्य कन्या, एडवोकेट अलवर	व्यवसाय (अलवर)
2	श्री अशोक कुमार आर्य	उप प्रधान	अलवर	श्री अशोक कुमार आर्य	उप प्रधान	अलवर	अलवर
3	श्री प्रदीप कुमार आर्य एडवोकेट	मंत्री	अलवर	श्री प्रदीप कुमार आर्य एडवोकेट	मंत्री	अलवर	अलवर
4	श्री सुशमा कुमार शर्मा	सचिव	अलवर	श्री सुशमा कुमार शर्मा	सचिव	अलवर	अलवर
5	श्री प्रदीप कुमार शर्मा एडवोकेट	उप सचिव	अलवर	श्री प्रदीप कुमार शर्मा एडवोकेट	उप सचिव	अलवर	अलवर
6	श्रीमती कमला शर्मा	उप सचिव	अलवर	श्रीमती कमला शर्मा	उप सचिव	अलवर	अलवर
7	श्री सुशमा कुमार शर्मा	उप सचिव	अलवर	श्री सुशमा कुमार शर्मा	उप सचिव	अलवर	अलवर
8	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर
9	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर
10	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर
11	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर
12	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर
13	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर
14	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर
15	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	श्री अशोक कुमार शर्मा	उप सचिव	अलवर	अलवर



2015

प्राचार्य



आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR

LIST OF TEACHING STAFF WITH BIODATA-2016-17


S.NO	NAME OF EMPLOYEE	PHOTO	DATE OF BIRTH	ADDRESS	POST SUBJECT	EDUCATIONS			JOINING DATE	EXPERIENCE	GROSS SALARY	MADE OF PAYMENT
						QUA.	NAME OF UNIVERSITY	YEAR	%			
1	DR.CHANDRA PRAKASH PALIWAL S/O SH.RAMESH CHAND		15/07/1968	3/300 Kala kuan, Alwar	PRINCIPAL	B.A M.A (GEO) B.Ed M.Ed Ph.D (EDU)	M.D.S.U, AJMAR UOR, JAIPUR AGRA UNI., AGRA M.D.S.U, AJMAR UOR, JAIPUR	1993 1996 1995 1997 2008	49.98 55.80 58.75 62.00	24/12/2008	19 YEARS (B.Ed-18 YEARS + 1 YEAR SCHOOL)	40515 ACCOUNT PAYEE A/c. No. 03914
2	DR. PRAMOD KUMAR SHARMA S/O SH. JAGDISH PRASAD SHASTRI		24/04/1974	78, Amla wala bag, Vivekanand Nagar, Sec.-04, Alwar	LECTURER	B.A (SANS.) M.A (SANS. ACH.) B.Ed M.Ed Ph.D (EDU)	UOR, JAIPUR UOR, JAIPUR RAJASTHAN SANSKRIT UOR, JAIPUR M.L.S.U, UDAIPUR	1994 1997 1996 2000 2010	52.50 55.86 60.33 56.88	21/11/2005	16 YEARS (B.Ed 11 YEARS + SCHOOL 4 YEARS + DEGREE COLLEGE) 1 YEAR	22503 ACCOUNT PAYEE A/c. No. 03915

आर्ष महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)



3	DR. ANURADHA PALIWAL D/O SH. JAGDISH PRASAD PALIWAL		3/300 Kala kuan, Alwar. 14/03/1972	LECTURER	B.Sc M.A (HIN) B.Ed M.Ed ADD (B.Ed) M.A (HIN.) Ph.D (EDU)	M.D.S.U., AJMAR M.D.S.U., AJMAR M.D.S.U., AJMAR M.D.S.U., AJMAR UOR, JAIPUR VMOU, KOTA BANASTHALI UNI. BANASTHALI, TOAK	1994 2000 1996 1997 2006 2014 2015	55.18 51.88 56.88 66.66 18.80 72.67	07/08/2006	22503	ACCOUNT PAYEE A/c. No. 03916
									17 YEARS (10 YEARS B.Ed + 7 YEARS SCHOOL)		
4	DR. BRAHMADUT T SHARMA S/O SH. RAM KUMAR SHARMA		V.P-Padmara kala, Teh- Mundawar, Alwar 05/07/1971	LECTURER	B.A M.A (HIN) M.A (P.SCI) B.Ed M.Ed M.Phil (EDU) Ph.D (EDU) M.A (GEO.)	UOR, JAIPUR UOR, JAIPUR UOR, JAIPUR VIKRAM UNI., UJJAIN (M.P) UOR, JAIPUR C.D.L. UNI., SIRSA (HRY) UOR, JAIPUR VMOU, KOTA	1995 2001 2008 1997 2000 2007 2013 2015	48.11 57.40 51.77 78.50 64.16 58.00	02/07/2007	22503	ACCOUNT PAYEE A/c. No. 03917
									20 YEAR (8 YEARS SCHOOL + 12 YEARS B.Ed)		

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
माउंटरोड, अलवर-301002 (राज.)



प्राचार्य

5	SH.HARENDRA KUMAR S/O SH.MEHAR CHAND		02/05/1980	Gram-Bal kishan ki dhani, Post-Tatarpur, Teh-Mun., Alwar	LECTURER	B.A M.A (SAN.) M.A (P.SCI) B.Ed M.Ed UGC-NET (EDU)	UOR,JAIPUR UOR,JAIPUR UOR,JAIPUR D.B.H.P.,MADRAS UOR,JAIPUR UGC	2000 2003 2009 2002 2007 2012	60.18 55.55 56.77 79.30 67.00	04/06/2009	12 YEAR (9 YEARS 6 MONTH (B.Ed) + 3 YEAR SCHOOL)	22503	ACCOUNT PAYEE A/c. No. 03925
6	SMT.MANISHI MEHRU. D/O- SH.SHAMBHOODAN MEHRU		29/11/1963	FZ- 21,22,Apna Ghar Shalimar, Alwar	LECTURER	B.A M.A (P.SCI) B.Ed M.Ed M.A (EDU) M.A (SOC.)	UNIVER. OF JODHPUR UNIVER. OF JODHPUR UOR,JAIPUR UOR,JAIPUR IASE,SARDAR SHAHAR VMOU,KOTA	1983 1985 1993 2010 2009 2015	56.66 51.00 54.20 68.50 63.11 65.88	13/01/2012	10 YEARS (4 YEARS B.Ed + 6 YEARS SCHOOL)	18432	ACCOUNT PAYEE A/c. No. 05255

अर्थ मन्त्रालय द्वारा पंजीकृत महविद्यालय
महाराष्ट्र - पत्र. अस्थाए-301002 (पत्रांश)



7	SH.RAMA KANT JAIMAN S/O- SH.HARI SHANKAR JAIMAN		V.P- Tahla, Teh- Rajgarh, Alwar	LECTURER	B-A	UOR,JAIPUR	1989	46.00	14/10/2015	20 YEARS (12 YEARS PRINCIPAL + LECTURER BSTC) (4 YEARS(PTI) B.Ed + 4 YEARS 6 MONTH B.ED)	15764	ACCOUNT PAYEE A/c. No. 07841
8	SH.ROOP RAM YADAV S/O SHRI RAM YADAV		Vill-Nangal Sanna, Post- Chhilodi, Teh- Reni, Alwar	LECTURER	B.Sc	UOR,JAIPUR	2006	55.33	14/10/2015	3 YEARS B.Ed	15764	ACCOUNT PAYEE A/c. No. 07842
					B.Ed	KOTA UNI.,KOTA	2008	70.60				
					M.Ed	M.D.S.U,AJMER	2009	62.00				
					M.A	JNU,JODHPUR	2012	65.56				
					NET	UGC	2012					
SET	RPSC,AJMAR	JUNE 2012										
Ph.D	UOR,JAIPUR	RUN.										

श्री. शंकर जैमान, अजमेर-301002 (फ़ोन)




9	SH.SATISH KUMAR MEENA S/O SH.CHIRANJII LAL MEENA		03/11/1972	V.P.-Kolahera, Via- Narayanpur,T ehThan- agazhi, Alwar	LECTURER	B.A B.Ed M.A M.Ed SET M.Phil	UOR,JAIPUR UOR,JAIPUR V.O.M.U,KOTA UOR,JAIPUR RPSC,AJMAR M.Phil	1995 2006 2014 2008 2012 2012	44.00 65.70 55.44 63.70 68.50	14/10/2015	5 YEARS B.Ed	15764	ACCOUNT PAYEE A/c. No. 07840
										11/06/2016	11 YEARS B.Ed	15764	ACCOUNT PAYEE A/c. No. 09254
10	SMT.KAMLESH SHARMA D/O SH.GANGA SHANKER		24/10/1967	4 Kha 6,Manu Marg Housing Board,Alwar	LECTURER	B.A B.Ed M.Ed M.A (HIN.) M.A (POL.) M.A (SOC.) M.Ed M.A (HIS.)	MDU,Rohtak MDU,Rohtak MDU,Rohtak UOR,JAIPUR UOR,JAIPUR UOR,JAIPUR MDU,Rohtak V.M.KOTA,OPEN UNI.	1987 1996 1998 2000 2007 2008 2009 2010	46.57 50.88 51.33 42.22 49.55 53.33 55.00 56.55	11/06/2016	11 YEARS B.Ed	15764	ACCOUNT PAYEE A/c. No. 09254

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)


प्रचार्य

11	SMT. MANJU SHARMA D/O SH. SANWAR MAL SHARMA		01/07/1966	6 ka 379- 380, Shivaji Park, Alwar	LECTURER	B.A M.A (POL.) B.Ed M.A (HIN.) M.A I.A.S.E.U, SARDARSAHAR (EDU.) M.Ed G.G.D.U., BILASPUR(C.	UOR, JAIPUR UOR, JAIPUR UOR, JAIPUR UOR, JAIPUR I.A.S.E.U, SARDARSAHAR G.G.D.U., BILASPUR(C.	1989 1991 1993 1997 2009 2010	49.00 50.50 56.50 55.00 65.00 69.00	11/06/2016	22 YEARS (7 YEARS B.Ed + 15 YEAR SCHOOL)	15764	ACCOUNT PAYEE A/c. No. 09242
12	SH. SUNIL KUMAR SHUKLA S/O SH. NIRMAL KUMAR SHUKLA		17/12/1982	Plot No.A-5, South West Block, Alwar	LECTURER	B.A M.A (GEO.) B.Ed M.A (POL.) M.Ed B.A (ADDITIONAL, HINDI.)	UOR, JAIPUR UOR, JAIPUR UNI. OF JAMMU UOR, JAIPUR UOR, JAIPUR UOR, JAIPUR UOR, JAIPUR (ADDITIONAL, HINDI.)	2004 2006 2007 2010 2012 2015	60.78 62.70 65.70 57.78 65.83 53.50	11/06/2016	7 YEAR (4 YEARS B.Ed + 3 YEAR SCHOOL)	15764	ACCOUNT PAYEE A/c. No. 09241




अर्द्ध महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)

13	SMT.SUNITA RAJPUT D/O SH.RATAN SHINGH RAJPUT		02/08/1985	37,Vijay Nagar,N.E.B, Alwar	LECTURER	B.COM B.Ed M.COM (ABST) M.Ed J.R.N.R.V(Deemed) UN UDAIPUR M.COM (BADM)	UOR,JAIPUR UOR,JAIPUR UOR,JAIPUR UOR,JAIPUR UOR,JAIPUR	2006 2008 2010 2012 2013	52.44 57.00 57.00 72.00 55.00	11/06/2016	6 YEARS (2 YEARS B.Ed + 4 YEARS SCHOOL)	15764	ACCOUNT PAYEE A/c. No. 09256
14	SH.GOPESH SHARMA S/O SHAMBHU DAYAL SHARMA		15/09/1979	Z/495,Kala kuan,H.B, Alwar	LECTURER	B.Sc M.Sc B.Ed M.Ed	UOR,JAIPUR MDS UNI.,AJMER UNI. OF JAMMU MDU,Rohtak	2001 2003 2004 2014	67.80 62.00 64.45 63.42	11/06/2016	10 YEARS (6 MONTH B.Ed + 3 YEARS TECHNICAL COLLEGE + 6 YEARS SCHOOL)	14665	ACCOUNT PAYEE A/c. No. 09247
15	MISS.MEENAKSHI GUPTA D/O SH.BABU LAL GUPTA		27/08/1984	Beginid Arya kanya School, Company bagh,Alwar	LECTURER	B.COM M.COM (E.A.F.M) B.Ed M.Ed	UOR,JAIPUR UOR,JAIPUR UOR,JAIPUR J.N.U.,JAIPUR	2003 2006 2010 2014	51.62 56.23 75.00 78.58	11/06/2016	4 YEARS (1 YEAR B.Ed + 3 YEARS SCHOOL)	15764	ACCOUNT PAYEE A/c. No. 09255

प्रसारक



आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
नामगोपि कान्त, अलवर-301002 (राज.)

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR
LIST OF NON TEACHING STAFF WITH BIODATA-2016-17

S.NO	NAME OF EMPLOYEE	PHOTO	DATE OF BIRTH	ADDRESS	POST SUBJECT	EDUCATION			JOINING DATE	EXPERIENCE	GROSS SALARY	MADE OF PAYMENT
						QUA.	NAME OF UNIVERSITY	YEAR				
1	SMT.NIRMALA KUMARI D/O SHRI DHARAM CHAND CHOUDHARY		06/02/1985	L/75, VIVEKANAND NAGAR,ALWAR (RAJ)	LIBRARIAN	B.A.	UOR,JAIPUR	2006	48.93	1 YEARS	7437	ACCOUNT PAYEE A/C.No. 7666
2	SH.RAM PRAKASH SHARMA S/O SH.SUBEDAR SHARMA		01/07/1963	SHASTRI NAGAR,MEDICAL COLONY,MANNA KA ROAD,ALWAR	STORE KEEPER	SECOND ARY	BOARD OF RAJASTHAN AJMER	1979	54.40	4 YEARS	8142	ACCOUNT PAYEE A/C.NO. 4859
3	SH.PANKAJ KUMAR SHARMA S/O SH.BIRDI RAM		22/06/1979	VILL.,JHARKA,POST- HARSAULI,THE.- KOTKASIM,ALWAR	OFFICE CUM ACCOUNT ASSISTANT	B.COM	UOR,JAIPUR	2000	45.27	4 YEARS	6913	ACCOUNT PAYEE A/C.NO. 7901

प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राज.)

4	SH. RAVI YADAV S/O SH. RAJENDRA YADAV		12/01/1992	YADAV BUILDERS, TULADA ROAD, TRANSPORT NAGAR, ALWAR	COMPUTER LAB ASSISTANT	B.C.A M.C.A	UOR, JAIPUR MDU, ROHTAK	2012 2015	62.89 63.41	02/07/2016	8 MONTH	7856	ACCOUNT PAYEE A/C.NO. 9248
5	SH. NASRUDDIN KHAN S/O SH. JUMMA KHAN		16/2/1975	VILL. KESARPUR KA BAS, POST- BURJA, ALWAR	ATTEINDANT	SECOND ARY	BOARD OF RAJASTHAN AJMER	1993	36.08	01/04/1998	17 YEAR	7146	ACCOUNT PAYEE A/C.NO. 5070
6	SH. VISHNU DUTT SHARMA S/O SH. BABULAL		16/07/1976	VPO.-JADLA, THE. KATHUMAR, ALWAR	ATTEINDANT	8 TH	GOVT. SCHOOL, J ADLA, ALWAR	1992	III RD DIV.	01/09/1997	18 YEAR	7395	ACCOUNT PAYEE A/C.NO. 5049

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
महावीर नगर, अलवर-303002 (राज.)

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR
B.ED- Ist & IInd YEAR
ANNUAL PLAN SESSION- 2016-17

S.NO	MONTH	DATE	HOLIDAY	PROGRAMME	
				[B.Ed Ist YEAR]	[B.Ed IInd YEAR]
1	June	21-30 Jun 2016			Theory Class
2	July	01-31 Jul 2016			Theory Class
3	August	•17-20 Aug 2016 •24-29 Aug 2016		1st Counselling Orientation Program Syllabus	Theory Class Uni. Exam
4	September	•08-15 Sep 2016 •26 - 28 Sep 2016		2nd Counselling Micro Teaching Orientation	Uni. Exam (27-9-2016)Micro Teaching Orientation
5	30 Sep - Oct 2016	•29- Sep -21 Oct-2016		Micro Teaching Practice	(29-9-2016)Micro Teaching Practice
6	October-November	22 Oct - 02 Nov 2016	Midterm Vacation	Midterm Vacation(Deepawali)	Midterm Vacation(Deepawali)
7	November	03-07 Nov 2016 •08-09 Nov 2016		Theory Class Orientation Program, Practice Teaching in College Campus / Theory Class (Method)	Theory Class Orientation Program, Practice Teaching in College Campus / Theory Class (Method)
8	Nov - December	•10 Nov - 07 Dec 2016 •07-21 Dec 2016 •19-Dec-2016 •22 Dec-2016		Practice Teaching in School Theory Class 3rd Counselling(Total Stud.-121) (22 Dec 2016)INTERNSHIP	Practice Teaching in School (08-16 Dec 2016)OPEN AIR SESSION (16 Dec 2016)INTERNSHIP INTERNSHIP
9	December-January	24 Dec - 07 Jan 2017	Winter Vacation	Winter Vacation	Winter Vacation
10	Dec - Jan - February	•16 Dec 2016 -IInd Year Student Relieve •22 Dec 2016 -Ist Year Student Relieve		INTERNSHIP Teaching Theory Class Criticism Lesson	INTERNSHIP(96 DAYS) INTERNSHIP INTERNSHIP
11	February	•03-Feb-2017 •27-28 Feb 2017		Theory Class - (Sessional Distribution) Internal Evaluation Exam Theory Class	INTERNAL EVALUATION EXAM/THEORY CLASS SUMMER VACATION THEORY CLASS
12	March - April	01 Mar - 16 April 2017			
13	April	17 April-06 May 2017			
14	May	07 - 09 May 2017			
15	May - June	11 May - 19 Jun 2017	Summer Vacation		
16	June	20 Jun - 30 Jun 2017			
17	July	01 July Cont...			

(Signature)

Dr. Anandha Paliwal & Sh. Harendra Kumar
TIME TABLE INCHARGE

Dr. C.P. Paliwal
PRINCIPAL
 आर्वा महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राज.)

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR
SESSION 2016-17

TIME -TABLE

Time	I		II		III		IV		V		VI		VII(Mathod.)	
	10:25	11:05	11:45	12:25	01:00	01:35	02:10	02:45	03:30	04:15	04:50	05:35	06:20	07:05
9:30 - 10:25														
Prayer meeting														

Name of lecturer	[W.E.F.-7/09/2016.....]										[W.E.F.-27/09/2016.....]										
	B.Ed Ist Year.					B.Ed IInd Year.					B.Ed Ist Year.					B.Ed IInd Year.					
	Sec.	Period	Paper	Day	Method	Sec.	Period	Paper	Day	Method	Sec.	Period	Paper	Day	Method	Sec.	Period	Paper	Day	Method	
1.DR.PRAMOD KUMAR SHARMA	A	II	II	4.5.6.	Sanskrit	A	IV	XI	1-6.	Sanskrit	A	IV	XI	1-6.	Sanskrit	A	IV	XI	1-6.	Sanskrit	
2.DR.AMURADHA PALIWAL	B	I	I	1.2.3.		A	III	EPC-4	4.5.6.	Gen.Sci.	B	III	EPC-4	1.2.3.	Home scl.	B	III	EPC-4	1.2.3.	Home scl.	
	C	I	I	4.5.6.		C	II	VIII	1.2.3.	S.S	C	II	VIII	1.2.3.	S.S	C	II	VIII	1.2.3.	S.S	
3.DR.BRAHMADUTT SHARMA	A	I	I	4.5.6.		A	I	I	1.2.3.		A	I	I	1.2.3.		B	IV	V	1.2.3.		
4.SRIHARENDRA KUMAR	B	IV	IV	1.2.3.		B	IV	IV	4.5.6.		C	III	EPC-4	4.5.6.	Civics	C	III	EPC-4	4.5.6.	Civics	
	C	I	I	1.2.3.		C	I	I	1.2.3.		C	III	EPC-4	4.5.6.	Civics	C	III	EPC-4	4.5.6.	Civics	
5.SMT.MANISHI MEHRU	A	II	II	1.2.3.		A	II	II	1.2.3.		A	II	II	1.2.3.		B	V	VI	4.5.6.		
6.SHRAMA KANT JAIMAN	B	V	VI	4.5.6.	S.S	B	V	VI	4.5.6.	S.S	B	V	VI	4.5.6.		B	II	III	X	1.2.3.	History
	C	II	II	1.2.3.		C	II	II	1.2.3.		C	II	II	1.2.3.		C	II	III	X	4.5.6.	
7.SHROOP RAM YADAV	A	II	II	4.5.6.		A	V	EPC-1	4.5.6.	English	A	V	EPC-1	4.5.6.	English	A	V	EPC-1	4.5.6.	English	
	B	III	III	1.2.3.		B	III	III	1.2.3.		B	III	III	1.2.3.		B	III	III	1.2.3.		
	C	V	V	1.2.3.		C	V	EPC-1	1.2.3.		C	V	EPC-1	1.2.3.		C	V	EPC-1	1.2.3.		
8.SATSATISH KUMAR MEENA	B	III	III	4.5.6.	Economics	B	III	III	4.5.6.	Economics	B	III	III	4.5.6.	Economics	B	III	III	4.5.6.	Economics	
	C	III	III	1.2.3.		C	III	III	1.2.3.		C	III	III	1.2.3.		C	III	III	1.2.3.		
9.SMT.KAMLESH SHARMA	B	I	I	4.5.6.	History	B	I	I	4.5.6.	History	B	I	I	4.5.6.	History	B	I	I	4.5.6.	History	
(Attend.Inch. Sec-C, Ist Year)	A	III	III	1.2.3.	Hindi	A	III	III	1.2.3.	Hindi	A	III	III	1.2.3.	Hindi	A	III	III	1.2.3.	Hindi	
10.SMT.MANJU SHARMA	A	III	III	1.2.3.	Hindi	A	III	III	1.2.3.	Hindi	A	III	III	1.2.3.	Hindi	A	III	III	1.2.3.	Hindi	
(Sec-A, IInd Year Attend.Inch.)	C	III	III	4.5.6.		C	III	III	4.5.6.		C	III	III	4.5.6.		C	III	III	4.5.6.		


 प्राचार्य
 आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राज.)

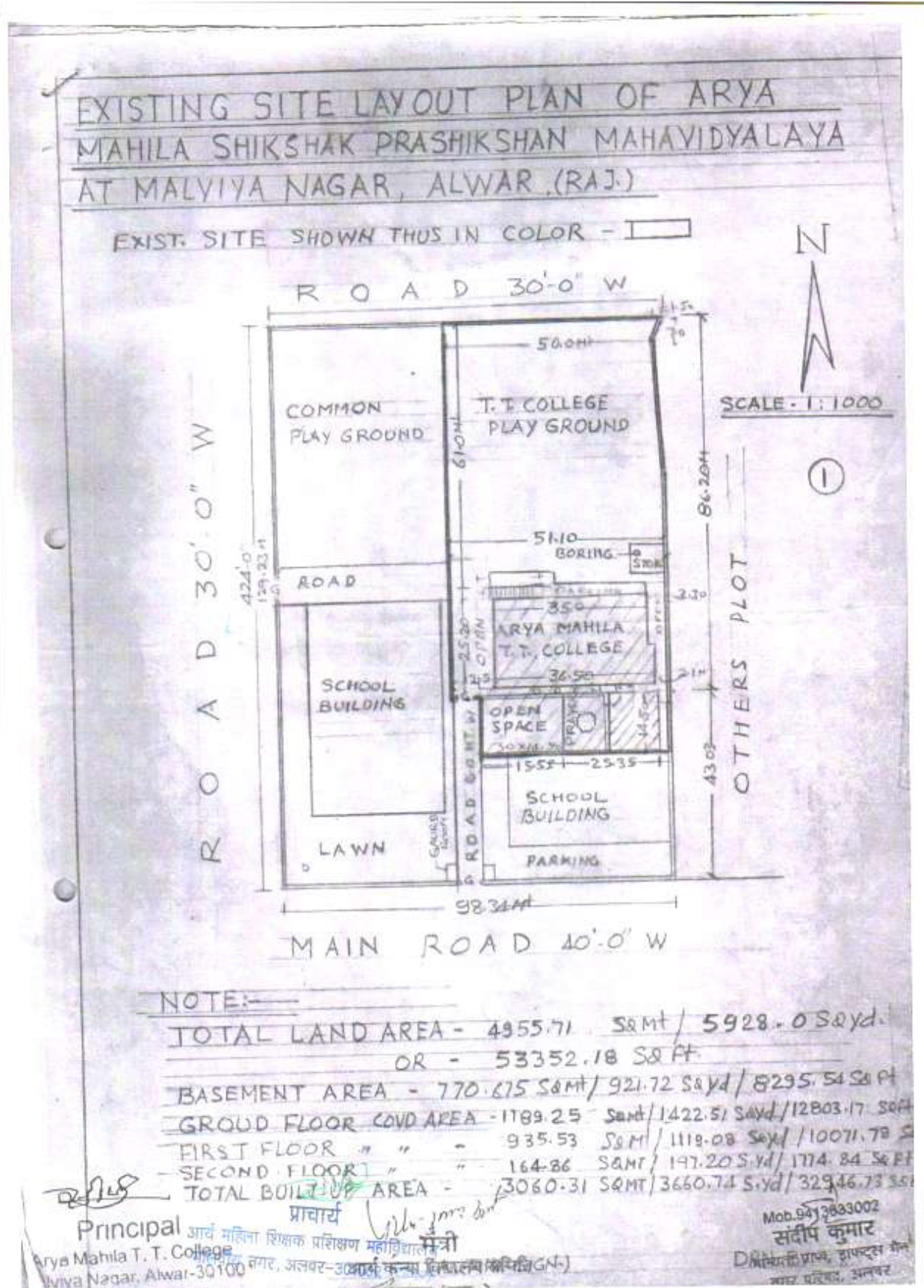
Mapping of Academic Activities of the Institution

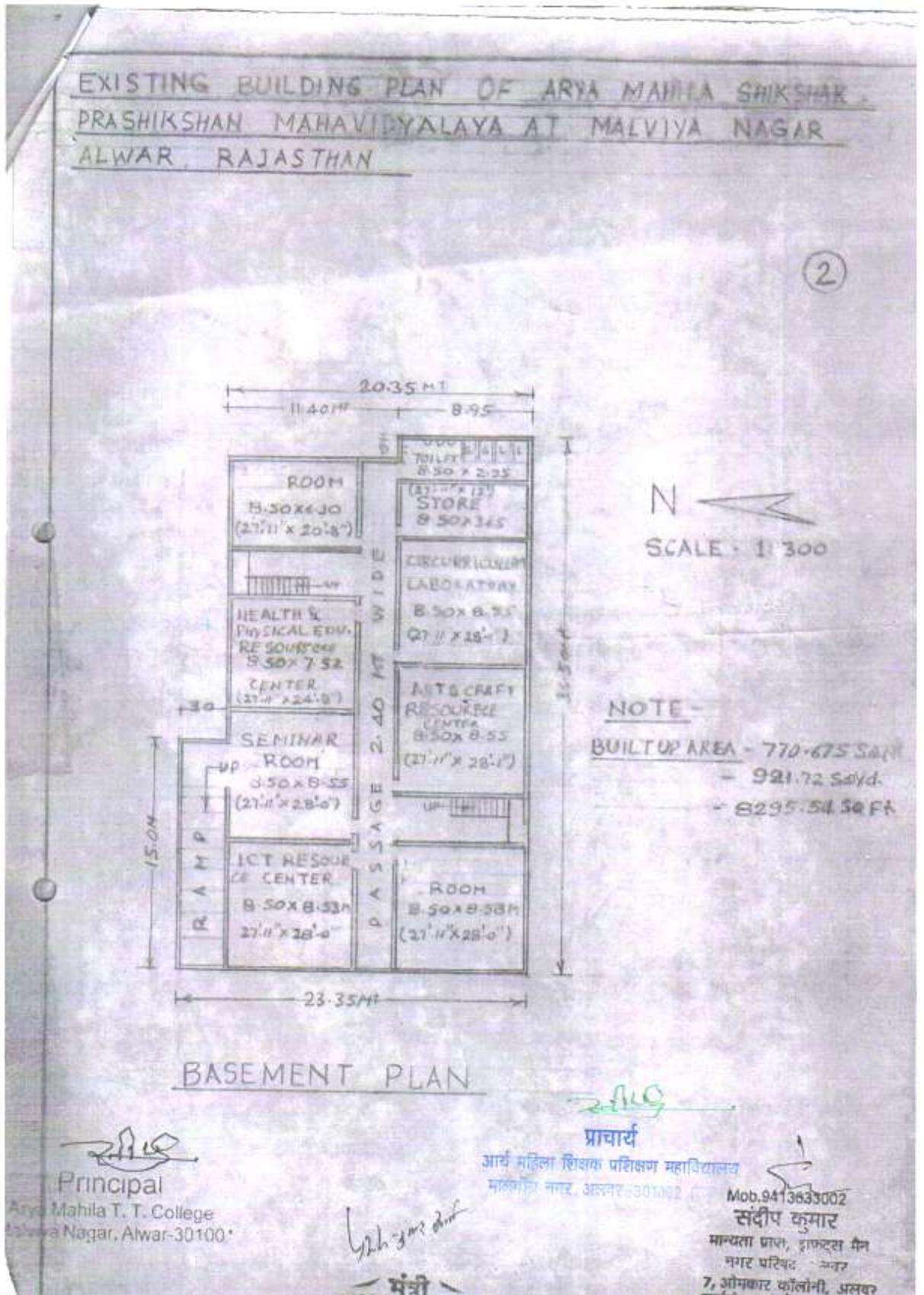
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Admission and Orientation																																			
Theory																																			
Tutorials / Seminars																																			
Sessional Work- Tests & Assignments																																			
Practical Work																																			
Preparation of Internship: Demonstration, of Lessons/ Micro-Teaching/																																			
Practice Teaching/ Internship																																			
Co-curricular Activities																																			
Working with community / Project Work																																			
End -Term Examination																																			

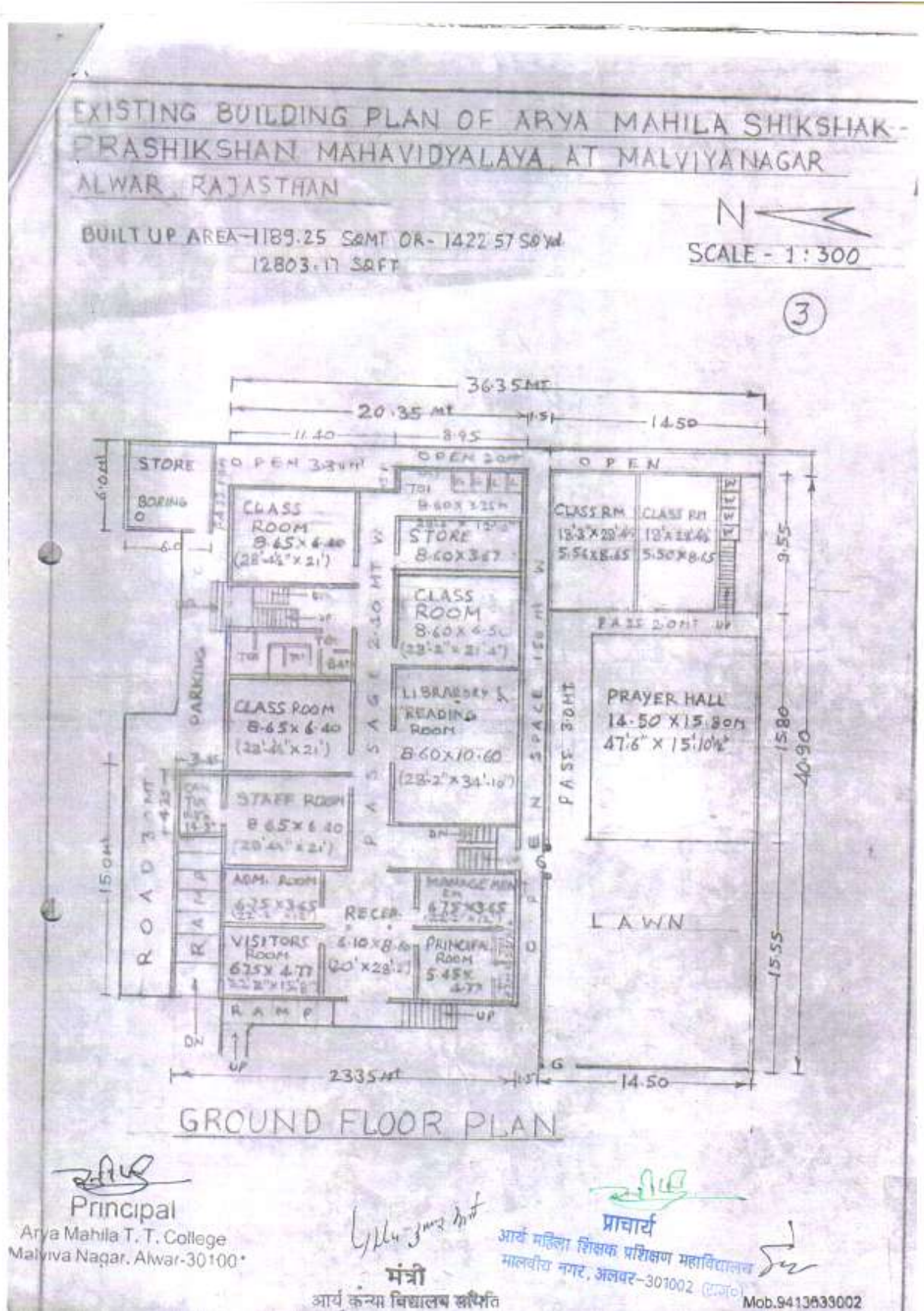
(Signature)
PRINCIPAL

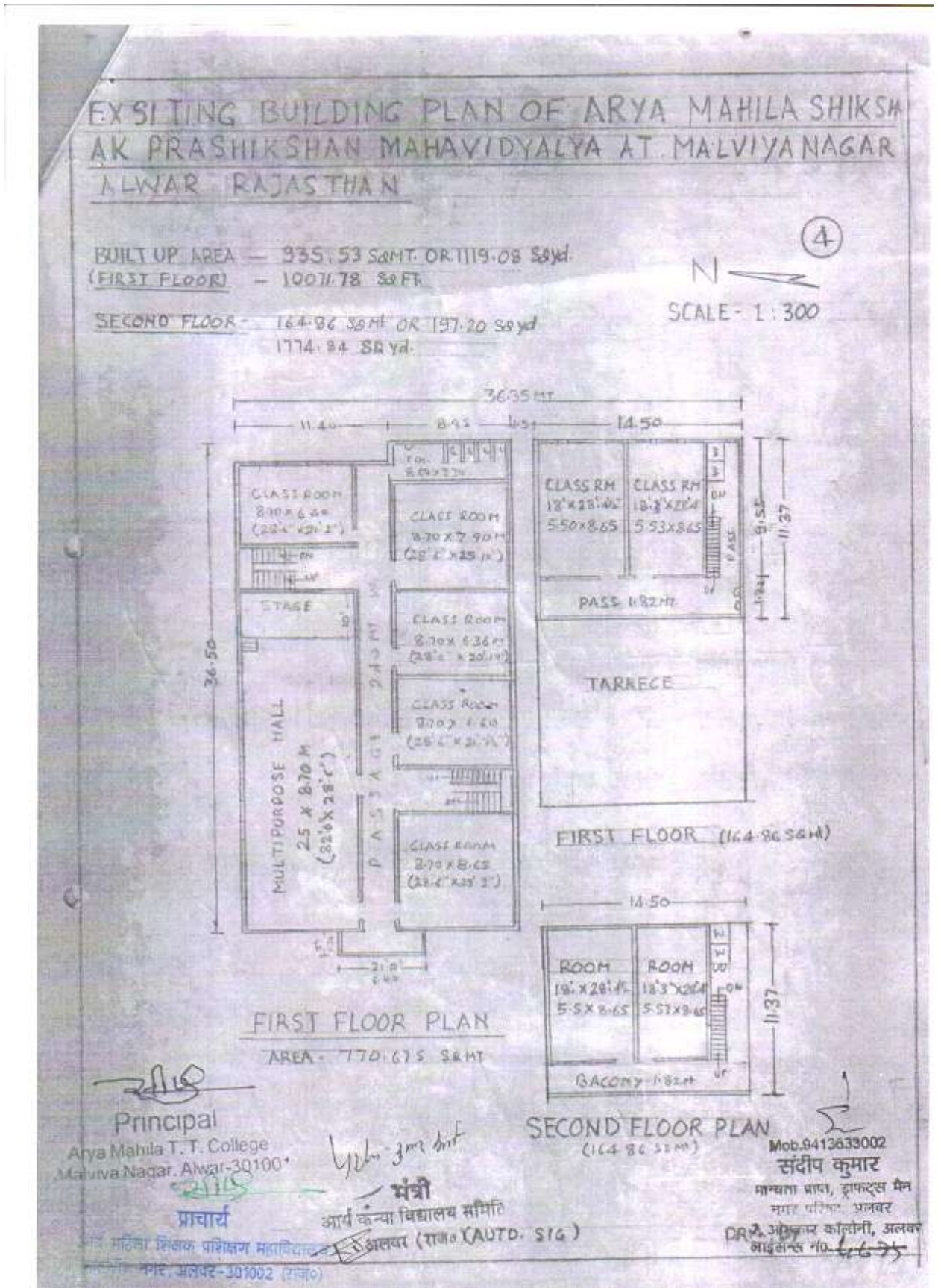
प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मलववीय नगर, अलवर-301002 (राज्य)









**ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA,
MALVIYA NAGAR, ALWAR (RAJ.)**

RESULT-2015-16

CATAGRY	ADMITED	PASS	FAIL
GEN.	33	33	0
OBC	53	53	0
SBC	3	3	0
ST	28	27	1
SC	26	26	0
TOTAL=	143	142	1



DR. C. P. PAI WAL

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय, अलवर (राज0)
शिक्षण अभ्यास चक्र(2016-17) हेतु आवंटन विद्यालयों की सूची

क्रम सं.	विद्यालय का नाम
1.	राजकीय बालिका माध्यमिक विद्यालय,नयाबास,अलवर
2.	राजकीय बालिका उच्च प्राथमिक विद्यालय,मन्नी का बड़, अलवर
3.	राजकीय माध्यमिक विद्यालय,भूगोर ,अलवर
4.	राजकीय उच्च माध्यमिक विद्यालय,बुर्जा ,अलवर
5.	राजकीय उच्च प्राथमिक विद्यालय,रुपबास मेला मैदान
6.	राजकीय उच्च प्राथमिक विद्यालय,रुपबास ग्रामीण
7.	राजकीय उच्च प्राथमिक विद्यालय बालिका,बुर्जा ,अलवर
8.	राजकीय उच्च प्राथमिक विद्यालय,मालाखेडा गेट ,अलवर
9.	राजकीय उच्च प्राथमिक विद्यालय,पील खाना डाइट ,अलवर
10.	राजकीय उच्च प्राथमिक विद्यालय,खोहरा मोहल्ला, अलवर
11.	आर्य बालिका उच्च माध्यमिक विद्यालय,मालवीय नगर,अलवर



प्राचार्य

डॉ. सी. पी. प्रादीर्षल

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज0)

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AUDITORS' REPORT

We have audited the above Receipt & Payment Account of Arya Mahila Shikshak Prashikshan Mahavidyalaya Malviya Nagar, Alwar for the year ending 31 March, 2016 as prepared by the management on Actual Receipt & Payment basis with the books of account, vouchers and other records maintained and produced before us and to the best of our information and explanations given to us and subject to notes on accounts and our remarks contained in separate letter of even date, we certify the same to be true and correct and in accordance with the said books of account.

FOR MEHTA & COMPANY
CHARTERED ACCOUNTANTS


(K.C. MEHTA) -
PARTNER

PLACE : ALWAR
DATED: 18 NOVEMBER 2016


प्राचार्य
आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)



ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
MALVIYA NAGAR, ALWAR

NOTES ON ACCOUNTS AND SIGNIFICANT ACCOUNTING POLICIES FORMING PART
OF RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDING 31 MARCH 2016

(1) Significant Accounting Policies and Accounting Standards :-

- a) Basis of Accounting :- The Accounts are generally maintained on cash basis.
- b) Depreciation :- No Depreciation has been charged in the Receipt & Payment Account.
- c) Gratuity :- No Provision of Gratuity has been made in the books of account. It is accounted for on Actuarial Basis.

(2) Debtors, Creditors, Unsecured Loans & Advances, if any, are subject to confirmation.


(Jagdish Prasad Gupta)
PRESIDENT


(P.K. Sargl)
TREASURER


(Pradeep Kumar Arya)
SECRETARY

FOR MEHTA & COMPANY
CHARTERED ACCOUNTANTS

PLACE : ALWAR
DATED : 18 NOVEMBER 2016


(K.C. MEHTA)
PARTNER


प्राचार्य
श्रीला शिक्शक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज.)



ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
MALVIYA NAGAR, ALWAR

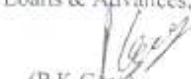
NOTES ON ACCOUNTS AND SIGNIFICANT ACCOUNTING POLICIES FORMING PART
OF INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31 MARCH 2016
AND BALANCE SHEET AS ON 31 MARCH 2016

(1) Significant Accounting Policies and Accounting Standards:-

- a) Basis of Accounting :- The Accounts are generally maintained on cash basis. Hence no accounting of accrued income or accrued expenditure has been made in the books of account.
- b) Fixed Assets :- Fixed Asset are stated at cost.
- c) Depreciation :- No depreciation has been charged in the Income & Expenditure Account

(2) Debtors, Creditors, Unsecured Loans & Advances, if any, are subject to confirmation.


(Jagdish Prasad Gupta)
PRESIDENT


(P.K. Garg)
TREASURER


(Pradeep Kumar Arya)
SECRETARY

FOR MEHTA & COMPANY
CHARTERED ACCOUNTANTS


(K.C. MEHTA)
PARTNER

PLACE : ALWAR
DATED : 18 NOVEMBER 2016





प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राजस्थान)

....2....

AUDITORS' REPORT

We have audited the above Income & Expenditure Account of Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar, Alwar for the year ending 31 March, 2016 as prepared by the management on Actual Receipt & Payment basis with the books of account, vouchers and other records maintained and produced before us, and to the best of our information and explanations given to us and subject to notes on accounts and our remarks contained in separate letter of even date, we certify the same to be true and fair and in accordance with the said books of account.

FOR MEHTA & COMPANY
CHARTERED ACCOUNTANTS


(K.C. MEHTA)
PARTNER

PLACE : ALWAR
DATED : 18 NOVEMBER 2016





प्राचार्य

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002 (राज०)

MEHTA & COMPANY
CHARTERED ACCOUNTANTS
 ALWAR-JAIPUR-BHIWADI-DELHI

17 MANU SARO
 ALWAR-301001
 Ph: 0144-270078
 Res: 0144-251916
 E-mail: mehta_company@hotmail.com

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
MALVIYA NAGAR, ALWAR
BALANCE SHEET
AS ON 31 MARCH, 2016

<u>LIABILITIES</u>		<u>AMT.(Rs.)</u>	<u>ASSETS</u>	<u>AMT.(Rs.)</u>
Capital Fund		977165.23	Furniture & Fixtures	397752.00
Add: Excess of Income			Computer	376750.00
Over Exp.		<u>2040450.03</u>	Water Filter	10800.00
			Black Board	39840.00
			Fan	88800.00
			Biomatic Machine	4790.00
			Water Cooler	43000.00
			Books	259672.00
			Sports Meterial	21995.00
			Almirah	83578.00
			T.V.	19440.00
			Water Boring	-
			Dari & Flooring	74674.00
			FDR in Syndicate Bank 772926	179099.10
			Bank (Corporation Bank)	1266602.75
			Cash at Bank (SBI)	12164.44
			Cash in hand	2936.97
				<u>3017615.26</u>
				<u>3017615.26</u>

(Signature)
 (Jagdish Prasad Gupta)
PRESIDENT

(Signature)
 (P.K. Garg)
TREASURER

(Signature)
 (Pradeep Kumar Arya)
SECRETARY

AUDITOR'S REPORT

We have audited the above Balance Sheet of Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar, Alwar as on 31 March, 2016 as prepared by the management on Actual Receipt and Payment basis with the books of account, vouchers and other records maintained and produced before us, and to the best of our information and explanations given to us and subject to notes on accounts and our remarks contained in separate letter of even date, we certify the same to be true and fair and in accordance with the said books of account.

PLACE : ALWAR
 DATED : 18 NOVEMBER 2016

FOR MEHTA & COMPANY
CHARTERED ACCOUNTANTS

(Signature)
 (K.C. MEHTA)
PARTNER



(Signature)
 अर्या महिला शिक्षण महाविद्यालय
 मलवीया नगर, अलवर-301002 (राजग)

MEHTA & COMPANY
CHARTERED ACCOUNTANTS
ALWAR-JAIPUR-BHIWADI-DELHI

17, MANU MARG
ALWAR-301001
Ph. 0144-2700628
Res. 0144-2341948
E-mail: mehta_company@hotmail.com

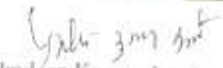
ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
MALVIYA NAGAR, ALWAR
INCOME & EXPENDITURE ACCOUNT
FOR THE YEAR ENDING 31 MARCH 2016

<u>EXPENDITURE</u>	<u>AMT.(Rs.)</u>	<u>INCOME</u>	<u>AMT.(Rs.)</u>
To Salary & P.F.	2410514.97	By Admission Fees	15200.00
To Examination Exp.	11858.00	By Arya Kanya Vidyalaya Samiti	1109638.00
To Water & Electricity Exp.	92881.00	By Interest on Saving Bank A/c	4379.00
To Other Exp.	7427.00	By Tuition Fees	3711300.00
To Open Session Function Exp.	3150.00		
To Printing and Stationery Exp.	9597.00		
To Postage Exp.	1046.00		
To Rep & Maintenance Exp.	67462.00		
To Travelling Exp.	6044.00		
To Telephone Exp.	7384.00		
To Uniform Exp.	2375.00		
To Yagya Hawan Exp.	1144.00		
To Map Exp.	2700.00		
To Computer Rep. & Maint. Exp.	4020.00		
To Festival Exp.	2985.00		
To Inspection Exp.	2370.00		
To Bank Charges	114.00		
To Audit Fees	4924.00		
To Building Maint. Certificate Exp.	1000.00		
To Contract Wages	153300.00		
To Advertisement Exp.	7771.00		
To Excess of Income Over Expenditure	2040450.05		

4840517.00


(Jagdish Prasad Gupta)
PRESIDENT


(P.K. Garg)
TREASURER

4840517.00

(Pradeep Kumar Arya)
SECRETARY

Contd..


प्राचार्य
आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
मालवीय नगर, अलवर-301002



2015-15

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MEHTA & COMPANY
 CHARTERED ACCOUNTANTS
 ALWAR-JAIPUR-BHIWADI-DELHI

17, MANU MARG
 ALWAR-301001
 Ph. 0144-2700628
 Res. 0144-2341948

E-mail: mehta_company@hotmail.com

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
MALVIYA NAGAR, ALWAR
RECEIPT & PAYMENT ACCOUNT
FOR THE YEAR ENDING 31 MARCH 2015

<u>RECEIPTS</u>	<u>AMT.(Rs.)</u>	<u>PAYMENTS</u>	<u>AMT. (Rs.)</u>
To Balance b/f		By Salary & P.F.	2477451.98
Cash in hand	2544.92	By Examination Exp.	7787.00
Cash at Bank (SBBJ)	11238.44	By Water & Electricity Exp.	161540.00
FDR in Syndicate Bank 772926	177871.13	By Recognition Exp.	137000.00
Cash at Bank (Corporation Bank)	78843.75	By Library Exp.	43137.00
To Tuition Fees	3344700.00	By Other Exp.	3238.00
To Interest on Saving Bank A/c	7956.00	By Open Session Function Exp.	14513.00
To Sports Fees	11800.00	By Printing and Stationery Exp.	50462.00
To Admission Fees	12000.00	By Postage Exp.	1005.00
To Interest on FDR	1227.97	By Maintenance Exp.	4706.00
To Identity Card Fees	1800.00	By Travelling Exp.	6554.00
		By Computer Exp.	4080.00
		By Telephone Exp.	6853.00
		By Legal Exp.	190.00
		By Uniform Exp.	2722.00
		By Yagya Hawan Exp.	2375.00
		By Map Exp.	3300.00
		By Computer Exp.	121400.00
		By Festival Exp.	5922.00
		By Identity Card Exp.	1989.00
		By Sports Material	3895.00
		By Water Cooler Exp.	43000.00
		By Bank Charges	90.00
		By Dayanand Jayanti Exp.	31544.00
		By Audit Exp.	4494.00
		By Building Maintenance Certificate	2000.00
		By Contract Wages	154105.00
		By Arya Kanya Vidyalaya	150968.00
		By Balance c/f	
		FDR in Syndicate Bank 772926	179099.10
		Bank (Corporation Bank)	10486.75
		Cash at Bank (SBBJ)	11692.44
		Cash in hand	2382.94

3649982.21

3649982.21

(Jagdish Prasad Gupta)
PRESIDENT

प्रमाणित

(P.K. Garg)
TREASURER

(Pradeep Kumar Arya)
SECRETARY



Contd...

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राज.)

....2....
AUDITORS' REPORT

We have audited the above Receipt & Payment Account of Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar, Alwar for the year ending 31 March, 2014 as prepared by the management on Actual Receipt & Payment basis with the books of account, vouchers and other records maintained and produced before us, and to the best of our information and explanations given to us and subject to notes on accounts and our remarks contained in separate letter of even date, we certify the same to be true and correct and in accordance with the said books of account.

PLACE : ALWAR
 DATED: 06 SEPTEMBER 2014



FOR MEHTA & COMPANY
 CHARTERED ACCOUNTANTS

(Handwritten Signature)
 (K.C. MEHTA)
 PARTNER

प्रमाणित
(Handwritten Signature)
 प्राचार्य
 आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राजस्थान)

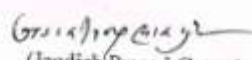
ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, ALWAR

NOTES ON ACCOUNTS AND SIGNIFICANT ACCOUNTING POLICIES FORMING PART OF RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDING 31 MARCH 2014

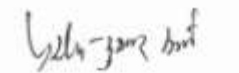
(1) Significant Accounting Policies and Accounting Standards:-

- a) Basis of Accounting :- The Accounts are generally maintained on cash basis.
- b) Fixed Assets :- Since no Balance-Sheet is prepared by the Institution, hence nowhere the fixed assets are stated either at the cost or at W.D.V.
- c) Depreciation :- No Depreciation has been charged in the Receipt & Payment Account.
- d) Gratuity :- No Provision of Gratuity has been made in the books of account. It is accounted for on Actuarial Basis.

(2) Debtors, Creditors, Unsecured Loans & Advances, if any, are subject to confirmation.


(Jagdish Prasad Gupta)
PRESIDENT


(P.K. Garg)
TREASURER


(Pradeep Kumar Arya)
SECRETARY



**FOR MEHTA & COMPANY
CHARTERED ACCOUNTANTS**

PLACE : ALWAR
DATED : 06 SEPTEMBER 2014


(K.C. MEHTA)
PARTNER


प्रसाध

आयें वित्तिय विवरण सहीकरण खातापत्र
संख्या: 1072, 2014-2015 (2014)

MEHTA & COMPANY
 CHARTERED ACCOUNTANTS
 ALWAR-JAIPUR-BHIWADI-DELHI

17, MANU MARG
 ALWAR-301001
 Ph. 0144-2700628
 Res. 0144-2341948
 E-mail: mehta_company@hotmail.com

2013-14

3

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
MALVIYA NAGAR, ALWAR
RECEIPT & PAYMENT ACCOUNT
FOR THE YEAR ENDING 31 MARCH 2014

<u>RECEIPTS</u>	<u>AMT.(Rs.)</u>	<u>PAYMENTS</u>	<u>AMT. (Rs.)</u>
To Balance b/f		By Salary including P.F.	2280406.66
Cash in hand	229.58	By Examination Exp.	23780.00
Cash at Bank (SBBJ)	10802.44	By Water & Electricity Exp.	130263.00
FDR in Syndicate Bank 772926	140804.95	By Recognition Exp.	120200.00
Cash at Bank (Corporation Bank)	131324.75	By Sports Exp.	1190.00
To Tuition Fees	2019786.00	By Alumni Exp.	4900.00
To Interest (Saving A/c)	6814.00	By Library Exp.	10167.00
To Sports Fees	11900.00	By Other Exp.	3582.00
To Library Fees	200.00	By Open Session Function Exp.	17709.00
To Examination Fees	11303.00	By Printing and Stationery Exp.	49231.00
To Enrollment Fees	2100.00	By Postage Exp.	636.00
To Admission Exp.	12000.00	By Maintenance Exp.	8597.00
To Arya Kanya Vidyalaya	654998.00	By Travelling Exp.	5668.00
To FDR Interest	37066.18	By Computer Exp.	2220.00
To Examination Exp.	155380.00	By Examination Exp.	155380.00
		By Enrollment :	2100.00
		By Telephone Exp.	4328.00
		By Inspection Exp.	950.00
		By Audit Fees	4494.00
		By Building Maintenance Certificate	2100.00
		By Contract Wages	95400.00
		By Fire Extinguisher Exp.	969.00
		By Balance c/f	
		FDR in Syndicate Bank 772926	177871.13
		Bank (Corporation Bank)	78843.75
		Cash at Bank (SBBJ)	11238.44
		Cash in hand	2544.92

3194708.90

3194708.90

Jagdish Prasad Gupta
 (Jagdish Prasad Gupta)
PRESIDENT

P.K. Garg
 (P.K. Garg)
TREASURER

Pradeep Kumar Arya
 (Pradeep Kumar Arya)
SECRETARY

Contd...

आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राज.)



....2....
AUDITORS' REPORT

We have audited the above Receipt & Payment Account of Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar, Alwar for the year ending 31 March, 2014 as prepared by the management on Actual Receipt & Payment basis with the books of account, vouchers and other records maintained and produced before us, and to the best of our information and explanations given to us and subject to notes on accounts and our remarks contained in separate letter of even date, we certify the same to be true and correct and in accordance with the said books of account.

PLACE : ALWAR
 DATED: 06 SEPTEMBER 2014



FOR MEHTA & COMPANY
 CHARTERED ACCOUNTANTS

(Handwritten Signature)
 (K.C. MEHTA)
 PARTNER

प्रमाणित
(Handwritten Signature)
 प्राचार्य
 आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
 मालवीय नगर, अलवर-301002 (राजस्थान)

ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, ALWAR

NOTES ON ACCOUNTS AND SIGNIFICANT ACCOUNTING POLICIES FORMING PART OF RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDING 31 MARCH 2014

(1) Significant Accounting Policies and Accounting Standards:-

- a) Basis of Accounting :- The Accounts are generally maintained on cash basis.
- b) Fixed Assets :- Since no Balance-Sheet is prepared by the Institution, hence nowhere the fixed assets are stated either at the cost or at W.D.V.
- c) Depreciation :- No Depreciation has been charged in the Receipt & Payment Account.
- d) Gratuity :- No Provision of Gratuity has been made in the books of account. It is accounted for on Acturial Basis.

(2) Debtors, Creditors, Unsecured Loans & Advances, if any, are subject to confirmation.

(Signature)
(Jagdish Prasad Gupta)
PRESIDENT

(Signature)
(P.K.Garg)
TREASURER

(Signature)
(Pradeep Kumar Arya)
SECRETARY



**FOR MEHTA & COMPANY
CHARTERED ACCOUNTANTS**

(Signature)
(K.C. MEHTA)
PARTNER

PLACE : ALWAR
DATED : 06 SEPTEMBER 2014

(Signature)
प्रभाकर
आर्य महिला शिक्षक प्रशिक्षण महाविद्यालय
राजस्थान, अलवर-301002 (राज.)



UNIVERSITY OF RAJASTHAN

JAIPUR

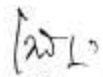
SYLLABUS

Scheme of Examination and Course of Study

Faculty of Education

B.ED- Two Year, Part-1 Exam-2017

Academic Session 2016-17


By, Registrar (Acad.)
University of Rajasthan

Ordinance and Regulations related to the B.Ed. Examination

O.320 The Objective and the Learning outcomes of the B.Ed. course are

Objectives:

1. To help future prospective teacher to develop competence to teach subjects of their specialization, on the basis of an adequate theory of learning and a sound knowledge of the subject.
2. To develop interest, attitudes and knowledge which will enable them:
 - (i) To foster the all round growth and development of children under their care and
 - (ii) To provide guidance to individual pupil
3. To develop an understanding of aims and objective of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between society and school, between life and school work.
5. To build up a professional consciousness.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs
10. Ability to organize various school programmes, activities for pupil.

2

Dy. Registrar, Acad.

11. Developing guidance point of view in educational, personal and vocational matters.
 12. Ability to assess the all round development of pupils and to maintain a cumulative record.
 13. Developing certain practical skill such as:
 - a. Black board work.
 - b. Preparing improvised apparatus
 - c. Preparing teaching aids and ICT.
 14. Interest and competence in the development of the teaching profession and education. Readiness to participate in activities of professional organizations.
- O. 321 The objectives of the practical work prescribed for the two year B.Ed. course are follows:

PART II

Practical Work

Objectives:

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.

2

(227)
Dy. Registrar (Acad.)

12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers VII a, b and the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.

4

[Signature]
 Dy. Registrar (Acad.)
 University of Rajasthan
 JAIPUR

15. Techniques of teaching in large classes.

O. 322 A candidate who after taking a Bachelor's Shastri degree of the University or any other University recognized for the purpose by the syndicate, with two teaching subjects (as defined in note no. 1 below) has completed a regular course of study in college, affiliated to the University for two academic years and has during the course of the years delivered at least 40 lessons (20 Lessons of one teaching subject in part Ist & 20 Lessons of other teaching subject in part IInd) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

(Two years course)

Notes :-

- i. Teaching subject means a subject offered by the candidate at his/her Bachelor's Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
- iii. A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology. General Science may also be allowed to be offered by

5
The Registrar (Acad.)

- iii. A candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.
- iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. Examination.
- v. The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching subject". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper VII A and B for the B.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.
- vi. A student teacher of B.Ed. Course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/ Shastri or Master Degree Examination. A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subjects and his teaching subjects under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.
- O.323** No candidate shall be allowed to appear in the B.Ed examination part 1 & 2nd unless he/she has attended (80% for all course work & practicum, and 90% for school internship)
- O.324** The examination for Degree of Bachelor of education for two years shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

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O.325 Candidates who fail in B.Ed examination in part 1 or/ part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

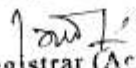
O.326 Candidates who fail in the B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons(20 in part 1& 20 in part 2) supervised lessons.

O.326 A: A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

O.326 B: No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The B.Ed programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B.Ed.

O.326 C: A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:

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- (a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and
- (b) He/she completes the theoretical and practical work as laid down in the courses of study for paper XI.

O. 326D. A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of teaching school subject and other teaching subject which he had not offered at his B.Ed. Examination provided that:

- a. He/she is eligible to offer that teaching subject under provision of O.322.
- b. He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed part 2.
- c. He/she completes the theoretical and practical work, as laid down in the Scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

Regulation 42 :-

Scheme of B.Ed Two years Examination

The B.Ed. (Two years) will consist of the following components:

Part I- Main theory papers at B.Ed. Part I & Part II

Part II- School internship of 20 weeks (10 at B.Ed part I & 10 at B.Ed part II)

In B.Ed Part-I Paper no. 01, 02, 03, 05 and 07 a/b are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper 04, 06a and EPC-1 & 2 are of 2 hours each carrying 50 marks (35 theory + 15 sessional) each.

In B.Ed Part - II paper 07 a b, 09 & 11 are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper 6 b, 08 10 and EPC 4 are of two hours carrying 50 marks (35 theory + 15 sessional) each. EPC-3 in part II carry 100 marks out of which 50 marks will be allotted for practical and 50 marks for theory. EPC-3 theory paper will be of two hours.

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Paper 12 SUPW Camp Open air session will be totally internal. It has five components of 100 Marks and not less than three days shall be devoted for it by the institution.

Practical/Internship part will be divided in both the years and it will carry 450 marks.

**Scheme of B.Ed Two years Examination
B.Ed PART -I**

Programme Outline of B.Ed.

Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.Ed-01	Childhood and Growing Up	80	20	-	100
II	B.Ed-02	Contemporary India and Education	80	20	-	100
III	B.Ed-03	Learning and Teaching	80	20	-	100
IV	B.Ed-04	Language Across the Curriculum	35	15	-	50
V	B.Ed-05	Understanding Disciplines and Subject	80	20	-	100
VI	B.Ed. 06 a	Knowledge and curriculum(part-1)	35	15	-	50
VII	B.Ed-07 (a) (b)	Pedagogy of a School Subject (part-1). 1st & IInd Year candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Mathematics 11. Physics 12. Chemistry 13. Biology	80	20	-	100

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		14. General Science 15. Home Science 16. Commerce (Business Studies) 17. Commerce (Financial Accounting) 18. Drawing and Painting 19. Music • Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b). 20* PSYCHOLOGY 21* SOCIOLOGY 22* COMPUTER 23* RAJASTHANI * An additional pedagogy course (for a school subject other than that chosen for course 7 (a &b) at secondary level, or the same school subject at the high secondary level)				
		SCHOOL INTERNSHIP(10 weeks)	75	150	-	225
		*EXTERNAL ASSESSMENT (one final lesson)				
EPC-1	EPC-1	Reading and Reflecting on Texts (Task and Assignment for Courses)	35	15	-	50
EPC-2	EPC-2	Drama and art in education	35	15	-	50

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 1-6(a), 7(a) (b) & EPC-1, EPC-2,

* EPC - *ENHANCING PROFESSIONAL CAPACITIES

Total Marks-925

PART -2 EXAM

Programme Outline as under-

Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
VI	B.Ed	Knowledge and curriculum(part-2)	35	15	-	50

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06 b					
VII	B.Ed-07 a & b	Pedagogy of a School Subject (part-2) : Ist & IInd Year(candidate shall be required to offer any two papers from the following on for part-1 & other for part-2) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Mathematics 11. Physics 12. Chemistry 13. Biology 14. General Science 15. Home Science 16. Commerce (Business Studies) 17. Commerce (Financial Accounting) 18. Drawing and Painting 19. Music • Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b). 20. * PSYCHOLOGY 21. * SOCIOLGY 22. * COMPUTER 23. * RAJASTHANI * An additional pedagogy course (for a school subject other than that chosen for course 7 (a & b) at secondary level, or the	80	20	100

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		(same school subject at the high secondary level)			
VIII	B.Ed-08	Gender, School and Society	35	15	50
IX	B.Ed-09	Assessment for Learning	80	20	100
X	B.Ed-10	Creating and inclusive school	35	15	50
XI	B.Ed-11	OPTIONAL Special COURSES- (ANY ONE) 1. Peace Education 2. Physical Education and Yoga 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education	80	20	100
		INTERNSHIP (10 WEEKS) *EXTERNAL ASSESSMENT (ONE FINAL LESSON)	75	150	225
EPC-3	EPC-3	Critical Understanding of ICT	50		100 (20 Submission of Report + 30 Practical)
EPC-4	EPC-4	Understanding the self	35	15	50
XII	B.Ed-12	OPEN AIR/ SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS) 5. Studies (work experience related with theory course and fireex activities)		100 20 20 20 20 20	100

TOTAL MARKS - 925

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 6b-12 & EPC-3, EPC-4

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*EPC - *ENHANCING PROFESSIONAL CAPACITIES

Evaluation:-

Evaluation Papers B.Ed. Part-I Exam-

1. Theory Papers 01, 02, 03, 05 and 7 (a) (b) will carry 100 marks, out of which 80 marks will be of theory paper at the B.Ed. Part-I Examination and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Papers 04 and 6a will carry 50 marks, out of which 35 marks will be of theory paper at the B.Ed. Part-I Examination and 15 marks to be assessed internally for assessing the sessional work.
3. EPC-1 & EPC-2 will carry 50 Marks out of which 35 marks will be of theory paper at the B.Ed. Part I exam and 15 marks to be internally assessed for assessing the sessional works.

Evaluation Papers B.Ed. Part-II Exam-

1. Theory Papers 07(a) & (b), 09 and 11 (optional special paper) will carry 100 marks, out of which 80 marks will be of theory papers at the B.Ed part II exam and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Paper 06(b), 08, 10 will carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be assessed internally for assessing the sessional work.
3. EPC-3: This paper will consist of 100 marks (Theory Paper will Carry 50 marks objective type and 50 marks for Practical of computer practical out of which 20 marks submission of report and 30 marks for practical) to be taken internally by the institute.
4. EPC- 4: Theory Paper Will Carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be internally assessed for assessing the sessional work.

Question Papers

1. Each question paper of 80 marks will have two sections. Section - A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7

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- 1. questions each carrying 5 marks. Section - B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.
- 2. Each question paper of 35 marks will have two sections. Section - A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section - B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
- 3. The syllabus of content part in papers VII A and B shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.
- 4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus i.e the question set on this part will be based on application of pedagogy.
- 5. EPC - 1, 2 & 4 Paper of 35 marks will have two sections. Section - A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section - B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
- 6. EPC-3. Question paper of 50 marks will be of objective type, containing 50 Questions each carrying one mark.

PART -2

School internship of 20 weeks (10 weeks each at B.Ed part I & II) and Practical work:-
The Teaching Practice will carry 450 marks comprising of:

- 1. Internal Assessment(two years-B.Ed part 1 & 2)150+150=300 marks
- 2. External Examination (two years-B.Ed part 1 & 2)75+75=150 marks

Board of examiner for teaching practice as for as practicable each candidate will be examined. Board will consist of two external examiners and the principal or his/her nominee in each year.

The name of internal examiner may be proposed by the principal.

Internal- The distribution of 300 (150+150 each year) marks of internal assessment shall be as follows: (For each year)

INTERNAL ASSESSMENT SCHEME

MARKS-150+150=300

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- | | |
|--|-------------------|
| 1. Micro Teaching 5 skill
(Each skill of 2 marks) | 10 Marks per year |
| 2. Regular Practice Teaching
Including unit test in paper
VII (a) (b)
(Lesson 20 per year) | 20Marks per year |
| 3. Criticism lesson | 20 Marks per year |
| 4. Observation | 15 Marks per year |
| • Ordinary Lesson | |
| • Demonstration Lesson | |
| • Criticism Lesson | |
| 5. Teaching aids (5X4 per year) | 20 Marks per year |
| 6. Practical in the audio- visual
equipment on two topics(to be evaluated
by Audio- visual in-charge) | 10 Marks per year |
| 7. Attendance Seminar/ Workshop | 5 Marks per year |
| 8. Internship (Block Practice Teaching) | |
| • Teaching of Method subject (15X1) | 15Marks per year |
| • Social Participation in Group | 10 Marks per year |
| • Participation in all activities of school | 10 Marks per year |
| • Report of any feature of school /
Case study Action Research | 15 Marks per year |

V Organization evaluation of practice teaching:

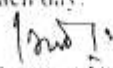
1. Every candidate will teach at-least 40 lessons (20 in part-1 & 20 in part-2) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.

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3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At B.Ed part-1 each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons at B.Ed part-2 year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

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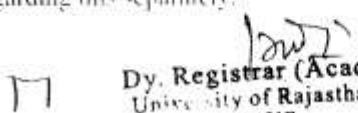

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VI Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the B.Ed. part-I & 2 Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- (2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at-least-
- ❖ 40 percent marks in the external examination.
 - ❖ 40 percent marks in internal assessment.
- (4) The successful candidates at B.Ed part-I & part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching). those are expected to submit a report regarding this separately.


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Questionnaire No.1

Questionnaires for Feedback From P.T.School Teacher's

College Name: ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, ALWAR

Name of School:

Department: Education

Year: 201... - 1...

Practice teaching school teacher's are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate page

A	B	C	D
Very Good	Good	Satisfactory	Unsatisfactory

Name of teacher:

Sr. No.	Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.	Depth of the course content including project work If any (पाठ्यक्रम व प्रयोजन कार्य की गहनता यदि कोई हो तो)				
2.	Extent of coverage of course(पाठ्यक्रम किस सीमा तक पूरा हुआ)				
3.	Applicability / relevance to real life situations(वास्तविक जीवन की परिस्थितिया में औचित्य)				
4	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) अधिगम मूल्य(ज्ञान, अवधारणा, हस्तकौशल, विश्लेषणत्मक योग्यता के संन्दर्भ में।)				
5.	Clarity and relevance of textual reading material (पढ़न पाठ्यसामग्री की स्पष्टता एवं औचित्य)				
6.	Relevance of additional source material (Library) अतिरिक्त स्रोत सामग्री की स्पष्टता एवं औचित्य (पुस्तकालय)				
7	Extent of required by students विद्यार्थियों द्वारा किस सीमा तक प्रयास की आवश्यकता				
8	Overall rating सम्पूर्ण				

Questionnaire No.2

Student Feedback on Teachers

College Name: ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, ALWAR

Program: B.Ed.

Department: Education

Year: 201 -1

Please rate the teacher on the following attributes using the 4-point scale shown.

A	B	C	D
Very Good	Good	Satisfactory	Unsatisfactory

Name of teacher:

Sr. No.	Parameters	A very Good	B Good	C Satisfactory	D Unsatisfactory
1.	Knowledge base of the teacher (as perceived by you) अध्यापक का ज्ञान(जैसा आपको लगा)				
2.	Communication Skill (in Terms of articulation and Comprehensibility) सम्प्रेषण कौशल(उच्चारण एवं समझाना)				
3.	Sincerity / Commitment of the teacher (अध्यापक की लगन / कर्तव्यनिष्ठा)				
4	Interest generate by the teacher अध्यापक द्वारा रुचि जागृत की गई ।				
5.	Ability to integrate course material with environment / other issues, to provide a broader perspective विस्तृत दिश देने हेतु पाठ्यक्रम को वातावरण व उसकी दूसरी समस्याओं के साथ समन्वित करने की योग्यता ।				
6.	Ability to integrate content with other course दूसरी विषयवस्तु के साथ पाठ्यक्रम को समन्वित करने की योग्यता ।				
7	Accessibility of the teacher in and of the class(includes availability of teacher to motivate further study and discussion outside class) कक्षा के अन्दर व बाहर अध्यापक की उपलब्धता(कक्षा – कक्षा के बाहर विचार – विमर्श व आगे के अभिप्रेरित करना)				
8	Ability to design quizzes / Tests Assignments / Examination and project to evaluate student understanding of the course छात्र अवबोध का मूल्यांकन करने हेतु प्रश्नोत्तरी परीक्षण, परीक्षाएं व प्रोजेक्ट बनाने की योग्यता				

9	Provision of sufficient time for feedback पृष्ठपोषण हेतु पर्याप्त समय की व्यवस्था ।				
10	Overall rating सम्पूर्ण				

Questionnaire No.3

College Name: ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, ALWAR

Student Overall Evaluation of the Program and Teaching

(To be filled only after the result are declared)

Department: Education

Course: B.Ed.

Pupil Teachers Name:

Year:-

You may tick more than one answer to a question to the extent to that they do not contradict each other.

1. The syllabus of each course was- (प्रत्येक कोर्स का पाठ्यक्रम था ।)

(a) Adequate (पर्याप्त) (b) inadequate (अपर्याप्त) (c) challenging (चुनौतीपूर्ण) (d) dull (नीरस)

2. Background for benefiting from the course was-

(कोर्स से नामांकित होने का अवसर था ।)

(a) More than adequate (पर्याप्त से अधिक) (b) adequate (पर्याप्त)
(c) inadequate (अपर्याप्त) (d) cannot (कह नहीं सकते)

3. Was the course easy or different to understand? (कोर्स समझने में सरल था या कठिन)

(a) Easy (सरल) (b) manageable (समझने योग्य)
(c) difficult (कठिन) (d) very difficult (अत्यधिक कठिन)

4. How much of the syllabus was covered in the class? (कक्षा में कितना कोर्स करवाया गया)

(a) 85to100% (b) 70to85% (c) 55to70% (d) less than 55%

5. What is your opinion about the library material for the prescribed reading?

(कोर्स से सम्बन्धित सुविधाओं व पाठ्यक्रम के बारे में आपके क्या विचार हैं ।)

(a) more than adequate(पर्याप्त से अधिक) (b) adequate (पर्याप्त)
(c) inadequate (अपर्याप्त) (d) very poor (बहुत निम्न)

6. To what extent were you able to get material for the prescribed readings? (पढ़ने हेतु आपको सामग्री किस सीमा तक प्राप्त हो पाई)

(a) Easily (सरलतम) (b) with same difficulty (कुछ कठिनाई के साथ)
(c) Not available at all (कुछ प्राप्त नहीं होता) (d) with great difficulty (कठिनाई के साथ)

7. How will did the teacher prepare for the classes? (कक्षा हेतु अध्यापक कितनी अच्छी तैयारी करते थे)

(a) Thoroughly (गहनता से) (b) satisfactorily (संतोषजनक)
(c) poorly (निम्न) (d) indifferently (कोई मतलब नहीं)

- 8. How far the teacher encourages student participation in class?** (अध्यापक कक्षा में कितना छात्र भागीदारी को प्रोत्साहित करते थे ।)
- (a) Mostly yes (अधिकतर, हाँ) (b) sometimes(कभी – कभी)
(c) not at all (बिल्कुल नहीं) (d) always (हमेशा)
- 9. How well was the teacher able to communicate?**(अध्यापक का संप्रेषण कौशल कैसा था ।)
- (a) Always effective (हमेशा प्रभावी) (b) sometime effective (कुछ समय प्रभावी)
(c) just satisfactorily(कुछ संतोषजनक) (d) generally ineffective(सामान्यतया अप्रभावी)
- 10. If yes of the following methods were used?**(यदि हाँ,तो किस विधि की सहायता ली जाती है ।)
- (a) Encouraged to raise questions(प्रश्न पूछने हेतु प्रोत्साहित करना)
(b) Get involved in discussion in class(कक्षा में होने वाले विचार-विमर्श में शामिल करना)
(c) Encourage discussion outside class (कक्षा के बाहर होने वाले विचार-विमर्श में शामिल करना)
(d) Did not encourage(प्रोत्साहित नहीं करना)
- 11. How helpful was the teacher in advising?** (अध्यापक परामर्श देने में कितने सहायक थे ।)
- (a) Very helpful (बहुत सहायक) (b) Sometime helpful(कभी-कभी सहायक)
(c) Not at all helpful(बिल्कुल नहीं) (d) Did not advise(कोई सलाह नहीं)
- 12. The teacher's approach can best be described as**(अध्यापक व्यवहार को निम्न रूप में व्याख्या की जा सकती है)
- (a) Always courteous(हमेशा विनम्र) (b) sometimes rude(कभी-कभी रुखा)
(c) Always indifferent(कोई सरोकार नहीं) (d) Cannot say(कह नहीं सकते)
- 13. Internal assessment was**(आंतरिक मूल्यांकन होता था -)
- (a) Always fair(हमेशा सही) (b) Sometime unfair(कभी-कभी प्रभावी)
(c) Usually unfair (हमेशा गलत) (d) Sometime fair(कभी-कभी प्रभावी)
- 14. What effect do you think the internal assessment will have on your course grade?**(आपके अनुसार आपके कोर्स ग्रेड पर आंतरिक मूल्यांकन का क्या प्रभाव होगा ।)
- (a) Help to improve(सुधार में सहायक) (b) Discouraging(हतोत्साहित)
(c) No special effect(कोई विशेष प्रभाव नहीं) (d) Sometime effective(कभी-कभी प्रभावी)
- 15. How often did the teacher provide feedback on your performance?**(अध्यापक आपकी योग्यता पर पृष्ठपोषण कब प्रदान करते हैं ।)
- (a) Regularly (नियमित) (b) With helpful comment(सहायक सुझावों के साथ)
(c) often/late (अक्सर देर से) (d) Without any comments(बिना किसी सुझाव के)

16. Were your assignment discussed with you?(आपके द्वारा प्रदत्त कार्यों का आपके साथ विचार-विमर्श किया जाता है ।)

(a) Yes, fully (हाँ,पूर्ण रूप से)

(b) Yes partly(हाँ,आंशिक रूप से)

(c) Not discussed at all (बिल्कुल भी नहीं) (d) Sometime discussed(कभी-कभी किया जाता है)

17. Where you provide with a course contributory lecture too at the beginning?(क्या आपको प्रारम्भ में पाठ्यक्रम योगदान पर सहायक व्याख्यान दिया गया)

(a) Yes (हाँ)

(b) No(नहीं)

If yes, was it helpful?(यदि हाँ, क्या ये सहायक था ?

(c) Yes(हाँ)

(b)No(नहीं)

18. If you have other comments to offer on the course and suggestion for th teacher you- यदि आप पाठ्यक्रम पर अपने विचार एवं अध्यापकों के लिए कुछ सुझाव चाहें तो



National Seminar- Inaugural Speech by Vice Chancellor of RRMBU, Alwar.



Photograph of National Seminar



Nukkad Natak by Pupil Teachers at public place.



Opening of Swachchhata Abhiyan Rally.