

A. Profile of the Institution

1. Name and address of the institution:

Geetanjali B.Ed. College
Post- Borawar, Tehsil- Makrana
Dist- Nagour
PIN- 341502 (Rajasthan)

2. Website URL : www.geetanjaliwedcollege.com

3. For communication:

Post- Borawar, Tehsil- Makrana
Dist- Nagour
PIN- 341502 (Rajasthan)

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head- Dr. Manu Sharma	01588-248756	01588-241690	gbc_borawar@yahoo.com
Self – Appraisal Co-ordinator – Nanda Ram	01588-248756	01588-241690	gbc_borawar@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal – Dr. Manu Sharma	01588-248756	9829042904
Self – Appraisal Co-ordinator – Nanda Ram	01588-248756	9829042904

4. Location of the Institution:

Urban Semi-urban Rural [Yes] Tribal
Any other (specify and indicate)

5. Campus area in acres:

1.10

6. Is it a recognized minority institution? Yes

7. Date of establishment of the institution:

MM	YYYY
August	2006

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

M D S University, Ajmer

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

2f	MM	YYYY
	N/A	N/A

12B	MM	YYYY
	N/A	N/A

10. Type of Institution

a. By funding

- i. Government
- ii. Grant-in-aid
- iii. Constituent
- iv. Self-financed YES
- v. Any other (specify and indicate)

b. By Gender

- i. Only for Men
- ii. Only for Women YES
- iii. Co-education

c. By Nature

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

- iv. Affiliated College YES
- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- Viii. Any other (specify and indicate)

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

No

If yes, has the institution applied for autonomy?

No

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

Sl. No	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	Pre-Primary			Certificate		
				Diploma		
				Degree		
2	Primary / Elementary			Certificate		
				Diploma		
				Degree		
3	Secondary / Sr. sec	B.Ed	Graduation	Degree	2 Year	Hindi
4	Post Graduate			Diploma		
				Degree		
5	Other (Specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid Upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	F:NRC/NCTE/F-7/RJ- 530/3792 07 Aug 2006 F:NRC/NCTE/F-7/RJ- 1401-2014/49275 14 May 2014		100 200
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision YES
Mission YES
Values YES
Objectives YES

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

If yes,

YES

a) How many programmes?

ONE (B.Ed)

b) Fee charged per programme

27000/- Per Year

3. Are there programmes with semester system

NO

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

NO

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

NIL

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

D.Ed.

B.Ed. 15

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

NO

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

Yes

Number One

8. Are there Programmes with faculty exchange/visiting faculty

NO

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

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

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

IMMEDIATE

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

NO

Number Nil

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

NO

4. Are there any overseas students? NO

If yes, how many?

Nil

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

- a) Unit cost excluding salary component 2357.00
- b) Unit cost including salary component 20709.00

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	68.33%	45%	63.94%	40%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

YES

8. Does the institution develop its academic calendar?

YES

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum & Tutorials
D.Ed.			
B.Ed.	38.13	26.33	17.85
M.Ed.			
M.Ed.			

(Full Time)
(Part Time)

Note: figures shown in the table does not depict the percentage for activities like cocurricular, sports/working with community, test and assignment etc.

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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 schools identified for practice teaching

b) Total 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 situations?

No. of Lessons In simulation	<i>Ten Micro Teaching</i>	No. of Lessons Pre-practice teaching	<i>Two Discussion Lessons</i>
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

YES

14. Does the institution provide for continuous evaluation?

YES

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

Programmes	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	1
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b) Number of assignments for each paper

0	1
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17. Access to ICT (Information and Communication Technology) and technology.

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

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

NO

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

YES

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

Compulsory Yes

Optional No

Criterion III: Research, Consultancy and Extension

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

ONE	3.40
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2. Does the Institution have ongoing research projects?

NO

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

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

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

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

NIL

4. How does the institution motivate its teachers to take up research in education? (Mark

• for positive response and X for negative response)

• Teachers are given study leave YES

• Teachers are provided with seed money YES

• Adjustment in teaching schedule YES

· Providing secretarial support and other facilities YES

· Any other specify and indicate

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

NO

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

a. Ph.D. 1

b. M.Phil. 0

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

YES

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

International journals NO

National journals – referred papers NO

Non referred papers NO

Academic articles in reputed magazines/news papers NO

Books NO

Any other (specify and indicate) NO

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

NO

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

	Faculty	Students
National seminars		
International seminars		
Any other academic forum	15	45

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

(Mark `·` for yes and `X` for No.)

Self-instructional materials NO

Print materials YES

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.) YES

Digitalized (Computer aided instructional materials) YES

Question bank NO

Any other (specify and indicate) NO

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

YES

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge YES

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

NO

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

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

3

16. Does the institution provide consultancy services?

YES

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

No Paid Consultancy

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

Local level YES

State level YES

National level YES

International level

Criterion IV: Infrastructure and Learning Resources

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

3320

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

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

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

30

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

No specific provisions, all requirements met

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

8710.00

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

32460.00

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

No specific budget allocations. Geetanjali Shikshan Sansthan incurs/approves expenses.

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

NO

9. Total number of posts sanctioned

	OPEN		Reserved	
	M	F	M	F
Teaching	18	3	5	3
Non Teaching	1	1	8	2

(*reservation policy as per government Rules)

10. Total number of posts vacant

	OPEN		Reserved	
	M	F	M	F
Teaching	NIL	NIL	NIL	NIL
Non Teaching	NIL	NIL	NIL	NIL

11. a. Number of regular and permanent teachers (Gender-wise)

	OPEN		Reserved	
	M	F	M	F
Lecturer	18	3	59	3
Reader	-	-	-	-
Professor	-	-	-	-

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

	OPEN		Reserved	
	M	F	M	F
Lecturer	-	-	-	-
Reader	-	-	-	-
Professor	-	-	-	-

c. Number of teachers from

Same state

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed	6:25
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13.

a. Non-teaching staff

	OPEN		Reserved	
	M	F	M	F
Permanent	1	-	6	2
Temporary	-	-	-	-

b. Technical Assistants

	OPEN		Reserved	
	M	F	M	F
Permanent	-	-	2	-
Temporary	-	-	-	-

14. Ratio of Teaching – non-teaching staff

15:11

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

48.64%

16. Is there an advisory committee for the library?

YES

17. Working hours of the Library

On working days	9:00 AM – 5 : 00 PM
On holidays	9:00 AM – 2:00 PM
During examinations	6:00 AM – 6:30 PM

18. Does the library have an Open access facility

YES

19. Total collection of the following in the library

a. Books 8530
- Textbooks 5464
- Reference books 3066

b. Magazines 06

e. Journals subscribed 08

- Indian journals 08
- Foreign journals 00

f. Peer reviewed journals 00

g. Back volumes of journals 00

h. E-information resources 00

Online journals/e-journals	
CDs/ DVDs	65
Databases	NIL
Video Cassettes	10
Audio Cassettes	25

20. Mention the

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

56
50

21. Status of automation of Library

Yet to intimate

Partially automated YES

Fully automated

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

Circulation YES

Clipping YES

Bibliographic compilation YES

Reference YES

Information display and notification YES

Book Bank YES

Photocopying YES

Computer and Printer YES

Internet YES

Online access facility YES

Inter-library borrowing NO

Power back up YES

User orientation /information literacy YES

Any other (please specify and indicate) NO

23. Are students allowed to retain books for examinations?

YES

24. Furnish information on the following

Average number of books issued/returned per day 05

Maximum number of days books are permitted to be retained

by students 15
by faculty Full Session

Maximum number of books permitted for issue

for students 2
for faculty 10

Average number of users who visited/consulted per month 425
Ratio of library books (excluding textbooks and book bank
(Facility) to the number of students enrolled 33:1

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

There is no specific Budget for Library as and when Library advisory Committee recommended books for library. On the basis of recommendation of library advisory committee the management will purchase books for library.

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

	I (2012-2013)		II (2013-2014)		III (2014-2015)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text Books	150	14860	180	64234	230	3130
Other Books	60	4895	78	8030	106	18465
Journals / Periodicals	10	9090	12	1316	14	1630
Any Other	-	-	-	-	-	-

Criterion V: Student Support and Progression

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

Programmes	2012-2013	2013-2014	2014-2015
D.Ed.			
B.Ed.	0	2	4
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

YES

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

25

3. Does the institution offer Remedial instruction?

YES

4. Does the institution offer Bridge courses?

NO

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

	B.Ed.		
	2012-13	2013-14	2014-15
Pass percentage	92%	97.95%	95.43%
Number of first classes	140	162	172
Number of distinctions	7	10	13
Exemplary performances (Gold Medal and university ranks)	0	0	0

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

NET
SLET/SET
Any other (specify and indicate)

1	2	3
Data not Available		
Data not Available		
Data not Available		

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	3	3	0
Merit-cum-means scholarship			
Fee concession - -			
Loan facilities - -			
SC /ST/ OBC Students		48	60

(Additional rows may be inserted as per requirement)

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

YES

9. Does the institution provide Residential accommodation for:

Faculty YES

Non-teaching staff YES

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

Yes

If yes, number of students residing in hostels

Men 0

Women 50

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

Sports fields YES

Indoor sports facilities YES

Gymnasium NO

12. Availability of rest rooms for Women

YES

13. Availability of rest rooms for men

YES

14. Is there transport facility available?

YES

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

YES

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

	Organized			Participated		
	YES	NO	Number	YES	NO	Number
Inter-collegiate	YES	-	02	YES	-	02
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate) College	-	-	-	-	-	-

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

YES

If yes, give the year of establishment

2010

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

NO

20. Does the institution regularly publish a college magazine?

YES

21. Does the institution publish its updated prospectus annually?

Yes

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

	2012-2013 (%)	2013-2014 (%)	2014-2015 (%)
Higher studies	56	42	66
Employment (Total)	36	40	42
Teaching	40	56	50
Non teaching	7	14	10

23. Is there a placement cell in the institution?

YES

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

2012-2013	2013-2014	2014-2015
40	35	40

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

Academic guidance and Counseling	YES
Personal Counseling	YES
Career Counseling	YES

Criterion VI: Governance and Leadership

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

NO

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

Governing Body/management	Two in Year
Staff council	One in one month
IQAC/or any other similar body/committee	Two in Year
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As and when required

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

Loan facility YES

Medical assistance YES

Insurance YES

Other (specify and indicate) NO

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

NIL

5. Furnish the following details for the past three years

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

NIL

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

National NIL

International NIL

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

NIL

d. Number of Seminars/ workshops/symposia on curricular development,
Teaching- learning, Assessment, etc. organized by the institution

2

e. Research development programmes attended by the faculty

12

f. Invited/endowment lectures at the institution

12

Any other area (specify the programme and indicate)

NIL

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

- | | |
|--|-----|
| a. Self-appraisal | YES |
| b. Student assessment of faculty performance | YES |
| c. Expert assessment of faculty performance | NO |
| d. Combination of one or more of the above | YES |
| e. Any other (specify and indicate) | NO |

6. Are the faculty assigned additional administrative work?

YES

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

Senior faculty members were deputed as convener/ members of no. of inspection committees / proctorial duties etc. but no definite no. of hours per week are fixed.

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

Grant-in-aid

NIL

Fees

44,80,000.00

Donation

NIL

Self-funded courses

N/A

Any other (specify and indicate)

Funded by Geetanjali Shikshan Sansthan

9. Expenditure statement (for last two years)

	2013-14	2014-15
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, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel		
Any other (specify and indicate)		
Total expenditure incurred		

Audited Balance Sheet & Income & Expenditure A/c Receipt & Payment A/c, is enclosed herewith

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

	Surplus in Rs.	Deficit in Rs.
2012-2013	1738930.00	
2013-2014	2675709.00	
2014-2015	271435.00	
2014-2016		

11. Is there an internal financial audit mechanism?

YES

12. Is there an external financial audit mechanism?

YES

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

Administration	YES
Finance	YES
Student Records	YES
Career Counselling	YES
Aptitude Testing	NO
Examinations/Evaluation/Assessment	YES
Any other (specify and indicate)	NO

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

YES

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

YES

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

YES

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

YES

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

a) for teachers YES

b) for students YES

c) for non - teaching staff YES

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

NO

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

YES

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

YES

Criterion VII: Innovative Practices

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

YES

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

YES

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

		2014-2015		2015-16	
	Category	Women	%	Women	%
a	SC	12	6.57%	18	9%
b	ST	07	3.59%	01	.5%
c	OBC	142	72.41%	159	79.5%
d	Physically challenged				
e	General Category	34	17.43%	22	11%
	TOTAL	195	100%	200	100%
f	Rural				
g	Urban				
h	Any Other (Specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	3.57	-	-
b	ST	01	3.57	-	-
c	OBC	12	42.85	08	72.72

d	Women	05	21.42	02	18.18
e	Physically challenged	-	-	-	-
f	General Category	08	28.57	01	9.10
g	Any other (specify)			-	-

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

Category	At Admission		On completion of the course	
	2014-2015	2015-2016	2014-2015	2015-2016
SC	12	18	12	18
ST	07	01	07	01
OBC	142	159	142	159
Physically challenged	-	-	-	-
General Category	34	22	34	22
Rural	-	-	-	-
T O T A L	195	200	195	200
Urban				
Any other (specify)				

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self – Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussion, and no part thereof has been outsourced.

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

Place: Borawar

Signature of the Head of the Institution With seal

Date: 30-08-2010

The institution , GEETANJALI B.Ed. COLLEGE , BORAWAR, MAKRANA was established in the year 2006 by GEETANJALI SHIKSHAN SANSTHAN, BORAWAR with a well defined motive of serving the society by making their humble contribution to Education especially through Teacher Education. The institution, situated in calm and beautiful natural surrounding at Borawar (near Makrana “The Marbal City”) offers B.Ed. course in teacher Education. It is approved by National Council for Teacher Education (NCTE) and affiliated to M D S University, Ajmer. By Nature it is Women college . At present it has intake capacity of 200 seats in B.Ed. course

The institution follows all the norms and decisions of regulatory bodies-NCTE, SCERT and M D S University, Ajmer & Government of Rajasthan for the required physical infrastructure, recruitment of the faculty, admission procedure, fees structure and curriculum to enact.

The building of the institution is a lively example of good architecture. The campus is spread over a land of 1.10 acres with attachment of 3320 sq. meters of built up constructed area located in the over all campus. The institution had an excellent infrastructure including spacious classrooms, stocked library, multipurpose hall, modern well equipped laboratories, conference room, auditorium, comfortable staff room common room for girls, indoor and outdoor games facility canteen,

provision for safe drinking water, first aid facility, uninterrupted power backup, internet fax, photocopier, phone etc.

The institution has its prime ambition – to get acknowledge as a premier institution with a difference. The difference is being created by providing conducive environment to teaching, learning, research and innovation, liberty to teacher and student-teachers for their maximum potential actualization with novel, ICT and value imbued academic practices.

The board of Governors, academic and administrative bodies, various committees of the institution and the student of all sadans and tutorials work wholeheartedly for realizing this mammoth ambition. So focus of the institution is at creating and sustaining the environment, where prospective teacher will develop an aptitude for teaching, scientific and humanistic attitude, sprit of services to the society and all the essentials of teaching learning skills. This is being done here under visionary leadership of management and director and principal by a competent and committed faculty team in team work. The management members are well educated, socially responsible and humble human being strongly determined and dedicated to the cause of social welfare through providing quality teacher education. The faculty member are well qualified , experienced , enthusiastic and sincere towards their profession and always ready to learn – how to chisel out the best among their student teachers. Teacher educators themselves use and encourage the student teachers to us ICT in their classroom teaching to meet the emerging needs and problems of the school education in global context. The value oriented practices in teacher education enables the student teachers and teachers to make harmony among different sections of the society. The institution is swiftly

gearing up for changes occurring in teacher education in india and abroad.

The institution encourages and sponsors the teachers as well as student teachers for participation in professional development programs, seminar, conference, workshop and intra college and inter college competitions 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 , parents of student teachers and personal of local administrative bodies.

These are involved in positive social interaction through various prominent institutional curricular , co-curricular and extension activities.

Thus the institution stands out as a unique college of teacher education for its distinct emphasis on imparting the sound theoretical knowledge of curricular subjects and teaching and training methods , including practical exposure to actual teaching with a humanistic touch to groom the student teacher to become both effective teacher and fine persons. Finally , the student teachers should be capable of carving out and drawing out the best in humans who would contribute in shaping the future of the STATE and building the GLOBAL VILLAGE.

1.1 Curricular Design and Development

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

The Geetanjali B. Ed. College has clear, distinct and community oriented objective.

Objectives of the Institution

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.

Academic - The student teachers are expected to understand the importance of objective based instruction and to develop skill in teaching practices by assimilating the purpose of analyzing the subject to be taught.

Training - The broad objective of training is to empower and embolden the prospective teachers for effective teaching, research, extension and consultancy.

Access to the Disadvantaged - The institution aims at the general uplift of the disadvantaged groups such as, students from weaker section of society, students from SC/ST/OBC communities and physically handicapped.

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, different techniques for assessment and to acquire skills in teaching.

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.

Issue of Ecology and Environment - To develop the understanding, importance of environmental education, develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.

Value Orientation - The student teachers are expected to review the modern system of education in the context of education in ancient period and appreciate universal values as well as national values and absorb them in their lives to instill them in the next generation.

Employment - The prime aim of the institution is to develop the student teachers to become effective teachers who can face the challenges of the future society.

Global trends and Demands - The Pupil 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.

1.1.2. Specify the various step in the curricular development process.

The institution is affiliated to M D S University, Ajmer. A college affiliated to a university does not have the freedom for curricular design so institution does not involve in curriculum design. The curriculum designed by the M D S University, Ajmer has to be followed by the institution. The modification made by the University is brought to the action.

Institution has eminent educationist **Dr. Manu Sharma** as a source person to monitor, review and suggest the modifications in the existing curriculum of B. Ed. course. In his dynamic guidance “Curriculum Review &

Reform Committee “was established at the college level in December 2009.

The committee comprises of subject experts teacher in each subject i.e. Hindi, English, SST, Science, Maths and foundation courses.

The committee invites the feedback and suggestions about the existing curriculum of the course from all the faculty members, student teacher of current session teachers and head of the practice teaching schools and academic experts on prescribed format/questionnaire.

After getting, compiling, analyzing and evaluating the feedback, the suggestions are recommended to the M D S University, Ajmer, 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 course modified to meet the emerging needs?

The role of teacher educator and Pupil teacher 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 student –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 audiovisual 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 in ICT use. The faculty members are the ‘Model user of ICT’. They make good use of power point presentations and project based instructional resources for instructions, orientation & for conducting different curricular and co-curricular activities. The student teacher imitates and learns different skills during their work educations classes especially during Chalk Board Writing, Handling of equipments & preparing teaching aids.

In the era of “Smart Class Concept”, Institution has introduced the ICT in education theory and practice as well. Teaching practice sessions has been enriched with Information Technology experience and exercises for B. Ed. student teacher in the Government & private Middle and Secondary Schools of Borawar. They had an exposure to Gyandarshan & Ghyanwani programmes and they teach their classes with these means. 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 teacher of respective “sadans” 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 Director, 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 team 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 the 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.

There are compulsory and optional papers in B. Ed. Course in which the issues related to national concern are discussed in detail. The main subjects of B. Ed. course which focus these issues are:-

Computer Education

As the use of ICT in teaching-learning becomes a major requirement for every teacher at school level as well as at college level so, one must have the knowledge of basics of the computer & ICT. To achieve this objective the curriculum of the B. Ed., course provides Computer Education as an optional subject. In this paper the basic knowledge about the computer: its history & development, types, functioning, input- output & processing units, operating system, hardware & software, knowledge about various learning packages, creating & editing documents, using Internet, E-mail, Website, Networking etc. is provided with appropriate theoretical and practical sessions.

Population Education, Ecological Imbalance, Globalization, Human Rights, Technological Invasion.

All these topics are covered in Unit 5 of the Paper I “ Education And Emerging Indian Society ”.

Environmental Education

This Special paper is directly related to the major concerns with the environment. This paper deals with need & objectives of Environmental Education, curriculum development in environmental education, components of environment, global environmental issues, Depletion of ozone layer, global warming, environmental pollution (Soil, Water, Air & Noise) and other miscellaneous environmental issues like Forests &

their conservations, wildlife & its conservation, conservation of energy resources, alternate energy resources, waste management, population & environment and Indoor Environment.

The teaching methodology & class room interaction along with the practical and various activities like celebration of various events, festivals, tree plantation & competitions etc. ensure the results in thrust areas.

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

Yes, the institution makes adequate use of ICT for curricular planning since its establishment. Dynamic Coordinator & Principal Dr. Manu Sharma arranges and ensures that curricular events must be recorded since its planning stage.

Mainly academic calendar, year planner, time table, committee structure and their functions, important rules, norms, circulars, notices, different groups like tutorials, sadans, 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 & labs material, requirements & their stock check etc. house exams & annual exams, seating plan, staff duties are planned with the help of ICT. Demonstration lessons by teacher-educators and micro teaching and practice teaching lessons by Pupil teachers are planned and presented with the use of LCD & OHP.

1.2 Academic Flexibility

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

The institution provides a wide variety of learning situations to the student –teachers according to the need and requirements of the curriculum, society, profession and nation. All the necessary steps have been taken by the institution for the better implementation of the curricular activities.

Teachers are motivated to use ICT with traditional method of teaching. All the facilities like computers, OHP, Projectors, slide projectors, etc, are provided to the teachers for making their lesson a successful one. The student teachers are motivated to use ICT in their notes preparations, lesson planning for practice teaching, power point presentation for class seminar. The institution provides a platform to all student-teachers to participate in various literary, cultural and community service practice.

The institution has conduct micro-teaching programme, Practice teaching programme and block teaching programme.

These entire programmes give sufficient experience to the students so that teaching becomes more 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 student both in the campus and in the field?

The institution has provides a wide variety of learning experience to the student-teachers for effective implementation of the curriculum.

While

implementing the curriculum the faculty members encourage the student – teachers to participate in various curricular, co-curricular and extracurricular activities.

For the effective implementation of curricular aspect of course all the faculty members use various innovative and technological approaches of teaching and learning. Various methods like demonstration, lecture and problem solving are used with wide range of teaching aids such as OHP, Computers, slide projectors, charts, models etc. While providing effective teaching learning environment to the student teacher in the campus and in the classroom they are being motivated to do work with community and in the community. There is provision of field work in the curriculum of B. Ed. course.

Since the University has structured the B. Ed. programmes, there is no scope for modification or innovation by the College. The College follows the teaching programmes, curriculum, evaluation pattern set by the M D S University, Ajmer. The college has adopted block teaching approach for the student teachers. The Internship in teaching. Each B. Ed. First Year student delivers 20 lessons (10 each in school teaching subject) and 2 criticism lessons. In all 10 days were devoted to microteaching as pre-practice teaching activity and another 40 days to school-based practice teaching in 10 schools.

Thus, with the effective implementation of all the subjects the institution provides wide varieties of learning experience to the students for the effective implementation of the curriculum aspects in the campus as well as in the field.

1.2.3. What value added courses have been introduced by the institution during the last three years?

In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the student teachers.

Communication and ICT skills are developed through the effective

implementation of curriculum of Paper computer education. Where basic knowledge about communication skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well.

Student-teachers professional skills are developed through the effective implementation of method subjects which include the skills of chalk board writing, preparing teaching aids, handling of available equipments and work experience.

Along with this paper there were other paper in which there is ample scope for providing life skills, value education, community, professional and social skills etc.

The college has introduced an English spoken course last year so that spoken ability of the student of rural culture will be enhanced.

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

- 1 Interdisciplinary/Multidisciplinary
- 2 Multi skill development
- 3 Inclusive education
- 4 Practice Teaching
- 5 School experience/internship
- 6 Work experience/SUPW

Interdisciplinary/Multidisciplinary

The curriculum of B. Ed. Course has interdisciplinary / multidisciplinary approach. There are various fields of specialization in the B. Ed. course such as Education Psychology, Philosophy, Technology, Science , SST , Language, Development of certain skills like chalk board writing, preparing & handling teaching aids using computers & other ICT and work experience.

Multi Skill Development

The curriculum of B. Ed. course provides an opportunity to the

student teachers for developing various skills. It helps in developing communication skills, teaching skills, social skills, writing skills, work experience and technical skill with the help of various subjects including theory and practical.

Inclusive Education

At present, much emphasis is not given on the inclusive education in the curriculum.

Practice Teaching

As a preparation to actual practice in schools, microteaching sessions are organized. The faculty meticulously organizes intricate sessions of microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take good care of training students in lesson planning too. Before the students are sent to schools, for practice teaching, the College organizes confidence building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc.

Demonstration lessons are given by each subject teacher in the presence of other staff members and students. Every student observes 10 demonstration lessons. Each student teacher has to give 40 practice lessons in school by taking 20 lessons in each Method of Teaching. All the lessons are supervised and checked by institutional teachers as well as school teachers and feedback is given to the students.

There are 10 school attached with college for practice teaching. Each student gives one lesson per day. Sometimes the Practice schools teachers are present in the class and give informal feedback to the Pupil teacher as well as teacher educators. During practice teaching, each lesson is checked before delivering to students in the class and observed by the Method Master. The student teacher stays for the whole time in the school during practice teaching days and takes part in all activities of the school.

School Experience

There is a provision of both theoretical and practical aspects of school experience or school management. In the theory paper student teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resource etc. At the time of practice teaching at school students teachers apply all this knowledge in actual situation. In block teaching student-teachers organizes morning assembly, make arrangements for teaching learning situations, manage man & material resources, and manage funds at school level and scholarships. At the end of the block teaching at school every student-teacher writes a details school plant report, prepares time table & S.L.C., complete observation lessons and provide their suggestions to the school for providing their suggestions to the school for providing better learning experience to the students.

Work Experience /SUPW

The aim of B. Ed. course is to develop competent and skilled teacher. A teacher can become capable by contributing to the society. There is a provision for five days SUPW camp. In this SUPW camp student-teacher develop certain skills through work experience for example gardening, chalk making, interior decoration, cooking, stretching & tailoring cloths, candle making etc. in this camp student-teachers are encouraged to participate in various community services extension activities sports and cultural activities.

1.3 Feedback on Curriculum

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

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

- **Feedback on curriculum by the student-teachers:**

The institution has tried its best to cater the needs of the students, society and nation through best practices in curriculum. Student-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 Performa, given by NAAC, through which student-teachers rate the complete course and the curriculum of the various subjects. The second tool is the suggestion box available in the college campus, where studentteachers can put their suggestions regarding the improvement in the curriculum.

- **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 abouts 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.
- Posting their views/comments on college community on Orkut.
- Giving their suggestions through E-mail.

- **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.

- **Feedback on curriculum by Teaching Staff:**

- The institution has its Internal Curriculum Review & Reform Committee consisting of staff members as subject experts. This committee analyses the existing curriculum of the B. Ed. course, finds out the needs and difficulties of the student-teachers and provides 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 work 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.

- **Feedback on curriculum by the Community:**

The institution has established a cordial linkage with the community. There are various occasions where the Institution and the community come 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 & colleges.

We also organize various services/activities in the community such as vaccination camp, awareness programme, Blood Donation Camp, 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, functions, 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 & suggestions 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 the changes to be brought in the curriculum? If yes give details on the same

The institution has a distinct mechanism on analysis of feedback from the student & Alumni on the curriculum. Every year the feedback from the student teachers provided through the suggestion box is collected and then their views are discussed in the staff council and curriculum review & reform committee. If there is any remarkable suggestion then those are reviewed in the staff council meeting then sent to the curriculum review & reform committee of the institution for further discussion and analysis which sends its recommendation to the M D S University, Ajmer and Higher Education Department of Govt. of Rajasthan.

The second tool i.e. students views on curriculum through Performa introduced from the current session (2015-2016) and feedback from studentteachers are being collected about the existing curriculum. Various areas are identified by the curriculum review committee of the college where certain changes and improvement are required. The major areas are:

1. ICT should be included as compulsory subject in the curriculum.
2. There should be adequate provision of Inclusive Education in the curriculum to make the student-teachers aware about the issued of inclusive practices.
3. There should be more emphasis on developing more skills among the student-teachers.
4. The course duration should be of two years rather than one year.

1.3.3. What are the contributions of the institution to curriculum development?

Since, the curriculum regulatory body of the B. Ed.. course is M D S University, Ajmer, so there is no scope for any self financing private Institution in the development of the curriculum. But the institution, at its part, is trying well to communicate the urgent need and requirements for the modification in the curriculum. The institution is in the process to send some of its recommendation to the M D S University, Ajmer for curriculum upgradation.

1.4 CurriculumUpdate

1.4.1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?

No, major changes in curriculum was made by the M D S University, Ajmer.

1.4.2. What are the strategies adopted by the institution for curriculum revision & update?

There is no major changes in curriculum is made by the M D S University, Ajmer. If University made revision & update in curriculum then institution made arrangement to accommodate the same.

Following strategies are followed by the institution for curriculum revision and update:-

- Getting regular feedback from the student-teacher
- Feedback from the practice teaching schools.
- By formal & informal means of feedback from community members.
- Getting feedback from college Alumni through verbal expressions, written form & E-mail.
- Meeting with school principal & teachers for modification in the curriculum.

1.5 Best Practices in curricular Aspects

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

As mentioned earlier the institution has its internal curriculum review & reform committee for curriculum evaluation. Student teacher suggestions are invited on the prescribed format and through suggestion box.

All these measures are adopted to check the quality sustenance in the curriculum aspect.

The institution has undertaken the following quality sustenance and quality enhancement measures during last three year

- Computer education
- Need Based Education
- Socially Relevant Programmes
- Use of ICT
- _____Academic Skills
- Value education
- Personality development

- Choice based curriculum
- Student Advisors
- Woman Cell
- Learning by Doing
- Co-Operative Learning
- Inter Disciplinary Courses
- Community Participation
- Comprehensive & Continuous Evaluation
- Guidance & Counseling services To the Students
- Career Opportunities
- Remedial Teaching
- Environmental Education
- Including Various Social, Cultural, Academic & Professional Skills among students teachers
- Providing Training of various teaching skills to the studentteachers.

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

The institution tries its best for the effective implementation of all the curricular and co-curricular aspects of the course. All the theoretical and practical aspects of the curricular are taken into consideration while implementing the curriculum. Firstly institution plans in advance for the activities to be organized. The various activities dealing with the curricular and co-curricular aspects are planned very well by the institution in the annual year plan. Proper care has been taken while planning the year plan, for effective implementation of the curricular and co-curricular part of the course and the year planning committee

analyses the very aspect of the year including holidays, weather conditions, school availability for practice teaching, Important National & International days and needs & requirements of the curriculum. For implementation of the curriculum aspect of the course the institution tried well to implement all the planned activities. The various committees are constituted for the better implementation of the academic plan to act as a team to accomplish the task. The various committees like cultural, academic, time table, literary & workshop, library, tour committee etc. work independently as well as with collaboration with each other for the better implementation of the curriculum.

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare an annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by Principal on the last day of every month. Shortcomings / suggestions, if any, are discussed in Faculty coordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is divided according to the teaching schedule. The college organizes conferences / seminars / symposia / training programme / workshops and computer awareness programmes and invites eminent persons for delivering lectures / guidance. Such out-reach academic exercise helps both the teachers and the students to enrich their knowledge.

Criterion II: Teaching-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 (e.g. JNV University, Jodhpur). 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, Generalization, Drawing Inferences, etc. Teaching Attitude and Aptitude Test 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 items. 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) consists of 50 multiple choice type items. It has items related to Vocabulary, Functional Grammar, Sentence Structure, Comprehension, etc. The general candidate has to score 50% marks and reserve category candidate has to score 45% in UG or PG course otherwise she or he will not be eligible for admission into B. Ed.. Programme. The eligibility as prescribed by NCTE for B. Ed.. Programmes is followed strictly. The reservation policy of Rajasthan State Government is being followed. The students are allotted by the co-ordinator PTET. The college admits students on the basis of the list of qualified candidates received from co-ordinator PTET.

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

Since the admission in B. Ed.. Course is given on the basis of merit achieved in PTET. All the advertisement regarding PTET is made by coordinator PTET. Although at the time of admission the institution provide prospects to all candidates in which all information regarding course, management, institution etc is given.

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

The institution can admit only those students which are allotted by the co-ordinator PTET. All decision regarding admission is withheld with the co-ordinator PTET. However the institution monitor all the admission process through Admission Committee.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution?

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

1. The institute assists the economically weaker student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them through book bank. The uniform and transport aid are also provided.
2. Religious festivals and events are celebrated by student 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. Ied , Lohari, Diwali, Holi and Christmas are celebrated in the institution.
3. The college has a women education encouraging and endorsing environment. The female student teachers are being ensured that they have their voice to share and raise the issues regarding campus experience with girl student's advisor, women cell incharge and their concerned tutors.
4. Institute has a conducive academic environment for the expression, joyful study and celebration of life for the female student-teachers through various cultural and co-curricular activities. Every year on 8th March the institution celebrates the International Women's Day.

5. The female student-teachers are encouraged to participate in the inter-college competitions organized by different colleges of education in Rajasthan. The team of girl students is always accompanied by a female teacher incharge and their T.A. & D.A. and registration fee is paid by the institution

6. 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 dialects of the students. The teacher-educators take care of their emotional attachment 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. Remedial Classes, Spoken English classes etc. are offered to the needy students.

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

Yes, the institution has following provisions for assessing student`s knowledge / needs and skills before the commencement of teaching programmes:

1. Orientation Programme :

Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The students-teachers have an opportunity in the programme to share their views, to make queries and discuss their point of view regarding the course structure and schedule. In this programme, an intimate and cordial relationship develops between student teachers and teacher educator. It facilitates the institution to judge the knowledge, needs and skills of student-teachers.

2. Talent search competition :

Every year institution organizes the talent search competition just after the admission process completion. It has various segment like- dance, poetry, speech, singing, painting, rangoli, best out of waste, monoacting and mimicry. The performance of the student teachers provides a realistic picture of their persona, knowledge, specific skills and needs.

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 institution provide an effective and conducive learning environment to the student teachers for their better learning and overall development including social, moral, cultural and academic aspects of personality . Student teachers are trained enough to compete with all the challenges in the modern era.

Through the effective implementation of the curriculum, the Geetanjali B. Ed. College provides best services to the student teachers for better learning environment. The faculty members use various teaching methods according to the needs of the students. If student Teachers find any difficulty in the way of learning, the hurdles are removed by the concerned teacher educator by adopting suitable method. The institution has the facility of well equipped Education Technology Lab, Science Lab, Psychology Lab. and updated library where student teachers are given instruction & knowledge as per their requirements. Faculty is self motivated to use various kinds of teaching aids such as chalk board, chart, model, pictures, internet, transparencies, Power Point Presentation, OHP, and computers in the classroom for the effective presentation of the content matter Student teachers are also given first hand experience in preparation and handling of various kinds of audio visual aids. Each student teacher prepares teaching aids including charts, models, slides, transparencies, chalk, duster, pointer, flash board and power point presentation in each teaching subject. Student teacher is also encouraged to use more & more teaching aids in their actual classroom teaching or at practice teaching.

All the student teachers are trained well enough to handle the

modern technological aids in their class room teaching. They are trained about handling computers, OHP, Slide Projector, LCD Projectors, and Internet etc.

The institution also provides environment to the student teachers where not only the academic growth of the student teachers become possible but also their cultural, social, intellectual, moral, mental & professional growth are also taken in to consideration. The institution organizes various cultural programmes from time to time for developing all the aspects of personality of the student teacher. In these programme student teacher are encouraged to participate and organize the whole activities. The faculty serves as guidance force for them. All the activities of the programme are managed by the student teachers. Various inter house competitions are also organized at the college level for the student teachers to foster sense of competitions among them. The important programme / day celebrated at college level are:-

1. Independence Day Celebration
2. Republic day Celebration
3. Diwali
4. Lohari
5. Ied
6. Women's Day Celebration
7. Science quiz competition
8. Inter House Speech & Poetry Competition
9. Aids Day
10. Environment Day
11. Wild Life Week
12. Science Day
13. Inter House Debate & Extempore
14. Poster Making, Rangoli, Teaching aids, Transparencs Competition
15. Chalk Board Writing Competition
16. Pot Decoration
17. Drawing & Painting
18. Mantrocharan & Shalok Pratiyogita

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, Saraswati Vandana, 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?

Pre-examination counseling is given to SC/ST and OBC students. Remedial Classes , Extra classes, Spoken English classes etc. are offered to the needy students. Issuing books during annual exam., arrangement of seminar, Organizing Extension Lectures etc. Special attentions are paid to advance learner and they are being guided properly.

- Extra classes for weak and needy student-teachers
- Issuing books to student-teachers during annual examinations
- Organizing the Extension Lectures by prominent educationist
- Assignment and projects are assigned to the student-teachers.
- Student-teachers need for academic areas are 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 student teachers for model lessons in different skills & teaching practices etc.

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

There is a wide scope of diversity in the teaching learning process along with its equity in the B. Ed. curriculum. There is a lot of diversity of the subjects in the curriculum such as

- Education and Emerging Indian Society
- Psycho-Social Basis of Learning and Teaching
- Educational Management and school organization
- Educational Technology and classroom Management
- Optional Paper
- Optional Paper (Hindi, English, Urdu, History, Civics, SST, Home Science, Physics, General Science, Mathematics, Biology, Book Keeping, Comm. Practice)
- Computer
- Environmental Education

The curriculum has various activities through which diversity and equality in teaching learning process is reflected. Student teacher are also provided a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role of student , teacher and observer . Other curriculum oriented activities are:-

- Preparation for practice teaching
- Lesson Planning

- Developing core teaching skill through simulation
- Observation & discussion of demonstration lesson
- Practice Teaching
- Pedagogical content analysis
- Observation & supervision at practice teaching
- Interaction & Participation within community
- Educational Tours
- Extension lectures
- Provision for work experience
- Creating learning situation through tutorials
- Houses are formulated to cater every need of the lesson
- Organizing various class test, class seminar & demonstrations Etc

2.2.4. How does the institution ensure that the teacher educator is knowledgably and sensitive to cater to the diverse students needs?

The institution has well qualified and experienced faculty. All teachers are appointed by selection committee. Staff has Ph.D., M.Phil degree in education. Student feedback is also taken on prescribed Performa regarding teaching of all faculty members. All the faculty members are encouraged to attend seminar, workshop, conference etc. Teacher educator are prepared to manage diverse learning needs of students through visit to schools of different kinds, orientation to different teaching methods, and demonstrations by experienced teachers. Teaching Practice plans are developed in collaboration with 10 cooperating schools. During meetings with school Heads, the educational needs of the schools and the policy directions are communicated. School teachers are oriented about guiding and assessing student performance. The methodology teachers interact with guide

teachers, observe and guide student performance in teaching and other areas. Feedback covers – lesson plan, teaching, questioning, evaluation, blackboard work, use of aids, class management, pupil participation and teacher behavior. The scheme of evaluation is made known to students at the beginning of the session. Students' performances in tests are followed-up by teachers; doubts are clarified and necessary feedback is given.

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

The college provides a wide variety of such practices which enables student teachers to be innovative & skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes followings activities:

- Saraswati Vandna
- Prayer
- Thought of the day
- View of prominent / eminent personality on values, education or any national concerns
- Preparation of self composed of inspired poetry
- Daily news
- Bhajans/Devotional Song / Patriotic Song
- National Anthem

2. Every session and important functions are started with The prayers.

3. Organizing various social and cultural programme

4. Celebrating days of national, international and social importance Such as republic day, Independence Day, women's day, Lohari, Diwali, Holi, Science day etc.
5. Organizing Extension Lectures
6. Daily display of thought of eminent thinkers & Educationist on display board.
7. 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.
8. While organizing various competitions at college level student teachers are assigned different responsibilities.
9. In maintaining the greenery at the campus student teachers are motivated to plant tree and flowering plants and also they are assigned duties to protect them.
10. Student teachers are also motivated by organizing Extension Lectures
11. Student teachers are provided guidance & counseling service by faculty members.
12. The student teachers are given orientation in different types of disabilities, identification, causes and prevention. The student teachers are also given lesson on how to help disabled children in the classroom and at home.
13. Organizing Yoga Camp. Thus all the above mentioned practices help the student teachers to develop knowledge & skills related to diversity and inclusion & apply them effectively in the classroom situation.

2.3 Teaching –Learning process

2.3.1. How does the institution engage students in “Active Learning”?

The college organizes three day orientation programme at the commencement of each academic session. During this programme, students are explained the syllabus, the philosophy of Teacher Education, facilities of the college, Practice Teaching, Micro Teaching and on the last day Methods of Teaching subjects is finalized. The college starts with the theory classes for a month. This is followed by 10 days of Micro Teaching sessions. Each student gives 2 lessons per skill.

The skills practiced are Introducing a lesson, Probing Questioning, Illustration with Example, Stimulus Variation, and Reinforcement. Besides these, each student is given practice in Black Board Writing Skill. Each faculty gives one Demonstration lesson per Method of Teaching Subject. Now, students prepare for the first round of Practice Teaching, about 20 students go in each school for 20 days. Each lesson is checked and supervised by the Method Teacher. Again theory classes are held for one month and students are required to submit charts made during the first round of practice teaching to the college. Then mid term test is held. Student Teachers take part in Inter-section cultural activities and social service camps. The social service camps are held in nearby villages. The second round of practice teaching of 20 days follows this. This is also organized in the same way as the first round of Practice Teaching. Again theory classes are held for one month. The University conducts the Computer Practical exam. The medium of instruction is Hindi. The total working as well as Teaching days is 168. The pre-practice teaching days are 10 and practice teaching days are 40. According to the curriculum, each student has to take eight compulsory theory papers. These are:

- Education and Emerging Indian Society
- Psycho-Social Basis of Learning and Teaching
- Educational Management and school organization
- Educational Technology and classroom Management
- Optional Paper
- Optional Paper (Hindi, English, Sanskrit, Economics, History, Civics, SST, Home Science, Physics, General Science, Mathematics, Biology, Book Keeping, Comm. Practice)
- Computer
- Environmental Education

Each paper is of 100 marks. Out of 100, 20 marks are internal and 80 external. Practice Teaching and Related work is of 100 marks. Out of 100 marks are internal and 150 external. The detailed bifurcation is given in the syllabus. For each student 75% attendance is compulsory. The teachers use teaching aids like, OHP so as to create effective and motivating environment for the transaction of theory. Academic calendar of various activities is prepared in the beginning of academic session and given to the students of B. Ed.. class. Each student teacher has to give 20 lessons in school by taking 20 lessons in each Method of Teaching. During practice teaching, each lesson is checked before these are taught to students in the class and observed by the Method Master. Only one lesson per day is given. The student teacher stay for the whole time in the school during practice teaching days and take part in all activities of the school. Each student has to observe 10 lessons of the peers. In schools, the subject teacher sits in the class and gives feedback to the student teacher. To create an overall environment conducive to learning and development of the students the institution organizes curricular as well as cocurricular activities. Such as Seminar, talks, SUPW camps, open air session games, yoga classes etc. To impart value education good thoughts are written on the board daily, celebrate national festivals, morning assembly etc. The institution inculcates civic responsibilities among the trainees by cleaning of college campus and nearby villages, plantation of trees, and organization of street play. The institution has good community orientation. It organizes the activities like talks by the experts which are also arranged for the community as well as students. The institution encourages learning to learn, communication skills, use of information technology and learning to work together as well as independently. Over-all personality development of students is also carried.

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

Keeping in view the student centered learning's, the college always aims at the overall development of personality of the student teachers 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 programme has been organized and planned by the college to follow the student centered approach, which are mentioned as under:-

1. Almost every student teacher is variably involved in various activities/programme 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 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 teacher 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 educators.
6. Student teachers are motivated to visit library regularly to keep themselves updated by reading newspaper, 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.
9. Extension lectures & competitions are organized to cater the student teacher 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 the 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 teacher need and to make learning more easy and reliable to them. Every effort has been made to make learning student centered and community oriented.

2.3.3. What are the instructional approaches and experiences provided for ensuring effective learning? Detail any innovative approach/method developed/used.

At this college integration of traditional as well as modernize methodology of instructions are used to impart the instruction & providing various learning experience to the student teachers. The traditional methodology include lecture method, discussion, heuristic method where as modern methodology include use of modern technologies, interaction, models, source method, project method, problem solving method, demonstration and experimentations etc. As in the B. Ed. curriculum 48% Weightage is given to theory and rest 52% Weightage is given to pedagogical skill development, practical work, field work, teaching practice etc. All necessary steps have been taken for the effective implementation of the curriculum aspect, theory as well as practical. Various strategies have been adopted by the college to ensure effective learning of the student teachers which include simulation, audiovisual aids, learning by doing ,seminars etc. The practical work is carried out with the active participation of student teachers. Student teachers are engaged in work experience, preparing charts, models, chalk sticks, candle making, making useful products from waste material and community services, actual sitting, various

cultural & social programme for providing various learning experience to ensure better & effective learning.

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

No, there is no such programme provided in the B. Ed. curriculum to provide training in models of teaching. But our Institute uses various of methodologies and approach to provide effective learning experiences to the student teachers.

1. Pedagogical analyses of the content

In every teaching subject of B. Ed.. there is provision to do pedagogical analysis of the given topics in terms of content /subject matter, behavioral outcome, methods and activities and evaluation devices. Firstly teacher educator demonstrates a topic from the given list before the student teachers and then studentteachers does pedagogical analysis of the topics.

2. Lesson plan

Special sessions are being devoted for the preparation of lesson plans and related requirements. 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 detail.

3. 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 lessons 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 teacher educators. During this micro teaching session, every student-teacher

prepares and delivers ten micro lessons in each teaching subject and then four Comprehensive lessons and two discussion lessons 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.

4. Besides all the student-teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects.

2.3.5. Does the student teacher use micro teaching technique for developing teaching skills? If yes, list the skill practiced and number of lesson given by each student per skill.

Yes the student teacher use micro teaching technique for developing teaching skills. Each student gives 2 lessons per skill. The skills practiced are Introducing a lesson, Probing Questioning, Illustration with Example, Stimulus Variation, and Reinforcement. Besides these, each student is given practice in Black Board Writing Skill.

2.3.6. Detail the process of practice teaching in schools.

As a preparation to actual practice in schools, microteaching sessions are organized. The faculty meticulously organizes intricate sessions of microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take good care of training students in lesson planning too. Before the students are sent to schools, for practice teaching, the College organizes confidence building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc. Demonstration lessons are given by each subject teacher in the presence of other staff members and students. Every student observes 10 demonstration lessons. Each student teacher has to give 40 practice lessons in school by taking 20 lessons in each Method of Teaching. All the lessons are supervised and checked by institutional teachers as well as school teachers and feedback is given to the students.

There are 10 schools engaged with us for practice teaching. Each student gives one lesson per day. The school teachers also observe lessons sometime in the class and give informal feedback to the Pupil teacher as well as teacher educators. During practice teaching, each lesson is checked before these are taught to students in the class and observed by the Method Master. The student teacher stay for the whole time in the school during practice teaching days and take part in all activities of the school.

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

A group of students are attach with the particular school which was selected by the institution. In that school students are acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts, and preparation of time table, debits, and competitions. They participate in co curricular activities also. On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach two lessons per day in different classes in the presence of school teacher. Total time for block teaching is 10 days.

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

Yes, Teaching Practice plans are developed in collaboration with 10 cooperating schools. During meetings with school heads, the educational needs of the schools and the policy directions are communicated. School teachers are oriented about guiding and assessing student performance. The methodology teachers interact with guide teachers, observe and guide student performance in teaching and other areas.

2.3.9. How do you prepare the student teacher for managing the diverse learning needs of student school?

As a preparation to actual practice in schools, microteaching sessions are organized. The faculty meticulously organizes intricate sessions of

microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take good care of training students in lesson planning too. Teaching Practice plans are developed in association linked schools. During meetings with school heads, the educational needs of the schools and the policy directions are communicated. School teachers are oriented about guiding and assessing student performance. The methodology teachers interact with guide teachers, observe and guide student performance in teaching and other areas. Before the students are sent to schools, for practice teaching, the College organizes confidence building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc. Demonstration lessons are given by each subject teacher in the presence of other staff members and students. Every student observes 10 demonstration lessons. During practice teaching, each lesson is checked before these are taught to students in the class and observed by the Method Master.

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

Student-teachers are well trained to use modern technological equipments like computers, OHP, slide projectors, T.V., LCD projector etc. for making teaching-learning process more effective. In this training, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipments. Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations.

2.4 Teacher Quality

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

Yes, Teaching Practice plans are developed in collaboration with 10 cooperating schools. During meetings with school heads, the educational needs of the schools and the policy directions are communicated. School

teachers are oriented about guiding and assessing student performance. The methodology teachers interact with guide teachers, observe and guide student performance in teaching and other areas.

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

The ratio is 1:15 as per the NCTE norms. The decision of allotment of practice teaching school to student teachers and ratio of student teacher to the identified practice teaching school is based upon the following facts:

- 1 The total number of students in practice Teaching school available for teaching practice.
- 2 The infrastructure – classroom, chalkboard & other facilities available for student teachers.
- 3 The attitude of head & school staff towards practice teaching.
- 4 The distance of practice teaching school from college and student teachers locality or residence.
- 5 Middle or secondary school.
- 6 Girls or co-educational school.
- 7 Transport facility available to the practice teaching school.

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

The mechanism of giving feedback to the students is manual. During micro teaching session conducted in simulations, the teacher educator and the peers provide feedback about the lesson presented by the student teacher and also during the practice teaching session, mentor teacher involves head and teacher of practice teaching school, peers group of student teacher with him for manual observation and to give feedback. At the time of actual practice teaching teacher educator as well as school teacher sits in the class room. After giving lesson teacher educator as well as school teacher give oral feed back to student teacher so that they improve their performance .The teacher educator give

written feed back in their lesson diaries. The feedback mechanism is PLAN –TEACH-- FEEDBACK –

REPLAN – RETEACH – FEEDBACK - CONFIRMANTION.

Principal and head of the school also provide their dynamic feedback during practice teaching to the student teacher. The mentor teacher guides the student teacher about what to observe, how to observe and how to get feedback to their peers. The desired classroom interaction and teacher behavior and teaching learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.

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

The institution's Principal involves mentor teachers, school heads and teachers of practice teaching schools, school students and student teachers to ensure that the student teachers are updated on the policy directions and educational needs of the schools. The principal of the college facilitates the mentor teachers by arranging a prior meeting of head and staff of the practice teaching school with student teacher. He also seeks for permission of D.E.O. and B.E.O for the practice teaching. In the meeting, mentor teacher establish the interaction between both sides. He ensure that all practice teaching head and staff introduced with all student teachers and all the student teachers develop prospective about the vision, methodology, schedule and functioning of the practice teaching school. Mentor teacher come across all the important policies of practice teaching school through discussion with the head and staff of the practice teaching school and make clear to all the student teachers. The teacher educator supervises their daily lesson plan. The feedback received from the head of the school is communicated to all student teacher.

The principal would ensure that proper action is taken on all feedback received from teacher educator, school teacher and head of the school. The policy updates and educational needs of the schools are the main

focus of wall magazine, morning assemblies, debate and discussion in our institution. The institution ensures that all its mentor teachers are updated themselves regarding educational policies like EDUSAT, Mid-day meal, recording of funds and documents on school education. The mentor teachers provide the updates to all student teachers.

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

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like grading system, concept of smart class and common entrance test for engineering, medical etc. have been discussed with student through wall magazine, morning assembly and discussion. The members of the faculty are in direct contact with the teachers of different practice teaching school to get acquainted with the change in school education system through meetings and personal interaction. The faculty members are given opportunities to attend and participate in seminar, conferences, workshop and extension lecturer in colleges and Department of Education, Rajasthan to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use relevant tools and techniques.

Before starting actual practice teaching curriculum of concerned education board is provided to the entire student teacher as well as teacher educator. The Institution subscribed various journals, magazines, paper of education fields. All these materials are provided all of them so that they keep pace with recent development in the school subjects and teaching methodologies.

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?

Faculty members who take up research are facilitated through study leave, adjustment in teaching schedule and secretarial support. Teacher

educator is encouraged to taken interest in participating in extension programmes, seminars, workshops, sponsored by different universities/Colleges. They are encouraged and given academic leave for attending Orientation and Refresher Programmes. College provides training in the use of ICT and INTERNET. The faculty development programmes are organized from time to time for the benefit of staff members. It will enhance the quality of the teaching and training. The teachers are encouraged to become life member of some of the academic associations. The staff members also undertake consultancy work. Teachers are given ample opportunity to improve their academic and research capabilities by exchange programmes, research projects. Teacher performance is judged by self-appraisal and feedback by outgoing Student College organized various extension activities. Major Extension activities for session 2014-15 are women awareness programmes, cleanliness drives, tree-plantation drives, helping an orphanage, visiting and helping inmates of old-age homes, visiting the institutions of deaf and dumb, organizing legal literacy camps etc. The outreach programmes for session 2014-15 are cleanliness drive, AIDS awareness programmes, antitobacco campaign, observing human rights days etc. The institution provides financial support to its faculty for travel to enable them to attend workshops and seminars. The intuition has developed recently a self – appraisal system to evaluate the performance of faculty in teaching and extension. The Principal discusses the self - appraisal report with them individually and encourages them to improve their performances.

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

Yes, staff member are rewarded & motivated for good performance by way of giving them honor and money. Every year there are many prizes for staff members. Teachers are rewarded by the college for good performance of their students in written exams, practice teaching, participation in cultural activities etc. The staff member are motivated by way of giving increments and incentives, involving them in decision making, giving academic leave, providing transport facility etc.

2.5 Evaluation Process and reforms

2.5.1. How are the barriers to student learning identified, communicated and addressed?

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all the necessary measure is taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization. All faculty members are motivated and devoted for the welfare of student teacher. The student advisor in charges have a keen watch to make them feel comfortable and contended in term of learning outcome .Student teacher`s class room problem and campus experience are invited to share by the tutor and all the student teacher in charge. Their requirement, suggestion, needs and problems related to sitting arrangements, books, transport, and canteen facility, medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These problems are solved with the help of teachers, principal, director, management committee of the college. The faculty members walk an extra mile for solving the learning problems of student teachers. Personal attention and care of faculty members facilitate all the student teacher to share her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids and methodology. The provision of THINK TANK and SUGGESTION BOX also provide an extra space to student teachers to share their view on different learning barriers in campus.

2.5.2. Provide details of various assessment /evaluation processes used for assessing student learning?

According to the curriculum, each student has to take eight compulsory theory papers. These are: Education and Emerging Indian Society, Psycho-Social Basis of Learning and Teaching, Educational management and school organization, Educational Technology and

classroom management, Two Methods of Teaching School Subject, Specialization Paper and Computer Literacy and Educational Application. The candidate can offer any two Method of Teaching subjects from Hindi, English, Sanskrit, Social Studies, History, Civics, Geography, Mathematics, Physics, Chemistry, Biology, General Science, Home Science, Economics, Book-Keeping, Commercial Practice. The student can offer one specialization Environmental Education. Each paper is of 100 marks. Out of 100, 20 marks are internal and 80 external. Practice Teaching and Related work is of 100 marks. Out of 100, 100 marks are internal and 100 external. All theory papers have 20 marks for internal evaluation (based on Two test). Marks (150) for practicum are further divided as follows: micro lessons (10), Regular Practice Teaching (50), Criticism Lesson (50), Open Air Session/SUPW Camp(20), Internship/Block Teaching(20) and final practice teaching of (150).

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

At the beginning of the academic year Principal's address is arranged to give general instructions and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students. The printed prospectus gives all the necessary information. Periodic tests, pre-annual examination are conducted for B. Ed. course. Students also prepare charts, modal etc. Final examination is conducted by the University. Performance of students in co-curricular and extra-curricular activities is also assessed. The assessment and evaluation outcome in house examinations, unit test and internal assessment are communicated in personal and remedial session are organized to remove the weakness and failures in conceded subject. The teaching methodology and other class room activities are modified accordingly to meet the problem and need of student teachers identified. Every year college announces the merit in each subject and the student teachers awarded certificate and prize in annual get together. The results of house examination and university examination are displayed on

college notice board also acknowledge the achievements of student teachers. All internal marks keep confidential as per University norms. These marks are known to only faculty members. On the basis of these marks faculty members evaluate the performance of student and take necessary action to improve the performance of the student.

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

Computers are used for the question paper setting, results recording and analysis. LCD projector, OHP, audio video recorder with T.V. and tape recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making correction in linguistic skills.

2.6 Best Practice in Teaching – Learning and Evaluation Process

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

At the beginning of the academic year Principal's address is arranged to give general instructions and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students. The printed prospectus gives all the necessary information. Periodic tests, pre-annual examination are conducted for traditional courses. Students also prepare project wherever it is necessary. Final examination is conducted by the University. Performance of students in cocurricular and extra-curricular activities is also assessed.

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare an annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by HOD and Vice-Principal on the last day of every month. Shortcomings / suggestions, if any, are discussed in Faculty-wise co-ordination committee meetings. A copy of individual timetable is also submitted to the office. The syllabus is unitized according to the teaching schedule. Lecture method of teaching is supplemented with other methods. In these methods there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method,

demonstration method, and use of maps, charts and models. On line teaching method is also used with the help of LCD projector in audio-visual unit. The college is well equipped with media facility. Teachers are taking benefit of these to make their lecture more meaningful and interesting. The students after admission are assessed through periodic test, quiz programme, seminar, workshops, terminal examination, viva-voce examination, project work evaluation and University's Theory / Practical examination(s). Examination system is annual
Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners. Advanced learners are challenged to work ahead of the rest by different means such as

- Additional borrower's ticket is given to them.
- Cash prizes are given to them.
- Financial help from donors is given to them.
- Extra borrower's cards are also given to those who excel in cocurricular and extracurricular activities.
- Students are also encouraged to take part in different activities organized by their associations and to appear for various competitive / entrance examinations.
- Personal guidance is given to the students.
- Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher by students. 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. Innovative programmes are discussed in the coordination committee

meetings. In the college good relations are maintained amongst teachers, administrative staff, technical staff and students. The college authority sees to it that harmony is maintained among all the units (teaching and nonteaching). All post of teaching staff is filled.

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

The institution prepares a calendar of events. To provide interactive teaching learning, the methods followed are inductive, deductive, demonstration etc. The college prepares teaching aids in the workshops held regularly in the college. The college has 30 computers, a TV, Audio and Video Cassettes, VCR, VCD, DVD player, CD's OHP, Slide and LCD Projector etc. The college gives liberty to all its teacher & student to use ICT. The institution has established linkages with NCTE, M D S University, Ajmer and other Colleges of Education in the state. The college has procured Reports and Journals from the M D S University, Ajmer and other colleges of education of the state. The M D S University, Ajmer staff is invited to give lectures to the students and staff. These are mostly on topic related to the courses of study of B. Ed.. Programme. The college also subscribes to the NCERT journals. Print and non-print materials also produced by the college for use of the trainees. Extension lectures by experts are also arranged for the students which are mostly on topics related to the curriculum.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1. How does the institution motivate its teacher 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 research facilities are strengthened by the Academic and Administrative Body. The faculty members are encouraged to participate in seminars, conferences and to present papers on different issues in teacher education. The faculty members have attended a numbers of

national level seminars, conferences and workshops. One of the faculty members are Doctorate in education, Two members are pursuing Ph.D. . The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave with certain seed money. The college has a research committee. The institution supports to the extent of Rs.6000/- to a teacher for completing their research projects.

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.

The following research facilities have been developed on the college campus:

- i) Internet Connectivity through BSNL Broadband.
- ii) Computer Center Equipped with 30 Computers, Printers, Scanner with Power Backup Facility etc.
- iii) Laptops & LCD Projectors
- iv) Reference Books
- v) Periodicals and Journals
- vi) Xerox Machine

3.1.2. What is the thrust area of research prioritized by the institution?

The main area of research prioritized by the institution is:-

- Cruelty against Child
- School Drop outs
- Dowry System
- Juvenile Relinquish
- Child Psychology, Depression and Tension
- Case Study on Various School Problems.
- Exam Fever and its Impacts.

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

Yes, the institution in general and the faculty in particular encourages action research projects among student-teachers. 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 researches successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. The studentteachers 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 Homework
- 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 details of the conference/seminar/workshop attended and/organized by the faculty members in last five years.

The following seminar was organized by institution

(1) “Contemporary Issue of National Security in Present scenario “

(2) “Teacher Training: Present & Future “

(3) “Responsibility of Teachers in Present Scenario “

Seminar attend by staff

Sl. No.	Name of the Teacher	Title of the Paper Presented	Seminar, Workshop, Conferenc es Attended	Institute
1.	Nanda Ram	“Motivation And Personality Development In Teacher Education“ “Action Research” “Quality Concern In Education On And Professional Ethics Of Teacher In	03	Geetanjali B.Ed Collage , borawar (Nagaur) Rajasthan University (Edu. Department) Jaipur

		Developing Countries”		
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3.2 Research and publication output

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

Over the years the faculty and student-teachers collaborated in developing instructional and other materials suited to local needs of the instruction.

- Details of instructional materials:
 - a. Three members of the faculty developed a power point presentation titled as "Future in Danger- Global Warming". This presentation speaks about the future challenges posed by the global warming.
 - b. One of the faculty member has developed Computer Assisted Instruction presentation on intelligence. Intelligence is a part of the syllabi in the Paper II- Psychology of Teaching and Learning.
 - c. One of the faculty member has developed instructional material on "Fundamental Rights" to make students aware about different aspects of fundamental rights enlisted in Indian Constitution.
 - d. One of the faculty member has developed instructional material on "History & Culture of India" to make students aware about India.

3.2.2. Give detail on facilitates available with the institution for developing instructional materials?

The instructional materials are developed by providing optimum facilities available in the institution to the students. The institution has well equipped Educational Technology Laboratory, Library ,Workshop for preparing teaching aids, Fine Arts Room, Science Laboratory, Health & Physical Room, Audio Visual Aids Room, Language Laboratory,

Craft Room & Computer Laboratory and workshop. The Staff also attends workshops and seminars from time to time to update themselves about the recent developments.

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

The faculty members have developed certain instructional materials. They are given below:

- a. CAI on Intelligence.
- b. Power point presentation on "Future in Danger- Global Warming".
- c. Power point presentation on "Fundamental Rights".
- d. OHP transparencies for orientation to micro teaching.
- e. Power point presentation on " History & Culture of India ".
- e. Instructional materials like transparencies' and slides are developed by the teacher-educators for classroom teaching, work education and work experience.

Institute bounds the teachers to develop the study material like OHP Slides and Transparencies every year. Each faculty at least 20 PPT Slides/ Transparencies is submitting to the Principal for the observation.

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

“Enhancement in Preparation of Teaching Aids” , this is to use the information technology in the making of teaching Aids.

b. Attended by the staff

NIL

c. Training provided to the staff

Institute provides special training to the staff members about the use of new apparatus introduce in ET Lab and Psychological Test.

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

Nil

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

Nil

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

S.no.	Name of Teacher	Designation	Qualification	Topic of Research
1	Dr. Manu Sharma	Principal	Ph.D., M.Ed	Indian Education Policies During East Indian Company
2	Dr. Alka Joshi	Lecturer	M.Ed.	lk;kZoj.k f'k{kk
3	NandaRam	Lecturer	M.Ed.	ek;/fed ,ao mPp ek;/fed fo ky;ksa ds fo kfFkZ;ksa dk rquyukRed v/;;uA
4	Pushpa kanwar	Lecturer	M.Ed.	Women Education During Lord Carnwalis
5	Vinay kumar singh	Lecturer	M.Ed.	Contribution of Ravindra Nath Tagore In Education
6	Shally Sharma	Lecturer	M.Ed.	19 oha lnh dk L=h f'k{kk dk vkykspukRed v/;;uA
7	Devendra Singh	Lecturer	M.Ed.	Jh vjfoUn ds "kkSf{k d fopkjksa dk orZeku esa izklfxdrk
8	Devendra Sharma	Lecturer	M.Ed.	Importance of Higher Education

9	Pradeep kumar singh	Lecturer	M.Ed.	lakpra= IUnHkZuk "kSf{k d foospue%
10	Jitendra kumar singh	Lecturer	M.Ed.	laLd` fr vkSj f" k{k k 20 oha lnh esaA
11	Satish Kumar	Lecturer	M.Ed.	Yoga With Education At Senior Secondary Level
12	Chandreka Behan	Lecturer	M.Ed.	mPprj ek;/fed Lrj ij ;kSu f" k{k k ds ikB~;dze esa "kkfey djus ds izfr f" k{k k ds ,oa Nk=k sa ds nzf'Vdks.k dk v/;;uA
13	Vijay Kumar	Lecturer	M.Ed.	A Study of Awareness to HIV AIDS And Scenario B.Ed. Students
14	Rinkoo Kumar	Lecturer	M.Ed.	Relation Between Scout And B.Ed. Course
15	Raj Bahadur	Lecturer	M.Ed.	Lokeh foosdkuUn dk thou n" kZu o
16	Kavita Khushawah	Lecturer	M.Ed.	1600 bZÜ esa L=h f" k{k k A
17	Vijendra Singh	Lecturer	M.Ed.	f" k{k k ds izfjis{k v/;;u
18	Parmod Kumar Sharma	Lecturer	M.Ed.	Sanskrit
19	Shyam Prakesh	Lecturer	M.Ed.	mPp ek;/fed Lrj ij f" k{k k f" k{k k izHkko'khyr dk v/;;u
20	Hem Kumar	Lecturer	M.Ed.	f" k{k k ds ,oa Nk=k sa

				ds nzf'Vdks.k dk v/;;uA
21	Bijendra Singh	Lecturer	M.Ed.	f'kf{kr ,ao vizf'kf{kr f'k{kdksa dh vfHkozfr
22	Rajendra Singh	Lecturer	M.Ed.	iwoZ ek- f'k- ds izfr vfoHkkodksa dh vfHkO;fDr dk v/;;u
23	Vishram meena	Lecturer	M.Ed.	vuq- tkfr ,ao tu tkfr ds Nk=ksa dk laLdZr Hkk"kk v/;;u fo"k; esa :fp ,ao miyfC/k dk rgyukRed v/;;u
24	Shyam Sunder	Lecturer	M.Ed.	ekf/;d Lrj ij foKku f'k{k.k dh O;k[;ku ,ao izn'kZu fof/k;ksa dh mi;ksfxrk dk rgyukRed v/;;u
25	Dev Singh	Lecturer	M.Ed.	Nk=ksa dk laLdZr Hkk"kk v/;;u
26	Devendra Yadav	Lecturer	M.Ed.	History
27	Rekha Sharma	Lecturer	M.Ed.	f'k{kdksa dh vfHkozfr
28	Anique Ahmed	Lecturer	M.Ed.	Pol. Science
29	Neel Kamal Khinchi	Lecturer	M.Ed.	mPp ek/;fed Lrj ij f'k{kdk f'k{k.k izHkko'khyrk dk v/;;u
Part Time Teaching Staff				
30	Abhishk Kulshres	Lecturer	M.Ed.	Librarian
31	Ashutosh Mani Dubey	Lecturer	M.Ed.	Music Teacher
31	Chhoth Mal	Lecturer	M.Ed.	Physical Teacher

	Meena			
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3.3 Consultancy

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

The Principal of the institution particularly in his capacity as an eminent scholar in the field of research provides free consultancy to the faculty members, student-teachers in their research work.

3.3.2. Are faculty / staff members of the institution competent to undertake consultancy? If yes, list the area of competency of staff member and the step initiate by the institution to publicize the available expertise.

Yes, the faculty/staff members of the institute competent to undertake consultancy. The Principal has vast experience and professional acumen in research field to give valuable advice to upcoming research scholars in the field of education. The institution has the pleasure of having one Ph.D degree holders. Some of the faculty members are also supervising dissertation work of M.A., M.Ed and M.Phil students. The institution published information brochure annually to publicize the available expertise in the institution.

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

The consultancy service provided to the stakeholders is free of cost as the director, principal and the faculty members do not charge any fee from the students.

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

As there is no fee levied for consultancy, the revenue generation is zero from consultancy services.

3.4 Extension Activities

3.4.1. How has the local community benefited from the institution?

Extension activities are an integral part of teaching programme of the college. Extension service is provided to neighboring schools mainly in the field of Science Education, Computers and Information Technology, Mathematics Education, Nutrition and Home Science.

The college runs awareness programmes on Aids, Environment Education, Health, Hygiene Awareness, Girl Child Education Awareness, Water conservation Awareness, campus beautification awareness etc. This is a laudable initiative on the part of this college. The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, anti-tobacco campaign, observing human rights days and organizing awareness programmes for diabetic persons, awareness about fire fighting techniques etc. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Social surveys on income, education and profession have been done. The institution is planning to tie up with Red Cross Society in near future. The institution also visits social organizations and institutions like Deaf and dumb school and Old Age homes for social surveys also extend their services to these institutions. Students and teachers are

encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in the important functions of the college. In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

3.4.2. How has the institution benefited from the community?

As the institution is situated in a rural area, the community is participative in most of activities of the institution. Community participation is seen in talent search competitions, festivals celebrations, annual get together functions etc. During such occasions, interaction with community members yields valuable suggestive measures to make the institution more progressive in term of efficiency and quality. The institution has an informal institution - school - community network. Almost 10 schools have been tie-up with us for practice teaching. All the staff members and head of these schools are friendly & cooperative with our student as well as teachers. This is helpful to us in giving quality education. Local community very helpful to us in organized various activities like celebrating national festival, extension activities camps etc.

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

The future plan of the institution for providing community orientation to students is to adopt a village “Besroli”. The main activities in this village taken up will include

- (a) conducting literacy campaigns,
- (b) women empowerment programme through a tailoring center and
- (c) subscribing and supplying newspapers and magazines to the adopted villages.

The institution is also planning to tie up with Red Cross Society in near future.

We are trying for the tie up for the blood donation camp.

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.

There is no such project initiated or completed by the institution relating to community orientation to students.

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

1. The faculty members and students periodically visit village and participate in clean and tidy programme.
2. The institution observes festivals like Ied, Lohri, Holi, Diwali, Christmas and other such socially relevant festivals to make the students aware about cultural ethos and social values of the society.
3. The institution also observes Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate National and citizenship values among students.
4. The faculty members and students involved in legal awareness programmes especially in Environment Protection, Animal Rights, Human Rights, Woman Rights, Child Rights, Constitutional (Constitutional rights) matters, etc.
5. The faculty members delivered the lectures to the student-teachers on socially relevant issues like Female Foeticide, Global Warming, Wild life Preservation etc.
6. The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.
7. In the beginning of the session the librarian provides orientation to newcomers about how to use library and give lesson on reading and study habits among student-teachers.
8. The faculty members and student-teachers participated in development programmes of the village Besroli.
9. The institution is also providing facilities to local students to utilize the college ground for morning walk and practice of games and sporting events.
10. The institution also encourages the students to participate in "Clean and Green Programme" to keep the college campus cleans once in every month. It arranges vaccination camps, and other such health related programmes to make the students more participative in community life.

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 this linkages.

The institution has linkage with NCTE, NCERT, M D S University, Ajmer. This linkage helps institution in enhancing the quality of teaching.

3.5.2. Name the international level organizations if any with which the institution has established linkages in the last five years. Detail the benefits resulted out of this linkages.

Not Yet.

3.5.3. How does the linkage if any contribute to the following?

Curriculum Development:-

The Curriculum is design by the M D S University, Ajmer. College has to strictly follow the curriculum design by the M D S University, Ajmer.

Teaching:- Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality.

Training:- The guidelines of M D S University, Ajmer, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching:- Various research, journals and study material help full to faculty members and student teacher to give in effective practice training.

Research: - The faculty members of M D S University, Ajmer very help full in research activities done by staff members.

Consultancy:- The staff members provide consultancy to our staff on various topics.

Extension:- The staff members of M D S University, Ajmer guided our student as well as teacher educator in various extension activities.

Publication:- Various publication of NCTE, NCERT, M D S University, Ajmer, help full to our student teacher as well as teacher educator in their teaching learning process.

Student placement:- The faculty members of University of Rajasthan , Jaipur and staff of practice teaching school is very help full in providing placement to our student teacher.

3.5.4. What are the linkages of the institution with the school sector?

At present the institution has linkages with 10 schools for Practice Teaching. The institution has good and healthy linkages with school and community members. The schools and community works hand in hand with this institution for the progress of the student-teachers. For the practice teaching, schools are made available to the student-teachers by the school authorities easily. This not only needs co-operation from school teacher, but also it demands more appreciative look to these upcoming teachers.

Community members are also gives their best to make the programme more successful. 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 programme conducted in the schools.

The institution also invites school teachers to college for judging various competitions like, drawing competition, cultural programmes 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 member actively engaged in school and with teacher and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

Yes, faculties are actively engaged with school staff during practice teaching. Our faculty members visited to the practice teaching before the starting of the Practice session to observe the students in various classes.

Principals and faculty members from the Practice Teaching are invited for the suggestions to introduce the new teaching aids. The school teacher and faculty member of college both supervise the lesson of the student teacher and give oral as well as written feedback to the student teacher to enhance performance of the student teacher. The school teacher and faculty member of college both evaluate the lesson of student teacher. To best of the practice a programme's success lies in the team culture. During practice teaching the faculty members partners with school and its personnel to design, evaluate and deliver practice teaching by student teachers. Some of the activities during practice teaching are:

- Organizing morning assembly
- Co-curricular activities
- PT
- Bal Sabha
- Mid-day meal Programme
- Maintaining school Funds and Records
- Action Research
- Case Study

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

The faculty members of our college keep collaborate with schools, other college and university faculty through attending seminars, workshops, research activities, panel discussion, debates ,talk show etc.

3.6 Best Practice in Research, consultancy and extension

3.6.1. What are the major measure adopted by the institution to enhance the quality of Research, consultancy and extension activities in last five year?

It is a well established fact that we are going downhill in research despite of relative huge increase in funding and being global research community. About this institution it encourages its faculty members to pursue research endeavors in the field of education. Institution provides increased opportunity to faculty for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave with certain seed money. The college has a research committee. The institution supports to the extent of Rs.5000/- to a teacher for completing their research projects. The college provides ICT Laboratory, library facility, laboratory facility to pursue the research activity Measures were taken for improving consultancy and extension activities are:

- Participation of different stakeholders in the decision-making process related to teaching methodology and functioning of the institution.
- Collection of feedback from the stakeholders about the efficiency and transparency in the administration of the institution.
- The institution supports and promotes extension activities partnering with village panchayats and other stakeholders.
- Academic achievement and other such feats of faculty and students are encouraged by providing publicity and recognition.
- Students are given training through entrepreneurship development programme so as to facilitate work culture among them.
- The institution regularly organizing local trips to rural areas and trying to create awareness among the students about the importance of ancient monuments pertaining to Indian culture and heritage. These educational trips and tour are helping the student teachers to aware about conservation of antiquities pertaining to Indian culture and heritage. The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students

and distributing the same to different schools, cleanliness drive, anti-tobacco campaign, observing human rights days and organizing awareness programmes for diabetic persons, awareness about fire fighting techniques etc. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Students and teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in the important functions of the college. In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

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

Some of the good and best practices that are being followed in research, consultancy and extension activities are:

- Extensive use of ICT and co-operative learning for pursuit of research.
- Action researches were conducted for improving the quality of education and self-esteem of student teachers.
- The institution also has the mechanism to initiate self-managed action research projects.
- Student teachers are provided with free consultancy regarding research activities.
- The institution is periodically organizing vaccination camp, clean and tidy programme to keep the college campus clean, environmental awareness programme to rural public, tree plantation, AIDS Awareness programme, etc.
- During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Lohri Festival the college invites village elders,

parents of student teachers, and women to make them participate in the process. Lastly, we have an obligation to give something back to our country which will have a long term impact on the whole country.

CRIETERION: IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

The institution has physical infrastructure as per NCTE norms. The best facilities for teacher education are provided in this institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect. Various infrastructure facilities are provided by the institution like:

Sl. No.	Infrastructure	Facilities available at the institution
1	Building of the Institution	The institution building is earth quake resistant. The total covered area of the building is 3320 Sq. Mts.
2	Office for the Principal	Principal Office is situated in the institution building at the ground floor.
3	Classrooms	Institution has Eight spacious and fully furnished classrooms.
4	Multi-purpose Hall	It is situated on the first floor of the institutional building and has seating capacity of 400 persons.
5	Resource room for disabled	For disabled students institution has a spacious resource at the ground floor.
6	Staff Room	Well furnished staff room is situated at the ground floor with attached washroom.
7	Administrative Office	Office for the administrative work is situated at the ground floor.

8	Administrator Office	Office of the Administrator of the institution is situated in the College building.
9	Counseling Room	For assisting and guiding to the applicant for the course offered by the institution, it is available in the college campus
10	Management Room	A separate room for the managing committee of the institution is available in the college premises.
11	Store Room facility	Institution has two store room to keep the routine required material, damaged and obsolete articles in the campus.
12	Work xperience Room/Craft Room	In the institution one work experience / craft Rooms are situated where students work on the principle of learning by doing.
13	Educational technology – cum – computer lab	At the ground floor of the building a well equipped educational technology – cum – computer lab is situated.
14	Science and Mathematics laboratory	Fully equipped science and mathematics labs are present on the ground floor of the building.
15	Psychology laboratory	Psychology lab is situated at the ground floor of the institutional building.
16	Social studies laboratory	Social studies lab is situated in the college premises
17	Staff common Room	Staff Common room facility is provided in the college premises.
18	Girls common room	Spacious girl’s common room with attached washroom is situated at the ground floor of the building.
19	Reasonable outdoor space and sports and	Institution has facility of playground and indoor and outdoor sports/games equipments.

	games facility	
20	Sports Room	Sports Room with necessary & required sports equipments is situated in the Campus.
21	Library	Library cum reading room having area of 56 Sq. Mtrs. is available in the college building
22	Safeguard against fire	Institution has 3 fire extinguishers of five kg capacity each, placed at different parts of the institutional building
23	Parking facility	Institution has a provision of space for parking the vehicles.
24	Transportation facility	Institution provides bus facility for both students and staff members.
25	Provision of clean drinking water and generator facility	Institution has provision of water coolers fitted with water filter for providing clean drinking water. For uninterrupted power supply Generator facility is provided by the institution.
26	Auditorium	Institution provides facility of auditorium for organizing various activities and Indoor games.
27	Canteen	Canteen facility to cater need of the staff and the students is available in the institution premises
28	First Aid Room	For providing preliminary medical help, first aid room is available in the Campus.
29	Reception & Guard Room	For the information and direction of the visitors and for the security of the campus, Reception & guard room is situated at the entrance of the college premises

An approx amount of more than 1.0 Crores is invested for developing the infrastructural and institutional facilities.

Annexure

(Master plan of the building attached with this report)

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

The institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional Infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall, canteen etc., are furnished with adequate furniture and equipments to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. 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. The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities.

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

The infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports are provided by the institution.

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 chart and model preparation.

Multipurpose Hall - The multipurpose hall with a seating capacity of 200 persons is there in the institution for provides a common platform to students, faculty and renowned educationists for regular interfaces,

conferences, 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 having 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 material facilities 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 programmes of the institution or other institutions of the parent society or university.

Not any single infrastructure is shared with other institution of parent society.

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 centre, etc.)

Various facilities are available with the institution to ensure the health and hygiene of the staff and students.

Medical Facilities – To ensure the well being of the staff members and student teachers, college campus has Health Center which has all the basic facilities for first aid. The services of consultant doctors are always available in the hours of need, as many hospitals are available at around 2 km distance from the institution. The institution organized many camps where regular checkup of the student -teachers is done.

Provision of wheel chair for handicap students is also made available by the institution. A ramp is also provided at entrance of the building for easy locomotion of handicap students. Dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution. For providing drinking water, water-coolers are fitted with RO system.

Separate wash room facilities for girls are provided by the institution. Proper drainage system is there in the building.

Common room (Rest Room) facility - Separate common room facility is provided for girls where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, tables and amusement facilities.

Canteen - At college campus there is provision of hygienic place for canteen which caters hot and cold drinks and snacks with proper seating arrangement. The canteen is equipped with refrigerator and microwave oven. An advisory committee was constituted to ensure the quality and to take care of proper functioning of the canteen.

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

Yes, Hostel facility is available for students but hostel premise is on rent. Normally there is about 30 to 45 student occupy the hostel.

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. Maintenance of existing infrastructure

resources is looked after by the central construction division and a standing committee with faculty and student representatives.

Budget provisions are optimally made for maintenance of various services in the college like-

- Servicing and repairing of computers, printer, Photostat machine and fax machine.
- Replacement of old furniture
- Regular repair of fans and all electric points
- Regular white wash/Paint of the institutional building
- Refilling of fire extinguishers
- Maintenance of material of all laboratories
- Regular pruning of plants
- Service of bus

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

Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities established in the college, library and sports facilities are kept open for the students and faculty during working hours and extended hours whenever required. The physical infrastructure is judiciously and optimally put to use. This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

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

The institution considers the environmental issues associated with the infrastructure. The institution is located in a pollution free area and in a peaceful atmosphere away from the city's hustle and bustle. The institution has lush green lawns and trees all around keeping the environment healthy. The classrooms are spacious with large windows

for proper ventilation and adequate natural light. Mostly CFL tube lights are used and no traditional bulb is used to save electricity. Silent generator is used to control noise pollution.

Provision of garbage pit is there where all the daily waste is thrown in it. Cracker free and eco- friendly Diwali is celebrated every year in the institution.

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 medial computer services)?

Institution has a qualified librarian and an attendant to support the library work.

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

The college has a library. It has about 8530 books. Six Indian Educational Journals are subscribed in the library and one International Journal is also subscribed. There is an adequate space for self - reading. Eight books are issued to each B. Ed. student for 15 days. Each staff member can get 15 books for whole year. The library has a Three – member advisory committee which meets four times during every session. The library stock and services are now being computerized on MIS for Library. The library has a photocopier, a functional internet terminal and 15 off-line learning CDs and 5 DVDs as digital resources. The library functions from 0900 hours to 1700 hours on all working days. During the Examination days is opened for 6 hours from 0900hrs to 1500hrs and between 0900 hrs and 1400 hrs on holidays. The reading room can accommodate 50 students at a time. Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room. The Library also provides the

Open access facility for the Faculties from outside and the teachers of practice schools.

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

The library has a three – member advisory committee which meets four times during every session. This committee is headed by the Principal of the institution and other members are three faculty members, librarian and a student representative. Faculty and students are provided with regular reader advisory service and also user orientation programmes are frequently organized to familiarize and encourage students and staff to optimal utilizes the library.

Institution has a Library Advisory Committee which considers the development proposals of the library and looks towards functioning of library. The committee is co-ordinate by a convener with and librarian allowed availing the service. Teachers and teacher educators use library resources daily during working hours. Teachers also donate books to the library.

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

No, the college not fully computerized yet. But partially some of the entries are made by the MIS.

4.3.5. Does the institution library have computer, internet and reprographic facilities? If yes give details on the access to the staff and student and the frequency of use.

Yes, the institution library has computer, internet and reprographic facilities. There is a Computer with printer and Zerox machine. An active internet connection is also available in college library.

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

The institution does not have the facility of Inflibnet/Delnet/IUC as it has not signed any agreement and not joined any consortium. But in future it has decided to join the UGC consortium i.e. Inflibnet / 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 kept open throughout the year except National Holidays. Daily working hours of the library are 8 hours i.e. 9:00 am to 5:00 pm.

4.3.8. How do the staff and students come to know of the new arrivals?
Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed in the library.

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

The institution's library does not have any book bank facility. But the student-teachers are allowed to retain the books during the examination period. 20 set are reserved for the economically weaker students. The institution is planning to establish a book bank in the near future.

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

For easy accessibility to the library, it is situated at the ground floor of the building. Librarian personally attends the physically challenged student-teachers.

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.

Various ICT facilities are available in the institution. The college has established well equipped laboratories.

Educational Technology cum Computer Lab-

The institution has an advanced education-cum- computer lab, which provides computing facilities. The lab comprises of computers linked with wide range of software like MS office, Encarta 2009 including dictionary. Communication and printing services are also available. The software setup has latest version of Windows. Broadband connection for Internet is there in the lab. Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behavior are available. Institution also does video recording of micro teaching and real teaching practice lessons presented by the student teachers. This lab comprises of advanced educational technology equipments which contribute a lot in modern teaching - learning practices. The lab comprises of various equipments like over-head projector, slide projector, television, tape recorder, radio and audio- video aids like charts, models, maps, globes, pictures, slides and transparencies meant for effective teacher training. Public address system is available. Student teachers are given training in handling these equipments and using them in making teaching effective.

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. Proper consideration is given for the use of ICT while implementing the curriculum. In which student teachers learn working and the use of all the technological aids available in the college. They also learn the

skill of handling these equipments and their effective use in teaching learning process. Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments. There is provision in the curriculum for imparting computer skills to all the students. By implementing the subject computer education basic computer skills are imparted to the students. They are taught about information technology, internet, e-mail etc. Provision of discipline of computer education and computer application is there in the curriculum and this made the process easier for the institution for making student-teachers aware of the role of ICT in education. In this the students are taught about MS Word, MS Excel, and Power Point Presentation and Application software. Various books on computer education are also available in the library.

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

Staff members of the college are proficient in the use of ICT. They teach the students in their respective teaching subjects like teaching of Social studies, Science, English, Hindi and Environmental Education by using CD's, transparencies, power point slides through computers and over head projector.

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

Student-teachers take keen interest and take the help of ICT in preparing lesson plans, teaching aids and delivery of lesson. Student teachers make their lesson plans on word processor and also prepare power point slides to deliver their lessons during micro teaching. The student- teachers present their seminar through transparencies on OHP.

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?

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person. The audio- visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the college.

Improvised apparatus prepared by the college students is also gifted to the practice teaching schools.

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?

Various audio- visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available. Transparencies on content cum pedagogical analysis are also available with the institution. Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions. CD's and audio cassettes for language development are also available. Slides and transparencies made by the student-teachers themselves are also available. Well equipped laboratories are available with the institution where demonstration and experiments are conducted. Teachers themselves use the audio visual aids while presenting the content before the student- teachers in the classroom. Student- teachers are motivated by the teachers to use the audio- visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.

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

The following laboratories are available with the institution:

1. **Psychology Lab** - The psychological tests suggested by the affiliating university like intelligence tests, creativity tests, sentence completion test, picture completion test, personality development test, concept achievement test, general classroom achievement test, mirror drawing apparatus, memory drum and card scoring tray are available in the lab.

2. **Science and Mathematics Lab** – The lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton etc., are also available.

The lab also comprises of different types of charts, pictures related to mathematics, static and dynamic models, weighing and measuring instruments, geometry kit and collage, thermometer, bar magnet, pulleys, beads, balls, sticks, pebbles, match bones and stencils for geometrical figures.

3. **Social studies lab** – In this lab charts, models, globe, pictures, scrap book, model lesson plans, time lines, maps, atlas, rain gauge, measuring instruments, wind wane, drawing material, slides and transparencies of different geographical and historical places are available.

4. **Educational Technology cum Computer Lab** – Computers on LAN, printer, overhead projector, slide projector, LCD, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab.

5. **Workshop for Art and Craft / Work experience lab** – Moulds of chalk and candle making, equipments for gardening, tables, drawing material, charts, scale, brushes, colours and other stationary material are present in the lab. The provision for making best out of waste, rangoli and flower arrangement is also made available.

6. **Resource Room** – Various charts, models, CD's, transparencies,

sample of sessional work, model lesson plans and projects in various teaching subjects are displayed in this room.

A teacher in-charge of each laboratory keeps track of facilities, Lab maintenance, upkeep and upgrading the equipments, materials and services available in the laboratory. Teacher in-charge of respective lab ensures the careful and proper use of equipments of the lab. The damaged material is replaced and the areas which need some modifications are located by teacher in-charge and feedback from student teacher is taken and then necessary modifications are done from time to time. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of the lab. The lab in-charge takes care of the requirements of the lab and purchases equipments and other lab material according to the need and after discussing with the director principal. The student teachers are encouraged to optimally use the various material and equipments for learning including practice teaching. They are encouraged to make lesson plans, power point slides, charts, models, transparencies related to their chosen teaching subject. Student teachers are shown model lesson plans. They are provided with reference material, teachers themselves demonstrate the use of equipments and material before the students and the students are motivated to use optimally these learning material.

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

- **Multipurpose hall** - The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 200 persons. It acts as a common ground for students, faculty and renowned educationists for the regular interfaces, conferences, 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' philosophy in teacher education. The workshop is

equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting and cardboard 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.

- **Sports** - 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.
- **Transport** - The College provides bus facility from adjoining areas of the college campus both for teachers and students.

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

The institutions has a futuristic plan is to modernize the classrooms for the use of latest technologies for teaching. The classrooms will be equipped with capability of using over head projector.

4.5 BEST PRACTICES IN INFRASTRUCTURE RESOURCES

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they use ICT like LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in the workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used

for teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work supposed to be done by the learners is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science respective teacher lays emphasis on improvisation of apparatus. Here the emphasis is on learning through experiences and learning by doing. Teachers create such situations for providing conducive environment to the students for appropriate learning.

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

- During teaching practice, student teachers are given training about the use of EDUSAT for teaching.
- Every student-teacher is taught about the basics of computer.
- Student- teachers use ICT for preparing their lesson plans and seminars.

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

- The institution is situated in lush green environment and free from all types of pollution.
- The building of the institution is earth quake resistant.
- The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.
- Sadan system is followed by the institution. Student-teachers are divided into various groups. Each group being identified with a sadan named after great educationist. All the sadans organize morning assemblies and student teachers participate in different

activities like prayer, poem recitation, mantra ucharan, news reading, thought reading etc. during morning assembly. Intersadan competitions are organized on curricular and co-curricular activities to develop competition spirit and self confidence among student teachers. Student teachers of respective sadans maintain bulletin board daily. All the sadans jointly participate in various activities organized by the college.

- Tutorial groups are constituted with a teacher educator as a tutor. Student teachers interact with the tutor and concept of individualized learning is followed.
- Student's problems are diagnosed and remedial teaching is provided to the concerned students.
- Each teacher works independently as well as in a team also. Each teacher is a member of a committee headed by a convener for doing routine work of the college and for smooth working of teaching learning process.
- To trigger thinking among the student teachers, the college has provision of 'Think tank'. The student teachers write their ideas and feelings and put it in box.
- 'Suggestion box' is also available in the college premises. The needs of students and suggestions in the suggestion box are attended on priority.
- Faculty members made a committee where they discuss with each other about curriculum, research and other innovative practices in teaching and learning.
- Specific teaching strategies are adopted to cater the needs of advanced learners and slow learners respectively.
- The performance of the teacher educators is assessed with the feedback mechanism.

- The college organizes cultural programmes and publishes a magazine which gives the students opportunity to exhibit and express their talent.
- Teacher's evaluation is made through self appraisal.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriated academic and professional advice through commencement of their educational programme to completion?

The institution organizes many competitions, time to time, in order to access and enhance the professional competency of the student – teachers. These competitions include flower arrangement, preparation of teaching aids, chart making, chalk making, chalk board writing, preparing best out of waste, post decoration etc., Students – teachers are encouraged and sponsored to participate in the inter college competitions, organized by different colleges of Rajasthan, like skill in teaching, poetry recitation, singing, dancing, quiz, shlokuchcharan, poster making, model making etc., For developing teaching skills the college organizes various training programme of “Micro Teaching”. In this training session, micro lessons and mega lessons in simulation and observation lessons are practiced.

After this the student teachers are sent to school for their practice teaching in real situation, where the student – teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly, participation in Mid-Day meal Programme and maintaining discipline etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and

school staff. The schools heads and the teachers provide suggestions to the student – teachers about teaching and managerial skills during their practice teaching. In order to prepare them for the development of various aspects of their personality, inherent potential and interest, a Talent Hunt programme is organized in the beginning of the session. They are encouraged to participate in various activities of the programme. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mimicry, speech, Poetry recitation, Solo song, Group Song, Poster making, Mono acting etc. College magazine, Mathematical Club, Science Club, Eco Club, Language Club etc. are other resources of learning and progression. In order to develop the quality of leadership and sense of responsibility student teachers have "Educational Society" in which two members of each sadan are nominated. Teacher-educators observe the micro teaching sessions, sessional work and academic achievement through class tests and house examinations to ensure that they are receiving appropriate academic and professional advice.

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

The institution's environment provides a lot of opportunities to the students-teachers to develop their potential and skill. All the faculty members and the administration of the college act as a force for motivation, satisfaction and development to improve performance of the student teachers. The institution provides natural environment for the development of the following:

FORMOTIVAION:

The college motivates the students by giving Certificate (for participation in any activity), Prizes (for holding prominent positions First, Second, Third and Consolation), Trophies (For Group Activities) and Medals (Sport Meet etc.). Further some financial help the form of cash prizes is also provided by the management. The names of the

students achieving positions 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 programmes 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 studentteachers' 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 programmes are organized. For example:

- **Physical Development** : Sports Meet and Games Period
- **Moral Development** : Morning Assembly, cultural Activities and Guest lectures on Values
- **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

programmes (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. Starting of the session with Hawan, Morning Assembly, Saraswati Vandana & Gayatri Mantra before starting any activity.
- **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 dropout rate after admission in the last five years and list possible reasons for the drop out. Describe the mechanism adopted by the institution for controlling drop out?

As there are no major dropout cases identified during the last three years of the institution. In Session 2012-2013 out of 100 students, 100 students were appeared in final examination.

In 2013-2014 all 200 students were appeared in final examinations. In 2014-2015 all 199 students were appeared in B. Ed. Examinations.

B. Ed.

Session	Students Enrolled	Appeared in Annual Exam.	Drop Out		
			M	F	Total
2012-2013	100	100	-	-	-
2013-2014	100	100	-	-	-
2014-2015	200	199	-	1	1

5.1.4. What additional services are provided to students for enabling them to compete for job and progress to higher education? How many students appeared / qualified in SLET, NET, Central / State service through competitive exam 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 40 % of our students from previous batches working as teachers in various govt. & private schools and colleges on regular / contractual/ temporary basis. About 45% of our students go for higher studies through regular and distance education 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.

5.1.5. What percentage of the students on average go for further studied or choose teaching as a career? Give detail.

Every year an average of almost 45% of our students goes for further studies in various courses such as Post Graduation, M.Ed., D.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, computer hardware and software related and other resources available to the student teacher after graduating from the institution?

If yes give details on the same.

At the beginning each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the campus. The students can easily access the library facilities during the working hours. They can easily get the library resources like books, encyclopedia, journals, survey report, language learning resources (CDs, Books and Manuals etc.), magazine, etc. Student teachers are allowed to use Internet facility & computers available at the library. These facilities are also easily accessible to the old students by the permission of the Director / Principal. Student-teachers are provided the facility to keep the books for annual examinations. Student-teachers are also allowed to use various software & hardware resources available at E.T. & Computer Lab. They are also trained in handling the equipments and to use them in their teaching learning. They can use these resources for their unit plan, Lesson Planning and developing instructional aids.

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

The institution has a placement cell right now. At present the institution providing teachers to the nearby schools as per their demands. Last two year 62 student take benefit.

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

No

5.1.9. Does the institution have arrangement with practice teaching schools for the placement of the students' teacher?

The requirements of the faculty in the practice teaching schools are collected at the time of teaching practice sessions and at the end of each session student-teachers are informed and facilitate to get job in the school of their choice. During the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by the each student teacher so as to select one of them for their school.

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

N.A.

5.2 STUDENT SUPPORT

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

For the effective implementation of the curricular, co-curricular and other activities, the institution systematically plans and evaluates all the activities in its academic calendar of the year. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities. The academic calendar is planned by the Year Planning committee of the college which consists of following members:

Sr. No.	Name of the Member	Designation in the committee
1.	Dr. Mannu Sharma	Convener
2.	Mr. M L Khan	Member
3.	Mr. Nanda Ram	Member
4.	Mr. Satish	Member
5.	Mr. Kareem	Member

The committee analyses the different conditions and academic calendar of the university and prepares an initial draft for various curricular, co-curricular activities of the year. Then this draft is discussed in the staff council meeting and necessary modification has been done according to the suggestions of the staff council. After the approval of the staff council and administrative authorities of the college, the final draft of the academic calendar is prepared, implemented and circulated to all the staff members and also notified to the students. Various curricular, co-curricular & extra-curricular activities are planned for their effective implementation. These activities are planned and evaluated as under:

• **PLANNING AND EVALUATION OF CURRICULAR ACTIVITIES (TEACHING – LEARNING PROCESS) INCLUDING TEACHING & TRAINING**

For the effective planning & implementation of the curricular activities of the college academic activities planning committee ensures the inclusion of every aspect of the curriculum in the academic calendar. University academic calendar provides guidelines and path for the planning of various activities. The academic calendar of the institution includes various aspects from admission process to the annual examinations of the B. Ed. courses. Periodically the academic calendar is discussed in the staff council and if need arises necessary

modifications have been made. Both teaching & training activities are planned simultaneously which includes:

1. Planning and implementation of Micro teaching Session for 15 days.
2. Mega teaching session for 5 days.
3. Real teaching for practicing the teaching in real situation, 40 days are planned and student's teachers are sent to various schools (both Govt. & private).
4. Completions of various units of the syllabus through lectures, seminars, practical work, project work etc. are planned and evaluated regularly.
5. House Examinations, Viva-voce for internal evaluation, class tests etc, are well planned and reviewed regularly.

• **Co- CURRICULAR AND EXTRA CURRICULAR ACTIVITIES:**

Various co-curricular & extra – curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as Diwali, Holi, Lohri, International Women's Day, International Aids Day, Science Day, Republic Day, Environment Day, Earth Week etc., are well planned in advance by the committee in the beginning of the session. In spite of all the various competitions like Talent Hunt, Inter House Quiz competition, Speech, Poetry Recitation, Drama / Skit, drawing & painting etc., are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their reference. Feedback on the academic calendar is invited from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box.

• **IMPLEMENTATION OF THE ACADEMIC CALENDAR:**

For effective implementation of the curricular, co-curricular and extra-curricular activities mentioned in the academic calendar various

committees are constituted by the institution. Each committee is headed by a convener and to assist him/her there are teacher-educators are as members. The various committees constituted for the purpose are:

Sr.	Committee	Member
1	Admission Committee	Dr. Manu Sharma Dr. Alka Joshi Mr. Pramod Kumar Smt. Pushpa Kanwar
2	Discipline Committee	Dr. Alka Joshi Mr. Nanda Ram Mr. Vinay Kumar Mst. Shally Sharma
3	Teaching Practice	Dr. Manu Sharma Mr. Devendra Singh Dr. Alka Joshi Mr. Pramod Kumar
4	Library Advisory Committee	Dr. Manu Sharma Mr. Pramod Kumar Mr. Devendra Sharma
5	Sadan / House Constitution	Dr. Alka Joshi Mr. Jitendra Kumar Mr. Satish Kumar Kavita Khushwah
6	Tutorial Group	Mr. Pramod Kumar Mr. Hem Kumar Mr. Bhanu Pratap Mr. Raj Bahadur
7	Literary / Seminar / Discussion / Wall Magazine Committee	Mr. Pramod Kumar Mr. Nanda Ram Chandreka Behan Mr. Shyam Sunder
8	Board of Residence & Health	Dr. Alka Joshi

		Shally Sharma Mr. Devendra Sharma Mr. Dev Singh
9	Cultural Activities	Dr. Alka Joshi Mr. Nanda Ram Mr. Neel Kamal
10	Academic Planning & Management Committee	Dr. Manu Sharma Dr. Alks Joshi Mr. Nanda Ram Rekha Sharma
11	Time Table	Mr. Nanda Ram Mr. Pramod Kumar Mr. Bhanu Pratap
12	Examinations	Dr. Manu Sharma Dr. Alka Joshi Mr. Vijendra Singh Mr. Anique Ahmed
13	Games and Sports	Mr. Abhishk Kulshres Mr. Ashutosh Mr. Dev Sharma
14	Exhibitions	Mr. Pramod Kumar Mr. Devendra Yadav Mr. Vishram Meena Mr. Bijendra Singh
15	Tour Committee	Dr. Alka Joshi Rinkoo Kumar Shyam Prakash Vijay Kumar
16	College Magazine	Mr. Parmod Kumar Mrs. Shally Sharma Mrs. Pushpa Kanwar
17	Physical Resources Management Committee	Dr. Alka Joshi Dr. Manu Sharma Mr. Vinay Kumar

18	Maintenance of Project work & Attendance of the Students	Dr. Manu Sharma Rekha Sharma Mr. Rajendra Singh Mr. Vijendra Singh
19	Student Advisor	Dr. Alka Joshi Dr. Manu Sharma Shally Sharma
20	Women Cell	Dr. Manu Sharma Dr. Alka Joshi Shally Sharma
21	Guidance & Counseling Cell	Dr. Manu Sharma Mr. Pramod Kumar Mr. Nanda Ram
22	Scholarship Committee	Dr. Manu Sharma Dr. Alka Joshi Mr. Shyam Prakesh
23	Science and Eco Culb	Mr. Devendra Sharma Mr. Hem Kumar Mrs. Rekha Sharma
24	Mathematics Club	Dr. Manu Sharma Mr. Vishram Meena
25	Social Science Club	Dr. Manu Sharma Dr. Alka Joshi Mr. Neel Kamal
26	Language Club	Mr. Bijendra Singh Mrs. Rekha Sharma Mr. Vinay Kumar
27	International Assessment Committee	Dr. Alka Joshi Dr. Manu Sharma Mr. Nanda Ram
28	News Letter Publication Committee	Dr. Alka Joshi Dr. Manu Sharma Mr. Pramod Sharma
29	Academic Linkage &	Dr. Alka Joshi

	Community Services Cell	Mr. Anique Ahmed
30	LAB INCHARGE	Dr. Alka Joshi
	Science Lab	Dr. Alka Joshi
	ET- cum-Computer Lab	Mr. Nanda Ram Mr. Devendra Singh
	Psychology Lab	Mr. Bhanu Pratap Mr. Neel kamal
	Social Studies Lab	Dr. Alka Joshi Mr. Shyam Sunder
	Mathematics Lab.	Mr. Vishram Meena
	Work Experience/Craft Room	Dr. Alka Joshi Mr. Dev Singh
	Resource Room	Mr. Nanda Ram Mr. Pramod Kumar
	Sport and first aid Room	Dr. Alka Joshi
31	Secretaty Staff aid Room	Dr. Manu Sharma
32	Feedback from students regarding teaching learning analysis cell	Dr. Manu Sharma Dr. Alka Joshi

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

All the labs are provisioned on the ground floor to cater the needs of the physical challenged students.

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

Yes, the institution has mentoring arrangement. 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 incharge) 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 various activities of the college.

2. Sadan / Houses System:

The institution has introduced House system from the beginning of the college. There are mainly four houses constituted i.e. Meera Sadan, Matri Sadan, Sarojini Naidu and Indra Gandhi Sadan. All the students of B. Ed. Are assigned to different houses according to their roll no. 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 meetings are provisioned in the time table to discuss & 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 & Counselling Cell:

The college has Guidance & 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 various provisions in the institution which support and enhance the effectiveness of faculty in teaching and mentoring students?

The college organizes various workshops, extension lectures and

seminars at college level for enhancing the effectiveness of faculty in teaching. Workshop on Micro teaching is organized every year before the orientation programme of the Micro teaching. The faculty members are encouraged to attend and participate in various National, International Seminars and workshops for enhancing their effectiveness in teaching and other skills. The workshops, seminars and other programmes attended and participated by faculty members are already has been discussed in the criterion-III of this report.

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

Yes, the college have its updated website i.e.

www.geetanjaliibedcollege.com. The following information has been posted on the college website:

- Mission/vision statement, the goals and objectives of the institution.
- Programme offered.
- Eligibility criteria for admission.
- Admission policy and process.
- Academic calendar.
- Examination and other assessment schedules and procedures.
- Infrastructural facilities available for teaching/learning.
- Sports, Residence, Research and Recreation.
- Scholarships given by the state and the institution.
- Fee structure.
- Details of Faculty (Teaching & Non- Teaching).
- Details of Laboratories and Library facilities.
- Image gallery of various functions.

- Latest news and upcoming college activities.
- Contact details & Guide Map of the college.
- Exam Results.
- A student corner is also maintained by the college on website on which the student can post their views, suggestion, articles etc.
- The college website is updated regularly time to time.

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

Students weaknesses are diagnosed through the class tests, house examinations, class seminars, oral testing and through assignments. After diagnosing the weaknesses, appropriate remedial teaching is provided to the low achievers. After identifying low achiever in their classes, every teacher provides remedial teaching to them. For remedial teaching 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 & other works.
7. Providing such cordial environment in which they feel free to consult their concerned teacher.

**5.2.7. What specific teaching strategies are adopted for teaching?
ADVANCED LEARNER:**

Seminars, assignments, delivery of model lessons, brain storming sessions, assigning extra work are provisioned.

SLOWLEARNER:

Teaching strategies are developed according to the needs and pace of the learners. Extra time is provided to these learners to finish off their class work. Special classes and tutorials are arranged for the betterment of slow learner.

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

Admission is done through centralized counseling at the university level but an internal admission committee of the institution including faculty members provides guidance & counseling to guide the student-teachers about making right choice of subject combination, chooses right option, transport facility etc. and also elucidate any query of the students.

AT THE INAUGURATION OF SESSION:

Every year in the beginning of the session academic counseling and orientation to the newly admitted student-teachers is provided in two days orientation programme to acquaint them with the various subjects and options in the course. The need and importance of these options are explained in detail by the concerned teacher educator.

DURING THE SESSION:

Tutorial groups and house meetings are organized to solve the individual problems of the students.

GUIDANCE & COUNSELLING CELL :

There is Guidance & Counseling Cell to provide guidance and support to the student-teachers in their personal, academic & social matters.

WOMEN CELL:

Women Cell helps female student-teachers to solve their problems and provide guidance in different areas.

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

Tutorial Groups, Women Cell, Guidance & Counseling Cell are established for grievance redressal of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to record the grievance if any of the students. The grievances are being addressed with proper care and redressed to the satisfaction of the student-teachers.

There are various grievances redressed during last two years. Some of them are:

- One of our B. Ed. students named Rekha provided with financial help for her treatment of stone in the stomach. She has also been given half fee concession as she is physically challenged.
- In the institution there is also a wheel chair to support physical challenged students.
- Beside this there were some simple grievances like water facility, canteen facility, teacher's methodology etc. which were redressed easily.

5.2.10. How is progress of the candidate at the different stages of programmes monitored and advised?

ACADEMIC PROGRESS:

The academic progress of the students is monitored through Daily classroom observations by the mentor teachers, monthly class tests,

seminars, assignments, projects, House examinations and internal viva-voce.

CULTURAL & SOCIAL PROGRAMME :

The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest lectures on various aspect, competitions at college level and competitions at other colleges etc., community participation services, and in Eco club for the awareness of Environment, Physical and sports classes, routine medical checkup of the students etc.

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

5.2.11. How does the institution ensures the student's competency to begin practice teaching (pre-practice preparation) and what is the follow up support in the field of (practice teaching) provided to the students during practice ?

The institution ensures the development of students' competencies in pre-practice preparation and in practice teaching in various ways:

PRE-PRACTICE:

For ensuring the students' competencies to begin practice teaching various activities are organized which includes orientation about microteaching skills, demonstration lesson of each skill by mentor teacher, micro teaching session by student-teachers, delivery of mega & discussion lessons in simulation under the supervision of the teacher incharge etc. all this process goes for at least 20 days.

FOR PRACTICE TEACHING:

A teacher-educator as supervisor is sent with the student-teacher to the schools to provide support in the field. The mentor teacher monitors all the daily activities and lessons of the student teachers and provides feedback to them accordingly. He/she also identifies the problems faced by studentteachers and makes necessary arrangements to solve them well in time. The student teachers are encouraged to participate in schools' various activities like morning assembly, mid-day meal, school functions, sports meets etc. Support from school staff is ensured by the arrangements of school staff meeting on first day of teaching practice with student-teachers where they are introduced with each others.

5.3 STUDENT ACTIVITIES

5.3.1. Does the institution have 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 AA is going to be registered in the session i.e. 2010-11 no activities are organized in the last two sessions.

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of students.

The institution encourages the student-teachers to participate in the

college competitions and functions through Morning assembly, House meetings, Tutorial Groups and in Sports & Cultural Activities period. After their participation they are encouraged by providing.

Certificate : For participation

Prizes : I, II, III and consolation

Trophy : for Group event

Medals : for sports activities

Students are also encouraged to participate in intra-college functions and competitions and their names are displayed on display boards and announced in the morning assembly with their achievements which provide motivation to other student-teachers.

5.3.3. How does the institution involve and encourage students to publish materials, like catalogues, wall magazines and other materials? List major publications.

The college provides various opportunities to involve the students in various activities for presentation & publication of their material:

1. Students' articles, thoughts, poems, jokes, stories etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher Incharge).
2. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.
3. Further students get chance to present their view in the activities organized by various clubs such as Science Club, Language Club, Mathematical Club, Eco-Club etc.
4. Beside all this various exhibitions like charts & model exhibition, Teaching aids exhibition, Best out of waste material exhibition, Paper cutting & Card Board Molding Exhibition, Rangoli competitions, Drawing & Painting 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?

As per the rules and regulation of the state government, student elections or student council is banned in the state up to academic year 2009-2010.

5.3.5. Give details of various bodies and their activities, which have student's representative on it.

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose institution has house / sadan system in which there are four houses and from each house two student teachers are elected as house representatives. These house representatives are consulted every time when any decision has to be taken for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc. The various committees, which have student's representative on it, are:

1. Alumni Association
2. Sadan/ Houses
3. Science Club
4. Mathematics Club
5. Social Studies Club
6. Language Club
7. Eco Club
8. Discipline Committee

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 programme and growth and development of the institution?

Yes, the institution has mechanism in the previous years, the feedback has been taken on a simple paper generally by the principal & teachers time to time. But from last session "Suggestion Box" is provided where students can put their suggestions & feedback with or without their

names. From the current session institution has devised to collect feedback from studentteachers and alumni. They are:

1. Student Feedback on Teachers
2. Students' overall Evaluation of the programme and Teaching

With the help of these two proformas, the institution will collect the feedback from the students and then will use the data for the improvement of the programme.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The best practices of, the institution in Student Support and Progression are:

- Guidance and Counseling Cell
- Women Cell
- Suggestion Box
- Tutorial and Sadan system
- College Magazine
- Alumni Association
- College Website
- Student-teachers representatives

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1. INSTITUTIONAL VISION AND LEADERSHIP

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

Our vision is

To become the center of academic excellence in the area of teacher education by providing quality teacher education programmes at par with the national and international standards to the rural youth inculcating in them our culture, heritage and values along with complete education.

Our mission is

To prepare the student teacher by providing them a rigorous quality academic study with innovative effective teaching strategies and developing in them the ability and passion to work wisely and creatively to become the best teacher in their career, in an environment with intellectual stimulus and moral prosperity.

OUR OBJECTIVES 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.

Academic - The student teachers are expected to understand the importance of objective based instruction and to develop skill in preparing lessons by assimilating the purpose of analyzing the subject to be taught.

Training - The broad objective of training is to empower and embolden the prospective teachers for effective teaching, research, 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, gender, etc.

Self Development - The student teachers are expected to become

acquainted with different methods of teaching, different tests for assessment and to acquire skills in teaching.

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.

Issue of Ecology and Environment - To develop the understanding, importance of environmental education, develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.

Value Orientation - The student teachers are expected to review the modern system of education in the context of education in ancient period and appreciate universal values as well as national values and absorb them in their lives to instill them in the next generation.

Employment - The prime aim of the institution is to develop the student teachers to become effective teachers who can face the challenges of the future society.

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.

The institution's stated purpose, vision, mission and values are made known to various stakeholders and to the prospective student teachers through college publication in monthly newsletters, information brochure, website and teacher- parents meeting during admission and functions organized in the institution. Vision and mission statements are prominently displayed at the entrance of the institution.

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 vision and mission statements are in terms of addressing to the needs and demands of the society, students, schools, educational

institution's traditions and value orientations. Institution is catering to their needs. Mission includes quality issues, specifically participation of all the stakeholders in improving quality.

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

The top commitments of the management are:

- To create and provide the environment congenial conducive to the attainment of institutional goals focusing on a clear vision and mission.
- To impart quality teacher education,
- To develop intelligent, well informed, disciplined and socially responsible teachers,
- reincarnation of values into the student-teachers and teacher educators,
- To inculcate the spirit of service to the society among student teachers and teacher educators,
- To instill a humane attitude and scientific thinking among student teachers and teacher educators.
- To elicit the co-operation of all stake holders.
- Ensure and develop mechanism for monitoring and sustaining a work culture, commitment and passion for attaining the institutional goals.
- To develop this college as a centre of excellence in the field of teacher education.

The institution always tries to a large extent in translating its vision

and goals into academic practices. The management's contribution towards its mission is exemplary. It recruits the well qualified faculty. It provides encouragement and recognition to the student-teachers and teacher-educators during functions and teaching learning process. Physical infrastructure and the latest ICT tools and apparatus are made available to carry out teaching learning process effectively. Management organizes various meetings with the faculty and also rewards the faculty. The faculty and students are given individualized care and concern. Every cultural, academic and sports event organized in the institution is encouraged by the presence of management members.

1. Composition & Functioning of Board of Management.

- Composition

Sl. No	Office Bearer	Designation
1	Mr. Praveez Khan	President
2	Mr. Moh. Shahid	Vice President
3	Mr. Lal Mohammad Khan	Secretary
4	Mr. Aziz Khan	Treasurer
5	Mrs. Sultana Bano	Member
6	Mrs. Seida Akhtar	Member
7	Mrs. Memuna	Member
8	Mrs. Aamena	Member
9	Mrs. Shamanaj	Member
10	Mr. Mohammad harun	Member
11	Mr. Anish Mohammad	Member
12	Mr. Salim Khan	Member
13	Mrs. Reshma Khan	Member
14	Mr. Parwat Khan	Member

15	Mr. Firoz Khan	Member
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• **Functioning**

Management provides infrastructure and financial aids to the institution for carrying out teaching - learning process smoothly.

2. **Composition of BOG :**

• **Chairman of Governing Body :**

Sl. No	Name	Status	Designation in the BOG
1.	Mr. L M Khan	Secretary Geetanjali Shikshan Sansthan, Borawar	Chairman

From the Members of the Trust :

1.	Mr. Aziz Khan	Treasurer Geetanjali Shikshan Sansthan, Borawar	Member
2.	Mrs. Sultana Bano	Member Geetanjali Shikshan Sansthan, Borawar	Member
3.	Mr. Praveez Khan	Member Geetanjali Shikshan Sansthan, Borawar	Member
4.	Mr. Parwat Khan	Member Geetanjali Shikshan Sansthan, Borawar	Member
5.	Mr. Mukesh kumar	Member Geetanjali Shikshan Sansthan, Borawar	Member

Institutional Member

6.	Dr. Manu Sharma	Principal Geetanjali B. Ed. College, Borawar	Member
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Outside Members

Educationist Members :

7.	Dr. R P Sharma	Lecturer Haribhai Upadhyay T T College Hatundi, Ajmer	Member
8.	Dayakat Ali	Lecturer of Govt. college	Member

Industrialist Member :

9.	Mr. Sunil Kumar Chandak	Industrialist	Member
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Corporate Member :

10.	Mr. Babu Khan Panwar	Corporate Member	Member
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Member concerned with social cause etc., :

11.	Mr. Himmat Singh Rajpurohit	Pardhan , Makrana	Member
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6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The management and the head of the institution discuss, decide, assigned and allocate the roles and enumerates the responsibilities of the staff members on the basis of their academic record, potential, aptitude and interest and as well as the institutional regime experience in teaching and other academic and curricular events, creative and constructive

aspects of the personality, specialization, value system, communication style and motivation level. The allocated responsibilities are communicated to the staff through staff meetings and circulars.

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

The meetings of the staff council provide are the common platform to the management and the faculty members. The valuable suggestions furthered by the management, are taken into consideration during the planning of agenda of the meetings and then the decisions are taken and review of various activities is made. The proceedings of the staff council meetings and meetings of various committees are forwarded to the management. By this the valid information is available for the management to review the activities of the institution. The management also gets the valid information through personal contacts with the faculty member, student-teachers and their parents and community members during institutional functions and various extension activities.

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 the barriers in achieving the vision/ mission and goals in the following manners:

- Thinking on the Issues
- Developing and implementing mechanism in the informal/ direct/ indirect way.
- Various committees have been constituted for smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution and the management in the staff, academic

meetings and remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The concerned committees deliberately works for various quality related issues pertaining to teacher education being imparted by the institution.

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?

During the meeting between management and staff members the management considers the suggestions of the staff members, encourages, appreciates and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. Management actively involves in professional growth of the faculty members by organizing extension lectures, seminar, and workshops in the institution and also encourages them to participate in various seminars, conferences, workshops organized by other educational institutions. T.A. /D.A. are also provided by the management to faculty members for attending/ participating in various activities organized by other institutions.

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

The Director -Principal of the institution provides requisite leadership to the system. He continuously supervises the working of teaching and non-teaching staff and gives suggestions for their improvement. The head of the institution constituted various committees after discussing in the Staff Council and has allocated and assigned the institutional work to these committees. The work of each committee is coordinated by a convener. The recommendations of these committees are considered and approved in the staff council meeting. Principal

provides administrative and academic leadership in association with the various faculty members. Strategies are evolved for academic growth. The head of the institution takes care and fulfilling the requirements of the faculty. Individual appreciation, personal care & concern for the staff members, student teachers and institution are observed by the head of the institution and the management. The Director- Principal of the institution is always available to the student teachers and staff members for redressal of their grievances and also works as a liason between the student-teachers, faculty and the management. The employees and student-teachers, however, also have a direct access to the management as and when required.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

The college encourages participatory management practices and team work between the different components of the college. To assist the principal in academic work various sub- committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas, of the college.

The constituted committees and their meetings details held during the session 2015-2016 are as under:

Sl. No	Committee	No. of Meetings Held	Meeting Held on
1.	Admission Committee	03	29 July 2015, 27 Aug. 2015, 3 Nov. 2015

2.	Discipline Committee	07	15 Sept. 2015, 23 Oct. 2015, 21 Nov. 2015, 19 Dec. 2015, 16 Jan. 2016, 27 Feb. 2016, 22 March 2016
3.	Teaching Practice	04	22 Sep. 2015, 09 Oct. 2015, 21 Dec. 2015, 29 Jan. 2016
4.	Library Advisory Committee	02	04 Jan. 2016, 23 April 2016
5.	Sadan / House Constitution	01	17 august 2015
6.	Tutorial Groups	01	18 August 2015
7.	Literary / Seminar / Discussion / Wall Magazine Committee	01	04 April 2016
8.	Board of Residence & Health	02	15 Feb. 2015, 16 Apr. 2015
9.	Cultural Activities	03	15 Aug. 2015, 04 Jan. 2016, 26 Jan.
10.	Academic Planning & Management Committee	02	19 Jan. 2015, 08 March 2016
11.	Time Table	05	24 Aug. 2015, 03 Nov. 2015, 27 Jan. 2016, 06 Feb. 2016, 21 July 2016
12.	Examinations	04	05 Apr. 2016, 26 May 2016, 01 July 2016, 14 July 2016

13.	Games and Sports	02	03 Dec. 2015, 19 Jan. 2016
14.	Exhibitions	01	14 Feb. 2015
15.	Tour Committee	01	20 Feb. 2016
16.	College Magazine	02	02 Apr. 2016, 02 May 2016
17.	Physical Resources Management Committee	01	19 Dec. 2015
18.	Maintenance of Project work & Attendance of the Students	01	20 March 2016
19.	Student Advisor	01	16 Jan. 2016
20.	Women Cell	01	30 Apr. 2016
21.	Guidance & Counseling Cell	01	19 Jan. 2016
22.	Scholarship Committee	01	18 Feb. 2016
23.	Science and Eco Club	01	13 Feb. 2016
24.	Mathematics Club	01	26 March 2016
25.	Social Science Club	01	21 April 2016
26.	Language Club	01	03 Nov. 2015
27.	International Assessment Committee	01	27 Jan. 2016
28.	News Letter Publication Committee	02	01 Apr. 2016, 01 May 2016
29.	Academic	04	15 July, 26 Nov, 21 Dec, 19

	Linkage & Community Services Cell		Jan. 2016
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Major outcomes of the meetings:

- The strategies were finalized for implementing the orders of the Government of Rajasthan regarding the admission in B. Ed. course.
- Rules and regulations were framed by the discipline committee.
- Schedule regarding orientation about skills, micro-teaching and practice teaching was finalised.
- Library committee reviewed the library resources and decisions were taken regarding upgradation the library facilities. New editions and volumes of books and journals were recommended by the committee.
- Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.
- The board of residence and health took decisions for improvement in the facilities of canteen services. Rate list of various items available at the canteen were also finalized.
- Schedule for Organizing Talent search Competition, celebrating eco friendly Diwali, Lohri function, women's day celebration and others cultural activities for the session 2014-09 were finalized by the cultural committee.
- Academic plan of the year was finalized by the academic planning and management committee.
- Duties of the faculty members were reallocated for conducting

house examinations. Layout was prepared for conducting the annual B. Ed. examinations by examination committee.

- Guidance and Counseling Cell was established in staff council meeting.

The Principal convenes the meetings with the staff members to discuss about the academic calendar, syllabus, examination and implementation of various decisions regarding student-teachers related issues, administration and finance issues.

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

Organizational Structure of Academic Body of the Institution

Sl. No	Name & Designation	Designation in Academic Body
1	Dr. Manu Sharma, Principal Geetanjali B. Ed. College, Borawar, Nagour	Convener
2	Mr. L K Khan, Seceratory Geetanjali Shiksha Sansthan, Borawar	Member
3	Mr. Nizamuddin, Lecturer Geetanjali B. Ed. College, Borawar, Nagour	Member
4	Ms. Rita Bisht, Vice Principal Geetanjali B. Ed. College, Borawar, Nagou	Member
5	Mr. Ghanshaym Singh Rankawat, Principal Senior Secondary School, Borawar	Member
6	Ms. Alka Joshi, Lecturer Geetanjali B. Ed. College, Borawar, Nagour	Member
7	Mr. Dharendra Rankawat, Principal Seema Memorial B.Ed. College,	Member

	Parbatsar	
8	Mr. Ganga Ram Gupta, Principal Govt. Senoir Secondary School , Makrana	Member

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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the Director -Principal is given full freedom with the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted 32 committees to execute different functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. The meetings of the committees are chaired by the Director- Principal and the decisions of these committees are finalized by the director-principal after discussing with the management committee. The functions of each committee are well defined to ensure the administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Director- Principal which arrives at final decisions. The decisions of the Director-Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees. Ultimately all the academic and administrative activities are reviewed by the concerned committees to ensure the academic and administrative accountability of the system.

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

Meeting of school personnel with college authorities are held

regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel. School teachers are also consulted while developing the academic plan and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the schools. During teaching practice the student-teachers of the institution are provided a platform to participate in different activities of the school. They organize morning assemblies and Bal- Sabha in the school. They maintain the different records of the school. They maintain the student discipline and also help in serving mid- day meal during teaching practice. Cleanliness of school campus and plantation in school premises is done by the student teachers. All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The studentteachers participate in the camps organized by the institution to strengthen the collaboration of institution with school and community. They Participate in the camp which was the institution organized in 4 village schools to administer vaccines to prevent vital diseases. Student-teachers also participated in Blood donation camp and Literacy Mission.

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

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

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

For promoting cooperation among the faculty members various committees are constituted for executing the institutional work and teaching learning activities. The committees consist of various faculty members and one of them acts as convener. Respective committee members cooperatively work as a team for the work they have been assigned. Director-Principal monitor the functioning of all the committees. Suggestions regarding various activities of the institution are placed before the Director- Principal and decisions are taken after discussing the matter in staff meeting. Institution also works for the empowerment of the faculty. They provide conducive environment for working. Extension lectures, seminars and workshops are organized in the college premises. The faculty teachers are also motivated and sponsored to participate in the seminars and workshops organized in other institutions. The faculty members are provided with the platform to upgrade their skills for using ICT in teaching.

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 data 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, students' feedback on the faculty performance and assessment of the faculty members by the Director Principal.

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

The changes resulting from the action plans are accomplished and sustained by proper allocation of the Human and financial resources. Various committees of the institution are entitled to assess and recommend the resources needed for carrying out the academic and co-curricular activities. The concerned committees forward the recommendations to the Director -Principal and then the Director – Principal and the management members consider the recommendations for allocation of the human and financial resources.

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

To support the implementation of mission and goals an institutional academic plan for the whole session is prepared by the academic body of the institution, in which the activities related to teaching- learning, curricular and co-curricular activities are planned. To carry out these activities smoothly the human and financial resources are planned, and obtained according to the norms. According to need and urgency of the work the financial resources are provided by the management.

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

Academic planning and management committee prepare academic calendar at college level. The recommended academic plan is discussed during staff meeting among staff members and Director-Principal of the college, management members, school personnel and then it get finalized. Before finalizing the academic plan the practice teaching

school teachers are also consulted regarding tentative schedule for the availability of schools for practice teaching and organizing extension activities.

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circular and it is displayed on notice board for students. The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarchy from students to teachers. Teachers in specific and through committee are accountable to the Director - Principal. The Director -Principal and the management Committee mutually get in touch with the parents of the student teachers, practice teaching schools, and personnel of education department of district, state and university. The objectives of the institution are communicated to the student teachers through prospectus, orientation classes, events organized, meetings of sadans and tutorials, college magazine, wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management and the Director Principal deploy the faculty and student teachers to achieve the objectives by organizing meaningful events, along with its academic activities and co-curricular venture. The feedback and participation of schools and community are deployed in action by sharing the objectives with them.

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

Since its establishment the institution is adding an extra milestone to its achievements towards the cited vision and mission. The frequency of monitoring, evaluating and revising the implementation plans of vision and mission depends on the emergent needs and it is not limited or confined to a specific number. The institution use to meet for these

objectives in the beginning of the session with a determination to reach the paramount of quality in teacher education. Every academic year begins with a review of what has been attained and what is to achieve. Every aspect of the institutional work is evaluated. A comprehensive and continuous monitoring of all the scheduled academic, cultural, co-curricular and social activities is executed by monthly staff council feedback from the students and stakeholders, alumni meetings, academic and administrative committee meetings with the management.

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

The institutional plan includes every latest instructional aid to upgrade the level and effectiveness of classroom interaction and instructions in terms of learning outcomes. So the Director Principal considers the suggestions and references proposed by the faculty members regarding the use of new technology in teaching-learning process and deploy the physical resources management committee of the institution. The committee makes a survey of the adjoining markets and then reports to the Director Principal for further actions.

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 faculty members. By taking into consideration the needs of the changing scenario, The Principal guides the faculty for career progression. From time to time he motivates the staff members to proceed further and appreciates their contribution.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self appraisal

method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Teacher's evaluation is made by self appraisal report. The efficiency of the non-teaching staff is monitored by the Principal. A comprehensive evaluation by the student- teachers are also done. The institution uses this evaluation to improve teaching and service of the faculty and other staff.

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

The institution encourages the teachers to undertake and successfully complete the research programmes like M.Phil and Ph.D. along with their teaching. Teachers are provided with internet access facility and consultancy from the director principal. They are motivated and sponsored to attend the seminars, workshops and various conferences organized by other institutions.

In previous session, teachers of this college attended workshop 'Intel teach to the future' and training was given to them in necessary computer skills used for teaching. Various curricular and co-curricular events are organized in the institution, where faculty members learn the organizing and managerial skills also.

Transport facility is provided for the staff and a good salary is also provided. TA/DA is given for attending workshops, seminars and conferences. Some seminars are organized by the institution for improving teaching learning process.

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

Institution organized a workshop on 'ABC of teaching' for skill upgradation and providing training of the teaching to the teaching staff.

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

Rules and regulations established by NCTE, and University for recruitment policy, service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers of national repute, one is of English and other of Hindi. Applications are invited and then interview is conducted by the selection committee. All the norms and guidelines provided by the affiliating university are followed. Keeping in view the long term development of the institution the increments are provided by the management to retain the qualified young faculty.

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

No, part time / Adhoc faculty is appointed.

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

The institution supports and ensures the professional development of

the faculty. Faculty members are continuously motivated and encouraged for their professional development. The faculty members are sponsored to participate in seminars and workshops organized by the various other institutions. For the purpose, TA/DA is provided by the institution to the faculty members. Institution also organizes extension lectures, seminars and workshops for the professional development of the faculty.

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

The campus residential facility with free Boarding and lodging is provided to the faculty members. Institution has well furnished staff room with proper seating arrangement, well furnished principal office, college office with all necessary amenities, completely equipped laboratories, classrooms and well stocked library are provided to facilitate the faculty members for imparting their duties. Seminar room with all the facilities for organizing seminars is provided.

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

Faculty members get information from the principal through circulars. College has provision of SMS group and suggestion box where stakeholders from time to time can give their suggestions and get information regarding institution. Stakeholders get information through newsletters published by the institution, through website and brochure.

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.

Every staff member is involved in various activities of the college.

Each staff member is a member of constituted committee to look after routine functioning of the college. Ample time is given to every faculty member to carry out all activities efficiently.

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 programmes. This helps in the up-gradation of their skills, teaching methodology involving ICT enabled methods.

6.5 FINANCIAL MANAGEMENT AND RESEARCH MOBILIZATION

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

No, the institution does not get financial support from the government. As the college is self financing institution so, its revenue is course fees.

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

Nil

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

Yes, the operational budget of the institution is adequate to cover the day-to-day expenses.

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 main budgetary resource is course fee and Donation to fulfill the missions and to offer quality programs.

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

Yes, the accounts of the college are maintained and audited regularly by the Chartered Accountant.

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

Yes, the institution computerized its finance management system and all the accounts are managed by the Chartered Accountant.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

- Well defined duties and responsibilities to develop organizational and managerial skills in the staff members for smooth functioning.
- Transparency in administration.
- Decentralization of the leadership through committee system.
- Democratic decision making system.

- Value audit system.
- Cordial interaction among stakeholders and administrative members.
- Leadership qualities in the student-teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.
- Organizational and managerial skills are imparted to the student - teachers by providing them opportunities to organize and manage various activities like morning assembly, college functions etc.
- Leadership qualities are developed among student-teachers by electing student representatives from each Sadan.
- Communication Skills are developed through Seminars, Declamation and debate contests.
- For providing first hand experiences about functioning and management of institutional work student-teachers are associated with the different institutional committees.

CRITERION - VII INNOVATIVE PRACTICES

7.1. INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)?

If yes, give its year of establishment, composition and major activities undertaken.

The Internal Quality Assurance Cell (IQAC) has been established in the College in February 2016 with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative organs/constituents of the institution.

Year of Establishment – February, 2016

Composition:

Chairman:

Dr. Manu Sharma, Principal

Members:

1. Mr. Ladhu RamJi (Guardian, Pupil Teacher)
2. Dr. Ashok Kumar Modi, Reader, Govt. IASE. Bikaner.
3. Mr. Liyakat Ali, Lecturer, Govt. IASE. Bikaner.

The objectives of the IQAC are:

- a) To ensure quality improvement in the entire activities and programmes of the institution.
- b) To ensure stakeholders participation in planning, management and development of different programmes.

Major activities of the IQAC are:

- a) To design and implement the annual plan of the institution for quality enhancement.
- b) To develop the mechanism of feedback from all stakeholders.
- c) Development and application of quality parameters for various academic and administrative activities of the institution.
- d) Collection of information on various quality parameters of education and best practices followed by other institutions.
- e) Organizing seminars, workshops and training programmes on quality related subjects and promotion and dissemination of such

activities of information.

f) Development and application of innovative practices in various activities leading to quality enhancement with a futuristic perspective.

g) Creation of student-centric classroom learning environment, conducive to quality education.

h) Preparation of Annual Quality Assurance Report (AQAR) for review and reflections.

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

The Board of Governors, Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the achievement of goal and objectives. It involves the evaluation of feedback and suggestions provided by the student-teachers, practice teaching schools, alumni members, parents of the student-teachers, well informed community members and faculty members.

All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provides a complete picture of accomplishment status of goals and objectives.

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

The institution ensures the quality of its academic programmes through developments and application of quality benchmarks for the various academic and administrative activities of the institution.

7.1.4. 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 by making the process more transparent and accountable to the stakeholders. The quality initiatives on financial management are like,

- Preparation of annual statement of accounts by the management.
- Auditing by a registered chartered accountant.
- By constituting the Finance Committee consisting of Management, C.A., F.M. and such others.

The administration is a totally decentralized one, where teaching, non-teaching, student-teachers, the management of the institution as well as members of the community participate.

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

Meetings are organized periodically to identify and share good practices with all the constituents of the institution. The institution has constituted some committees consisting of teachers, management members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participations are also encouraged especially in academic and administrative matters.

7.2 INCLUSIVE PRACTICES

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

This 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, seating arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. Discussion sessions are organized for the teachers and students on –

- a. The different types of disabilities, identification, causes and prevention.
- b. How to help the children with disabilities in classroom and at home.
- c. Various government facilities available to the students with disabilities etc.

As and when possible teachers are allowed to attend seminars, workshop and training programmes and undergo training to appraise themselves with the direct application of their knowledge and skill to teach students in inclusive setting.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The institution follows Rajasthan State Government's Merit cum Reservation Policy in matters of admissions. In the syllabi the B. Ed.. courses there are some subjects especially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning.

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

In the curriculum of B. Ed. course the activities that are being

organized to foster social interaction, active engagement in learning and self - motivation are:

- Projects are designed and surveys conducted related to the interaction with the community are provisioned. Role of education in women empowerment, Education and socioeconomic status, Education and Income pattern of the society etc.
- Building storage link between the school and community.
- To identify and mobilize community resources for overall improvement of school and vice-versa.
- Joining the community in planning the various school programmes 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 'other than classroom' school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.
- Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.
- Making proper arrangement for the use of library, teaching aids, field visits, play ground etc.
- To identify and focus special attention on the content enrichment needs of the pupil.
- Action researches are conducted by every student-teacher and they get self motivated to solve their day to day classroom problems.

- In B. Ed. courses various activities are provisioned in the curriculum such as community services, maintaining records of the schools, preparing TLM, organizing various extension activities etc.

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

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

- Making the student-teachers aware of the characteristics of children with diverse background.
- Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
- Conducting case studies of children with special needs belonging to diverse backgrounds.
- Conducting action research by the student-teachers.
- Observing and reporting about some behavioral aspects of an exceptional child.

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

The institution provides wheelchair facility and ramp for easy access for physically challenged students. Teaching faculty is also acquainted to address the individual needs of physically challenged and disable students enrolled in the institution. They provide special attention to students with partial sightedness and low hearing. All the laboratories, resources room, classrooms and library are provisioned on ground floor of the building.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The 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 the 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 awareness and extension services concerned with gender sensitive issues. This institution gives priority to promote social responsibilities and citizenship roles among the students.

7.3 STAKEHOLDERS RELATIONSHIP:

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

The institution ensures the access to the information on organizational academic performance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution. 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 newspapers, through SMS group and on its website also. The URL is updated from time to time about the new developments in the institution.

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

The institution involves stakeholders through institution communityparents' participation and Alumni Association. In different meetings organized by the institution, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time. Students are involved directly in the academic activities as far as content analysis, evaluation methods, and extension activities are concerned. Tutorial groups and Sadans incharge ensures the participation of students in cultural and social activities and competitions. Student-teachers' suggestions are also invited through suggestion box. Student representative of each sadan communicate the information, problems and suggestions of the student-teachers to the respective teacher incharge.

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

The institution has devised certain performs to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation. Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The studentteachers also provide feedback through suggestion box and student corner portal on college website. The institution undertakes regular assessment of the ICT' tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning. The institution also the allow students to collaborate with peer groups, review their marks, and overall performance, register and articulate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc available in one central location. Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same. In this way the institution manages to maintain the quality in its administration and academic activities.

A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN THE STATE

Teacher education is an important aspect of the entire education system. It has to meet the aspirations of the Nation in global dimensions. In Rajasthan, teacher education is flowering day by day. It is a well

recognized and well established discipline and has its own identity in the state of Rajasthan in comparison to any other state of the country.

The state universities – University of Rajasthan (Jaipur), M.D.S. University (Ajmer), Bikaner University (Bikaner), Jai Narayan Vyas University (Jodhpur), Kota University (Kota) offer the teacher education programme through Departments, affiliated Colleges and Department of Distance Education. Different teacher education courses i.e. M.Ed., B.Ed. and D .Ed. are popular and in great demand in Rajasthan.

The B.Ed. is secondary teacher education programme and it's regulated by the state universities- Rajasthan University (Jaipur), M.D.S. University (Ajmer), Bikaner University (Bikaner), Jai Narayan Vyas University (Jodhpur), Kota University (Kota) for all affiliated colleges of education in Rajasthan. These regulatory and affiliating universities ensure that the norms, rules and guidelines provided by the NCTE, State Government and Department of Higher Education, Rajasthan are implemented by all the colleges of education. The admission criteria, procedure, fees, reservation policy, curriculum, recruitment of the faculty and all the essential amenities are followed by all the secondary teacher education institutions. It is monitored and regulated by the affiliating universities for most of the academic and administrative activities. There are 38 Government and Aided and more than 650 Self Financing Institutions for secondary teacher education in Rajasthan. The teacher educators for B.Ed. course are prepared by offering M.Ed./M.A. Education courses through the state universities in department of education, government and aided colleges and self financing post graduate colleges of education. The admission to the B.Ed. course is given on the basis of merit of entrance test scores. The reservation policy and fee structure prescribed by the state government are exercised by the concerned university.

In brief, it can be said that there is a systematic, well regulated and properly monitored teacher education programme in the state of Rajasthan. As a significant increase in the number of self financing secondary teacher education institutions has come up in the state, there is great deficit of well qualified and trained teacher educators in Rajasthan. Even then the quality of teacher education programmes is

enhanced and sustained by the honest efforts of state government, universities and particularly those Self Financing and other Government and Aided Institutions that are quality conscious. Needless to say that the proliferation of institution in any field does lead to cropping up of some problems and issues that demand constant vigil and redressal.

Geetanjali B.Ed. College, Borawar

B.Ed. 2nd Year

Time Table

B. E d.	1	2	3	4		5	6	7	8	
A	Assessment for Learning	Knowledge & Curriculum	Schooling Socialization & Identity	Creating & Inclusive School	Lunch	Assess . for Lear. 1-2 Know. Of curi. 3-4 School social. Indty 5-6	EPC 3rd – Critica Lunderstanding of ICT EPC 4 th Understanding of self Creating & inclusive school	Hindi, English, Urdu, Bio/Maths, BK	Hindi, English, Urdu, Bio/Maths, BK	
	Alka Joshi	Parmod Kumar	Nanda Ram	Anique Ahmed		Rekha Sharma Shyam Prakesh Vinay Kumar	Parmod Kumar Shyam Sunder			
B	Creating & inclusive School	Schooling socialize Identity	Assess: For Learning	Creating & Incl. know. Curricul		EPC 3rd – Critica Lunderstanding of ICT EPC 4 th Understanding of self	nowledge & Curriculum	SST, Home Science, Geography	SST, Home Science, Geography	
	Rinkoo Kumar	Ashutosh Gupta	Vijay kumar	Raj Bahadur		Kavita Khushwah	Rinkoo Kumar			
C	Knowledge & Curriculum	Assess for Learning	Creating & inclusive School (1-2) Schooling socialize (3-4)	EPC 3rd – Critica Lunderstanding of ICT EPC 4 th Understanding of self		Schooling Socialization & Identity	Creating & inclusive School	Account , History, Civics, Gen. Science	Account , History, Civics, Gen. Science	
	Anique Ahmed	Raj Bahadur	Rinkoo Kumar	Alka Joshi		Ashutosh Gupta	Prashant Singh			
D	Schooling Social Identity	Creating & inclu.	EPC 3rd – Critica Lunderstanding of ICT EPC 4 th Understanding of self	Assess for Learning		Knowledge & Curriculum	Assess . for Lear. 1-2 Know. Of curi. 3-4 School social. Indty 5-6	Physics , Chemistry	Physics , Chemistry	
	Kavita Khushwah	Shyam Sunder	Parmod Kumar	Shyam Prakash		Rajendra Singh	Raj Bahadur			
Every Saturday Co Curriculam / Other Activity										

