

Self Appraisal Report
of
Cambridge Court College of Education
Sitapura, Jaipur (Rajasthan)
Teacher Education Institution



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद् विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072, India

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A. Profile of the Institution

1. Name and address of the institution:

Cambridge Court College of Education
 SP-7,E.P.I.P., Sitapura, Opp. CompuCom,
 Jaipur(Rajasthan) Pin- 302020

2. Website URL :- www.cambridgecourtgroup.com/bed_college/default.aspx

3. For communication:

Cambridge Court College of Education
 SP-7,E.P.I.P., Sitapura, Opp. CompuCom,
 Jaipur (Rajasthan) Pin- 302020

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr.R. S. Mishra	0141-2170083	0141-2783633, 2783628	cambridgecourtcollege@gmail .com
Self – appraisal Co-Ordinator Mrs. Sadhna Gupta	0141-2170083	0141-2783633, 2783628	cambridgecourtcollege@gmail .com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal- Dr.R. S. Mishra	0141-2170083	09414340797
Self - appraisal Coordinator –Sadhana Gupta	0141-2702827	09460708846

4. Location of the Institution:

Urban Semi-urban Rural Tribal
 Any other (specifies and indicates)

5. Campus area in acres:

2.4896

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month Year

MM	YYYY
August	2005

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

UNIVERSITY OF RAJASTHAN, JAIPUR,

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

Month & Year

2f	MM	YYYY
	N/A	N/A

Month & Year

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
 - v. Any other (specify and indicate)
- b. By Gender
 - i. Only for Men
 - ii. Only for Women
- iii. Co-education
- c. By Nature
 - i. University Dept.
 - ii. IASE
 - iii. AutonomousCollege
 - iv. AffiliatedCollege
 - v. ConstituentCollege
 - vi. Dept. of Education of CompositeCollege
 - vii. CTE
 - viii. Any other (specifies and indicates)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 Year	Hindi
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. Secondary	B.Ed.	F.NRC/NCTE/F-7/RJ-920/2007/ 22230dt. 10 Aug. 2007		200
Post Graduate				
Other (specify)				

B) Criterion-wise inputs**Criterion I: Curricular Aspects**

1. Does the Institution have a stated

Vision

Yes	✓	No	
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Mission

Yes	✓	No	
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Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
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2. a) Does the institution offer self-financed programme(s)?

Yes	✓	No	
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If yes,

a) How many programmes?

ONE (B.Ed.)

b) Fee charged per programme

B.Ed. 22400

3. Are there programmes with semester system

NO

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

Yes		No	✓
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If yes, how many facilities 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.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

11

6. Are there Programs offered in modular form

Yes		No	<input checked="" type="checkbox"/>
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Number	NIL
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7. Are there Programme where assessment of teachers by the students has been introduced

Yes	<input checked="" type="checkbox"/>	No	
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Number	ONE
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8. Are there Programme with faculty exchange/visiting faculty

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

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

- Heads of practice teaching schools

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

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

- Alumni

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

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

- Students
- Employers

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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10. How long does it take for the institution to introduce a new programme within the existing system?

As Per NCTE direction

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Number	NIL
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Number	NIL
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution

- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specifies and indicates)

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

a) Date of start of the academic year

28.07.2011

b) Date of last admission

26.11.2011

c) Date of closing of the academic year

30.09.2012

d) Total teaching days

215

e) Total working days

279

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	-	197	197	-	117	117	-	80	80
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

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

7500

b) Unit cost including salary component

22400

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

Programs	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	80.00	62.55	81.22	25.66
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

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programs	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	69.56	17.39	13.05
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

4	0
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b) Minimum number of pre-practice teaching lessons given by each student

4	0
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11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	0
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b) Total number of practice teaching days

4	0
---	---

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

4	0
---	---

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

No. of Lessons In simulation	No. 10	No. of Lessons Pre-practice teaching	No. 10
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programs	Internal	External
D.Ed.		
B.Ed.	65.90	34.10
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	√	
Intranet		√
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	√	

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

Yes		No	√
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Number	--
--------	----

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

Yes	√	No	
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	4	26.66	%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
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If yes, provide the following details on the ongoing research projects

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

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

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

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

Yes

No

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

	Yes	No	Number
International journals		✓	
National journals – referred papers		✓	
Non referred papers			
Academic articles in reputed magazines/news papers	✓		2
Books	✓		2
Any other (specify and indicate)		✓	

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Number	<input type="text" value="0"/>
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10. Number of papers presented by the faculty and students (within last five years):

	Faculty	Students
National seminars	08	X
International seminars	0	X
Any other academic forum	X	X

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

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

Digitalized (Computer aided instructional materials)

Question bank

Any other (specifies and indicates)

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

Yes

No

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

Yes

No

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

0

16. Does the institution provide consultancy services?

Yes

No

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	✓
State level	✓
National level	✓
International level	✗

Criterion IV: Infrastructure and Learning Resources

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

1671.69

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

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

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

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?

Rs. 37750

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

Rs. 27800

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

NO SPECIFIC BUDGET ALLOCATIONS. COLLEGE INCURS/APPROVES EXPENSES.

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

Yes

No

9. Total number of posts sanctioned

		Open		Reserved	
		M	F	M	F
Teaching		06	04	02	03
Non-teaching		02	06	01	00

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

Open Reserved (Gender-wise)

		M	F	M	F
Lecturers		05	04	02	03

		M	F	M	F
Readers		-	-	-	-

		M	F	M	F
Professors		01	-	-	-

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

		Open		Reserved	
		M	F	M	F
Lecturers		-	-	-	-

		M	F	M	F
Readers		-	-	-	-

		M	F	M	F
Professors		-	-	-	-

c. Number of teachers from

Same state

10

Other states

05

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:13.3
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Open Reserved

	Open		Reserved	
	M	F	M	F
Permanent	02	06	01	0

	Open		Reserved	
	M	F	M	F
Temporary	-	-	-	-

b. Technical Assistants

Permanent

		Open		Reserved	
		M	F	M	F
		0	01	0	0

Temporary

		Open		Reserved	
		M	F	M	F
		-	-	-	-

14. Ratio of Teaching – non-teaching staff

3:2

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

40

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

09:00 TO 5:00

On holidays

09:00 TO 12:00

During examinations

09:00 TO 05:00

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books

8664

- Textbooks

7414

- Reference books

1250

b. Magazines

14

e. Journals subscribed

- Indian journals

15

- Foreign journals

01

f. Peer reviewed journals

00

g. Back volumes of journals

00

h. E-information resources

00

- Online journals/e-journals

00

- CDs/ DVDs

38

- Databases

01

- Video Cassettes

00

- Audio Cassettes

20

20. Mention the

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

163.59

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specifies and indicates)

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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24. Furnish information on the following

Average number of books issued/returned per day

40

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

04

For faculty

08

Average number of users who visited/consulted per month

900

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

15

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 more 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 (2009-2010)		II(2010-2011)		III(2011-2012)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	453	52630.00	365	38556.00	254	21822.00
Other books						
Journals/ Periodicals	14	8400	14	8400		
Any others specify and indicate						

Criterion V: StudentSupport and Progression

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

Programs	Year 1 (2009-2010)	Year 2 (2010-2011)	Year 3 (2011-2012)
D.Ed.			
B.Ed.	05	02	03
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, how many students are under the care of a mentor/tutor?

3. Does the institution offer Remedial instructions?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes		No	✓
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5. Examination Results during past three years (provides year wise data)

	UG				B.Ed.			M. Phil		
	I	II	II I		I2009-10	II2010-11	III2011-12	I	II	II I
Pass percentage					98.97	98.62	98.46			
Number of first classes					190	143	193			
Number of distinctions					06	20	24			
Exemplary performances (Gold Medal and university ranks)										

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

NET

SLET/SET

Any other (specifies and indicates)

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

Financial Aid	I2009-10	II2010-11	III 2011-12
Merit Scholarship	0	0	0
Merit-cum-means scholarship	0	0	0
Fee concession	0	0	0
Loan facilities	0	0	0
Any other specify and indicate			
(i) SC	35	43	30
(ii) ST	22	28	28
(iii) OBC	05	11	03
(iv) BPL	-	-	-
(v) SBC	-	16	22
(VI) PH	03	02	01

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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9. Does the institution provide Residential accommodation for:

Faculty

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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10. Does the institution provide Hostel facility for its students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, number of students residing in hostels

Men

0

Women

0

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

Sports fields

Yes

✓

No

Indoor sports facilities

Yes

✓

No

Gymnasium

Yes

No

✓

12. Availability of rest rooms for women

Yes

✓

No

13. Availability of rest rooms for men

Yes

No

✓

14. Is there transport facility available?

Yes

✓

No

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

Yes

✓

No

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		02	✓		08
Inter-university						

National						
Any other (specify and indicate)						

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2011-12

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	30	35	40
Employment (Total)	40	40	35
Teaching	90	90	95
Non teaching	10	10	05

23. Is there a placement cell in the institution?

Yes

No

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

1	2	3
09	11	11

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VI: Governance and Leadership

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

Yes

No

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

Governing Body/management	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 an when required

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

Loan facility

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

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

Insurance

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

Other (specify and indicate)

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

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

NIL	<input type="checkbox"/>	<input type="checkbox"/>
-----	--------------------------	--------------------------

5. Furnish the following details for the past three years

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

NIL

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

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

NIL	NIL	NIL
-----	-----	-----

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

01	01	01
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e. Research development programs attended by the faculty

0	0	0
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f. Invited/endowment lectures at the institution

0	0	0
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Any other areas (specify the programme and indicate)

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

a. Self-appraisal	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b. Student assessment of faculty performance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c. Expert assessment of faculty performance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d. Combination of one or more of the above	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
e. Any other (specifies and indicates)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

7. Are the faculty assigned additional administrative work?

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

Grant-in-aid	NIL
Fees	4554900.00
Donation	NIL
Self-funded courses	NIL
Any other (Interest Received)	316523.00

9. Expenditure statement (for last two years)

Year	Year
2010-11	2011-12

Total sanctioned Budget	5005248	4871423
% spent on the salary of faculty	40.00	40.00
% spent on the salary of non-teaching employees	15.58	18.60
% spent on books and journals	6.14	4.22
% spent on developmental activities (expansion of building)	2.17	4.74
% spent on telephone, electricity and water	1.11	1.50
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	24.05	1.34
% spent on maintenance of equipment, teaching aids, contingency etc.	2.39	1.13
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.50	0.50
% spent on travel	1.47	1.8
Any other (specify and indicate)	16.59	26.17
Total expenditure incurred		

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.
961012.00	NIL
NIL	619470.00
NIL	1091502.00

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes

No

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

Administration

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

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

Student Records

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

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

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

Examinations/Evaluation/Assessment

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Any other (specifies and indicates)

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

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

- a) For teachers
- b) For students
- c) For non - teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
A	SC			7	3.6
B	ST			36	18.26
C	OBC			74	37.57
D	Physically challenged			-	-
E	General Category			80	40.62
F	Rural			103	52.88
G	Urban			94	47.72
H	Any other				

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	01	6.66	01	11.1
B	ST	01	6.66		
C	OBC	01	6.66		
D	Women	07	46.6		
E	Physically challenged	-	-		
F	General Category	12	80	08	88.9
G	Any other (specify)	-	-		

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

Category	At Admission		On completion of the course	
	Batch I 2010-11	Batch II 2011-12	Batch I 2010-11	Batch II 2011-12
SC	44	35	43	35
ST	28	27	28	27
OBC	104	108	104	108
Physically challenged	00	0	0	0
General Category	17	30	17	29
Rural				
Urban				
Any other				

CAMBRIDGE COURT COLLEGE OF EDUCATION JAIPUR (RAJASTHAN)

SELF APPRAISAL REPORT

THE EXECUTIVE SUMMARY

The institution, CAMBRIDGE COURT COLLEGE OF EDUCATION, JAIPUR was established in the year 2005 by KRISHNA YOGASHRAM TRUST 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 Sitapura (Jaipur) offers B.Ed. course in Teacher Education. It is approved by National Council for Teacher Education (NCTE) and affiliated to University of Rajasthan, Jaipur. By nature it is a women college. At present it has in take capacity of 200 seats in B.Ed. course.

The institution follows all the norms and decisions of regulatory bodies-NCTE, SCERT and University of Rajasthan, Jaipur & 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 2.4896 Acres with attachment of 1671.69 sq. meters of built up constructed are allocated in the overall campus. The institution has an excellent infrastructure including spacious classrooms, stocked library, multipurpose hall, modern well equipped laboratories, conference room, auditorium, and 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 imbibed academic practices.

The board of Governors, academic and administrative bodies, various committees of the institution and the student of all sedans and tutorials work whole heartedly for realizing this mammoth ambition. So the main focus of the institution is at creating and sustaining the environment, where potential 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, the director and principal with a competent and committed faculty team in team work. The management members are well educated, socially responsible and humble human beings strongly determined and dedicated to the cause of social welfare through providing quality teacher education. The faculty members 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 use 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, seminars, conferences, workshops 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 personals 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 teachers 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 Curriculum Design and Development

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

The Cambridge Court College of Education has clear, distinct and community oriented objectives.

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 arena of knowledge.

Academic:- The student teachers are expected to understand the importance of objective based instructions 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 would 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, and 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 University of Rajasthan, Jaipur. A college affiliated to a university does not have the freedom for curriculum design so institution does not involve in curriculum design. The curriculum designed by the University of Rajasthan, Jaipur has to be followed by the institution. The modification made by the University is brought into the action.

Institution has eminent educationist Mr. R.S.Rawat 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 2011.

The committee comprises of subject expert teachers in each subject i.e. Hindi, English, Sanskrit, History, Civics, Social Studies, Home Science, Geography, Drawing, Book Keeping, Comm. Practice, Biology, Chemistry, General Science and foundation courses. The committee invites the feedback and suggestions about the existing curriculum of the course from all the faculty members, student teachers, current session teachers, 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 University of Rajasthan, Jaipur 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 to the global trends and to meet the 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, educational 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 educational theory and practice as well. Teaching practice sessions have been enriched with Information Technology experience and exercises for B. Ed. student teachers in the Government & private Middle, Secondary and Sr. Secondary Schools of Jaipur. They had an exposure to Gyandarshan & Ghyaniwani programmers' 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 "sedans" 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. is provided with appropriate theoretical and practical sessions.

Population Education, Ecological Imbalance, Globalization, Human Rights and 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 Mr. R. S. Rawat & Dr. R. S. Mishra 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, sedans', 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 attempts to provide experiences to the students so that teaching becomes a 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 conduct micro-teaching programme, practice teaching programme and block teaching programme. These all 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 students both in the campus and in the field?

The institution 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 a 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 University of Rajasthan, Jaipur. The college has adopted block teaching approach for the student teachers. The Internship in teaching each B. Ed. student delivers 40 lessons (20 each in school teaching subject) and 2 criticism lessons. In all 10days 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 adding 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 or teacher's teaching aids, handling of available equipments and work experience.

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

The college has introduced an English speaking course last year so that speaking 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 developments

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, S.S.T, 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 feedbacks are given to the students.

There are 10 schools attached with the college for practice teaching. Each student gives one lesson per day. Sometimes the practice school 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, student teachers apply all this knowledge in actual situation. In block teaching, student-teachers organize 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 detailed school plant report, prepares time table & S.L.C., complete observation lessons and provide their suggestions to the school for 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 develops 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 co-curricular 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 student teachers 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 about the curriculum to the Principal or the subject teacher.
- Writing their suggestions/ideas directly to the Principal or subject teacher.
- Provide their suggestions through suggestion box.
- 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 workshops 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 & difficulties of the student- teachers and provide suggestive measures for the modification in the curriculum.

- The faculty members meet after every academic activity to review and discuss the strengths and weaknesses of the activities. They also provide suggestive measures for improvement in these academic activities.
- The existing working related to curriculum aspects of the college are discussed in the staff council meeting.
- Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum.

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

are 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 receive 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 feed back from all its stake holders, with regards to curriculum.

1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and changes to be brought in the curriculum? If yes give details of 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 University of Rajasthan, Jaipur and Higher Education Department of Govt. of Rajasthan.

The second tool i.e. students views on curriculum through Performa introduced from the session (2013-2014) and feedback from student teachers are being collected about the existing curriculum. Various areas are identified by the curriculum review committee of the college where certain changes and improvements are required. The major areas are:

1. ICT should be included as a compulsory subject in the curriculum.
2. There should be an adequate provision of Inclusive Education in the curriculum to make the student-teachers aware about the issue 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 University of Rajasthan, Jaipur 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 University of Rajasthan, Jaipur for curriculum up-gradation.

1.4 Curriculum Update

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

No, major changes in curriculum have been made by the University of Rajasthan, Jaipur.

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

There have not been any major changes in curriculum is made by the University of Rajasthan, Jaipur. If University makes any revision & update in

curriculum then institution would make 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.
- Meetings 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 under taken by the institution within 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 within last three years.

- ⊙Computer education
- ⊙Need Based Education
- ⊙Socially Relevant Programs
- ⊙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 student - teachers.

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 tries well to implement all the planned activities. The various committees are constitutes 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 programmes / workshops and computer awareness programmes and invites eminent persons for delivering lectures / guidance. Such out-reached 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 Coordinator PTET. The college admits students on the basis of the list of qualified candidates received from Coordinator PTET.

2.1.2. How are the 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 advertisements regarding PTET is made by Co-ordinator PTET. Although at the time of admission the institution provides prospectus to all candidates in which all information regarding course, management, institution etc is given.

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

The institution can admit only those students who are allotted by the Co-ordinator PTET. All decisions regarding admission are withheld with the Co-ordinator PTET. However the institutions 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-teachers by facilitating them
2. Also 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.

3. Religious festivals and events are celebrated by student-teachers for integration of their faith and belief. Every student is encouraged to share and represent her culture and sect in various cultural activities as well as in morning assembly., Diwali, Holi ,Id , Lohari and Christmas are celebrated in the institution.
4. 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 in charge and their concerned tutors.
5. 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.
6. 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
7. 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 of 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 segments like- dance, poetry, speech, singing, painting, rangoli, best out of waste, mono-acting and mimicry.

The performance of the student teachers provides a realistic picture of their personality, 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 Cambridge Court College of Education 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, transparences, 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 Intermitted.

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 programmes student-teachers are encouraged to participate and organize all 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 competition among them. The important programme / day celebrated at college level are:-

1. Independence Day Celebration

2. Republic day Celebration
3. Diwali
4. Lohari
5. Id
6. Women's Day Celebration
7. Science quiz competition
8. Inter House Speech & Poetry Competition
9. Aids Day
10. Environment 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 examination, arrangement of seminar, Organizing Extension Lectures, 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-teacher's 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 Hindi, English, Sanskrit, History, Civics, Social Studies, Home Science, Geography, Drawing, Book Keeping, Comm. Practice, Biology, Chemistry, General Science
- ⊙ Computer
- ⊙ Environmental Education

The curriculum has various activities through which diversity and equality in teaching learning process is reflected. Student-teachers are also provided with a training as to 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. Principal has PhD 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:

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- ⊙ 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 50 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 215. 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 Hindi, English, Sanskrit, History, Civics, Social Studies, Home Science, Geography, Drawing, Book Keeping, Comm. Practice, Biology, Chemistry, General Science
- ⊙ 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 300 marks. Out of 300, 150 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 40 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 stays for the whole time in the school during practice teaching days and takes 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 co-curricular 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-teacher's 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% weight age is given to pedagogical skill development, practical work, fieldwork, 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, audio visual 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 several of methodology 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 student teachers 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 5-7minutes, 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 re 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

-teachers 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 student's 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 15 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. forsaking 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 08 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 facilities available to the practice teaching school.

2.4.3. Describe the mechanism of giving feedback to the student and how it issued 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- teachers 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.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, and 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 2010-11 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 2011-12 are cleanliness drive, AIDS awareness programmes, ant tobacco 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 institution has developed recently a self – appraisal system to evaluate the performance of faculty in teaching and extension. The Principal discusses the self - appraisal reports 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 contented 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, History, Civics, Social Studies, Home Science, Geography, Drawing, Book Keeping, Comm. Practice, Biology, Chemistry, and General Science. The student can offer one specialization Environmental Education. Each paper is of 100marks. Out of 100, 20 marks are internal and 80 external. Practice Teaching and Related work is of 300 marks.

Out of 300, 150 marks are internal and 150 external. All theory papers have 20 marks for internal evaluation (based on one test). Marks (150) for practicum are further divided as follows: micro lessons (10), Regular Practice Teaching (50), Criticism Lesson (20), Open Air Session/SUPW Camp (20), Internship/Block Teaching (35), Observation (5), Teaching Aids Preparation (05), Practical in the Audio Visual equipments (5) 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 co-curricular 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 co-curricular and extra curricular 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 non-teaching). 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, University of Rajasthan, Jaipur and other Colleges of Education in the state. The college has procured Reports and Journals from the University of Rajasthan, Jaipur and other colleges of education of the state. The University of Rajasthan, Jaipur 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.

The institution encourages teaching staff for research work by adjusting their work load in the time table. The teachers are given study leave with certain seed money. The college has a research committee. The institution supports to the extent of Rs.10000/- 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 student teachers with the help of teacher-educators have

conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- ⊙ Slow learners
- ⊙ Lack of Interest
- ⊙ Poor hand writing
- ⊙ Incomplete 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
- ⊙ In correct 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) "Challenges in Present Teacher Education"
- (2) "Educational Technology in Present Education"
- (3) "Recent Trends in Teacher Education"

Seminar attend by staff

Sl. No.	Name of the Teacher	Title of the Paper Presented	Seminar, Workshop, Conferences Attended	Institute
1.	Dr.R.S. Mishra	1. Reflective and explorative Trends in Education 2. School Education 3. Educational Technology in present education. 4. Research Methodology in Education	National Seminar National Seminar National Seminar National Seminar National Seminar	ICG Institute, Jaipur. Jaipur National University, Jaipur. Cambridge Court College, Jaipur. S.S.G. Pareek College, Jaipur.

2.	Mrs. Sadhana Gupta	<ol style="list-style-type: none"> 1. Quality Concern in Education. 2. Pedagogical Strategies and Innovations 3. Research Methodology and Innovations. 	<p>National Seminar</p> <p>National Seminar</p> <p>National Seminar</p>	<p>Shankra Group of Institutions, Jaipur.</p> <p>Alankar Mahila B.Ed. College, Jaipur</p> <p>S.S.G. Pareek College, Jaipur.</p>
3.	Mrs. Deepshikha	<ol style="list-style-type: none"> 1. Pedagogical Strategies and Innovations 2. Research Methodology and Innovations. 	<p>National Seminar</p> <p>National Seminar</p>	<p>Alankar Mahila B.Ed. College, Jaipur</p> <p>S.S.G. Pareek College, Jaipur</p>
4.	Mrs. Beena Meghani	<ol style="list-style-type: none"> 1. Quality Concern in Education. 2. Research Methodology and Innovations. 	<p>National Seminar</p> <p>National Seminar</p>	<p>Shankra Group of Institutions, Jaipur.</p> <p>S.S.G. Pareek College, Jaipur.</p>
5.	Mr. Ajay Choudhary	<ol style="list-style-type: none"> 1. Research Methodology and Innovations 	<p>National Seminar</p>	<p>S.S.G. Pareek College, Jaipur.</p>
6.	Mrs. Suman Sharma	<ol style="list-style-type: none"> 1. Educational Technology in present education. 2. Pedagogical Strategies and Innovations 	<p>National Seminar</p> <p>National Seminar</p>	<p>Cambridge Court College, Jaipur.</p> <p>Alankar Mahila B.Ed. College, Jaipur</p>

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 members 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 members 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 members has developed instructional material on "History & Culture of India" to make students aware about India.

3.2.2. Give detail on facilities 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".
- f. 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

- a. "Enhancement in Preparation of Teaching Aids", this is to use the information technology in the making of teaching Aids.
- b. Attended by the staff
- 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.

All staff member have completed their minor research project during his/her M.Ed./ M. Phil. / Ph.D. is following: -

S.No.	Name of Teacher	Designation	Qualification	Topic of Research
1	R.S. Mishra (Principal)	Principal	Ph.D.(Edu.)	बी.एड एवं शिक्षा पाठ्यक्रम में अध्ययनरत प्रशिक्षणार्थियों की पर्यावरण शिक्षा ,जनसंख्या शिक्षा एवं नैतिक शिक्षा के प्रति चेतना का अध्ययन
2	Ram Naresh Pal (Lect.)	Lecturer	M.Ed.	A comparative study of moral values of secondary level students

3	Ram Kishan	Lecturer	M.Ed.	Kanpur nagar ke public schools ke intermediate kashao me adhyayna rat vidharthio ke samvegatmak bhdhi ka tuinatmak adhyayan
4	Salil kumar Mishr (Lect.)	Lecturer	M.Ed.	उच्च माध्यमिक स्तर पर विद्यार्थियों की रुचियों का अध्ययन
5	Sadhana (Lect.)	Lecturer	M.Ed.	किशोर शिक्षा के प्रति शिक्षकों की अभिवृत्ति का अध्ययन
6	Mukesh Kumar Meena	Lecturer	M.Ed.	उच्च माध्यमिक स्तर विद्यार्थियों की सामाजिक परिपक्वता व समायोजन का कौशल निष्पत्ति पर प्रभाव का अध्ययन
7	Radha pipliwal	Lecturer	M.Ed.	
8	Ajay choudhary	Lecturer	M.Ed.	प्राथमिक विद्यालय में अध्ययनरत अनुसूचित वर्ग के विद्यार्थियों के सामाजिक एवं नैतिक मूल्यों का अध्ययन
9	Varsha Goyal	Lecturer	M.Ed.	A comparative study of academic achievement and creativity of secondary level students in gangapur tehsil
10	Pradeep Kumar	Lecturer	M.Ed.	राष्ट्रीय एकता के प्रति माध्यमिक स्तर के विद्यार्थियों की अभिरुचियों का तुलनात्मक अध्ययन
11	Veena Meghani	Lecturer	M.Ed.	माध्यमिक स्तर पर कम्प्यूटर शिक्षा का महत्त्व
12	Poonam Sachan (Lect.)	Lecturer	M.Ed.	प्राथमिक एवं उच्च माध्यमिक स्तर पर बालक एवं बालिकाओं में आने वाली प्रमुख शैक्षिक समस्याओं तुलनात्मक अध्ययन
13	Sushil kumar	Lecturer	M.Ed.	माध्यमिक एवं उच्च माध्यमिक स्तर पर मन्दबुद्धि बालको पर एक अध्ययन

14	Deepshikha Mishra	Lecturer	M.Ed.	सरकारी विद्यालय में अध्ययनरत विद्यार्थियों में उनकी बढ़ती टयुसन प्रवृत्ति का उनकी मानसिक स्वास्थ्य पर प्रभाव
15	Suman Sharama	Lecturer		शिक्षाशास्त्री परिपेक्ष डॉ हुकुम चन्द भारिल्य के शैक्षिक विचारों का समिक्षात्मक अध्ययन का

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 M.Phil degree holders. Some of the faculty members are also supervising dissertation work of M.A., M.Ed and 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 08 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 “**Shyampur Buhariya**”. 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 Holi, Diwali, Id, Lohri, 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 Feticide, 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 **Shyampur Buhariya**.

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 clean 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 these linkages.

The institution has linkage with NCTE, NCERT, University of Rajasthan, Jaipur. 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 these linkages.

Not Yet.

3.5.3. How does the linkage if any contribute to the following? Curriculum Development:-

The Curriculum is design by the University of Rajasthan, Jaipur. College has to strictly follow the curriculum design by the University of Rajasthan, Jaipur.

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

Training:-The guidelines of University of Rajasthan, Jaipur., 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 University of Rajasthan, Jaipur very helpful in research activities done by staff members.

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

Extension:-The staff members of University of Rajasthan, Jaipur guided our student as well as teacher educator in various extension activities.

Publication:-Various publication of NCTE, NCERT, University of Rajasthan, Jaipur. 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 programmemore 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 Inter school 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 programmer'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 measures 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.10000/- 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 1671.69 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 Second floor of the institutional building and has seating capacity of 200 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.
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 at the first floor.
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 rooms to keep the routine required material, damaged and obsolete articles in the campus.
12.	Work Experience	In the institution one work experience /

	Room / Craft Room	craft Rooms are situated where students work on the principle of learning by doing.
13.	Educational technology – cum – computer lab.	At the first 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 first floor of the building.
15.	Psychology laboratory	Psychology lab is situated at the first floor of the institutional building.
16.	Social studies laboratory	Social studies lab is situated in the college Premises at the first floor.
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 first floor of the building.
19.	Reasonable outdoor space and sports and games facility	Institution has facility of playground and indoor and outdoor sports/games equipments.
20.	Sports Room	Sports Room with necessary & required sports equipments is situated in the Campus.

21.	Library	Library cum reading 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 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 with sister concern.
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 &	For the information and direction of the

	Guard Room	visitors and for the security of the campus, Reception & guard room is situated at the entrance of the college premises.
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An approx amount of more than 1.5 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. Attract 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 and men, 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 1 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 teacher pupils where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, tables and amusement facilities.

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.,

No, College established at State Capital Head Quarter and students admitted in the institution belong to nearby area. Hence, there is no need of hostel facilities.

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 8664 books. Eleven Indian Educational Journals are subscribed in the library and one International Journal is also subscribed. There is an adequate space for self - reading. Four 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 5DVDs as digital resources. The library functions from 09.00 hours to 16 .00 hours on all working days. During the Examination days is opened for 7 hours from 09.00 hrs to 16.00 hrs and between 09.00 hrs and 12.00 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 Xerox machine. An active internet connection is also available in college library.

4.3.6. Does the institution make use of Inflibnet / 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 7 hours i.e. 9:00 am to 4:00 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 sets 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 MSWord, 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, class room, 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 the student teachers are 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 them selves 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 and apparatus 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, scrapbook, 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 sectional 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 them selves 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.

4.6 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. Inter sadan 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 assess 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 programmes 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 school 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 programmed disorganized in the beginning of the session. They are encouraged to participate in various activities of the programmed. The programmed 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, sectional 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 student teachers' problems are identified and every effort has been made to provide satisfaction to the students whether it is academic, personal or infrastructural.

DEVELOPMENT:-

For the development of the various aspects of their personality many 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, Makers 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..

B. Ed.

Session	Students	Appeared in	Drop Out		
			M	F	Total
	Enrolled	Annual Exam.			
2009-2010	195	190	-	05	05
2010-2011	193	191	-	02	02
2011-12	200	197	-	03	03

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 student's 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 goes for further studied or choose teaching as a career? Give detail.

Every year an average of almost 45% of our students go for further studies in various courses such as Post Graduation, M.Ed., and 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 22 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. R. S. Mishra	President
2.	Mr. R. N. Pal	Secretary Gen.
3.	Mrs. Sadhana	Member
4.	Mr. Mukesh Meena	Member
5.	Mrs. Radha	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 10days.
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. No.	Committee	Member
1.	Admission Committee	Dr.R.S.Mishra (Convener) Smt. Sadhana Gupta Mr. Mukesh Meena
2.	Discipline Committee	Smt.Deepshikha Mishra Smt. Radha Devi Smt. Suman Sharam
3.	Teaching Practice	Mr. Ajay Choudhary Dr. R. S. Mishra Smt. Sadhana Gupta
4.	Library Advisory Committee	Smt. Shaneha Yadav Ku. Veena Meghani Mr. R.K.pal
5.	Sadan / House Constitution I) Saraswati Sadan II) Bhagirathi Sadan III) Kaveri Sadan IV) Gargi Sadan V) Kalindi Sadan VI) Godwari Sadan VII) Krishna Sadan	Smt. Deepshikha Smt. Radha Devi Smt. Suman Sharma Mr. Mukesh Meena Ku. Veena Meghani Mr .Ajay Choudhary

	VIII) Chambal Sadan	Mr.R. N. Pal Smt. Varsha Goyal
6.	Tutorial Groups	Dr. R. S. Mishra Smt.Varsha Goyal Smt.Sadhana Gupta
7.	Literary / Seminar / Discussion / Wall Magazine Committee	Dr. R.S.Mishra Smt. Poonam Sachan Smt.Anita Singh
8.	Board of Residence & Health	Smt.Deepshikha Mishra Smt.Poonam Sachan Mr. R.N.Pal
9.	Cultural Activities	Mr. Ajay Chaoudhary Mr.Sushil Kumar Mr. Pradeep Kumar
10.	Academic Planning & Management Committee	Dr.R.S.Mishra Smt.Sadhana Gupta Mr. R.N.Pal
11.	Time Table	Dr. R.S.Mishra Mr.Mukesh Meena Mr. R.N.Pal

12.	Examinations	Dr.R.S.Mishra Mr. Mukesh Meena Smt.Sadhana Gupta
13.	Games and Sports	Mr.Ajay Choudhary Mr.Mukesh Meena Smt.Deepshikha Mishra
14.	Exhibitions	Dr.R.S. Mishra Smt.Anita Sing Smt.Suman Sharma
15.	Tour Committee	Dr.R.S. Mishra Smt.Sadhana Gupta
16.	College Magazine	Smt.Sushil Kumar Dr. R. S. Mishra
17.	Physical Resources Management Committee	Smt.Deepashikha Mishra Smt.Anita Singh
18.	Maintenance of Project work & Attendance of the Students	Mr. Ajay Choudhary Mr. R.N.Pal Mr. Mukesh Meena Smt.Suman Sharma
19.	Student Advisor	Dr. R.S.Mishra Mr. R.K.Pal Mr. Ajay Chaoudhary

20.	Women Cell	Smt. Shadhana Gupta Dr.R.S.Mishra
21.	Guidance & Counseling Cell	Dr.R.S.Mishr Smt.Sadhana Gupta
22.	Scholarship Committee	Dr. R. S. Mishra Mr. Sita Ram Meena Mr. Mukesh Meena
23.	Science and Eco Club	Mr.Deepshikha Mishra Mr. Ajay Choudhary Mr. Anita singh
24.	Social Science Club	Dr. R. S. Mishra Smt.Deepshikha Mishra Mr. Anita Singh Mr. R.N.Pal
25.	Language Club	Dr. R. S. Mishra Mr. Susil Kumar Smt. Poonam sachan
26.	International Assessment Committee	Dr. R.S Mishra Mr. R.k.Pal Mr. Salil Mishra
27.	News Letter Publication Committee	Mr. Pradeep Kumar Dr. R. S. Mishra Mr. Mukesh Meena

28.	Academic Linkage & Community Services Cell	Dr. R.S.Mishra Smt.Sadhana Gupata Mr.Mukesh Meena
29.	LAB INCHARGE	Smt. Deepshikha Mishra
	(i) Science Lab	Smt. Anita singh
	(ii) ET – cum – Computer Lab	Mr. R.N.Pal
	(iii)Psychology Lab	Smt. Radha devi
	(iv) Social Studies Lab	Mr. Mukesh Meena
	(v) Work Experience/Craft Room	Mr. Salil Mishra
	(vi) Resource Room	Mr. R.K.Pal
	(vii) Sports and first aid Room	Mr. Mukesh
30.	Secretary Staff Council	Smt. Lata Rawat
31.	Feedback from students regarding teaching learning analysis cell	Dr. R. S. Mishra Mr. Mukesh Meena Smt. Sadhana Gupta

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

A facility for practical to differently for physically challenged students has been provided on ground floor.

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 in charge) to solve the educational, social and personal problems of the students and provide help and support to them. In addition teacher educator encourages the students for the participation in various activities of the college.

2. Sadan / Houses System:-

The institution has introduced House system from the beginning of the college. There are mainly eight houses constituted i.e. Saraswati Sadan, Bhagirathi Sadan, Kaveri Sadan, Gargi Sadan, Kalindi Sadan, Godwari Sadan, Krishna Sadan, Chambal Sadan All the students of B. Ed. A reassigned to different house according to their roll number 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 & Counseling 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 has its updated website i.e. www.cambridgecourtgroup.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?

Following specific teaching strategies are adopted for teaching in B.Ed.

Programe:-

1. ADVANCED LEARNER:-

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

2. 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 redressed 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 **Neha Bajpai** with financial help for her treatment of stone in the stomach. She has also been given half fee concession.

⊙ 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, microteaching session by student-teachers, delivery of mega & discussion lessons in simulation under the supervision of the teacher in charge 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 feed back to them

accordingly. He/she also identifies the problems faced by student teachers 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 alumni association is going to be registered in the session i.e. 2012-13 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 provides 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, Mehandi 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 regulations of the state government, student elections or student council is banned in the state up to academic year 2010-2011.

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 such a mechanism; in the previous years, the feed back has been taken on a simple paper generally by the principal & teachers from time to time. But from the last session a "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 student teachers and alumni. They are:-

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

With the help of these two Performa's, 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

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 teachers 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 teachers 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 admission.
- ⊙ 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. R. S. Rawat	President
2.	Mrs. Kusum Lata	Vice President
3.	Mrs. Lata Singh	Secretary
4.	Mr. Aayush Rawat	Treasurer
5.	Dr. Sanjay Negi	Executive Member
6.	Dr. S. Seth	Executive Member
7.	Mr. Prem Prakash	Executive Member
8.	Mr. S. M. Khandelwal	Executive Member
9.	Mr. Jeevan Sharma	Executive Member
10	Dr. Yogesh Sharma	Executive Member
11.	Mrs. Prema Rautela	Executive Member
12	Mr. Mahendra Kaushik	Executive Member

© 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. R. S. Rawat	President-Cambridge Court College of Education	Chairman

⊙ From the Members of the Trust:

1.	Mr. R.S. Rawat	Main Trustee	Member
2.	Mrs. S. D. Rawat	Member -Cambridge Court College of Education	Member
3.	Mrs. Geeta Singh	Member Cambridge Court College of Education	Member
4.	Mr. Aayush Rawat	Working Trustee (Treasurer) Cambridge Court College of Education	Member

⊙ Institutional Member

5.	Dr.R. S. Mishra	Principal Of Cambridge Court College of Education Sitapura	Member
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⊙ Outside Members

⊙ Educationist Members:

6.	Dr. Rita Arora	Dean of Edu. Rajasthan University, (Raj.)	Member
7.	Dr. A. K. Sidana	Faculty, Kesav Vidhyapeeth College, Jaipur (Raj.)	Member

✽ **Industrialist Member:**

8.	Mr. Sushil Boobna	Industrialist	Member
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✧ **Corporate Member:**

9.	Mr.Manoj Choudhary	Corporate Member	Member
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✧ **Member concerned with social cause etc.,:**

10.	Mr. Suresh Bairwa	Social Member	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, assign and allocate the roles and enumerates the responsibilities of the staff members on the basis of their academic record, potential, aptitude and interest 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 supports 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 redress of their grievances and also works as a liaison 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 2011-2012 are as under:

Sl. No	Committee	No. of Meetings	Meeting Held on
1.	Admission Committee	01	02 July., 2011
2.	Discipline Committee	03	23 Sept 2011 11 Nov. 2011 18 Jan. 2012
3.	Teaching Practice	01	12 Sept. 2011
4.	Library Advisory Committee	02	07 Dec. 2011 21 Jan. 2012

5.	Sadan / House Constitution	01	04 Sept..2011
6.	Tutorial Groups	01	16 Nov.2011
7.	Literary / Seminar / Discussion / Wall Magazine Committee	01	10 Oct 2011
8.	Board of Residence & Health	01	15 Dec.2011
9.	Cultural Activities	01	16 Nov.2011
10.	Academic Planning & Management Committee	01	11 Oct.2011
11.	Time Table	01	10 Sept.2011
12.	Examinations	01	16 Dec.2011
13.	Games and Sports	02	21 Dec. 2011 03 Feb.2012
14.	Exhibitions	01	29 March 2012
15.	Tour Committee	01	30 March 2012

16.	College Magazine	01	06 April 2012
17.	Physical Resources Management Committee	01	23 Nov.2011
18.	Maintenance of Project work & Attendance of the Students	01	07 April 2012
19.	Student Advisor	01	01 Dec. 2011
20.	Women Cell	01	24 Dec. 2011
21.	Guidance & Counseling Cell	01	10 Feb.2012
22.	Scholarship Committee	01	24 Nov.2011
23.	Science and EcoClub	01	24 Dec. 2011
24.	Mathematicsclub	01	03 Dec. 2011
25.	Social ScienceClub	01	29 March 2012
26.	Language Club	01	16 Nov.2011
27.	Internal Assessment Committee	01	5 Jan.2012

28.	News Letter Publication Committee	02	01 Sept. 2012 06 April 2012
29.	Academic Linkage & Community Services Cell	03	15 Sept.2011 01 Jan.2012 07 April 2012

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 finalized.
- ⊙ Library committee reviewed the library resources and decisions were taken regarding up gradation 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 co friendly Diwali, Lohri function, women's day celebration and others cultural activities for the session 2012-13 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, and 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

Sr. No.	Name of the Member	Designation in the committee
1.	Dr.R. S. Mishra Principal, Cambridge Court College of Education, Jaipur	Convener
2.	Mr. Mukesh Kumar Meena Lecturer, Cambridge Court College of Education, Jaipur	Member

3.	Mr. Ajay Choudhary Lecturer, Cambridge Court College of Education, Jaipur	Member
4.	Mr. Ram Kishan Lecturer, Cambridge Court College of Education, Jaipur	Member
5.	Mr. Pradeep Kumar Lecturer, Cambridge Court College of Education, Jaipur	Member
6.	Mrs. Sadhana Lecturer, Cambridge Court College of Education, Jaipur	Member
7.	Mrs. Suman Sharma Lecturer, Cambridge Court College of Education, Jaipur	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 31 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. Schoolteachers 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 student teachers 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 extra milestone to its achievements towards the cited vision and mission. The frequency of monitoring, evaluating and revising the implementation plans of vision admission depends on the emergent needs and it is not limited or confined to specific number. The institutions management meets 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 for skill up gradation 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 pares, 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 2012 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, 2011

Composition:

Chairman:

Dr.R. S. Mishra

Members:

1. Mr. Ram Prasad Sharma (Guardian, Pupil Teacher)
2. Prof. M. Pareek, Former Dean, Rajasthan University
3. Dr. R. R. Sharma Ex H.O.D. C S J M University Kanpur

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 teachers 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 matter 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 societies.

⊙ 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-disabled 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 community parents' 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 in charge.

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 forms 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, and provides suggestions and to give feedback

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

The institution undertakes regular assessment of the ICT' tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning. The institution also the allow students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc available 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), BikanerUniversity (Bikaner), JaiNarayanVyasUniversity(Jodhpur), KotaUniversity (Kota) offer the teacher education programmed 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 740 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.

Cambridge Court College of Education

Sitapura, Jaipur(Rajasthan)

Undertaking

This is to certify that Cambridge Court College of Education Sitapura, Jaipur (Raj.)

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body[such as NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. the affiliation and recognition [if applicable) is valid as on date.

In case the affiliation/ recognition is conditional, then a detailed enclosure with regards to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled, automatically, once the institution loses its University affiliation of Recognition by the Regulatory Council as the case may be.

In case the undertaking submitted by our institution found to be false then the accreditation given by NAAC is liable to be withdrawn.

The undertaking given to NAAC is also displayed on our institutional website.

Date :-

Principal/Head of the institution

Place:-Jaipur (Raj.)

Note for implementation:

1. For those **institutions where visit are already scheduled this undertaking is to be submitted during the visit to the coordinator along with the enclosures, if any**
2. For those institutions where visit are yet to be scheduled but SSR are with NAAC the Undertaking has to be submitted prior to the finalization of the visit.
3. For those institutions which are yet to submit SSRs the undertaking has to be submitted along with SSR/SAR/RAR

Academic Calendar Session 2011-12

Name of the Month	Academic Activities
July 2011	<ol style="list-style-type: none"> 1. Admission Process- Reporting of Candidates 2. Orientation & Workshop 3. Theory Classes
October 2011	<ol style="list-style-type: none"> 1. Preparation & Micro Teaching
November 2011	<ol style="list-style-type: none"> 1. Teaching Practice & Criticism
December 2011	<ol style="list-style-type: none"> 1. Theory Classes
January 2012	<ol style="list-style-type: none"> 1. Theory Classes 2. Test & Sessional Work
February 2012	<ol style="list-style-type: none"> 1. Teaching Practice & Criticism 2. Sports Activities
March 2012	<ol style="list-style-type: none"> 1. Theory Classes 2. Block Teaching
April 2012	<ol style="list-style-type: none"> 1. Practical Works 2. Theory Classes 3. Cultural Activities
May 2012	<ol style="list-style-type: none"> 1. Internal Examination 2. SUPW & Community work
June 2012	<ol style="list-style-type: none"> 1. Theory Classes
July 2012	<ol style="list-style-type: none"> 1. Theory Classes
August 2012	<ol style="list-style-type: none"> 1. Preparation of Annual Lesson Plan 2. Final Examination
September 2012	<ol style="list-style-type: none"> 1. Final Examination 2. Final Lesson

CAMBRIDGE COURT COLLEGE OF EDUCATION
SITAPURA, JAIPUR (RAJASTHAN)

Time-Table 2011-12

9:00 to 9:20 Prayer Assembly

Class	I	II	III	IV		V	VI	VII	VIII
Time	9:20 to 10:05	10:05 to 10:50	10:50 to 11:35	11:35 to 12:15		12:45 to 1:25	1:25 to 2:05	2:05 to 2:50	2:50 to 3:35
A	Education & Emerging Indian Society Sadhana Gupta	Psycho-Social Basis of Learning & Teaching Ram Naresh	Educational Management & school Organization Salil Mishra	Educational Technology & Class room Management Ramkishan Pal	I N T E R V A L	Computer Literacy & Education Application Sitaram Meena	Hindi Suman Sharma English Veena Meghani	S.st. Sushil Kumar English Ramnaresh	Environment Science Deepshikha (1-3) Poonam Sacchan (4-6)
B	Educational Technology & Class room Management Suman Sharma	Educational Management & school Organization Mukesh Meena	Psycho-Social Basis of Learning & Teaching Radha Devi	Education & Emerging Indian Society Poonam Sacchan	I N T E R V A L		English Veena Meghani Civics Radha Devi	Sanskrit Veena Meghani Hindi Ajay Choudhary	Population Education Sushil Kumar (1-3) Mukesh Meena (4-5)

C	Educational Emerging Indian Society Ajay Choudhary	Psycho-Social Basis of Learning & Teaching Pradeep Kumar	Educational Management & school Organization Veena Meghani	Computer Literacy & Education Application Sitaram Meena	I N T E R V A L	Educational Technology & Class room Management Deepshikha	Biology Varsha Goyal Chemistry Deepshikha	Gen. Science Salil Mishra	Edu. & Vocational Guidance Pradeep Kumar (1-3) Suman Sharma (4-)
D	Educational Technology & Class room Management Varsha Goyal	Educational Management & school Organization Veena Meghani	Psycho-Social Basis of Learning & Teaching Ram Naresh	Educational Emerging Indian Society Sushil Kumar	I N T E R V A L		Commercial Practise Sadhana Gupta	Book Keeping Sadhana Gupta Home-Sc. Varsha Goyal	

Cambridge Court College of Education Sitapura, Jaipur(Rajasthan)

Mapping of Academic Activities of the Institution

Start of the Session - 11.08.2011

End of the Session - 30.09.2012

Weeks	1						2						3						4						5						6					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Admission and Orientation																																				
Theory																																				
Tutorials/ Seminars																																				
Sessional Work - Tests & Assignments																																				
Practical Work																																				
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																																				
Practice Teaching/ Internship																																				
Co-curricular Activities																																				
Working with community/ project work																																				
End-Term Examination																																				

Cambridge Court College of Education Sitapura, Jaipur(Rajasthan)

Mapping of Academic Activities of the Institution

Start of the Session -11.08.2011

End of the Session - 30.09.2012

Weeks	7						8						9						10						11						12					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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Cambridge Court College of Education Sitapura, Jaipur(Rajasthan)

Mapping of Academic Activities of the Institution

Start of the Session - 11.08.2011

End of the Session - 30.09.2012

Weeks	1						1						1						1						1						1					
	3						4						5						6						7						8					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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Cambridge Court College of Education Sitapura, Jaipur(Rajasthan)

Mapping of Academic Activities of the Institution

**Start of the Session -
11.8.2011**

End of the Session - 30.09.2012

Weeks	25						26						27						28						29						30					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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Cambridge Court College of Education Sitapura, Jaipur(Rajasthan)

Mapping of Academic Activities of the Institution

Start of the Session - 11.08.2011

End of the Session - 30.09.2012

Weeks	31						32						33						34						35						36					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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Cambridge Court College of Education Sitapura, Jaipur(Rajasthan)

Mapping of Academic Activities of the Institution

Start of the Session -
11.08.2011

End of the Session - 30.09.2012

Weeks	37						38						39						40						41						42					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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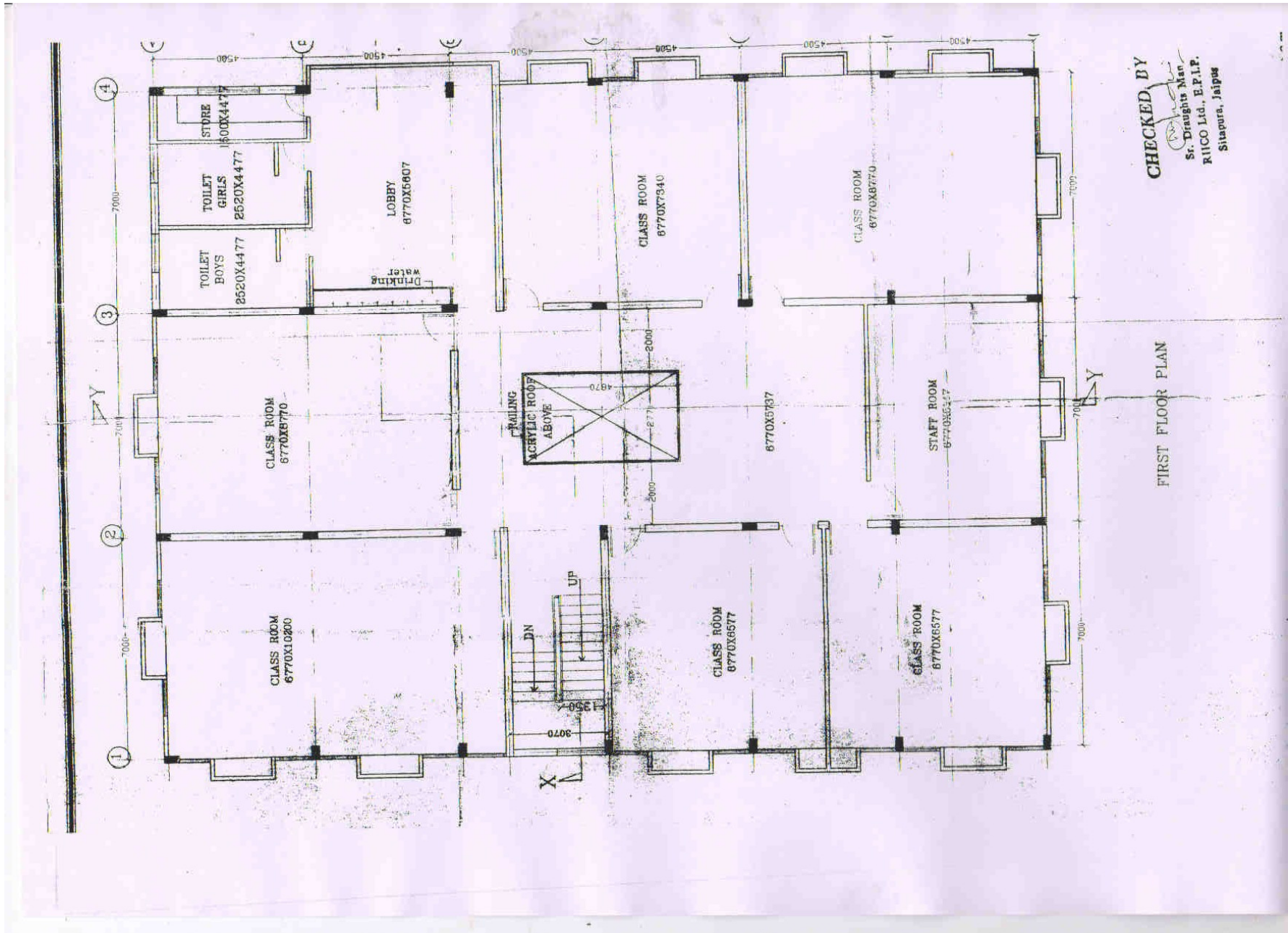
Cambridge Court College of Education Sitapura, Jaipur(Rajasthan)

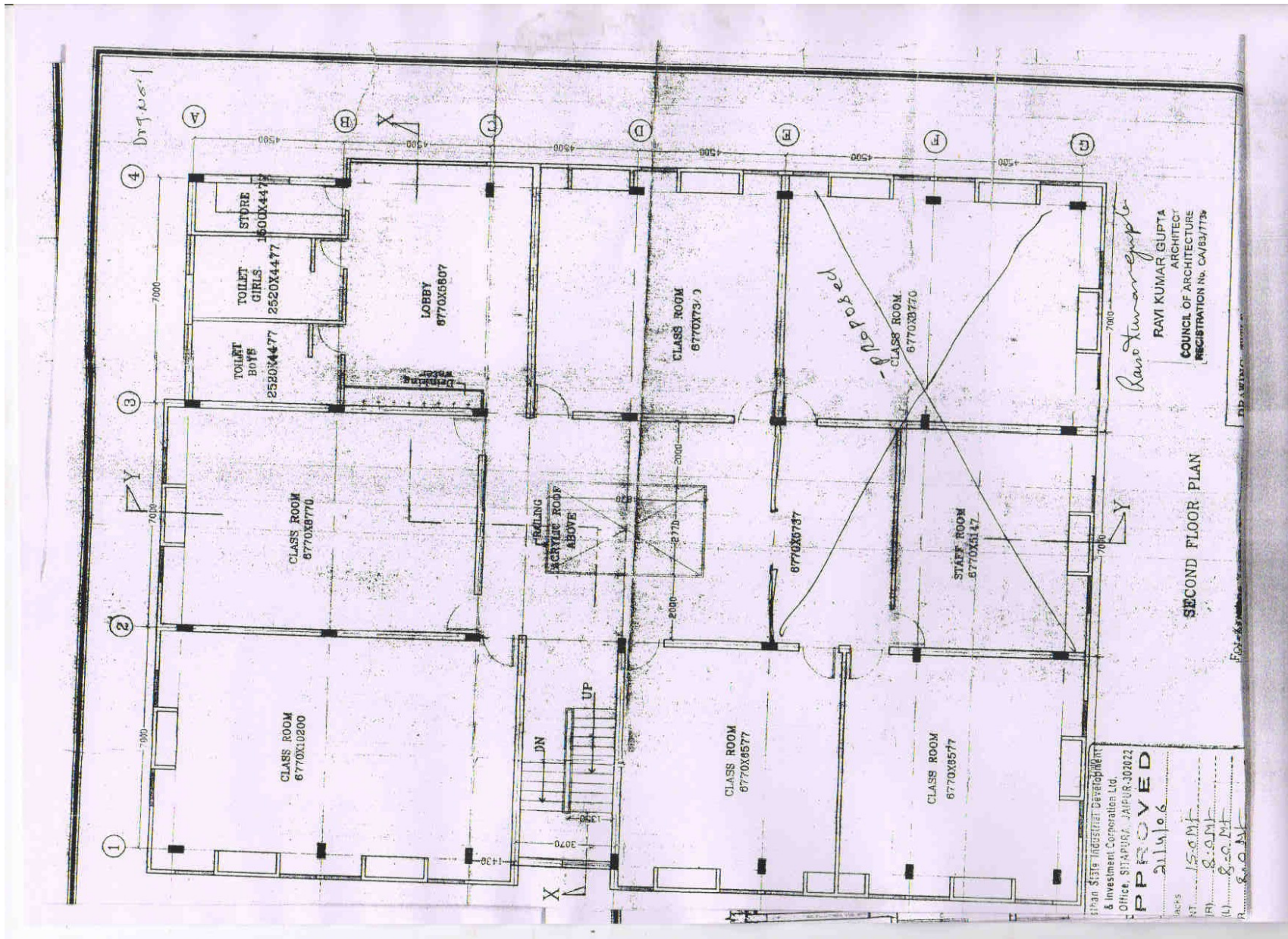
Mapping of Academic Activities of the Institution

Start of the Session

End of the Session - 30.09.2011

Weeks	4						4						4						4																				
3	4						5						6						7						8														
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6				
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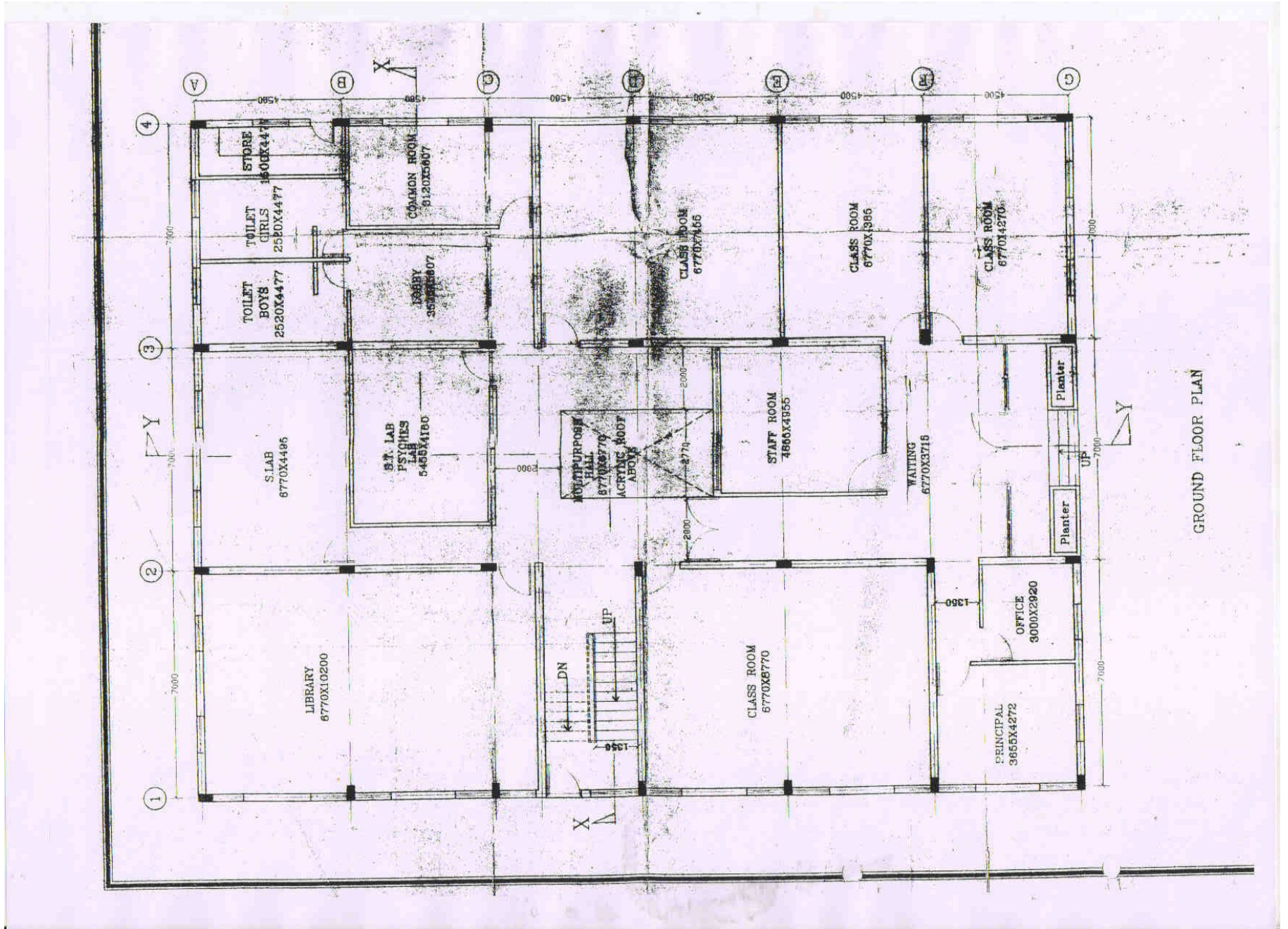
Shriyan Shree Industrial Development
& Investment Corporation Ltd.
Office, SITAPUR, JAIPUR-302022

APPROVED
21/11/06

DATE: 15.01.06
(R) 8.01.06
(L) 8.01.06
(S) 8.01.06

Ravi Kumar Gupta
RAVI KUMAR GUPTA
ARCHITECT
COUNCIL OF ARCHITECTURE
REGISTRATION NO. CA/83/7724

SECOND FLOOR PLAN



GROUND FLOOR PLAN

BOOK PLAN

REGISTRATION No. CA/83/7739

Trust

ty/

DRAWING TITLE -

PLANS/SECTIONS

CLIENT :-

KRISHNA YOGASHRAM TRUST
PLOT NO.SP-7
EPIP SITA PURA
JAIPUR,

PROJECT :-

CAMBRIDGE COURT
COLLEGE OF EDUCATION

ARCHITECT

RAVI KUMAR GUPTA
L-1, KRISHNA MARG,
C-4 SCHEME, JAIPUR,
RAJASTHAN,
TEL:(0141) 360825, 370378
FAX (0141) 370378

NORTH



SCALE :-

1 : 100

CHKD. BY

C.A. NO.

CA/83/7739

FOR Krishna Yogashram Trust

DATE :-

04/04/06

FILE NAME

Trustee

DRG NO.

**UNIVERSITY OF RAJASTHAN, JAIPUR
SYLLEBUS**

SCHEME OF B.ED. EXAMINATION

The B.Ed. program will consist of the following components:-

There will be six theory papers of three hours duration carrying 100 marks each for final Examination. Part I Main theory paper I to VI

Part II Teaching Practice and Practical Work

Part III Specialization (Additional optional paper VII)

Part IV Qualifying Compulsory Paper VIII (computer)

Compulsory Papers - I to IV

Optional Paper - V & VI

Compulsory

Paper I Education and Emerging Indian society.

Paper II Psycho-Social Basis of Learning and Teaching

Paper III Educational management and school organization

Paper IV Educational Technology and classroom Management

Optional

Paper V and VI -Contents cum-Methodology Teaching Learning Specialization-Paper VII

Under paper V and VI candidate shall be required to offer any two papers from the following:

1.Hindi 2. Sanskrit 3. English 4.Social Studies 5. History 6.Civics 7.Geography

8. Mathematics 9. Physics 10.Biology 11.Chemistry 12.General-Science 13.Domestic Science 14.Arts 15.Music 16. Economics 17.Commerce

Teaching 18.Book-Keeping Accountancy 19.Sindhi

Qualifying Compulsory Paper: PAPER VII COMPUTER

Paper VIII Specialization(Additional optional)

Environmental Education, Population Education,

EDUCATION AND EMERGING INDIAN SOCIETY

Course Content

Unit 1:

Concept, nature and Meaning, aims objectives of education. Forms of Education-Formal, Informal ,Non-formal.

Values and aspirations of the present Indian Society. Cultural heritage and its relevance in the modern Indian education.

Unit 2:

Educational implications of the following. Idealism, Naturalism, Pragmatism

Educational contribution of the following:

Jainism ,Geeta, Buddhism, Ravindra Nath Tagore,M.K. Gandhi , Swami Vivekanand ,Sri Aurobindo Ghosh

Unit 3 : Indian Constitution and the status of education with reference to the following:

Universlization of education.Equality of opportunities in education. Education and Fundamental Rights and Duties.Relationship between education and democracy.

Role of education in developing Socialistic patterns and notional integration.

Unit 4:

Education as a sub-System Education as an agent of social change, social change influencing the trend of education and social disparities. Social Mobility Cultural Lag, Gender disparities Regional disparities. The role of educational institution for creating new social orders.

Unit 5:

Emerging Indian Concerns and their educational implications; Population education. Ecological imbalance.

Globalization. Human rights. Technological invasion.

Sessional Work (20 Marks)

One test of 10 marks

An essay of 10 marks on any one of the following:

Role of teacher to prepare students for responsible citizenship.

Inculcation of values in the present system of education.

Education opportunities

Educational opportunities

Universalization of Education

Education and Culture

Paper - II

PSYCHO-SOCIAL BASIS OF LEARNING AND TEACHING

CONTENTS

Unit-I

Educational Psychology its meaning methods, scope, Functions and applications. Implications of Educational Psychology for a Teacher, Curriculum, Classroom situations and learner development. Growth and Development of the learner-Growth and Development meaning, Principles (Physical, social, mental and Emotional Development) and their Implications for learning.

Unit-II

Learning its meaning factors affecting learning and types of learning (Gagne) Theories of learning-Trial and Error, classic, Conditioning, Operant Conditioning Gestalt. Piaget and Burner. Transfer of learning, factors theories and its Implications for teacher. Motivation meaning and role in the process of learning.

Unit-III

Personality meaning, types, factors responsible for shaping it, objective and Projective of assessment. Intelligence meaning Theories measurement and role in learning Creativity meaning components, development and measurement.

Unit-IV

Psychology of adjustment concept of adjustment, mechanism of adjustment Ego-defense mechanisms, identification and education of mal adjusted children. Individual differences-meaning, causes and their educational Implications, (with special reference to the slow learner gifted, delinquent, Physically disabled and Socially deprived children.

Unit-V

Group Dynamics, Classroom as a group-its impact upon learning Development of a child as an individual (concept development), School and development of self-concept. Creative thinking reasoning and problem-solving and the effects of social class on their development. Learning increments of Socialization, Individualized instruction Diagnosing learning difficulties. Concept of Social Learning (Bandura).

Sessional Work (20 Marks)

One test of (10 Marks)

Any one of the following (10 Marks)

case-Study of Special child

Administration of Psychological test and presentation of the result.

Observing the behavior of an adolescent boy/girl and listing his/her characteristics and problem

Sociometric-preparation and interpretation

Study of community factors that effect pupil learning

One experiment on any aspect of learning.

Paper - III : Educational Management and School Organization

Objectives:

To enable student teacher to Acquire a knowledge of the concept of Educational Administration and Management. Understand the role of centre state and local agencies in managing education. Acquire a knowledge of administration and supervision of education in Rajasthan. Develop an understanding of the principles and practices of school organization. Development understanding of the main issues related to Indian educational system.

Unit-I

Concept need, Characteristics principles of Educational Administration and Educational Management. Concept of authority delegation of power centralization and decentralization direction communication unity of command. TQM.

Unit-II

Concept types, principles, styles, need, problems of Leadership role of school HM in Institutional planning. Concept type, aims, need of Institutional planning and financial management/School budget, nature, process of preparation, problems and solutions

Unit-III

Meaning, old and modern concept types differences objectives principles, nature, problem, remedies of supervision and inspection Role of school Headmaster in Supervision and Inspection Concept, type, objectives, principles, nature, problem, remedies of following:

- Development and maintenance of infrastructure.
- Time table.
- Planning co-curricular activities
- School records
- Student discipline
- Overall school climate and tons.

Unit-IV

A brief survey of growth and development of education in India

(A) Pre-Independence era-

Education during Vedic, Buddhist and Medieval period. Development during British period-Macaulay's minute.

(B) Post-independence era- Salient features of Secondary Education Commission 1952-53, Education commission 1964 and National Policy on Education 1986.

(C) Major recommendations of Education Commission (1964) and NPE-1986 for educational administration.

Unit-V

Role of central and state agencies of education

- MHRD, NCTE, NCERT, CBSE, CAGE (Central Advisory Board of Education), NIEPA.

- State Dept of Education, RBSE, SIERT, IASE CTE, DIET Sessional Work-(20 Marks)

(1) One test of 10 Marks

Any one of the following: 10 Marks

A detailed essay on any aspect of educational administration in India.

Detailed essay on any aspect of school organization.

Preparation of an institutional planning on any aspect of school organization

A case study of a secondary school with reference to the leadership role of school Headmaster.

Educational Technology and Classroom Management

COURSE CONTENT

UNIT-I

Concept of Educational Technology-Scope and its role in Educational Practices. Types of ET-Teaching Technology, Instructional Technology. Instructional Technology and Behavior (meaning characteristic basic assumptions and content) Concept of communication; Elements of communication, Communication Skills, Teaching Learning process as the process of communication. System Approach in Education.

UNIT- II

Concept of teaching instruction training and learning, Relationship between teaching and learning. Nature of teaching and maxims of teaching Content analysis. Classification and specification of instructional behavior Strategies of Teaching : Group discussion, Panel discussion, Team teaching Programmed Instruction (concept organization, merits and limitations) Computer Assisted Instruction (CAI)

UNIT-III

Concept of Teaching Effectiveness and its development Meaning concept of Teaching Skills. Micro-Teaching, its meaning, need and concept, micro - teaching. Skill of questioning probing, illustrating, reinforcement, stimulus variation and using Black Board (concept components, and observation schedule). Concepts, steps and significance of following teaching models I. enquiry Training Model Concept attainment Model. Concept of feed-back in teacher education, Flander's interaction analysis category system (FIACS)

UNIT-IV

Concept of measurement and evaluation and purpose, types of evaluation. Characteristics of a good test.

Steps of achievement test construction Concept and procedure of Educational diagnosis and their characteristics Concept of Remedial teaching, Preparation of a remedial programme

UNIT-V

Importance and uses of Educational Statistics Frequency distribution Graphical presentation: Histogram, Frequency Polygon, Ogive Measures of Central tendency mean, median and mode Measures of dispersion-Standard Deviation Correlation its interpretation Rank difference correlation.

SESSIONAL WORK(20 Marks)

(1) One test of 10 Marks

(2) (Any one of the following) : 10 Marks

Preparation of a Diagnostic Test on a unit

Preparation try out and reporting of an instructional plan based on teaching strategies (any one viz. Group discussion panel discussion team teaching)
 Observation of two lessons of the same student-teacher for encoding and decoding on the basis of FLACS. Preparation of Action
METHODOLOGY OF TEACHING ENGLISH

Course Content

UNIT-1 : BASIC CONCEPTS, OBJECTIVES,AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

(A) Basic CONCEPT

Mother-tongue Second Language Difference between teaching and language teaching Principles of Second Language Teaching Forms of English-Formal informal,Written, Spoken Global English English as a Second Language (ESL) English as a Foreign Language (EFL) English for Specific Purpose.(ESP)

(b) OBJECTIVES

Objectives of Teaching English as a Second language (a) Skill based (LSRW) (b) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference of LSRW skills.

(c) METHODS AND APPROACHES

Introduction to methods of and approaches to teaching of English as a second language.

(1) (a) Direct Method (b) Structural Situational Approach (c) Audio-Lingual Method (d) Bilingual Method (e) Communicative Language Teaching (CLT)

(2) Role of Computer and Internet in Second Language Teaching-Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT)

(3) Eclectic Approach to Second Language Teaching Study of the above methods and approaches in the light of: -Psychology of second language learning.

Nature of second language learning

Classroom environment and conditions Language functions Aims of language teaching, role of mother-tongue role of teacher learners text-book and A.V. and language skills testing errors and remedial work.

Unit-2 Teaching of listening and speaking skills

(A) Listening:

Concept of listening in second language;

The phonetic elements involved in listening at the receptive level.(Monothongs, diphthongs, consonants, pause, juncture, stress, accent beat, intonation, rhythm);

Listening skills and their sub-skills; Authentic listening v/s Graded listening Techniques of teaching listening Role of teaching aids in teaching listening skills

Note taking.

(b) Speaking:

Concept of listening in second language; The phonetic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture stress, accent, beat, intonation, rhythm.) The Stress System-Weak Forms and scheme Use of pronouncing dictionary Phonetics transcription Techniques of teaching speaking skills and pronunciation Pronunciation practice and drills Ear Training Repetition Dialogues and Conversation Role of A.V. aids in teaching speaking skills

Unit-3 : Teaching Reading and Writing skills:

READING SKILLS Concept of Reading in second language; Mechanics of Readings (Type span,Pause,Fixations,Regression); Types of Reading: Skimming,Scanning,Silent reading Reading aloud,Intensive Reading, Extensive reading, Local and Global Comprehension. Role off speed and pace; Relating teaching of Reading to listening and speaking skills; Teaching silent reading,intensive reading,extensive readings and genuine reading comprehension in terms of Inference Prediction Critical Reading, Interpretation, Judgment,Summarizing ,Central idea,etc. Role of course reader and repid reader, Cloze procedure , Maza method, dictionary in teaching Reading skills.

WRITING SKILLS:

Concept of Writing in First Language and the Second language; Types of composition oral, written, controlled guided, contextualized and integrated composition; Teaching the following items keeping in view their style ingredients and mechanics Letters (formal and informal),Essays, Report, Telegram, E-mail, Notices, Precise, Paragraph, Developing stories,Note Making

UNIT-4 : RESOURCES AND PLANING FOR ENGLISH LANGUAGE TEACHING

(A) RESOURCES FOR ENGLISH LANGUAGE TEACHING

The Blackboard and the White Board Blackboard drawings and sketches The Overhead Project (OHP)

Flashcards, Posters and Flip Charts Songs, raps and chants Video clips Pictures,Photos,Postcards,and Advertisements Newspapers, Magazines and Brochures Mind Maps Radio Tape-recorder,T.V. Language Laboratory Real Stories and anecdotes

(B) PLANNING FOR ENGLISH LANGUAGE TEACHING AS A SECOND LANGUAGE

(B.1): PROSE LESSONS: Content Analysis: Planning a Unit (Bases on a lesson in the Course Reader (text book)

Identifying and listing language material to be taught (New lexical and structural items, their usage and uses)

Planning for teaching the content and skills in the following order:New lexical items (vocabulary) New Structural items Reading comprehension Textual exercises Writing/composition

Unit Test

(B.2) : Poetry Lessons: Components of Poetry Concept aims and objectives of teaching Poetry in Second Language Steps of teaching Poetry at the Secondary stage

Unit 5: Testing and Evaluation in English

Concept of testing and evaluation in English as a second language, Difference in Testing in content-subjects and skill-subjects;

- Testing language skills (LSRW) lexical and structural items and poetry.
- Type of test (Achievement test,Proficiency test,Diagnostic test, prognostic test, Formative and Summative Test).
- Preparation of unit and examination paper-their blue print and answer key;
- Types and preparation of test-items'
- Error analysis;
- Concept and need of remedial teaching and remedial work.

SESSIONAL WORK(20 Marks)

One test of (10 Marks)

The Student will be required to do any one of the following (10 Marks)

Review of a text book

Preparation of a list of structural items included in the text-book at the Secondary stage and its critical analysis

Preparation of five (5) word-cards five (5) picture cards and five(5) cross word puzzles

Preparation of twenty (20) test items in Listening/Speaking/Reading/Writing Skill

Preparation of five (5) OHT for teaching structures/composition exercises

Preparation of CALL material (five (5) pages)

Preparation of CALT material (five (5) pages)

Preparation of Language Lab.Magazine on Listening/Speaking skill (five (5) pages)

Collection of Newspaper and Magazine advertisement for teaching lexical and structural items and preparing language exercises bases on them.

METHODOLOGY OF TEACHING SOCIAL STUDIES

Objectives: To enable the student teacher to Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus. Understand the aims and objectives of teaching Social Studies. Prepare Unit plans and Lesson plans for different classes. Critically evaluate the existing school syllabus of Social Studies. To enable the pupil teacher to review the Text-book of Social Studies (Secondary level) Apply appropriate methods and techniques of teaching to particular topic at different levels. Prepare select and Utilize different teaching aids evaluate his pupils in Social Studies Clarity particular concepts, trends, principles methods etc. with the help of Co-relation to similar Content or situation.

Unit-I-Nature,Scope and Objectives

-Nature,scope and concept of Social Studies

- Importance

- Aims and Objectives of teaching Social Studies at different levels

- Co-relation of Social Studies with other school subjects.

Unit-II-Curriculum and Planning

- Nature, scope and concept of Social Studies

-Characteristics of good Social Studies curriculum.

- Critical appraisal of Social Studies curriculum,

- Concept and objective of lesson planning

- Social Studies text books.

- Qualities role and professional growth of a teacher of Social Studies.

Unit-III-Instructional Strategies, Methods and Approaches

-Various methods of teaching Social Studies (Lecture,Socialized recitation Story Telling Project Problem Solving Methods).

-Field trips

-Other innovative practices (Brain storming role playing)

Unit-IV-Instructional Support System

- Planning of Social Studies lab its use.

- Use of mass media and Computers in Social Studies teaching

- Resource material-use of local resources in teaching social studies

Unit-V-Evaluation of Teaching Social Studies

- Concept and objectives of evaluation

- Tools and techniques of evaluation in social studies teaching

-Preparation of achievements test

Different types of question

Blue Print

Preparation of question papers

Sessional Work (20 Marks)

One test of 10 Marks

Any one of the following (10 Marks)

Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.

Preparation of TV/Radio Script.

Study of anyone aspect of social issue and prepare report.

Collection of newspaper cutting related to Social Study's issues.

Construction of different objective types test items.

Methodology of teaching Civics

Unit-I - Nature, Scoper and Objectives

- Concept, nature and scope of Civics
- Contemporary importance of Civics
- Aims and Objectives of teaching Civics at different level (elementary, Upper Primary,Secondary and Senior Secondary)
- Correlation of Civics to other subjects.
- Role of Civics in promoting international Understanding

Unit-II-Curriculum and planning

- Meaning and concept of Curriculum
- Fundamental principles of formulation of curriculum in Civics.
- Critical appraisal of the existing syllabus
- Lesson Plan-Annual Plan,Unit plan and Daily lesson plan of teaching Civics.

Unit-III- Methods and approaches of civics teaching

- Various methods of teaching Civics (Project,Problem Solving,Supervised Study,Lecture,Discussion and Brain Storming)
- Innovative practices in Civics teaching
- Field trip
- Mock Session

Unit -IV- Instructional Support System

- Community resources
- Teaching aid in Civics Teaching
- Techniques of interviewing

Unit-V-Evaluation of Civics teaching

- Purpose and concept of evaluation
- Objectives based evaluation
- Preparation of achievement test-
- Various types of question
- Blue Print
- Preparation of question paper

Sessional Work (20 Marks)

One test of 10 Marks

Any one of the following(10 Marks)

Content analysis and preparation of instructional material related to any unit of subject related to civics. Preparation of TV/Radio script. Study of anyone aspect of Indian political issues. Visit any local bodies as panchayat, Municipality, Municipal corporation and Nagar Nigam and prepare report about the functions of local bodies. Prepare a plan of civics class room. Preparation of a plan for equipping a civics lab. Prepare five slides related to civics teaching contents at secondary level. Collection of news paper cutting related to civics issues.

METHODOLOGY OF TEACHING HISTORY

UNIT 1-Nature and scope of the subject

- Meaning nature and scope of history.
- Importance of teaching history.
- Aims and objective of teaching History at different levels.

-Importance of studying Local History, National History and world History in the context of National Integration and International brotherhood and global citizenship.

-Co-relation of History with other school subjects.

UNIT II-Curriculum and Planning

-Meaning and concept of curriculum

-Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.

-Lesson plan-Annual plan, Unitplan and Daily lesson plan of teaching History.

-Qualities and professional growth of History teacher, his role in future prospective.

UNIT III-Methods and Approaches

-Various methods of teaching History (Story Telling, Biographical, Dramatization time sense, source, project and supervised study method)

UNIT IV-Instructional Support System.

-Audio Visual aids in teaching History

-Text book,teacher, co-curricular activities.

-Community Resources:Computer, T.V.

-History room

-Planning of historical excursion.

-Co-curricular activities

UNIT V-Evaluation

Concept and purpose of evaluation

Objectives based evaluation

Tools and techniques of evaluation in history teaching

Various types of question

Blue print

Content analysis.

Session Work (20 Marks)

One test of 10 Marks

Any one of the following(10 Marks)

Content analysis and preparation of instructional material related to any unit of subject related to History.

Study of analysis aspect of Historical issue and preparation of a report

Visit to any historical place and preparation of report.

Collection of news paper cutting related to history's issues.

Developing a lesson plan based on new methods/technique in history.

METHODOLOGY OF TEACHING ECONOMICS

Objectives-To enable student Teachers to:

Refresh the knowledge about the meaning,Importance,nature,scope and aims of Economics.

Acquaint with the aims, objectives and value-outcomes through teaching Economics.

Develop ability to plan for suitable instructions in economics.

Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.

Establish correlation of economics with other school-subjects.

Develop necessary skills to use various teaching aids, (Particular locally available material aids).

Develop skill to successfully use various evaluation techniques and to interpret the results.

Develop appropriate attitude towards the subjects and country's economy.

Contents

UNIT I-Nature,Scope and objective. Meaning, nature, scope of Economics. Importance of economics in school curriculum. Aims and objectives of teaching economics at different level. Correlations of economics with school subjects.

UNIT II-Curriculum and planning

Concept and objectives of curriculum. Fundamental principles of formulation of curriculum in economics. Critical Appraisal of the existing syllabus. a)Lesson Plan-Annual Plan, Unit Plan and Daily Lesson Plan of teaching Economics. Planning Outdoor activities.

UNIT III-Methods and Approaches to Teaching Economics

Various methods of teaching economics-Project, problem solving, Discussion, Analytic-Synthetic and Lecture Method. Innovative Practices in Economics teaching-Brain storming, work shop.

UNIT IV-Instructional Support System Use of Teaching aids in Economics Print and Non print media, community resources, Lab and Museum. Economics teacher and his qualities. Critical appraisal of economics Text Book.

UNIT V-Evaluation of Teaching Economics

Purpose and concept of evaluation. Objective of based evaluation Preparation of achievement test-Variou types of question Blue print Preparation of question paper

Session Work (20 Marks)

One test of 10 Marks.

Any one of the following 10 Marks.

Content analysis and preparation of instructional material related to any unit of subject related to Economics.

Construction of objective type test items. Prepare five slides related to economics teaching content at senior secondary level. Critical appraisal for economics syllabus at senior secondary level. Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

METHODOLOGY OF TEACHING GEOGRAPHY

Contents

I. Nature, Scope and objectives. Changing concept of Geography-Practical Geography Its place and scope (importance) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding. Correlation of Geography with social sciences, economics, Civics Natural sciences, Environmental sciences.

II. Curriculum & Planning Characteristics of a good geography curriculum

Critical Appraisal of geography syllabus. Planning daily lesson plan & Unit plan. Geography Text Book. Qualities, role and professional growth of Geography teacher

III. Methods & approaches Regional method, Demonstration, Inductive Deductive, Project comparative, Lab. Method. Field trips, local & Regional Geography Other Innovative practices-Programmed Learning, Computer geography Club, Geography Lab.

IV. Instructional support system Teaching aids lab equipment. Geography room/Laboratory & Museums.

Resource material and use of local resources in teaching Geography. Co-Curricular activities.

V. Evaluation

Tools techniques of evaluation in geography. Achievement Test Different types of questions. Blue print

Preparation of question paper. Diagnostic & Remedial teaching in Geography.

Sessional Work (20 marks)

One test of 10 Marks

Any one of the following-10 Marks

Preparation on maps, charts and models for physical geography

Develop two lesson plan based on new methods and approaches.

Critical appraisal of geography syllabus at secondary level.

Construction of objective type test items

Collection of news paper cuttings related to Geographical issues.

Preparation of a report on visit some place of Geographical interest.

METHODOLOGY OF TEACHING BOOK KEEPING AND ACCOUTANCY

Unit-I

Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level.

Unit-II

Planning for teaching and role of teacher- Unit Plan and Daily Lesson Plan Teacher role and attitude Maxims and principles of classroom teaching

UNIT-III

Journal teaching approaches of Book-Keeping and Accountancy Journal Approach Ledger Approach Cash Book Approach Equation Approach Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project Problem solving. Lecture-cum-demonstration and discussion methods Techniques and devices to teaching Book-Keeping and Accountancy.

UNIT-IV

Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level Text Book-keeping and Accountancy their importance criteria for selection of text book, reference books and journals.

UNIT-V

(A) Evaluation of Students performance. Text Book-Keeping and Accountancy-their importance, criteria for selection of text book, reference books and journals.

Sessional Work (20 Marks)

One test of 10 Marks

Any one of the following-10 Marks

Preparation of teaching aids

Preparation and construction of a achievement test Preparation of a lesson plan based on any innovative method.

METHODOLOGY OF TEACHING COMMERCE

Contents

UNIT-I

Meaning, Nature and scope of commerce education. Aims, objectives and values of teaching commerce at senior secondary Level. The place of commerce in Education.

UNIT-II

Methodology of teaching Unit plan and daily lesson plan. Maxims of Teaching Classroom observation

UNIT-III

Modern methods of teaching commerce. Devices of teaching commerce. A critical estimate of the present syllabus in commerce at senior secondary Level.

UNIT-IV

Instructional material for : Importance of proper equipment and material for effective instruction. Criteria for selection of instructional material and equipment. Different audio-visual equipment and material used in Commerce education Evaluation of text books in Commerce at Senior Secondary Level.

UNIT-V

Qualities of commerce teacher, role and professional growth of commerce teacher. Evaluation in commerce-Importance, type of Tests-Essay, short answer and objective type.

Sessional Work (20 Marks)

(1) One test of 10 Marks

(2) Any one of the following-10 Marks

Preparation of teaching aids.(Two)

Preparation and construction of achievement test on any unit.

Preparation of lesson plan based on any innovative method.

METHODOLOGY OF HOME SCIENCE TEACHING

HOME SCIENCE TEACHING

Contents

UNIT-I

Nature and meaning of Home Science. Values and importance of Home Science for students of higher secondary stage. Correlation of Home-Science with other subjects. Aims and objectives of Home-science (Bloom's approach to specify the outcomes)

UNIT-II

Problem solving Method Demonstration Method Experimental Method Project method Lecture-Cum-demonstration method Question-Answer Techniques Text Book Dramatization and Field Trips

UNIT-III

Concept of planning for home science teaching. Various steps of planning-unit and lesson planning. Importance and advantage for planning of unit and lesson plan. Qualities of a good Home-science teacher. Role of Home-Science teacher.

UNIT-IV

Specific use of the following: Audio visual aids in teaching of Home science. Laboratory (Location, Buildings) Charts Diagrams Black Board Reference books Graphs Radio T.V. Magazines Computer

UNIT V

Concept, principles, basis and measures to improve a syllabus. Curriculum in Home-science for different stages of school instruction Concept of measurement and evaluation. Criteria of good evaluation. Merits and limitation of evaluation. Preparation of Blue-Prints Test.

Session works :(20 Marks)

(1)One test of 10 Marks.

(2)Any one of the following-10 Marks

Writing of any Essay on any topic based on the content of the above units.

Preparation of visual-aid for solving community nutrition problems.

METHODOLOGY OF TEACHING GENERAL SCIENCE

UNIT-I - Nature, Scope and Objectives Definition and concept of Science. Place of science in school curriculum

Values of teaching science at school level. Correlation Science with other subjects. Objectives of teaching sciences at Secondary level.

UNIT II - Curriculum and Planning

Principles of developing science curriculum at secondary level. Factors affecting the selection and organization of science curriculum. Unit plan and lesson plan
Qualities of and responsibilities of science teacher Role of teacher in training students in scientific method and developing creativity among students.

UNIT III - Methods of approaches Lecture method, Demonstration, Lab Method problem solving, Heuristic. Project method, Inductive & deductive method.
Inquiry approach, programmed Instruction, Panel discussion, Team teaching, General & Workshop.

UNIT IV - Instructional support system

Multi sensory aids-charts, models, Bulletin, board flannel board Transparencies, Overhead Projector, Radio, T.V. Computer Co-curricular activities-
Organization of Science club, Science fair and excursions, use of community resources. Science Lab. Planning & equipping science Lab. Guidelines for
organizing practical work care and maintenance of equipment, safety precautions for work in science Lab.

UNIT V - Evaluation

Evaluation: concept, types and purposes. Type of Test items-objective type, S.A. & Essay type. Planning objective based test items of different types. Preparation
of blue print and construction of Achievement test.

Evaluation of practical work in Science.

Session Work :-20 Marks

(1)One test of 10 Marks

(2)Any one of the following-10 Marks

Life sketch and contribution of any one prominent Indian Scientist. Conducting and reporting two experiments useful at secondary level. Preparation of 10
frames of linear or branching type programmes on any topic of General Science.

METHODOLOGY OF TEACHING CHEMISTRY

Contents

UNIT - Nature, Scope and Objectives Nature of science with special reference to chemistry. History of chemistry with special reference to India. Place & values
of teaching chemistry at secondary/senior secondary level. Correlation of chemistry with other subjects. Objectives of teaching chemistry at secondary/senior
secondary level.

UNIT II - Curriculum and planning Principles of developing chemistry curriculum at secondary/senior secondary level. Modern trends in chemistry curriculum:
CBA, CHEM Study, NUFFIELD-O & A level. Critical appraisal of chemistry syllabus at secondary/senior secondary level prescribed by Board of secondary
Education, Rajasthan. Planning Daily lesson plan, unit plan & yearly plan. Qualities & responsibilities of chemistry teacher.

Teacher's role in training students in scientific method and in developing creativity and scientific temper among learners.

UNIT III - Methods and approaches

Lecture method, Demonstration method, Lab. based methods, Inductive & deductive method, problem solving, Heuristic & Project method. Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, CAL, Seminars & Workshops.

UNIT IV - Instructional Support system Multisensory aids: Charts, models, Flannel Board, Transparencies, OHP, Radio, T.V., Computer. Co-curricular Activities: Organization of science club science fair and visits to places of scientific interest. Chemistry Lab: Layout Plans, equipments, furniture, maintenances of records, repair, care and improvisation of apparatus safety measures in Lab. Organization of practical work. Role of state & National Level Instructions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical companies like Hindustan Zone Ltd. Characteristics of a good text book and evaluation of a Text Book.

UNIT V - Evaluation in Chemistry Evaluation: Concept, Types and purposes. Type of test items and their construction. Preparation of Blue Print & Achievement Test. Diagnostic Testing & Remedial teaching. Evaluation of practical work in chemistry.

Sessional Work (20 Marks)

(1) One test of 10 Marks

(2) Any one of the following-10 Marks

Life sketch & contribution of any one prominent Indian Chemist. Preparation of scrap book containing original science (Scientific cartoon) Stories/articles/features/plays/Interview report useful for teaching of chemistry. Planning an out of class activity of use local environment to teach chemistry. Conducting & reporting two experiments useful at secondary/senior secondary level (other than those in syllabus) Description & designing of any Improved apparatus. A critical study of any one senior secondary Lab of chemistry. Preparation of 10 frames of Linear or Branching type programs on any topic of Chemistry. Preparation of a Radio or T.V. scripts.

METHODOLOGY OF TEACHING BIOLOGY

UNIT-I Nature, Scope and Objectives Nature of science with special reference to Biology. Main discoveries and development in Biology. Place & values of teaching Biology at secondary/senior secondary level. Correlation of chemistry with other subjects. Objectives of teaching chemistry at secondary/senior secondary level.

UNIT-II Curriculum and planning Principles of Biology curriculum at secondary/senior secondary level. Modern trends in Biology curriculum : B.S.C.S., CHEM Study NUFFIELD-O & A level. Critical appraisal of chemistry syllabus at secondary/senior secondary level prescribed by Board of secondary Education, Rajasthan. Planning Daily lesson plan, unit plan & yearly plan. Qualities & responsibilities of Biology teacher Teacher's role in training students in scientific method and in developing creativity and scientific temper among students.

UNIT-III Methods and approaches Lecture method, Demonstration method, Lab.based methods, Inductive & deductive method, problem solving, Heuristic & Project method. Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops.

UNIT-IV Instructional Support System Multi sensory aids:Charts,models,specimen,bulletin-boards,flannel Board, Transparencies slides, projector, OHP, Computer, T.V., Radio etc. Co-curricular Activities: Organization of science club science fair trips and use of community resources. Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology. Role of state & National Level Instructions & Laboratories Research centers in Botany, Zoology & Agriculture. Characteristics of a good text book and Evaluation of a Text Book.

UNIT-V Evaluation in Biology Evaluation: Concept, Types and purposes. Type of test items and their construction. Preparation of Blue Print & Achievement Test. Evaluation of practical work in Biology.

Sessional Work:(20 Marks)

(1) One test of-10 Marks

(2)Any two of the following-Each 5 Marks-10 Marks

Life sketch & contribution of any one prominent Indian Biologist.

Preparation of Herbarium (scrap book)

Prepare any one of the following related to environment education.(i)poster (miniature), (ii)Article, (iii)Story, (iv)Play

Description of any two teaching models.

Prepare a Radio or T.V. script. Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them. A case study of any one senior secondary lab.of Biology. Preparation of 10 frames of Linear or Branching type programmes on any topic of Biology. Construction and administration of Diagnostic test on any one unit of Biology.

METHODOLOGY OF TEACHING PHYSICS

UNIT I- Nature, Scope and Objectives Nature of Science Physics as a fundamental science. Major milestones in the development of physics Contribution of Indian Physicists C.V. Raman M.N. Saha,K.S. Krishana, Narlekar.J.C. Bose, S.N. H.J. Bhabhans S. Chandra Shekhar Objectives and values of Teaching Physics at Senior Secondary Level

UNIT II-Curriculum and Planning Principles of selection and organization of course content and experiences for senior secondary level physics curriculum and characteristics of good physics curriculum Correlation of physics with other school subjects and its role in daily life writing of objectives in behavioral terms, content analysis developing yearly unit and daily lesson plan and concept mapping Teachers role in planning for developing scientific attitude and creativity among students and for training them in scientific method.

UNIT III-Methods and approaches Demonstration method, laboratory method project method problem solving method and assignment method Heuristic approach Inductive deductive approach Out of class activities like science club science fairs and field trips

UNIT-IV-Instructional Support System

Physics Laboratory-planning equipping and organizing practical work State and national level institutions and laboratories (DST,NPL,ISRO,CEERI,RAPS, and BARC) Multisensory aids: chart models over-head projector, computer and internet, improvised apparatus. Community resources like Science Centre /museums, planetarium and solar observatory. Textbooks-Characteristics of a good textbook and evaluation of textbook

UNIT-V-Evaluation

Type of test items and their construction Preparation of blue print and achievement test Diagnostic testing and remedial teaching in physics Evaluation of practical work

Sessional Work (20 Marks)

One test of -10 Marks

Any one of the following -10 Marks

Case study of one senior secondary lab of Physics. Description of design of any two improvised apparatus

Planning an out of class activity to use local resources to teach physics Life sketch and contribution of one physicist Preparation of scrap book containing original science (scientific cartoon)/stories/latest articles/feature/play/interview report useful for teaching physics

METHODOLOGY OF TEACHING MATHEMATICS

UNIT-I

Diagnostic, Remedial and Enrichment programmes with respect to the following content areas- Set theory and mathematical structures -sets, Relations and Functions An elementary idea of Boolean algebra and numbers with different bases Statistics-Graphical representation of the statistical data. Measures of central tendency, dispersion and coefficient of correlation Axiomatic development of Geometry: Concepts of line ray line segment angle triangle interior and exterior of angles and triangles Concepts of equality congruency and similarity.

(b) Any other topic from the prevailing syllabi at upper primary secondary and higher secondary stages in the state.

UNIT-II

The nature of mathematics Importance of mathematics in the Secondary school Curriculum History of mathematics and contribution of Indian mathematicians. Meaning of mathematics according to the following school of thought Logistic Institutionists Formalists Aims and objectives of teaching mathematics Introduction of Blooms Taxonomy of education and education objectives in relation to knowledge understanding application and skills

UNIT-III

The mathematics Curriculum Strategy and principles of curriculum construction for the secondary level Recent trends in mathematics curriculum Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education at different levels Unit and Lesson planning Methods of teaching Analytic and Synthetic Inductive Deductive Demonstration Laboratory Heuristic and project Problem solving

UNIT-IV Aids in Teaching and their proper use :Mathematics room (Planning and equipment). Text Books Audio visual aids film strips field trips and excursion Mathematics Association work book The mathematics Teacher-Academic and professional preparation Journal and reference books on Mathematics teaching

UNIT-V Evaluation in Mathematics

Concept of evaluation distinction between evaluation and examination It is characteristics and functions Formulation of objective learning experience Preparation and use of tests for evaluation such as achievement tests diagnostic test aptitude tests observation schedules etc.

Session Work (20 Marks)

One test of -10 Marks

Any one of the following -10 Marks

Make a Diagnostic Remedial and enrichment programmes of set theory and mathematical structures

Preparation and construction of an achievement test based on any unit

Preparation of a lesson plan based on any Innovative method Preparation of 10 frames of linear or Branching type programme on any topic of mathematics

COMPUTER LITERACY AND EDUCATION APPLICATION

UNIT-I

Computer Fundamentals General awareness about functioning of Computer- Characteristics and uses of Computer Block diagram of Computer Classification of Computer Concept of hardware and software Input/Output devices keyboard Mouse, Monitor, Printer Storage devices (Secondary)-Hard disk, Floppy disk CD-ROM ZIP Computer memory and its units-RAM ROM bit and byte

UNIT-II

Operating System Basic features of Windows and its accessories Explorer File Manager Managing Printing MS-Office MS-Word-Text Management MS-Excel-To support database and graphics POWER POINT- Preparation of Slides

UNIT-III

Internet and Multimedia Server, Modern, E-Mail, Internet surfing for educational purpose websites Search Engines Concept of Multimedia and its educational uses

UNIT-IV

1. Computer as teaching machine: Computer Aided Instruction (CAI)-Concept and modes Concept of other terms like CMI (Computer Managed Instructions) CBI (Computer Based Instructions) CALT Computer Assisted Learning and Teaching)

UNIT-V

Information Technology and Computer (Concept, role, impact on education system) Role of Computer in Education System (e.g. library Management, Education Management and research School management, evaluation distance education, education of special Children etc) Practical and sessional work (any two) Preparation of Mark-sheet and Question Bank Preparation of instructional material/course ware (based on content analysis to be used as transparencies/charts using MS-Word/Power Point Preparation of marks register of a class and its statistical analysis and graphical presentation.

Evaluation

Theory paper of 50 marks

Practical evaluation

Practical exam - 20 marks

Submission of report Viva-10 marks +one test 10 marks)

-10 marks

Total-50 Marks

ENVIRONMENTAL EDUCATION

UNIT-I

Concept of Environment Concept of Ecology, Ecosystem, Components of Ecosystem and interdependence

Relationship of man and Environment Personal & family responsibility about the Environment

UNIT-II

Problems of modern civilization: Population explosion Pollutions-Air, Water, Noise, Waste and Cultural Depletion of Natural resources: Causes and measures for conservation of forests and wild life. Water energy and soil management

UNIT-III

Meaning objectives, importance and philosophy of Environmental education Scope of environment education-Multi-disciplinary approach correlation with other school subjects Environment Education as a subject its curriculum at different levels

UNIT-IV

Methods and Approaches: Group discussion project problems solving observation. field-trips/excursion, activity method, Games and simulation puppet lecture-demonstration, Ecology-club, Ecology laboratory, Library and publications Role of Mass-media films and Audio-visual material in Environmental education.

UNIT-V

Role of different agencies: UNEP, W.W.F. Friends of trees, N.G.O.s and Government organizations The need for global outlook to solve Environmental problems

Sessional Work 20 Marks

One test of 10 Marks

Any one of the following-10 Marks

Select one from each section:

Section-A (Each 5 Marks-10 Marks)

Any one of the following: Prepare a scrap-book of an environment articles and news. Preparation of maps of charts or models or Transparencies related to Environmental issues Study any Environment problems and write a report of the same. Find out Environment friendly or Biodegradable products and prepare a list.

Study the role of nay local NGO Planning of an out of class activity/Games/simulation related to Environment.

Section-B

Prepare an article on any one of the following: Concept of Eco-system and Interdependency Green house effect Global warming Depletion of Ozone Layer and Acid rain Acts related to conservation of Environment

POPULATION EDUCATION

UNIT-I

Population Education: Meaning and definition, Scope, need and importance of population education, Role and purpose of population education as an integral part of education

Population of India in a world perspective: Concept of population' Theories of population Under Population; growth Distribution and density of population, Over Population with demographic data of India in world perspective.

UNIT-II

Standard of Living and the Quality of Life : Food and nutrition, health-hygiene Sanitation; Housing, Clothing; Education travel, leisure, Employment, income, consumption levels Efficiency and output, Social cultural and spiritual enlightenment, Ethics and aesthetics; Different aspect and their inter relationship with example and illustration from India and abroad, Population and India's Development Endeavor population growth and production with spectral reference to National Income, The impact of development of family life on society. Culture and Personality

UNIT-III

Population Control and Planning: India's Population Policy. The role of society and the formation of public opinion favorable for Population control, Role and responsibility of family and individual; A small family unit for healthier, happier and better homes improved standard of living; better quality of life. Population Equilibrium: Emergency and long measures role of Population Education.

UNIT-IV

Emergence of Population Education : Action taken for Population Education (Historical Background) Introduction of Population Education in School; Colleges and teacher education institution, Role of Different Agencies and Organization, Home, School, Community; Government (Population policies and programmed voluntary Agencies; Mass media.

UNIT-V

Teacher of Population Education: His Preparation qualities; Role of teacher education Education Activities for Population Education: Extension lectures, Debates, Survey, Games, Exhibitions, Dramas, Meeting with parents; Preparation of aids etc.

Sessional Work 20 Marks

One test of 10 Marks

Any one of the following-10 Marks

Study the causes of population problem and write a report of the same.

Write one essay on any topic of population

Write any two abstracts related to population education.

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Roll No.	Name of the Candidate	Caste Medium	Subjects Offered	Marks Printed below are in order of the Subjects Printed in the Preceding Column															Total marks obtained	Grade	Result Division				
				YEARWISE MARKS OBTAINED																					
				First	Second	Third	G.Total																		
INSTT. 1406 -CAMBRIDGE COURT COLL. OF EDU.,SITAPURA,JAIPUR																									
REGULAR																									
38691	MS ABHILASHA MEENA	ST TH.	E&EIS PSYSOC EMSO	40	12	52	47	12	59	45	13	58	320	II											
08/172342	MOTI LAL MEENA		ETCM HIST HINDI	32	12	44	34	14	48	46	13	59	224	I	544										
24418	MAGANA DEVI		PRTECH COMEDU ENVEDU	112	112	224							57	PASS											
				25	32	57							55	PASS											
				38	17	55																			
38692	MS ALKA KUMARI	GENTH.	E&EIS PSYSOC EMSO	40	14	54	38	14	52	35	14	49	308	II											
07/32076	SUGAN CHAND		ETCM SOCSTD SANS	32	15	47	29	14	43	49	14	63	235	I	543										
24419	MEERA GOYAL		PRTECH COMEDU ENVEDU	121	114	235							75	PASS											
				30	45	75							46*	PASS											
				29	17	46*																			
38693	MS ANCHAL SAIPANWAR	OBCTH.	E&EIS PSYSOC EMSO	51	16	67	46	17	63	39	17	56	381	I											
08/80554	PRATHVI SINGH SAIPANWAR		ETCM SOCSTD GEOS	45	18	63	41	17	58	57	17	74	260	I	691										
24420	CHANDA DEVI		PRTECH COMEDU EDUVOC	128	132	260							68	PASS											
				26	42	68							61	PASS											
				42	19	61																			
38694	MS ANITA RAMAVTAR	OBCTH.	E&EIS PSYSOC EMSO	48	17	65	56	16	72	56	16	72	420	I											
08/66646	KAILASH DEVI		ETCM SANS GEOS	48	17	65	56	18	74	55	17	72	244	I	664										
24421			PRTECH COMEDU POPEDU	115	129	244							53	PASS											
				22	31	53							58	PASS											
				39	19	58																			
38695	MS ANITA KUMARI	OBCTH.	E&EIS PSYSOC EMSO	50	14	64	53	13	66	47	13	60	344	II											
11/11997	CHIRANJI LAL		ETCM HIST CIVICS	44	14	58	31	15	46	35	15	50	213	I	557										
24422	ANAR BAI		PRTECH COMEDU ENVEDU	105	108	213							57	PASS											
				27	30	57							50	PASS											
				34	16	50																			
8696	MS ANJALI CHOUDHARY	OBCTH.	E&EIS PSYSOC EMSO	56	18	74	49	18	67	48	17	65	405	I											
6/63024	RAM KARAN JAT		ETCM SOCSTD H.Sc.	47	18	65	48	19	67	48	19	67	265	I	670										
4423	KAMLA		PRTECH COMEDU POPEDU	130	135	265							66	PASS											
				28	38	66							54	PASS											
				35	19	54																			
97	MS ANJALI COUDHARY	OBCTH.	E&EIS PSYSOC EMSO	45	14	59	49	13	62	50	14	64	357	II											
56390	LALA RAM COUDHARY		ETCM HINDI SOCSTD	46	13	59	40	15	55	43	15	58	238	I	595										
424	KAMLA DEVI		PRTECH COMEDU EDUVOC	120	118	238							59	PASS											
				24	35	59							61	PASS											
				45	16	61																			



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Roll No.	Name of the Candidate	Caste Medium	Subjects Offered	Marks Printed below are in order of the Subjects Printed in the Preceding Column												Total marks obtained	Grace	Result Division	
				YEARWISE MARKS OBTAINED				AA#	13	13	38	14	52	37	15				52
				First	Second	Third	G. Total												
INSTT. 1406 -CAMBRIDGE COURT COLL. OF EDU., SITAPURA, JAIPUR																			
REGULAR																			
38698 11/11998 24425	MS ANJU BANAPHAL RAM NARAIN BANAPHAL SANTOSH BANAPHAL	SC TH	E&EIS PSYSOC EMSO ETCM SOCSTD GEOG PRTECH COMEDU ENVEDU	AA#	13	13	38	14	52	37	15	52						276 FAIL 248 I S24 61 PASS 47*FAIL	
38699 98/59816 24426	MS ANJU SHARMA ROOP KISHOR SHARMA VIDYA VATI SHARMA	GENTH	E&EIS PSYSOC EMSO ETCM HINDI H.Sc. PRTECH COMEDU EDUVOC	46	19	65	51	18	69	43	19	62						415 I 272 I 687 64 PASS 71 PASS	
38700 06/68757 24427	ANKITA DIXIT VIJAY KUMAR DIXIT MAYA DEVI	GENTH	E&EIS PSYSOC EMSO ETCM SANS ENG PRTECH COMEDU POPEDU	41	16	57	43	16	59	47	16	63						364 I 256 I 620 53 PASS 52 PASS	
38701 07/54615 24428	MS ANU KUMARI SHARMA MAHESH CHAND SHARMA URMELA DEVI SHARMA	GENTH	E&EIS PSYSOC EMSO ETCM HINDI SOCSTD PRTECH COMEDU ENVEDU	46	17	63	53	17	70	35	18	53						375 I 252 I 627 59 PASS 58 PASS	
38702 11/12001 24429	MS BARKHA SHARMA BISHAN CHAND SHARMA SANTOSH SHARMA	GENTH	E&EIS PSYSOC EMSO ETCM HIST CIVICS PRTECH COMEDU EDUVOC	29	18	47	35	18	53	38	17	55						326 II 263 I 589 61 PASS 68 PASS	
38703 07/54619 24430	MS BEENA SAINI PRABHU DAYAL SAINI SUMAN DEVI SAINI	DBCTH	E&EIS PSYSOC EMSO ETCM HIST HINDI PRTECH COMEDU POPEDU	39	13	52	35	13	48	38	12	50						307 II 241 I 548 59 PASS 46*PASS	
38704 08/188969 24431	MS BEENA SHARMA HEMRAJ SHARMA DURGA DEVI SHARMA	GENTH	E&EIS PSYSOC EMSO ETCM HIST CIVICS PRTECH COMEDU ENVEDU	53	16	69	52	17	69	39	18	57						358 II 264 I 622 65 PASS 53 PASS	



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Roll No.	Name of the Candidate		Caste Medium	Subjects Offered				Marks Printed below are in order of the Subjects Printed in the Preceding Column													Total marks obtained	Grade	Result Division		
				YEARWISE MARKS OBTAINED				1	2	3	4	5	6	7	8	9	10	11	12	13				14	15
				First	Second	Third	G.Total																		
INSTT. 1406 -CAMBRIDGE COURT COLL. OF EDU.,SITAPURA,JAIPUR																									
REGULAR																									
38705 11/11777 24432	MS BHAWNA SHARMA RANBIR SINGH LALITA DEVI	GENTH	E&EIS ETCM PRTECH COMEDU EDUVOC	PSYSOC HIST ENG	EMSO ENG	50 40 120 28 45	14 13 120 38 16	64 53 240 66 61	49 33 15	14 15 48	63 45 14	40 14 59	13 14 59	340 240 66 61	II I PASS PASS		580								
38706 04/108803 24433	MS BIMLA YADAV KISHAN LAL YADAV KAMALA DEVI	OBCTH	E&EIS ETCM PRTECH COMEDU POPEDU	PSYSOC HIST SOCSTD	EMSO SOCSTD	47 53 110 28 41	16 18 134 30 17	63 71 244 58 58	51 31 16	17 16 47	68 47 16	40 47 16	17 16 63	369 244 58 58	I I PASS PASS		613								
38707 07/63696 24434	MS BIRDHEE MEENA GOPI RAM MEENA BHOLI DEVI	ST TH	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC CIVICS SOCSTD	EMSO SOCSTD	48 43 100 24 36	16 16 135 34 18	64 59 235 58 54	56 33 16	16 16 49	72 43 30	16 16 59	46 59	349 235 58 54	II I PASS PASS		584								
38708 11/11957 24435	MS BORIKA BHAGWAN DAS USHA DEVI	SC TH	E&EIS ETCM PRTECH COMEDU EDUVOC	PSYSOC HINDI D&P	EMSO D&P	50 45 108 20 49	14 14 119 30 16	64 59 227 50 65	55 46 14	14 14 60	69 60 54	37 15 69	15 15 52	373 227 50 65	I I PASS PASS		600								
38709 08/110515 24436	MS CHITRA GAUR DINESH SHARMA BITA DEVI	GENTH	E&EIS ETCM PRTECH COMEDU POPEDU	PSYSOC HINDI SOCSTD	EMSO SOCSTD	47 40 112 29 32	13 14 120 31 16	60 54 232 60 48*	54 44 15	15 15 59	69 42 15	23* 15 57	15 15 38	337 232 60 48*	II I PASS PASS		569								
38710 11/11960 24437	MS DIMPAL SHARMA SURESH CHAND SUMAN DEVI	GENTH	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC ENG GEOG	EMSO GEOG	52 46 130 42 39	17 18 137 42 16	69 64 267 84 55	56 45 15	18 15 60	74 60 58	51 18 76	18 18 69	412 267 84 55	I I PASS PASS		679								
38711 11/12015 24438	MS DIVYA NAMDEV UMASHANKAR NAMDEV USHA NAMDEV	OBCTH	E&EIS ETCM PRTECH COMEDU EDUVOC	PSYSOC HINDI SOCSTD	EMSO SOCSTD	44 32 120 33 48	14 14 115 39 17	58 46 235 72 65	50 43 14	13 14 57	63 43 15	44 13 57	13 15 58	339 235 72 65	II I PASS PASS		574								

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Roll No.	Name of the Candidate		Subjects Offered				Marks Printed below are in order of the Subjects Printed in the Preceding Column													Total marks obtained	Grade	Result Division										
							YEARWISE MARKS OBTAINED																									
Enrol No. M.S.No.	Name of Father Name of Mother	Caste Medium	YEARWISE MARKS OBTAINED																													
			First	Second	Third	G.Total																										
INSTIT. 1406 -CAMBRIDGE COURT COLL. OF EDU.,SITAPURA,JAIPUR																																
REGULAR																																
38866 11/11987 24593	MS SUNEETA MEENA SHIV KARAN MEENA KALYANI DEVI	ST TH.	E&EIS ETCM PRTECH COMEDU POPEDU	PSYSOC HINDI	EMSD SANS	48	17	65	43	18	61	55	17	72																		
						46	19	65	42	17	59	58	16	74	396	I																
						126	133	259							259	I	655															
						28	26	54							54	PASS																
						35	17	52							52	PASS																
38867 11/11986 24594	MS SUNITA GEHLOT PARMESHWAR SINGH OM KANWAR	GENTH.	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC HINDI	EMSD SOCSTD	44	14	58	42	14	56	57	14	71																		
						40	14	54	43	15	58	53	15	68	365	I																
						118	120	238							238	I	603															
						37	25	62							62	PASS																
						48	16	64							64	PASS																
38868 11/11988 24595	MS SUNITA KUMARI DHARMPAL SHARMA OMPATI	GENTH.	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC HINDI	EMSD SOCSTD	53	18	71	48	18	66	61	19	80																		
						47	18	65	46	18	64	62	18	80	426	I																
						121	135	256							256	I	682															
						32	27	59							59	PASS																
						56	17	73							73	PASS																
38869 08/111310 24596	MS SUNITA KUMARI YADAV POKHAR MAL YADAV SANJAYA DEVI	OBCTH.	E&EIS ETCM PRTECH COMEDU POPEDU	PSYSOC HINDI	EMSD SOCSTD	44	17	61	40	17	57	49	18	67																		
						42	17	59	40	17	57	47	17	64	365	I																
						120	134	254							254	I	619															
						31	32	63							63	PASS																
						34	17	51							51	PASS																
38870 05/103262 24597	MS SUNITA MAHESHWARI MOHAN LAL MAHESHWARI SITA DEVI MAHESHWARI	GENTH.	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC CIVICS	EMSD SOCSTD	49	18	67	46	18	64	57	17	74																		
						45	18	63	59	19	78	56	18	74	420	I																
						132	136	268							268	I	688															
						30	26	56							56	PASS																
						55	19	74							74	PASS																
38871 07/55617 24598	MS SUSHEELA SHARMA JAGDISH NARAYAN SHARMA RUKAMANI DEVI SHARMA	GENTH.	E&EIS ETCM PRTECH COMEDU EDUVOC	PSYSOC HIST	EMSD HINDI	45	19	64	42	18	60	47	18	65																		
						37	17	54	49	18	67	36	18	54	364	I																
						134	138	272							272	I	636															
						30	26	56							56	PASS																
						40	19	59							59	PASS																
38872 08/103033	MS SUSHILA KUMARI JAGDISH PRASAD BHAGWATI DEVI	OBCTH.	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC GEOG	EMSD ECO	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*																		
						AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*																		
						AA*	AA*								FAIL		0															
						AA*	AA*								FAIL																	
						AA*	AA*								FAIL																	
						AA	AA								FAIL																	



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Centre 2085 -BIYANI GIRLS COLLEGE, JAIPUR

Roll No.	Name of the Candidate		Caste	Subjects Offered				Marks Printed below are in order of the Subjects Printed in the Preceding Column										Total marks obtained	Grade	Result Division
				YEARWISE MARKS OBTAINED				First	Second	Third	G. Total									
Enrol No. M.S.No.	Name of Father	Name of Mother	Medium																	
INSTT. 1406 -CAMBRIDGE COURT COLL. OF EDU.,SITAPURA,JAIPUR																				
REGULAR																				
38873 08/74516 24599	MS SWADESH LAWANIYA	BHAGAVATI PRASAD LAWANIYA MAYADDEVI	GENTH.	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC SANS	EMSO GEOG	20*	15	35	38	15	53	44	15	59	309	II	566	4	
							31	15	46	40	16	56	44	16	60	257	I			
							132	125	257							60	PASS			
							33	27	60							61	PASS			
							45	16	61											
38874 05/37266 24600	MS TEENA JAIN	RAJENDRA PRASAD JAIN SARDJ JAIN	GENTH.	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC SANS ENG	EMSO	45	13	58	44	13	57	61	13	74	351	II	602		
							37	13	50	50	15	65	32	15	47	251	I			
							126	125	251							58	PASS			
							32	26	58							74	PASS			
							58	16	74											
38875 08/118768 24601	MS UMA RAWAT	KAILASH CHANDRA GURJAR VIMLA GURJAR	OBCTH.	E&EIS ETCM PRTECH COMEDU EDUVOG	PSYSOC GEOG ECO	EMSO	54	18	72	50	18	68	63	18	81	445	I	716		
							50	18	68	62	19	81	57	18	75	271	I			
							134	137	271							71	PASS			
							39	32	71							76	PASS			
							57	19	76											
38876 08/123415 24602	MS UMA SHARMA	RAJU LAL SHARMA SARJU DEVI	GENTH.	E&EIS ETCM PRTECH COMEDU POPEDU	PSYSOC HIST SOCSTD	EMSO	54	19	73	47	18	65	57	18	75	428	I	702		
							49	19	68	55	18	73	56	18	74	274	I			
							136	136	274							61	PASS			
							33	28	61							60	PASS			
							41	19	60											
38877 11/11991 24603	MS VANDANA	HARDEV SINGH JANKI DEVI	GENTH.	E&EIS ETCM PRTECH COMEDU EDUVOG	PSYSOC CIVICS HINDI	EMSO	48	15	63	47	15	62	54	15	69	386	I	630		
							46	15	61	58	15	73	43	15	58	244	I			
							124	120	244							56	PASS			
							29	27	56							64	PASS			
							47	17	64											
38878 08/118778 24604	MS VANDANA MEENA	RAM SINGH MEENA KAILA DEVI	ST TH.	E&EIS ETCM PRTECH COMEDU ENVEDU	PSYSOC SOCSTD ECO	EMSO	53	18	71	50	18	68	60	18	78	432	I	674		
							49	18	67	56	18	74	56	18	74	262	I			
							126	136	262							64	PASS			
							35	29	64							56	PASS			
							39	17	56											
38879 05/53637 24605	MS VARSHA CHAUHAN	RADHE SHYAM CHAUHAN KAMLA DEVI	GENTH.	E&EIS ETCM PRTECH COMEDU POPEDU	PSYSOC CIVICS SOCSTD	EMSO	48	19	67	44	18	62	59	18	77	409	I	677		
							43	18	61	55	18	73	50	19	69	268	I			
							132	136	268							60	PASS			
							34	26	60							57	PASS			
							39	18	57											



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Centre 2085 -BIYANI GIRLS COLLEGE, JAIPUR

Roll No.	Name of the Candidate		Caste Medium	Subjects Offered				Marks Printed below are in order of the Subjects Printed in the Preceding Column													Total marks obtain- ed	Class	Result Division						
				YEARWISE MARKS OBTAINED				G. Total	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII				XIII	XIV	XV			
				First	Second	Third	G. Total																						
INSTT. 1406 -CAMBRIDGE COURT COLL. OF EDU., SITAPURA, JAIPUR																													
REGULAR																													
38887	MS YOJNA DEVI	GENTH	E&EIS	PSYSOC	EMSO	45	19	54	42	18	60	54	18	72															
11/11990	KARAN SINGH		ETCM	CIVICS	HINDI	42	18	60	57	19	76	39	18	57															
24613	MANJU DEVI		PRTECH			135	138	273																					
			COMEDU			34	28	62																					
			ENVEDU			34	18	52																					
EX-STUDENT																													
38888	MS NIRMALA DHAKA	OBCTH	E&EIS	PSYSOC	EMSO	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*															
01/18785	RAMESHWAR LAL DHAKA SANTRA DHAKA		ETCM	CIVICS	SOCSTD	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*															
			PRTECH			AA*	AA*																						
			COMEDU			AA*	AA*																						
			EDUVOG			AA	AA																						
38889	MS NUTAN SHARMA	OBCTH	E&EIS	PSYSOC	EMSO	42	14	56	35	15	50	50	14	64															
99/53105	DM PRAKASH SHARMA		ETCM	CIVICS	SOCSTD	36	15	51	49	14	63	54	15	69															
24614	REKHA SHARMA		PRTECH			131	124	255																					
			COMEDU			34	32	66																					
			ENVEDU			27	17	44*																					
38890	MS PREETI KUMARI	GENTH	E&EIS	PSYSOC	EMSO	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*															
07/36923	RAMESH KUMAR KAMLA DEVI		ETCM	SOCSTD	ENG	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*	AA*															
			PRTECH			AA*	AA*																						
			COMEDU			AA*	AA*																						
			POPEDU			AA	AA																						
38891	MS SANGEETA GAUTAM	GENTH	E&EIS	PSYSOC	EMSO	47	15	62	41	16	57	59	15	74															
99/1442	SHRINIWAS GAUTAM		ETCM	HIST	HINDI	37	16	53	46	16	62	38	15	53															
24615	PRABHA GAUTAM		PRTECH			135	130	265																					
			COMEDU			41	34	75																					
			POPEDU			36	18	54																					

CAMBRIDGE COURT COLLEGE OF EDUCATION
(A Unit of Krishna Yogashram Trust)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31.03.2012

	FIGURES AS ON 31.03.2012
INCOME	
Fees	4554900
Interest received	315798
Misc Income	725
Total	4871423
EXPENDITURE	
Advertising Exp	0
Application fees to Raj UNIV	150000
Audit Fees	0
AMC-Water Purifier	-
Bank Charges	-
Computer Expenses	37750
Consultancy	-
Conveyance and Transportation	14950
Travelling Exp.	695
Educational Exp.	210150
Electricity Exp.	47894
Seminar Expenses	0
Functional Exp.	0
ESI Expenses	13657
Insurance	12419
Gardning expenses	61000
Laboratory Expenses	-
News Paper Exp.	0
Office Exp.	14332
Photocopier Exp.	0
Postage	0
Printing and Station	114408
Psychological Test Exp.	-
Repairs and Maintainance	1447886
RIICO Dev & Other Exp	22534
Salary	3445015
Staff Welfare	11303
Telephone Expenses	19972
Water Expenses	0
Depreciation	338960
Total	5962925
Net Surplus during the year	(1091502)
Less Prior Period Expenses	-
Net Balance	(1091502)
Balance b/f	2997133
Carried to Balance sheet	1905631

Accounting policies
& Notes to the accounts

6

As Per our Report of
even date

For A.Bafna & Co.
Chartered Accountants
FRN: 003660C

(Vivek Gupta)
Partner
M.No: 400543



Date: 3 September, 2012
Place: Jaipur

For KRISHNA YOGASHRAM TRUST For Cambridge Court College of Education
For KRISHNA YOGASHRAM TRUST For KRISHNA YOGASHRAM TRUST

(R.S.Rawat)
Trustee

TRUSTEE

(Lata Rawat)
Secretary

SECRETARY

CAMBRIDGE COURT COLLEGE OF EDUCATION

(A Unit of Krishna Yogashram Trust)

BALANCE SHEET AS ON 31-03.2012

	SH. REF.	As on 31.03.2012
SOURCES OF FUNDS		
Reserve Fund	1	1905631
Current Liabilities	2	379737
Branch/Division		9450373
		11735741
APPLICATION OF FUND		
Fixed Assets - Gross Block	3	
Other Assets		1338340
Buildings		7336427
Less Depreciation		-2224384
Investments (FDR)		4348698
Current Assets, loans & advances		
Cash & Bank Balances	4	191009
Loans & Advances	5	746652
		11735741

Accounting policies & Notes to the accounts 6

As Per our Report of even date

For A. Bafna & Co.
Chartered Accountants
FRN: 003660C
(Vivek Gupta)
Partner
M.No: 400543
Chartered Accountants

For KRISHNA YOGASHRAM TRUST, Cambridge Court College of Education
FOR KRISHNA YOGASHRAM TRUST FOR KRISHNA YOGASHRAM TRUST

(R.S.Rawat)
Trustee

TRUSTEE

(Lata Rawat)
Secretary

SECRETARY

Date: 3 September, 2012
Place: Jaipur

CAMBRIDGE COURT COLLEGE OF EDUCATION

SCHEDULE ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AND
INCOME & EXPENDITURE ACCOUNT AS ON 31.03.2012

FIGURES AS ON
31.03.2012

SCHEDULE :1 RESERVE FUND

Opening Surplus	2997133
Add: Income As per Income & Exp. A/c of Cambridge College	1091502
Surplus/Deficit	1905631

SCHEDULE 2 : CURRENT LIABILITIES

Other Expenses Payable	39197
Creditors	19061
TDS Payable	1400
Salary Payable	320079
	379737

SCHEDULE 3: FIXED ASSETS

	Value as on 01.04.2011	ADDITION/DELETION DURING THE YEAR		Value as on 31.03.2012
		more than 180 days	Less than 180 days	
		Building	7336427	
Office Equipments	316428	-	-	316428
Computers	210803	-	-	210803
Plant & Machinery	16950	13500	-	30450
Furniture	302795	-	-	302795
Library Books	456565	-	21299	477864
Total	8639968	13500	21299	8674767

FIGURES AS ON
31.03.2012

SCHEDULE 4 : CASH & BANK BALANCE

Cash in Hand	166541
Bank Balance	24468
	191009

SCHEDULE 5: CURRENT ASSETS and LOANS & ADVANCES

Prepaid Expenses	217527
Loans & Advances	165000
Accrued fees-BSTC	363125
	745652



राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

F.NRC/NCTE/F-7/RJ-920/2007 22230
APN 0 3 4 6 6

Date: 15 JUL 2007

ORDER

WHEREAS in terms of Section 15 (1) of the NCTE Act, 1993, Cambridge Court College of Education, SP-7, E.P.I.P., Sitapura, Opp. Compucom, Jaipur (Raj.) has submitted an application (code No.03466) to the Northern Regional Committee of NCTE for grant of recognition/permission for additional intake in existing B.Ed. Course of One year duration with an annual intake of 100 (One Hundred Only) students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to Cambridge Court College of Education, SP-7, E.P.I.P., Sitapura, Opp. Compucom, Jaipur (Raj.) for conducting B.Ed. Course of one year duration with an additional intake of 100 seats making total intake of 200 (100+100) students under clause 7(12) of Regulation dated 13.01.2006 subject to fulfillment of the following:

- (i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.
- (ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

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

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

Cambridge Court College of Education

Secretary

Contd 2...

कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
पार्षदक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान
One No. : 0141-2623501 (O), Telefax No. : 0141-2620116 (RD)

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajastha
Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

E-mail: nrc@ncte-in.org

Website: http://www.ncte-in.

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7. The institution shall maintain & update the Website as per provisions of NCTE Regulations.

8. The staff appointed is to be rectified by the University and the copy of same is to be submitted to this office for records.

This issues with the approval of the competent authority.

By order

Regional Director

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110 054

Copy to

1. ✓ The Principal, Cambridge Court College of Education, SP-7, E.P.I.P., Sitapura, Opp. Compucom, Jaipur (Raj.)
2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001,
3. The Education Secretary, Govt. of Rajasthan, Secretariat, Jaipur (Raj.)
4. The Registrar, University of Rajasthan, Jaipur (Raj.)
5. The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of Rajasthan, Directorate, Bikaner (Rajasthan).
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
7. Office order file/Institution file.


Regional Director

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:Jaipur

Date

Signature
Head of the Institution
With seal