

CH. MANIRAM COLLEGE OF B.ED. HANUMANGARH TOWN



SELF APPRAISAL REPORT FOR NAAC

CH. MANIRAM COLLEGE OF B.ED.,

Sec. no 03, Near BSNL Exchange, Hanumangarh Town (Raj.)

Website : www.cmceducation.org

E-mail :- cmcbcd@gmail.com

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NAAC REPORT

PART-I

INSTITUTIONAL DATA

OUR COLLEGE



OUR COLLEGE EMBLEM



PREFACE

Hanumangarh is district headquarter which comes under Bikaner Division of Rajasthan state. It is known for its rich cultural heritage and scenic beauty. This great land is the 'Karambhomi' of great educational reformer and Saint Swami Keshwanand. Sangaria is just 30 kms away from Hanumangarh city and it is well connected by buses to all the prominent places. Sh. Sahdev Siag student of prominent educationist and saint N.D. Grover is founder of this institution.

Ch. Maniram College of B.Ed. is established in the year 2007 is temporarily affiliated to Maharaja Ganga Singh University and recognized by NCTE. It is housed in a well equipped building meant for the purpose. It is situated in 02 acres of land on Sec. no. 03, Hanumangarh Town. The campus refreshes you with its scenic beauty calm & quite environment completely conducive for education. The college has a track record of providing good quality teacher education and gets almost 100% result.

Ch. Maniram College of B.Ed. was established centre of learning and training. It is situated in Hanumangarh Town, Hanumangarh District of Rajasthan. Centre enjoys its serene surroundings with green trees and plant, away from humdrum and noisy milieu of the earth. The distance of bus stand is 2 kms from the college campus. Auto rickshaws and buses make easy access to the institute. Ch. Maniram College of B.Ed. was established in the year 2007 by CH. MANIRAM MEMORIAL ADRASH PRABANDHANK SAMITI AVAM SAMAJIK & PARYAWARAN SHEIKSHANIK SHODH SANSTHAN. This Institute is approved by National Council for Teacher Education (NCTE), Jaipur with an intake of 100 students. The College is temporarily affiliated to Maharaja Ganga Singh University, Bikaner. The institution is following curriculum and syllabus prescribed by the University, the faculty member are instrumental in sending comments and views on the curriculum and successfully implementing them as per directive of the Maharaja Ganga Singh University, Bikaner.

The college functions in an area of 2 acres. We at this Institution, envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. They will be the torchbearers in their respective fields of study, quite capable of serving the community in a befitting manner. Towards achieving this goal the college has a building with all amenities to accommodate class rooms, laboratories, library, seminar hall, offices, recreation halls, sports room, canteen etc.

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

A. Purpose

- i. The institution's purpose is to acquaint the faculty and students with research in education including action research.
- ii. To enable faculty to develop communication skill among students and use modern information technology and professional excellence.
- iii. To instill in them human & national values, social consciousness that prepares them to be socially responsible and adorable citizens.

B. Vision

To generate and spread knowledge based on modern wisdom. Indian culture and values to transfer the dreams and aspirations of the pupil-teachers to reality and to develop a qualitative Centre in the field of teacher education.

C. Mission

- i. To develop competency and adaptability among prospective teachers.
- ii. To create awareness and affection for Indian culture through library study circle, morning assembly and practical training of Yogic Practices among students and teacher.
- iii. To provide a conducive environment for the development of an individual's personality. We believe that performance has everything to do with an individual's desires and determination to excel thereby providing a platform to unleash the dormant faculties and talent within.
- iv. To encourage pupil-teachers to appreciate the natural and artistic realms of life.
- v. To grapes and imbibe the complexity of moral issues while at the same time recognize the significance of technology in the growth of human civilization.
- vi. To understand and appreciate human differences in culture, gender and race while at the same time cherish the Indian value system with a laid emphasis on the Indian culture, traditions and heritage the best of the west at the same time.
- vii. To develop enhance and improve the quality of Human Resources.
- viii. To develop responsible and the best productive professionals in the field of education for the development of the country.

D. Values

- i. To produce teachers who are intellectually competent, emotionally balanced, culturally refined, spiritually mature, morally upright, physically healthy, vocationally productive and self sufficient.
 - ii. Development of leadership qualities and educating girls to make them empowered.
- Above purpose, vision, mission and values are made known to various stake holders through website.

Objectives

- (i) To develop quest for knowledge and provide academic environment to both teacher educators (our faculty members) and student-teachers (deputed teachers and fresher prospective teachers);
- (ii) To make the college environment ecologically congenial.
- (iii) To develop an understanding of the modern principles of pedagogy and its application to curriculum transaction and evaluation;
- (iv) To provide the faculty members and the students with the opportunities to undertake action research projects contributing to new insights into the teaching-learning process;

- (v) To enhance and sustain the quality of the teachers training programme;
- (vi) To inculcate the spirit among students;
- (vii) To prepare the student-teacher to be the Global Citizen through the training of co-operation and peaceful co-living;
- (viii) To inspire students for lifelong learning;
- (ix) To enable the students to live in harmony with oneself and with others in the profession, community and society at large;
- (x) To include innovative practices and technology to keep our programme in pace with modern era of information technology;
- (xi) To establish ourselves as a role model in teacher training;
- (xii) To include the excluded and disadvantaged groups;

Foresights

- 100 percent faculty with Ph.D. in coming years
- Complete Digitalization of Library
- Organizing of National and International level conferences /seminars/workshops.
- Online interaction among the different components of the institution
- Efforts towards procuring UGC Sponsored major and minor research projects.
- Special provisions for inclusive education.

A.) Profile of the Institution

1.	Name and address of the institution :-	Ch. Maniram college of B.Ed. Sec. no. 03, Near BSNL Exchange, Hanumangarh Town.
2.	Website URL :-	www.cmceducation.org
3.	For Communication:-	cmcbcd@gmail.com

Office:-

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Head / Principal Dr. M.M. Sharma	01552-222182		dr.mohanimohan@gmail.com
Self-Appraisal Co-ordinator Mrs.Sangeeta Dhingra	01552-222182		sangeetadhingra1981@gmail.com

Residence:-

Name	Telephone Number with STD Code	Mobile Number
Head / Principal Dr. M.M. Sharma	01552-244161	9414954669
Self-Appraisal Co-ordinator Mrs. Sangeeta Dhingra		9460676072

4. Location of Institution:-

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specifie and indicate)

NILL

5. Campus area in acres:-

2.00 Acres.

6. Is it a recognized minority institution?

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

7. Date of establishment of the Institution:-

Month	Year
October	2007

8. University/Board of which the institution is affiliated:-

Maharaja Ganga Singh University, Bikaner (Rajasthan)

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

Month	Year
N/A	N/A

2f

Month	Year
N/A	N/A

12B

10. Type of Institution :-

- | | | | |
|----|--|-------------------------------------|-------------------------------------|
| a. | By funding | i. Government | <input type="checkbox"/> |
| | | ii. Grant-in-aid | <input type="checkbox"/> |
| | | iii. Constituent | <input type="checkbox"/> |
| | | iv. Self-financed | <input checked="" type="checkbox"/> |
| | | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. | By Gender | i. Only for Men | <input type="checkbox"/> |
| | | ii. Only for Women | <input checked="" type="checkbox"/> |
| | | iii. Co-education | <input type="checkbox"/> |
| | | | <input type="checkbox"/> |
| c. | By Nature | i. University Dept. | |
| | | ii. IASE | <input type="checkbox"/> |
| | | iii. Autonomous College | <input type="checkbox"/> |
| | | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | | v. Constituent College | <input type="checkbox"/> |
| | | vi. Dept. of Education of Composite | |
| | | College | <input type="checkbox"/> |
| | | vii. CTE | <input type="checkbox"/> |
| | Viii. Any other (specify and indicate) | <input type="checkbox"/> | |

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

11.Details of Teacher Education programmes offered by the institution:-

Sr. No	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
		BSTC	Sr. Sec.	Diploma	2 Years	Hindi
				Degree		
iii)	Secondary/			Certificate		

	Sr. secondary			Diploma		
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
		B.Ed.	UG/PG	Degree	2 Years	Hindi/ English

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary	BSTC	F.NRC/NCTE/F-7/RJ-1924/2008 /67275 23-12-2008		50
Secondary/ Sr. secondary	B.Ed.	F.NRC/NCTE/F-7/RJ-1191/2015 /98666 10-05-2015		50+50 =100
Post Graduate				
Other (specify)				

B.)

Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

If yes,

a.) How many programmes?

02

b.) Fee charged per programme

B.Ed.- Rs 27000/- BSTC – Rs 11250/-
--

3. Are there programmes with semester system

N/A

4. Is the institution representing / participating in the curriculum development /

revision processes of the regulatory bodies?

Yes		No	√
-----	--	----	---

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

N/A

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

	Total Papers-19
D.EL.Ed.	18
B.Ed.	
M.Ed. (Full Time)	N/A
M.Ed. (Part Time)	N/A
Any other (Specify and indicate)	N/A

6. Are there Programmes offered in modular form

Yes		No	√	Number	
-----	--	----	---	--------	--

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

Yes	√	No		Number	01
-----	---	----	--	--------	----

8. Are there Programmes with faculty exchange / visiting faculty.

Yes	√	No		Number	05
-----	---	----	--	--------	----

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

☐ Heads of practice teaching schools

Yes	√	No	
-----	---	----	--

☐ Academic peers

Yes	√	No	
-----	---	----	--

☐ Alumni

Yes	√	No	
-----	---	----	--

☐ Students

Yes	√	No	
-----	---	----	--

☐ Employers

Yes	√	No	
-----	---	----	--

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

1 Year

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

Number	02 (B.Ed.), BSTC
--------	------------------

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

Criterion II :- Teaching-Learning and Evaluation

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

- a.) Through an entrance test developed by the institution ☐
- b.) Common entrance test conducted by the University/
Government. ☒
- c.) Through an interview ☐
- d.) Entrance test and interview ☐
- e.) Merit at the qualifying examination ☐
- f.) Any other (specify and indicate) ☐
- (If more than one method is followed, kindly specify the weightages.) ☐

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

a.) Date of start of the academic year	06/08/2014
b.) Date of last admission	26/08/2014
c.) Date of closing of the academic year	26/08/2014
d.) Total teaching days	180
e.) Total working days	210

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.		100	100		85	85		15	15

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

N/A

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

7501.88 Rs. /-

b.) Unit cost including salary component

24522.88 Rs. /-

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.		50		45

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

Yes	√	No	
-----	---	----	--

8. Does the institution develop its academic calendar?

Yes	√	No	
-----	---	----	--

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	52.20%	33.10%	14.70%

10. Pre-practice teaching at the institution

a.) Number of pre-practice teaching days

10

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

10

c.) Discussion Lesson after practices teaching

02

11. Practice Teaching at School

a.) Number of schools identified for practice
teaching

10

b.) Total number of practice teaching days

43

given by each student

40

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

No. of Lessons In simulation	01	No. of Lessons Pre-practice teaching	02
------------------------------	----	--------------------------------------	----

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

Yes	√	No	
-----	---	----	--

14. Does the institution provide for continuous evaluation?

Yes	√	No	
-----	---	----	--

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

Programmes	Internal	External
D.Ed.	25%	75%
B.Ed.	20%	80%

16. Examinations

a.) Number of sessional tests held for each paper

0	1
---	---

b.) Number of assignments for each paper

0	1
---	---

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) OHP & LCD	√	

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

Yes	√	No	
-----	---	----	--

Number	01
--------	----

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

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

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	01	07	14.33%
--------	----	----	--------

2. Does the institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
NA	NA	NA	NA

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

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

NIL

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

- ☐ 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 ☐ No ☒

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

a. Ph.D.

NIL

b. M.Phil.

NIL

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

Yes

NA

No

NA

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

	Yes	No	Number
International journals	-	-	-
National journals – referred papers	√	-	01
Non referred papers			
Academic articles in reputed magazines/ news papers	√	-	01
Books	√	-	2
Any other (specify and indicate)	-	-	-

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

Yes ☐ No ☒

Number	NA
--------	----

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

	Faculty	Students
National seminars	15	30
International seminars	-	-
Any other academic forum	-	-

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

(Mark ' ' for yes and 'X' for No.)

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

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 programmes in the institution?

Yes ☐ No ☒

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

Yes ☐ No ☒

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

Number	02
--------	----

16. Does the institution provide consultancy services?

Yes ☒ No ☐

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

Only free consultancy is provided

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

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

Criterion IV: Infrastructure and Learning

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

2266.17 sq. mts.

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

a)	Methods lab	Yes	√	No	
b)	Psychology lab	Yes	√	No	
c)	Science lab(s)	Yes	√	No	
d)	Education Technology lab	Yes	√	No	
e)	Computer lab	Yes	√	No	
f)	Workshop for preparing teaching aids	Yes	√	No	

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

15

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

Rs. 20,932/-

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

Rs. 1,932/-

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

Rs. 20,387/-

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

5,30,250/-

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

Yes

☒

No

☐

9. Total number of posts sanctioned

	Open		Reserved	
	Male	Female	Male	Female
Teaching	01	06	-	-
Non-teaching	04	01	-	-

10. Total number of post vacant

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

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

	Open		Reserved	
	Male	Female	Male	Female
Lecturers	01	06	-	-
Readers	-	-	-	-
Professors	-	-	-	-

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

	Open		Reserved	
	Male	Female	Male	Female
Lecturers	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state	07
Other states	-

12. Teacher student ratio (program-wise)

Programmes	Teacher student ratio
D.Ed.	1 : 12
B.Ed.	1 : 14
M.Ed. (Full Time)	—
M.Ed. (Part Time)	—

13. a. Non-teaching staff

	Open		Reserved	
	Male	Female	Male	Female
Permanent	04	01	—	—
Temporary	—	—	—	—

b. Technical Assistants

	Open		Reserved	
	Male	Female	Male	Female
Permanent	—	—	—	—
Temporary	—	—	—	—

14. Ration of Teaching –Non-teaching staff

7:5

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

84%

16. Is there an advisory committee for the library?

Yes ☒ No ☐

17. working hours of the Library

01	On working day	08 hours
02	On holiday	04 hours
03	During examinations	08 hours

18. Does the library have an open access facility

Yes ☐ No ☒

19. Total collection of the following in the library

a.)	Books	5260
	- Textbooks	4510
	- Reference books	750
b.)	Magazines	05
c.)	Journals subscribed	6
	- Indian journals	6
	- Foreign journals	----
d.)	Peer reviewed journals	Nil
e.)	Back volumes of journals	12
h.)	E-information resources	----
	- Online journals/e-journals	----
	- CDs/DVDs	15
	- Databases	Nil
	- Video Cassettes	Nil
	- Audio Cassettes	02

20. Mention the

Total carpet area of the Library (in sq. mts.)	50
Seating capacity of the Reading room	30

21. Status of automation of the 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 library	✓
Any other (please specify and indicate)	—

23. Are students allowed to retain books for examinations?

Yes ☒ No ☐

24. Furnish information on the following

Average number of books issued/returned per day

25

Maximum number of days books are permitted to be retained

By students

15

By faculty

30

Maximum number of books permitted for issue

for students

08

for faculty

10

Average number of users who visited / consulted per month

500

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

1 :20

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

institution

2%

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

	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	100	40000/-	80	32000/-	300	12368/-
Other books	—	—	—	—	—	—
Journals/ periodicals	4	1400/-	5	2408/-	6	2943/-
Any others specify and indicate	—	—	—	—	—	—

Criterion V: Student Support and Progression

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

Programmes	2012-13	2013-14	2014-15
D.Ed.			
B.Ed.	02	Nil	01

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

Yes

☐

No

☒

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

NA

3. Does the institution offer Remedial instruction?

Yes

☒

No

☐

4. Does the institution offer Bridge courses?

Yes

☐

No

☒

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

	UG		
Year	2012-13	2013-14	2014-15
Pass percentage	98.97%	98%	95.95%
Number of first classes	72	85	83
Number of distinctions	—	—	—
Exemplary performances (Gold Medal and university rank)			

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

	I	II	III
NET	—	—	—
SLET/SET	—	—	—
Any other (specify and indicate)	—	—	—

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	—	—	—
Merit-cum-means scholarship	33	56	31
Fee concession	—	—	—
Loan facilities	—	—	—
Any other specify and indicate	—	—	—

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

Yes

☐

No

☒

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes	✓	No	

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

Yes

☐

No

☒

If yes, number of students residing in hostels

Men	
Women	60

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

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

12. Availability of rest rooms for Women

Yes

☒

No

☐

13. Availability of rest rooms for Men

Yes

☒

No

☐

14. Is there transport facility available?

Yes

☐

No

☒

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

Yes ☒ No ☐

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate				✓		
Inter-university						
National						
Any other (Inter Institutions Cultural Programmes)	✓		02	✓		04

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

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

18. Does the institution have an active Alumni Association/

Yes ☒ No ☐

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

Yes ☐ No ☒

20. Does the institution regularly publish a college magazine?

Yes ☐ No ☒

21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	12	10	18
Employment (Total)	39	37	40
Teaching	30	32	28
Non teaching	09	05	12

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.

2012-13	2013-14	2014-15
NILL	NILL	NILL

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	Twice in a Year
Staff council	Monthly
IQAC / or any other similar body / committee	Monthly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3 (Chairman, Secretary, Principal)

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

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes		No	√
Other (specify and indicate)	Yes		No	√

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

Nil

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

- a.) Number of teachers who have availed the Faculty Improvement Program of the UGC / NCTE or any other recognized organisation.
- b.) Number of teachers who were sponsored for professional development programmes by the institution

National	Nil
International	Nil

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

Nil

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

Seminar	01
Workshop	Nil

- e.) Research development programmes attended by the faculty.

Yes

- f.) Invited / endowment lectures at the institution.

Yes

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

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

7. Are the faculty assigned additional administrative work?

Yes ☐ No ☒

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

Nil

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

Grant-in-aid	Nil
Fee (B.Ed.)	Rs- 2219600/-
Donation	Nil
Self-funded courses	Nil
Any other (specify and indicate)	Nil

9. Expenditure statement (for last two years)

	2012-13	2013-14
Total sanctioned Budget	Rs. 2347669/-	Rs. 2635188/-
% spent on the salary of faculty	57.70	62.29
% spent on the salary of non-teaching employees	5.15	6.80
% spent on books and journals	1.95	1.77
% spent on developmental activities (expansion of building)	19.27	16.20
% spent on telephone, electricity and water	2.20	1.60
% spent on maintenance of building, sports	4.17	1.95

facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.	3.02	3.08
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.	1.50	1.85
% spent on travel	2.19	2.06
Any other (specify and indicate)	2.85	2.40
Total expenditure incurred	100	100

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.
2009-10	Nil	Nil
2010-11	Nil	Nil
2011-12	Nil	Nil

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"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations / Evaluation	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Seminars / Workshop	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

a.) for teachers

☒

b.) for students

☒

c.) for non-teaching staff

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐

Criterion VII: Innovative Practices

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

	Category	Women	%
a	SC	16	8.04
b	ST	01	0.50
c	OBC	138	69.35
d	Physically challenged	Nil	Nil
e	General Category	44	22.11
f	Rural	124	62.31
g	Urban	75	37.68

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

	Category	Teaching Staff	%	Non- teaching Staff	%
a	SC	Nil	0%	Nil	0%
b	ST	Nil	0%	Nil	0%
c	OBC Male	04	26.66%	03	60%
d	OBC Female	04	26.66%	Nil	0%
e	Physically challenged	Nil	0%	Nil	0%
f	General Male	03	20.00%	Nil	0%
g	General Female	04	26.66%	02	40%

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

	Category	At Admission		On completion of the course	
		2010-11	2011-12	2010-11	2011-12
a	SC	11	26	11	26
b	ST	00	04	00	04
c	OBC	72	104	69	103
d	Physically challenged	Nil	01	Nil	01
e	General Category	31	62	29	62
f	Rural	78	129	78	129
g	Urban	36	68	36	68

PART-II

Criterion wise Detailed Report

Executive Summary

Ch. Maniram College of B.Ed was established in the year 2007 by Ch. Maniram Memorial Adrash Prabandhank Samiti Avam Samajik & Paryawaran Sheikshanik Shodh Sansthan and was registered under Rajasthan Societies Registration Act 1958 (No.28 of 1958). The name of Society is Ch. Maniram Memorial Adrash Prabandhank Samiti Avam Samajik & Paryawaran Sheikshanik Shodh Sansthan under which this institute is operating. Since last 31 years it is at work in the field of education, social sectors, cultural activities, and legal aids, youth welfare and other socio-economic development service.

Executive Summary:

General: - Ch. Maniram College of B.Ed has been functioning in its own building which is as per NCTE norms. It is situated in Hanumangarh Town, Hanumangarh District of Rajasthan. Centre enjoys its serene surroundings with green trees and plant, away from humdrum and noisy milieu of the earth.

Regulatory Bodies and their controls: - The main regulatory bodies are : The NCTE, Jaipur (Northern Region), and the Rajasthan State Government, The Maharaja Ganga Singh University, Bikaner and other authorized agencies. The principal and the staff are the main regulatory body in the college academic and co-curricular activities. The overall running of the institution and all the nonacademic aspects of the college are under the Ch. Maniram Memorial Adrash Prabandhank Samiti Avam Samajik & Paryawaran Sheikshanik Shodh Sansthan.

The intimate interaction of the college with the practice teaching schools and the community: Ch. Maniram College of B.Ed has the sanction of 100 teacher trainee's intake every year. When the trainees come to the college after getting admission approval from the university they have interaction with the Principal and have necessary information about daily schedule of the college. The college Principal and staff gives them details of the daily routine. The Principal Orient the Student teachers about B.Ed., Programme through Power point Presentation. The college begins its daily routine with an assembly. The assembly has the prayers, thought for the day, general knowledge, news, speeches etc. if a particular day has some significance that is also included in the assembly programme. In different academic and cultural programmes the trainees are exposed to the parents and the alumni in our various academic and cultural programmes. The community is also involved in some of our activities which provide opportunities for the trainees for interaction. We organize health check up, blood donation camp etc. We have the community service programme to clean up nearby villages, Planting programme and to show them programmes based on national and state policies such as literacy campaign, computer education, Women's health and hygiene, education and women empowerment, and communicative skills.

The trainees are sent for practice teaching following the academic calendar. The trainees are put into groups and about 10-12 high schools are involved in the practice teaching programmes. Over the years, the institution has always imparted quality education and multi faceted training to mould teacher trainees physically, emotionally, intellectually and spiritually. Maximum utilization of the infrastructural facilities by the institution's committed, highly qualified and progressive faculty has led to sustained progress and development.

The college has illustrious alumni who hold key positions in the educational field all over India. The institution has always maintained a high ethical code as regards to

admissions and academics thereby setting lofty standards. The focus of the institution is on quality curriculum transaction with the use of modern technology, evaluation, and research. Teacher training includes a variety of learning experiences coupled with innovative instructional strategies which is the need of the new millennium. Besides academic activities, the principal and faculty efforts are directed towards social and community service. This facilitates interaction with the community and society. Meticulous planning, timely implementation and introspection of all curricular and co-curricular activities are the priority of the principal and staff. This is reflected in consistently good academic results in the B.Ed programs implemented by the institution. The institution operates under the control of regulatory bodies that include the national bodies, N.C.T.E. In addition to this, Maharaja Ganga Singh University, Bikaner and the Local Management Committee also exercise control over the institution for total educational quality management. The effectiveness and quality of the institution needs to be assessed from time to time to enhance the quality of teacher education.

Relationship with Stakeholders

In our context there are two special occasions. Educational Tour and Annual Function of the college when all the parents of student teachers and well wishers come together. A lot of time is offered for interaction. Local representatives of people, journalists, people related to education, related to institute namely Principals of neighboring colleges do collaborate with us and vice-versa.

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

Ch. Maniram College of B.Ed. has set out for its journey in 2007. The college is one of the leading colleges of teacher education in the region. The college has its clear, distinct and community oriented following objectives:

- (i) To develop quest for knowledge and provide academic environment to both teacher educators (our faculty members) and student-teachers (deputed teachers and fresher prospective teachers);
- (ii) To make the college environment ecologically congenial.
- (iii) To develop an understanding of the modern principles of pedagogy and its application to curriculum transaction and evaluation;
- (iv) To provide the faculty members and the students with the opportunities to undertake action research projects contributing to new insights into the teaching-learning process;
- (v) To enhance and sustain the quality of the teachers training programme;
- (vi) To inculcate the spirit among students;
- (vii) To prepare the student-teacher to be the Global Citizen through the training of co-operation and peaceful co-living;
- (viii) To inspire students for lifelong learning;
- (ix) To enable the students to live in harmony with oneself and with others in the profession, community and society at large;
- (x) To include innovative practices and technology to keep our programme in pace with modern era of information technology;
- (xi) To establish ourselves as a role model in teacher training;
- (xii) To include the excluded and disadvantaged groups;

The major considerations addressed from these objectives include the following:

- **Intellectual:** nurturing intellectual among student teachers. Providing high quality of education.
- **Academics :**

1) The institute focuses on the different academic aspects throughout the year.

2) Promote culture lifelong learning.

• **Training**

1) Developing professional life skills to solve the complexities of life.

2) Developing trained manpower in education for making constructive contribution in the process of nation building

• **Access to the Disadvantaged**

1) Institute aims at running teacher education courses with preferences to special education.

2) Empowering the poor and needy students through professional education.

3) Promoting educational interest in rural area students.

• **Equity :**

1) Number of gender differences just opportunities is given to both sexes.

2) Arranging/providing scholarships to the student trainees belonging to the SC/ST sections of society through scholarships offered by the State Government.

• **Self Development**

1) Institute focus on personality development of students.

• **Community and National Development**

1) Institute focus on developing social responsibility among the students

2) Promoting democratic values for responsible citizenship.

• **Value based education**

1) Focus is on developing core values and elements in teacher trainees.

• **Environment**

1) Awareness about environment issues

2) Importance about natural resources.

• **Employment**

1) Focus is on providing opportunities for employment in education sector.

• **Global trends and demands**

1) Extensive utilize of IT skills, communicative skills, and promoting research culture.

2. **Specify the various steps in the curricular development process. (Need, assessment, development of information data based, pertaining to the feedback from faculty,**

students, alumni, employers and academic experts and formalizing the decisions in the statutory academic bodies.)

Curricular Development Process

The institution implements B. Ed. programme. The entire curriculum is developed by the regulating bodies and assigned to the institution. The hierarchy of the regulating bodies is given below:

For B.Ed course, Maharaja Ganga Singh University of Bikaner is the regulating body and Apex body is NCTE. The regional office for northern regional committee is at Jaipur.

All the faculty recruitment, curriculum procedure, eligibility criteria, weight age and duration as per the NCTE guidelines and norms given by the regulating bodies, the curriculum is implemented in the educational colleges. The institution implements the curriculum by providing specified optional courses and learning experiences through teaching, practice lessons, practicum and co-curricular activities. In this manner, the institution contributes indirectly in the curricular development process.

The various steps of curricular development process:

- **Need :** as per the emerging trends in the education system the curriculum is carefully framed keeping in view the requirements of the students in the development of cognitive, Affective & psychomotor domains. Curriculum is framed adhering to the NCTE norms.
- **Assessment:** New assessment system i.e. continuous assessment external and internal is done throughout the year.
- **Development of information data:** data is collected from different schools, Teacher education institutes, subject experts, professors in the educational field.
- **Feedback from faculty/ Alumni/ Students:** feedback is also sought from the faculty, alumni and students regarding changes and modifications in the curriculum.

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

The relevant Board of Studies under the Maharaja Ganga Singh University, Bikaner of the modern trends in teacher education in the curriculum and change it wherever and whenever necessary. The curriculum include the aspects relating to environmental education, moral and ethical values, basic pedagogy, creative records, educational technology records, computer education and text book analysis etc.

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

The curriculum is framed by the affiliating university. Sufficient thrust is placed on National issues like environmental education, value education, and information and communication technology. Value education is promoted by providing courses on yoga, meditation, lectures on ethics and self – development programmes. Environmental Education and Human Rights Education are taught in different subjects in the college. Apart from this, the college celebrates various important national days like Independence Day, Republic Day and Human Rights Day, World Environment Day, World Mother Language Day, National Unity Day, etc. Educational Technology and internet facilities are provided to B.Ed., student's presentation

helps the students to conduct seminars. Training to students in contemporary social responsibilities and values and community services are given through extension activities.

The college has over the years established a rich tradition of –

(i) Inculcation of ethical values in faculty and students by arranging invited lectures on ethics and Indian tradition and culture.

(ii) Offering the different elective subjects like – Environmental Education and Computer Education with thrust on national issues like environment, value education and ICT are taught in our college.

(iii) Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace, National security and Disaster management.

(iv) Allotting one period for co-curricular activities, computer laboratory, ET laboratory, Language laboratory practices for students.

(v) Celebration of national festivals to foster social, cultural, religious and regional integration.

(vi) Training the students in contemporary social responsibilities and values and community services through extension activities.



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

Yes, the institution makes use of ICT for curricular planning as follows:

ICT is used for planning of day to day curricular and co-curricular activities.

Year's Plan:

The year plan is prepared for planning of teaching learning of courses, related activities of the course and co-curricular activities.

Time Table: The time table is prepared for theory lectures.

Practice Lesson: Planning of practice lessons, time-table of the lessons observation for students and faculty.

Internship Programme:

Planning of all internship programmes like block teaching, team teaching, observations, lesson based on models of teaching, value education, environment education and technology based lessons.

Infrastructure Management:

Seating arrangement of staff and students, psychology experiments, social service lectures, method lectures and time table for guidance of practice lesson.

Extra Curricular Activity:

Time table, letters to the experts, programme agenda, attendance and reports.

Examination:

Planning, paper typing, entry of marks and results. Various Academic Committees plan their activities with the help of computers. To prepare annual reports for University, NCTE and NAAC. Thus, the institution uses ICT to the fullest for implementation of curriculum and for academic planning. Research seminars, technology based lessons, PowerPoint presentations are made by the students for effective teaching and learning process.

1.2 ACADEMIC FLEXIBILITY

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

1. Conducting Demonstration Lessons

Faculty conducts demonstration lessons in every subject for teacher trainees to observe and reflect upon them

2. Orientation Lectures

Orientation lectures are organized to orient student's regarding various aspects of skills in microteaching. With the help of these lectures, they get a clear idea about microteaching and practice lessons.

3. Selection of appropriate methods of teaching

The teacher trainees are instructed to select the method or techniques that are suitable for the teaching of the content. They are also required to provide the rationale for selection of methods

and techniques. This promotes reflective thinking about the use of appropriate teaching strategy.

4. Critical Reflection

The teacher trainees are made to review critically and reflect upon the actual classroom experiences after taking practice lessons. In the lesson note for practice teaching, space has been provided under the heading “Introspection” to reflect upon actual classroom experiences and notes them down. They thus become aware of the success and the limitations of the teaching activity that was conducted. Thus, practice of introspection and self evaluation is developed in this manner and in the long run it helps to develop flexible teaching style leading to successful transaction of curriculum. Through psychological experiments and theory the importance of introspection and critical thinking are taught.

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 various experiences for the students as per Maharaja Ganga Singh University, Bikaner curriculum like Microteaching, teaching practice, internal assessment, field trip, camp activities, art and work experience, educational technology, action research and case study, assignments, self learning, group learning and teaching theory subjects.

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

The institution on its own cannot introduce courses but it is done through the prescribed courses of the Maharaja Ganga Maharaja Ganga Singh University during curriculum transaction. Reading and reflecting on text, Drama and Art in Education and understanding of self are the new subjects added in curriculum in 2015-16. The following activities were conducted in addition to the prescribed courses for the same

- (i) Communicative English development programmes
- (ii) Computer Applications
- (iii) Yoga & Health Education
- (iv) Personality Development Trainings
- (v) First Aid Training Programmes
- (vi) Health and AIDS Awareness Programmes
- (vii) Information and Communication Technology - utilization programmes
- (viii) Extension activities



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

i) Interdisciplinary /Multidisciplinary

(i) Students have to undergo two curricular subjects – viz. Language Across the Curriculum (LAC) and Understanding Discipline and Subjects.

(ii) Apart from this, students have an option to choose one subject from Environmental and Population Education, Peace Education, Health and Physical Education, Guidance and Counselling and Vocational/Work Education.

(iii) All the general papers (Core Papers) and Elective papers make our curriculum interdisciplinary / Multidisciplinary

ii) Multi-skill development

(i) Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:

(ii) Communication skills

(iii) ICT skills

(iv) Leadership Skills

(v) Skill of Keen Observation

(vi) Sensing the problem

iii) Inclusive Education

The college admits differently-abled and visually challenged students to B.Ed., programme. They are provided with alternative arrangements such as computer, speakers, head phones, tape recorders and DVD. Audio visual aids are used so effectively that even slow learner can learn to proper speed.

iv) Practice teaching

(i) Students are sent for teaching practice for a period of 40 days to various approved schools under efficient supervision and guidance by our faculties.

(ii) Practice teaching comprises of observation and teaching. The students have to undergo simulation and pre-practice sessions in the college.

(iii) During their teaching practice, the teacher educators visit the schools where the students undergo teaching practice and provide guidance given to the students. At the end of the teaching practice, feedback from the teaching practice schools' Head Masters and Supervisor Teacher Educator are collected.

v) School experience / internship

The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are –

- (i) Conducting morning assembly
- (ii) Conducting classes
- (iii) Conducting tests
- (iv) Organizing science exhibitions
- (v) Organizing cultural programmes
- (vi) Organizing games and sports activities
- (vii) Conducting competitions like quiz, debate, essay writing, etc..
- (viii) Carrying out case studies
- (ix) Mid day Meal

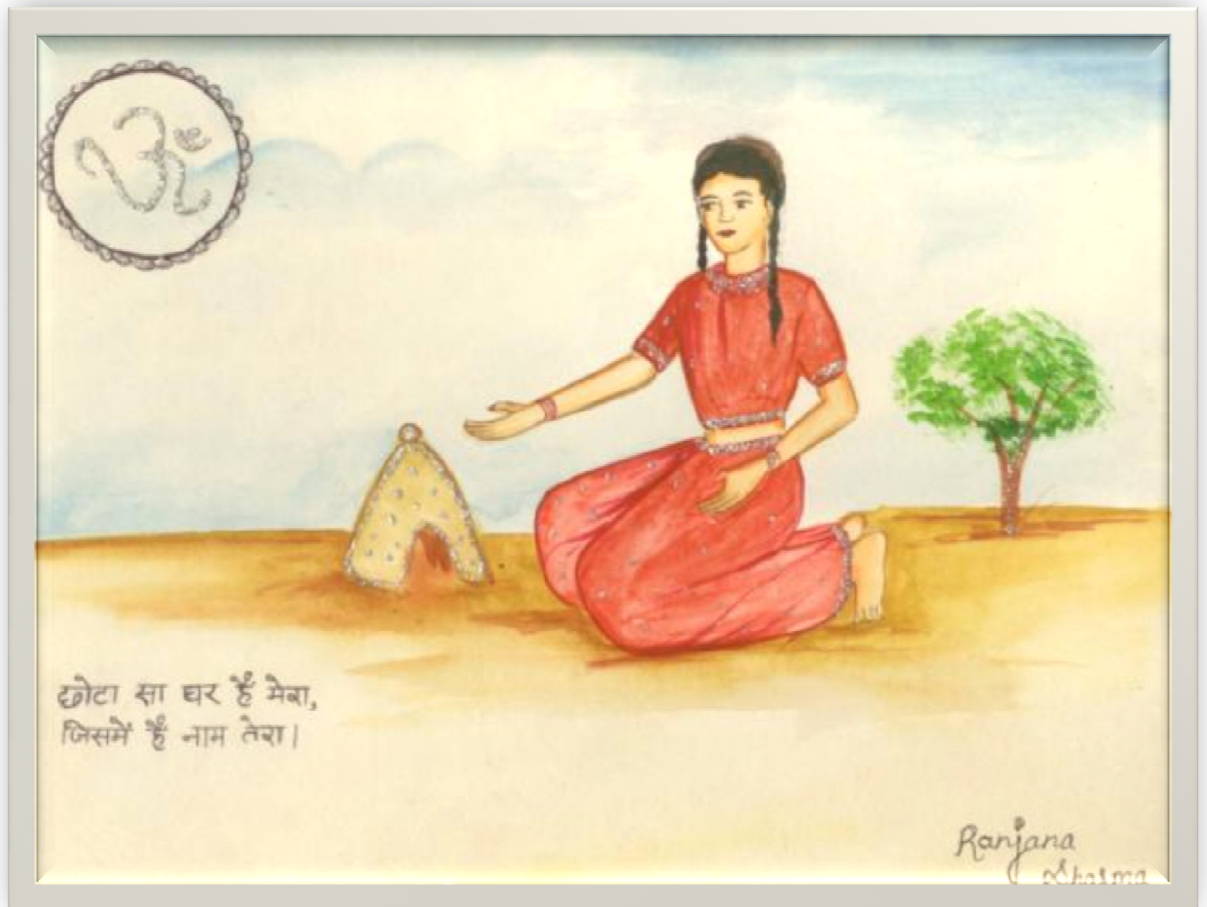


During the teaching practice good learning experience is witnessed and inter-personal relationship between the student teacher and the institution is enhanced.

vi) Work experience /Socially Useful Productive Work (SUPW)

Programmes are conducted for designing and developing equipment suitable for local conditions and using local raw materials rather than buying expensive and sophisticated equipment. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

(i) Painting



- (ii) Hand work
- (iii) Handicrafts
- (iv) Wealth from waste
- (v) Preparation of ink, liquid blue, cleaning powder, phenyl
- (vi) Book Binding
- (vii) Office Cover & file making
- (viii) Clay modelling



Each student submits a minimum of 10 SUPW articles in accordance with the requirements.

vii) Any other (specify and give details)

The students are encouraged to make use of internet facilities provided at the college. All our students are motivated to create their e-mail: address. Progress and circulars are sent through e-mails. Faculty members have prepared CDs for their class room teaching. Providing question papers, conducting of extra coaching classes, quiz programmes and providing hints for competitive examinations help the students for getting a job. Cultural programmes are conducted periodically.

1.3 FEEDBACK ON CURRICULUM

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

Feedback is collected from every student of the college at the end of the course regarding campus experience. There is an Alumni Association functioning in the college since 2012. Former students are enrolled as members in the association. The feedback collected from them at the annual meets is considered while taking academic decisions. There is a provision for students to express their suggestions in '**Suggestions Box**' kept in the college. A '**Visitors' Book**' is kept in the office to obtain feedback from the visitors. The college also takes

suggestions from the heads and guide teachers of teaching practice schools. Feedback is also collected from employers and academic peers working in nearby colleges.

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

Yes, the feedback collected are analyzed and discussed in the Staff/Teacher Council to decide the areas of improvement and to send the suggestions to the university consideration for inclusion of changes.

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

After careful analysis of feedbacks obtained from various sources, the college decides at the areas for improvement and sends to the suggestions the university authority for appropriate action.

1.4 Curriculum Update

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

The existing syllabi and design of B.Ed.course are revised regularly based on need assessment, feedback, thrust areas, models Curriculum of UGC Thus there is a definite modification in curricular design, syllabi, pedagogy like syllabus of philosophical & sociological basis of education, Psycho-socio basis of learning and teaching, TLP, health & sports programme,Teaching of Science,Teaching of Economics etc. of B.Ed. course is revised in session 2011-12. And in session 2015-16 duration of B.Ed. is increased to Two years and major reshuffle has been done in the curriculum of B.Ed.

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

Since the college is an affiliated one, the curriculum for the various programmes run by the college is prepared by the affiliating University. The suggestions given to University on the basis of a feedback from stakeholders are considered when the University designs the syllabi and the curriculum.

1.5 BEST PRACTICES

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

Quality Structure and Enhancement Measures

The institution has developed the following measures during the last five years for the quality sustenance and quality enhancement in curricular aspects:

- Content Analysis of Course Syllabus in Content cum methodology workshops.
- Organization of workshops and seminars on recent emerging trends such as globalization, privatization, inclusive education, and quality improvement programme in higher education.
- Organizing lecture series on research methods, statistics in education and brain based learning mapping the mind etc.
- Formation of various committees for smooth implementation of the Year's Plan, Co-curricular and extracurricular activities.
- Organization of effective Content Enrichment Program.
- Effective use of technology.

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

Best Practice in curricular aspects:

- We try to adopt constructivist approach when preparing lesson notes, new teaching methodologies.
- Collaboration with schools for practice teaching is done by our institute.
- We give more focus on developing communication skills we take spoken English classes.
- Inclusive education is also given importance.
- Many competitions are arranged to increase knowledge of the students in various fields.

CRITERION II: TEACHING, LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND TEACHER TRAINEE'S PROFILE

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

A) Admission process:

- B.Ed. admission process is centralized at State level.
- The B.Ed. admission process is an online process governed by the PTET, Maharshi Dayanand Sarswati University, Ajmer
- As the B.Ed. admission process, PTET is online; it is more transparent and convenient to the teacher trainees of the State.
- In the month of April or May of every year, B.Ed. PTET begins with the advertisement in the newspapers.
- The advertisement is followed by PTET.
- The list of admitted teacher trainees is sent to the institution.
- The institution gives admission to these teacher trainees after the verification of relevant documents.
- All the rules of State Government regarding reservation policy are strictly followed.

2. How are the programs advertised? What information is provided to prospective teacher trainees about the programs through the advertisement and prospectus or other similar material of the institution? Advertisement for the programmes:

- B.Ed. admissions are centralized (100%) and governed by PTET, Maharshi Dayanand Sarswati University, Ajmer, State Government of Rajasthan.
- In the month of April/May of every year the advertisement for B.Ed. admission is published by the above authority in local as well as state level newspapers.
- The Centralized Admission Process (CAP) is online and supported by PTET, Maharshi Dayanand Sarswati University, Ajmer, on their website <http://www.ptet2015.org>

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

For the B.Ed. course, the institution receives the list of admitted teacher trainees. The documents of each teacher trainee are verified by the institution authorities according to the rules and norms laid down by the government. If lacunae are found, the case is referred by the Principal to the concerned authority of admission. The documents of admitted teacher trainees are verified by the Administrative section of the institution. Thus, the institution monitors admission decisions and ensures that the admission criteria are equitably applied to all applicants.

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

The institution is associated with the name of District and a considerable thrust is laid upon the inculcation of spiritual and moral values in the students, the college is very secular in its

approach. The teaching learning environment is free from any cultural, religious, caste, creed or sex bases and a very democratic atmosphere is provided to the students belonging to different religious & cultural classes. All important religious and cultural days are observed with equal reverence and deep regards are given to the sentiments of all.

5. Is there a provision for assessing teacher trainee's knowledge/ needs and skills before commencement of teaching program? If yes, give details on the same.
Assessment of Teacher Trainee's Knowledge:

The teacher trainees are admitted through Central Admission Procedure in which PTET is conducted. PTET is based on teaching aptitude, intelligence, mental ability and general knowledge of the candidate. In this way, there is a provision of assessing not only the knowledge and intelligence of the teacher trainees, but also their teaching aptitude before commencement of the course. At the institutional level we also plan to assess the teacher trainee's content knowledge of the school subjects in near future. Interviews/ oral exam are conducted by the faculty to test their knowledge, skill and attitudes before the programme commences.

2.2 CATERING TO DIVERSE NEEDS

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

(i) The college has developed excellent physical and academic infrastructure and thereby ensuring good learning experience and environment.

(ii) The Institution has well equipped with well maintained laboratories and library, computer centre, rest rooms, toilets, playfields and spacious & ventilated class rooms capable of adapting to technological teaching aids.

(iii) By providing a calm atmosphere inside the college premises, the well monitored students' activities are provided a very conducive environment for learning.

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

(i) The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, internet access.

(ii) Remedial Teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core papers and handouts are designed for higher achievers.

(iii) ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.

(iv) Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.

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

The curriculum provides ample scope for the Theory, Practice Teaching, Field Trips, Art and Work Experience, use of Information and Communication Technology in Education, Action Research and Case study in the B.Ed., programme.

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

The criteria of ensuring the knowledge and the subject competency of the teacher educator begin with the selection procedure itself. The college conducts curricular and co curricular activities for the development of the knowledge of staffs.

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 teaching-learning process is strengthened through lectures, seminars, paper presentations, demonstration classes, micro-teaching classes, macro-teaching classes, field trips, intensive lab work and project works. The use of audio – visual equipments and latest technological equipments substantially contribute towards this process. Speaking in English is encouraged. The students are advised to make the optimal use of library. The students are instructed to use the internet facility available in the college for their teaching – learning purpose. Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, PPT slides, static models and dynamic models.

2.3 TEACHING-LEARNING PROCESS

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

The Curriculum of B.Ed. Programme of Maharaja Ganga Singh University, Bikaner is designed in such a way that the teacher trainees should remain engaged in active learning. Our efforts are there to transact this curriculum effectively by implementing the following activities to engage the teacher trainees through active learning:

1. Theory Courses – While teaching the theory courses along with lecture method, our faculty uses various interactive teaching strategies like group discussion, role playing, co- operative learning, using models of teaching and lectures followed by discussions which engage the teacher trainees in active learning.

2. Practical related to the theory courses - Teacher trainees have to complete two practicals per theory course. These practical's are in the form of individual projects and group projects, where teacher trainees remain engaged in active learning.

3. Micro-teaching and Simulated lessons – Microteaching is the essence of teacher training programme, where teacher trainees have to remain focused in acquiring mastery over various teaching skills which will be useful in simulation lessons and classroom teaching. Therefore, the teacher trainees remain active in this learning process. In bridge lessons, teacher trainees have to integrate various skills acquired in the micro- teaching and conduct the lessons. Similarly, the teacher trainees have to conduct simulated lessons on the peer group members, thus remaining engaged in active learning.

4. Practice Teaching and Internship – During practice teaching and internship lessons, the teacher trainees have to teach in real classroom situation, for that purpose they have to do a lot of preparation. Such as writing the lesson notes, guidance from teacher- educators, finalization

of lesson notes, preparation of teaching aids etc. For all these activities the teacher trainee-teachers remain busy actively. Lessons are taken using different teaching methodology like Herbart's lesson plan method, Models of teaching, team teaching, and technology based lessons.

5. Social Service Groups- We have a special social service department to organize the social service activities. The areas for social service are school health practice, environmental education, population education, family life education, adult education, cultural activities and sports. The activities like street play, projects, and discussions, cleaning of the campus and tree plantation are organized to sensitize the teacher trainees about the various social issues and problems. Thus, the teacher trainees are engaged in active learning and develop their competencies and commitments required for would be teachers. Visits to orphanages, Balsanths, schools of mentally deranged children are arranged by institute.

6. Health programme- Health programme is the distinct feature of our B.Ed. programme. Ours is not a physical education programme, still due weight age is given to the health programme in this curriculum. The activities like yoga, suryanamaskar, pranayam, physical exercise, orientation about the health awareness, health check up etc are organized under the health programme. This is also separate department headed by an In-charge professor. In this way the teacher trainees remain active and become aware about their own health at the same time they also think about the health of school teacher trainees. There are special days every year organized in the month of February where sport day where different games are organized for pupil teachers like Volleyball, Cricket, Kho-Kho, Kabaddi, Running; different kind of races etc. are organized also indoor games like Chess, Skipping, carom funny games etc. are organized for their active learning .



7. Co- Curricular activities – Throughout the year, the institution engages the teacher trainees in organizing and participating in various co-curricular activities which mould their personality as teachers of the 21st century. The co- curricular activities include celebration of various important days, elocutions, poster presentations, street plays, article writing, exhibitions, book shows, lecture series, workshops, orientations, skits, acts, plays. At the end of the year, all these co curricular activities conclude with the annual social gathering where the prizes are distributed to the meritorious teacher trainees and teacher trainees with extra ordinary qualities in order to appreciate them and motivate others. Along with the prize distribution programme, the annual cultural programme is also organized to inspire the teacher trainees.

8. Use of learning resources- The institution's library is well equipped with many good reference books, periodicals, research journals, encyclopedias and dictionaries. The library reading hall is spacious where nearly 100 teacher trainees can be accommodated at a time. This library provides an inspiring learning environment for the trainees. Thus, by providing books, CDs and internet as learning resources the teacher trainees are engaged in active learning.

9. Individual projects – The teacher trainees undertake individual and group projects as part of practical work. They have to complete these projects like content cum methodology report; technology based teaching, administration of psychology tests, where teacher trainees remain engaged in active learning

- 2. How is 'learning' made teacher trainee-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 teacher trainees?**

Learning is mainly teacher trainee centered. The list of participatory learning activities is as follows:

- Tutorials
- Tests
- Content Enrichment Programme
- Peer Learning
- Seminars, Workshops and Presentations
- Self management of arrangement of knowledge- prepare individual projects, conducting lessons in schools, getting information of review and related literature work based on their research problem from the library, websites etc.
- Skill development- workshops, skills for teaching- observation skills, research skills, soft skills, ICT practical.

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

The faculty use various models of teaching such as Concept Attainment Model, Mastery learning Model, role playing, advance organizer, collaborative and co-operative learning for the effective implementation of micro-teaching. In the orientation program, organized for the teacher trainees, various CDs and presentations of practice model lessons are shown.

Innovative Methods developed at the institutional level.

A training programme was conducted for applying the models- Concept attainment and Inquiry training model modifying it and applying it to Indian classrooms.

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

The workshops on teaching-aids and exhibition are organized by the institution. An orientation on models of teaching, simulation lessons, team teaching, environment, value and technology based lessons is given by the faculty. A training programme based on models of teaching was arranged in the college where experts such as Dr. Veena Bana were invited they had given demonstration lessons and these lessons are recorded and shown to the trainees for the exact knowledge about the steps of each model. Demonstrations are also given by the faculty and the Syntax of the model is explained.

5. Do the teacher trainees use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each teacher trainee per skill.

Micro teaching technique is used to developing teaching skills among the trainees. The subject expert demonstrates the micro teaching users and also provides theoretical orientation regarding its objectives, procedures, phases of micro teaching. Each student prepares at least 10 micro lessons and practices the lessons under simulation conditions. The peers act as pupils, and student teacher practice the following teaching skills on by one:

- Skill of Introducing the lesson
- Skill of Asking Question
- Skill of lecturing
- Skill of stimulus variation
- Skill of demonstration
- Skill of Black board writing
- Skill of illustrating with examples
- Skill of reinforcement

The observation schedules are used by the peers to observe the performance on the 5 point rating scales which rates the performance in each component of the skill ranging from “extremely poor” to “excellent”. The feedback to the trainee is provided by the teachers as well as peers. The micro teaching lessons are conducted within the teaching methodology periods. Proper records regarding micro teaching lessons are maintained by the student teacher in their preparatory files.



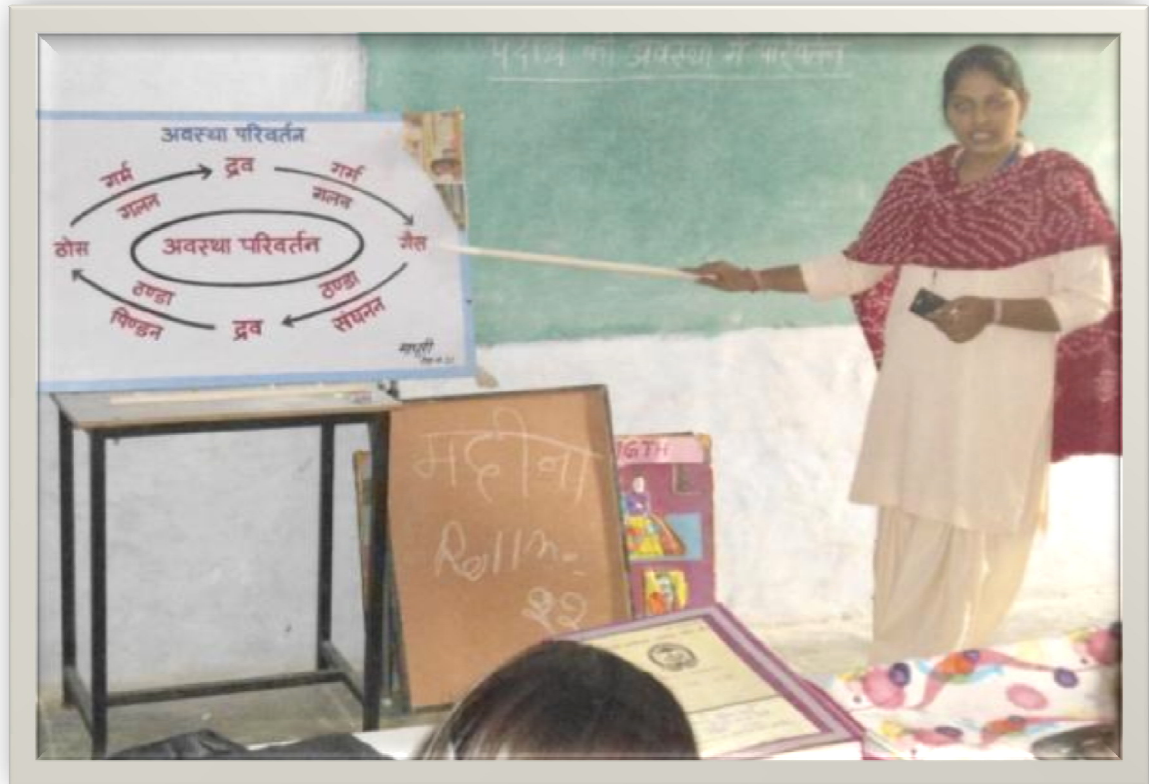
6. Detail the process of practice teaching in schools (Lessons a teacher trainee gives per day, lessons observed by the teacher educators, peer/ schoolteachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.) Details of the Practice Teaching –

The teaching practice is considered as the most important aspect of the teacher training. It is organized in two phases in the form of block teaching practice. Before the start of the first phase which is usually conducted in the month of November due orientation regarding lesson planning, instructional objectives, teaching methods and other necessary knowledge is provided to the trainee. Each student prepares 20 daily lesson plans for their practice which are scrutinized by the subject teachers.

Teacher trainees are allotted the teaching practice schools. Which are all duly recognized and affiliated schools (affiliated to Rajasthan Govt.) .

All of the practice teaching schools are Hindi medium. The students are allocated to the government -aided Middle/secondary schools which are situated within the periphery of 05 km from this college.

The total number of B.Ed trainees allocated to a teaching practice schools ranges from 20-25. Each practice teaching school group is supervised by a faculty member from the college.



On the first day of teaching practice, the in charge- supervisor coordinates with the head of the institute and school staff and allocates the time table to the teacher trainees. Necessary information regarding the school environment is provided to the trainees. Each trainee takes two periods daily. They stay in the school from the morning till the school hours are over. The supervisor observes the lessons delivered by the trainees and provides the necessary feedback after the class. The supervisor gives her comments on lessons teacher trainee. A Student delivers 40 lessons i.e. 20 lessons in each subject during the two phases of teaching practice. The school staff members also provide feedback to the teacher trainee.

During the teaching practice, the students organize cultural activities in the school and prepare a report. Each trainee prepares a lesson plan before going to the class. After prepare lesson it is compulsory to approve the lesson from subject teacher. They also prepare required instructional aids (charts, models, maps, flash cards etc.) which they regularly use in their class room teaching.

The college gives liberty to the students to Prepare lesson plans as per requirement of the topic and feasibility. Most often lesson plan starts with basic information regarding topic, class, date, introduction/ previous knowledge testing/warm up, presentation announcement of the topic content presentation, methodology of teaching, chalk board work, sectional recapitulation, correlation etc. Instructional objectives are written in behavioral terms. Blooms taxonomy is followed for the use of proper action verb. At the end of the plan they assign the home work to the students. The beginner teachers learn to teach to the whole class i.e. at average level, and then they learn to take care of each and every Pupil in the class from the brilliant to the dull students. Individual differences are taken care of while preparing the lesson plans and putting the questions to all types of students. They take the class attendance and check the home work of pupils daily.

The student teachers are encouraged to use the educational technology in the teaching practice. They are allowed to take portable OHP, Science apparatus, Models, Charts, Maps, Globes etc. from the college for the teaching purposes as and whenever required to their respective teaching practice schools.

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

In B.Ed. course, a lot of weight age is given for Block teaching in terms of marks and time period, the teacher trainee has to remain in the school campus to perform the following activities.

Block teaching lessons-

Besides these activities, the teacher trainees have to observe the lessons of peer trainees and senior teachers. They have to assist the teachers in the school for curricular, co-curricular and extracurricular activities, correction of exam papers and home-assignments. Some schools also

provide them an opportunity to go through the records maintained by the school. The process of block teaching is executed in two phases as follows:

1. Preparatory Phase

In this phase, the institution communicates with the school regarding the time table, units and gets the necessary information from the school. On the basis of the received information, the internship department plans accordingly.

2. Phase of Evaluation

After the program is over, the teacher trainees submit their diary and activity wise report to the Incharge. The In charge corrects the reports and marks are given to teacher trainees. The institution also organizes a feedback session in the school to get inputs regarding the planning, implementation, execution, difficulties, quality and lacunae in the program. The evaluation is a continuous and comprehensive process. Every lesson of the teacher trainee during Block teaching is evaluated by the school teacher which is the best practice in the internship program. During the observation of these lessons, the school teachers give suggestions to the teacher trainee in written form. There is also a discussion between teacher trainee and school-teachers after the lessons are conducted in which the teacher gives suggestions to the teacher trainees for improvement and make relevant changes the lesson plan. This collaborative partnership between school teachers and teacher educators makes the block teaching a fruitful experience.

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

At B.Ed. level, there is development of partnership in the practice-teaching schools and institutions for the practice-teaching sessions. The mentor teacher communicates with the school teachers regarding time-table and units to be taught. There are non-formal discussions/ guidance between teacher trainees and school teachers regarding unit and teaching methodology. The teachers also give feed back to the teacher trainees informally on their own to improve the quality of lessons. Lesson guidance for preparation of lesson notes is done by the institution's Practice teaching lessons are organized in partnership and in coordination with practicing schools.

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

The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- (i) To keep the classes in learner centered mode
- (ii) To follow the school rules and regulations
- (iii) To maintain the classes in activity based learning
- (iv) To deal with the students psychology
- (v) To motivate the students by asking relevant questions
- (vi) To make learning effective through active learning
- (vii) To follow the utilization of as many teaching learning aids as possible
- (viii) To deal with exceptional children using a special methods.

(ix) To conduct special classes for slow learners after school hours if necessary.

(x) The trainees are trained to conduct slip tests for students during breaks and to counsel and motivate the weak students.

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

Students get exposed to computers, LCD projectors and OHPs during their stay at the learning place and tend to use the same during their practice training at schools. Student teacher prepares minimum five slides and OHP sheet and power point presentation for each subject. At the same time effective black board usage is also judiciously practiced.

2.4 TEACHER QUALITY

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

Yes, 40 days internship training is cooperatively planned by the mentor teachers and the school teachers for the successful completion of planned lessons.

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

As per the availability of subjects in the schools supervisor teacher educator has been allotted in 10 schools for practice teaching in different places by the Principal/Teacher-in-Charge. The ratio of the student teacher and school for the practice teaching is 10:1 (ten teacher students per school).

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

(i) The teacher educator as well as the peer group provides feedback to the student teachers

(ii) Verbal suggestions are given then and there after the class hours

(iii) Observation is shared with the students and they are made aware of the corrections to be made for further improvement

(iv) The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach.

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

Practice teaching forms the core curriculum of the B.Ed program. The institution conducts this in collaboration with schools. The institution makes every effort to comply with the policy directions of the schools in which practice teaching is conducted. The schools convey their policy directions and needs to the institution regarding practice teaching.

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

1) The teacher trainees and faculty keep pace with the recent developments in the school subjects and teaching methodologies through the content cum methodology workshops which

are organized at least in two phases every year. Through these workshops, the teacher trainees get the required inputs in recent developments in the school subjects and teaching methodologies.

2) Faculty keeps pace with the advanced technology like use of ICT, implementing e-learning in teaching learning process and making use of programmed instruction.

3) Workshops are conducted on current issues like globalization, inclusive education, challenges in higher education also seminars are taken on topic like need and importance of accreditation which is the need of ours.

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

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part-time research leading to M.Phil. and Ph.D. degrees. The college permits them to carry out research leading to M.Phil. and Ph.D. degrees and research in the computer laboratory and library. The college deputed staff for in-service training programmes and orientation courses by sanctioning 'On Duty'. The teacher educator is encouraged to organize seminars, symposium etc., and the college spends the expenditure. The college provides incentives for publication of articles and meet the charges for the presentation of research papers in the seminars.

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

Yes, At management level applications are called for best teachers award they are felicitated by Chairman of the management. At institute level they are given certificate of merit at the annual day function. Some faculties are given financial increments.

2.5 EVALUATION PROCESS AND REFORMS

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

The Head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process.

The barriers to students in learning are identified by the formal and informal evaluations. They are provided with a conducive and congenial atmosphere. During the tutorial hours the remedial instruction is given to students. Mentors are allowed for remedial instruction. Low achievers are provided guidance and counseling to improve their performance.

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

Theory Examination:

Student teachers are evaluated on core, optional and method subjects. Students' continuous internal evaluation carries 20% marks and external, term-end university examination carries

80% marks. Our college conducts two internal tests in each subject during the session. In addition, students need to submit assignments in each subject and deliver seminars periodically.

Qualifying for Degree:

Student-Teachers have to score minimum 36% marks in theory and 40% in practical examinations for the successful completion of course.

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

The details of formative type of evaluation are explained in the remedial programme. Further the details about Continuous Internal Assessment would be provided to the students in the college notice board and website.

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

ICT is used for the assessment and evaluation as follows:

- Preparing all instructions related to assessment
- Preparing question banks
- Typing question papers
- Typing assessment schemes
- Typing evaluation charts for various activities
- Recording marks secured by all teacher trainees
- Preparing result sheets
- Analysis of results
- Plotting graphs

2.6 BEST PRACTICES IN TEACHING, LEARNING AND EVALUATION PROCESS:

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

- (i) Students are assigned projects; they are encouraged to take part in group discussions.
- (ii) Self-evaluation, class evaluation and teacher evaluation are followed.
- (iii) Students are encouraged to take part in various competitions.
- (iv) Charts, models, CDs are used to help teaching and learning. Role-play and dramatization skills are used in Teaching.
- (v) The records are evaluated by parallel staff as well as by the Principal. Hence, records undergo double valuation scheme.
- (vi) Feedback obtained from students
- (vii) The teachers and students use ICT for developing teaching and learning strategies.
- (viii) Remedial classes for weak students
- (ix) Group and self-learning through assignments, seminars, practical sessions, etc.

- (x) Seminar-Lectures, Workshop, Debates to develop language and communicative skills
- (xi) Visit to important places in and around our district, state and country.

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

- (i) Classroom teaching with LCD is utilized.
- (ii) Classroom preparation using Internet
- (iii) E-journals, e-library, periodicals and reference books are utilized
- (iv) Power point presentations in classroom teaching
- (v) Faculty Development Programmes are organized regarding models of teachings
- (vi) Tutorial system is implemented seriously
- (vii) Faculty members are trained to teach ICT.

Criterion-III Research, Consultancy and Extension

3.1 PROMOTION OF RESEARCH

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

The institution constantly motivates its teachers to take up research in education in following manner:

- i. Faculty members are encouraged to participate and present their research papers in national and international conferences/seminar for which they are provided academic leave, Registration fee and TA.
- ii. Teachers are encouraged to attend seminars, conferences, workshops, etc.
- iii. Adjustment in teaching schedule is usually made to help the teachers involved in research.
- iv. The institution holds seminars and workshops which facilitate the interaction with other experts.
- v. Research ideas through normal teaching, innovation and field work are encouraged.
- vi. Teachers are provided with various facilities such as free internet access, online e-resources, research journals etc. for motivating them to take up research seriously.
- vii. Teachers are encouraged to acquire higher qualification like-M.Phil. and Ph.D. Following teacher educators secured their research degrees.

Ph.D.

Dr. M.M.SHARMA

Dr. SWARAJ SHARMA

Dr. SHISHU PAL

M.Phil.

SH. SOM PRAKASH CHHABRA

M.Ped.

Sh GYAN SINGH BENIWAL

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

Institution is running only under graduate course B.Ed. and Diploma course in teacher education. Fundamental research is not carried out though applied research like action research and project works related with syllabus are carried out by the institution.

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

Yes, the institution encourages action research by the faculty members as well as students.

Moreover, every teacher supports action research in his/her subject.

Outcomes: Action research helps teacher educators or even teacher students to diagnose various problems of students and finding their solution personally or taking help/consulting colleagues or other experts in the related field. Its training prepares student teacher to find the possible answer of class room problems.

4. Give details of the conferences/Seminars/Workshops attended and organized by the faculty members in the last five years. Conferences, Seminars and Workshops

A. List of conferences/Seminars/Workshops Organized by the Institution

Dr. M.M. Sharma	National Seminar	Right to Education Act in Present Scenario	Ch. Maniram College of B.Ed, Hanumangarh Town 22 Dec 2014
Mrs. Priti Garg	National Seminar	Right to Education Act in Present Scenario	Ch. Maniram College of B.Ed, Hanumangarh Town 22 Dec 2014
Ms. Sumandeep Kaur	National Seminar	Right to Education Act in Present Scenario	Ch. Maniram College of B.Ed, Hanumangarh Town 22 Dec 2014
Mrs. Sangeeta	National Seminar	Right to Education Act in Present Scenario	Ch. Maniram College of B.Ed, Hanumangarh Town 22 Dec 2014

B. List of conferences/Seminars/Workshops attended by the faculty members Attended in the last five years.

Dr. M.M. Sharma	National Seminar	Teacher Education Issues and Challenges	Bharti Shiksh Prashikshan Sansthan, Sri Ganganagar, 26-March-2010
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	National Seminar	Use of ICT In Teacher Education	Sanskar International Mahika Shikshak Shiksha Mahavidhyalaya, Hanumangarh Jn. 22 October 2010
	National Seminar	Right to Education Act in Present Scenario	Sanskar International Mahika Shikshak Shiksha Mahavidhyalaya, Hanumangarh Jn. 22 November 2011
	National Seminar	Multi Dimensional Aspects of Human Rights in The Era of Globalization: Theory and Practice	N.M. Law (PG) College, Hanumangarh Town, 19-20 Feb. 2011
	National Seminar	Quality Improvement in The Secondary School Teacher Education	Sanskar International Mahika Shikshak Shiksha Mahavidhyalaya, Hanumangarh Jn. 15 September 2012
	National Seminar (Sponsored by UGC)	Quality Improvement in Secondary Teacher Education	Gramotthan Vidyapeeth College of Education (CTE) 17-18 March 2012
Dr. Shishupal	National Conference	Teacher Education: Quality, Issues & Problems	Jan Nayak Ch. Devi Lal (P.G.) College of Education, Sirsa (Hry.) 21 April 2008
Dr. Shishupal	National Seminar (Sponsored by ICPR & UGC, New Delhi)	Swami Dayanand Sarswati: Different Perspectives of Thought	D.A.V. College Abohar, Punjab 9 Jan. 2010
	National Seminar (Sponsored by UGC, MGSU & Rajasthan Sanskrit Academy)	Ved, Puran, Mahabharat & Aurved me Aushdhiye Padap	Govt. Dungar College, Bikaner 22-23 Oct. 2010
Mrs. Priti Garg	National Seminar	Multi Dimensional Aspects of Human Rights in The Era of	N.M. Law (PG) College, Hanumangarh Town,

		Globalization: Theory and Practice	19-20 Feb. 2011
Ms. Sumandeep Kaur	National Seminar	Substitution Reaction	Sri Gurunanak Khalsa PG College, Sri Ganganagar, 02 Feb. 2011
Mrs. Sangeeta	National Workshop	Research Methodology	Gramotthan Vidyapeeth College of Education (CTE) 12 Nov. 2013
Ms. Purna Gaur	Workshop	Action Research	Gramotthan Vidyapeeth College of Education (CTE) 18-19 Feb. 2013

3.2 RESEARCH AND PUBLICATION OUTPUT

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

The various instructional and other materials developed or used by the institution are detailed below:

1. Power Point Presentation (PPT): Institute has PPT on various topics of different subject prepared by the Faculty members.
2. Print materials prepared by faculty:
 - Lesson Plans
 - Charts
 - Flash Cards
 - Transparencies
3. Non-Print materials such as Slides, Models
4. Question Bank
5. Various audio cassettes and CD's have been bought from NCERT
6. Audio Cassettes and CDs on various topics of English and Hindi, Science, Math and Social Studies are used in language lab and other labs.

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

The various facilities available with the institution for developing instructional materials are as follows:

1. The institution has a well equipped computer lab with 15 computers connected in LAN are used for development of self instructional material, PowerPoint presentations and computer assisted learning material.

2. For development of print and non print materials the institution has separate labs like P.T.A (Preparing Teaching Aids) lab and Fine Art. Labs equipped Science lab and Psychology lab. LCD Projector, OHP and Green Board.

3. Any Teacher Educator who is willing to prepare teaching aid can be issued instructional Aids material from store with prior permission from principal. Teaching aid material available with the college store is -

- | | | |
|------------------------------|---|--------------------------|
| A. Transparency sheet | B. Colors (Pen, pencil, sketch, wax) | C. Charts |
| D. Thermoacol sheets | E. Permanent marker | F. Tracing papers |
| G. Pencil | H. Eraser | I. tapes |

J. And other items as per requirement.

4. One Period per week in the time table is allotted for preparation of teaching aids.

5. Free internet service for students and faculty for all the working days.

6. Multipurpose room for preparing teaching aids.

7. Well equipped library with following facilities:-

- Text Books & reference books
- Journals/Periodicals, Magazines and Newspapers
- Computers
- Audio & Video Cassettes
- Internet
- Resource materials on digital media such as CDs

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

Yes, the institution has developed following ICT/technology related instructional materials:

1. Lesson Plan CDs

2. Subject related CDs
3. PowerPoint Presentations
4. Recording of extension lecture given by experts.

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

Mrs. Sangeeta	National Workshop	Research Methodology	Gramotthan Vidyapeeth College of Education (CTE) 12 Nov. 2013
Ms. Purna Gaur	Workshop	Action Research	Gramotthan Vidyapeeth College of Education (CTE) 18-19 Feb. 2013

Training provided to the staff

The institution also organizes teaching aid exhibition on various topics and themes every year.

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

Sl No.	Journal Name	ISBN/ISSN/Categorization	Dated
(i)	PRACHYAVIDYANUSANDHANAM	ISSN 0974-5866	July –December 2011

LIST OF PUBLICATIONS

Sr. No.	Author	Year of Publication	Name of Book
1.	Dr. M.M.Sharma	2011	SHEKSHIK & VAYAVSAYIK NIRDESHAN ISBN- 978-81-7711-248-1
2.	Dr. Swaraj Sharma	2011	SHEKSHIK & VAYAVSAYIK NIRDESHAN ISBN- 978-81-7711-248-1

3.	Dr. M.M.Sharma		HEALTH AND PHYSICAL EDUCATION TEACHING
4.	Dr. Swaraj Sharma		HINDI TEACHING

सीमा सन्देश
दिनांक 21 अप्रैल 2007

शय्या-आर्द्रण-एक मनोवैज्ञानिक व्याधि

21 अप्रैल 2007

कुछ बच्चों में प्रतिदिन बिस्तर को भिगोना, माता-पिता के प्रति विद्रोह को चेतक होता है। विशेषतः वे बच्चों के साथ घटवृत्त एवं अवांछक का व्यवहार करते हैं। इस पर माता-पिता के प्रति बच्चे के अशान्त मन में विद्रोह की भावना उत्पन्न हो जाती है। माता-पिता को अचेतन मन पेशाब करने की क्रिया से माता-पिता को दुःखी करके, उनके बड़े बर्ताव का बदला लेते हैं।

3 वर्ष की आयु के पश्चात बच्चे द्वारा मूत्र-क्रिया पर नियंत्रण का प्रयोग, मूत्र द्वारा कपड़ों को छराब करना-शय्या-आर्द्रण के अनारगत अंश हैं। यह मूत्र क्रिया दिन में भी घटित हो सकती, परन्तु अधिकांश स्थितियों में यह रात्रि में बिस्तर पर ही प्रकट कर लेने के रूप में उपस्थित होती है। जिस कारण से यह रोग होता है, वह प्रायः गहरी निद्रा के समय बिस्तर पर ही पेशाब कर देता है, जबकि प्रौढ़ मूत्र-असमर्थी हल्की नींद में ही पेशाब कर देता है।

इस समस्या के अभिलिखित प्रमुख कारण हो सकते हैं।

(अ) शारीरिक

(ब) प्रशिक्षण सम्बन्धी कारण

(स) मानसिक कारण व घर का दूषित वातावरण।

(अ) शारीरिक कारण:-

1. पैट में कृमि होना
2. अत्यधिक मात्रा में भोजन का प्रयोग
3. सोते समय दूध या पानी का अधिक मात्रा में सेवन,
4. साधारणतया कपजोर तथा अपयौस पोषण,
5. कुपच और कब्जियत,

6. गले में गलियों की सूजन,

7. पेशाब में अधिक छुट्टापन होना,

8. विशेष स्थानिक संताप,

9. शारीरिक व्यापार सम्बन्धी विकृतियां

10. मूल-मली में किसी प्रकार का घातक रोग, आदि।

(ब) प्रशिक्षण सम्बन्धी कारण:-

बालकों को पेशाब और शीघ्र जाने सम्बन्धी आवश्यक प्रशिक्षण से वंचित रहना और यह कहकर ही हमेशा टाल दिया जाना कि वे अभी छोटे हैं और यदि उन्होंने बिस्तर पर पेशाब कर दिया, तो क्या हुआ?

(स) मानसिक कारण व घर का दूषित वातावरण:-

कुछ बच्चों में प्रतिदिन बिस्तर को भिगोना, माता-पिता के प्रति विद्रोह को चेतक होता है। विशेषतः वे बच्चों के साथ घटवृत्त एवं अवांछक का व्यवहार करते हैं। इस पर माता-पिता के प्रति बच्चे के अचेतन मन में विद्रोह की भावना उत्पन्न हो जाती है। माता-पिता को अचेतन मन पेशाब करने की क्रिया से माता-पिता को दुःखी करके, उनके बड़े बर्ताव का बदला लेते हैं।

इस द्वारा बिस्तर पर पेशाब करना अपने बहन भाईयों से ईर्ष्या का भी चेतक हो सकता

हैं। जैसे- नवजाते शिशु के आगमन पर मां-बाप का उससे अधिनाधिक लाड़-प्यार करना और अन्य छोटे बच्चों को उपेक्षा करना। बड़े बच्चे बिस्तर पर पेशाब इसलिए भी करते हैं कि मां-बाप को बार-बार डांट-फटकार से भी उन्हें अपने मां-बाप के अधिक निकट आने की अवसर मिले।

कई बच्चे घर पर अकेले होते हैं और सोये-सोये बिस्तर भिगा देते हैं। ऐसे बच्चे प्रायः अपने बचपन की क्षुब्धता को तोड़ना नहीं चाहते। वे सदा के लिए बच्चे बने रहना चाहते हैं, क्योंकि अत्यायु में बने रहने से उन्हें कई लाभ पहुंचते हैं।

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बच्चों को इतना अधिक बिल्ला है कि वे उसे पूरा नहीं कर पाते। घर में उन्हें किसी प्रकार की सहायता उपलब्ध नहीं होती। अतः वे इसलिए दुःखी रहते हैं। उन्हें अपने साथियों की छेड़-छाड़ भी नहीं भाती। वे अपने को अकेला समझते लगते हैं। माता-पिता का आपसी झगड़ा भी उन्हें असुरक्षा को अनेकता प्रदान करता है। फलस्वरूप चिन्ता और भय के कारण वे अपनी इन्द्रियों पर नियंत्रण खो बैठते हैं। आयु में बड़े होने पर भी वे प्रतिदिन छोटे बच्चों की भांति बिस्तर भिगा देते हैं।

समस्या की रोकथाम तथा उपचार

- बच्चों का निरीक्षण होना चाहिए, ताकि



मोहनी मोहन शर्मा एवं स्वराज शर्मा
(व्याख्याता)
संस्कार इंटरनेशनल मुंबई की एड
कालेज, हनुमानगढ़ जंक्शन



प्रतिदिन बिस्तर भिगोने से उन्हें माता-पिता का चम्पक मिलता है घर में सभी लोग उनकी धारें करते हैं। ऐसे बच्चों द्वारा बिस्तर भिगोना उनके प्रतिष्ठापी होने का परिचायक है। अतः वे इस कृत्य के द्वारा अपने माता-पिता का ध्यान अपनी ओर आकर्षित कर लेते हैं।

कई बार यह आदत बच्चा व आप के कारण भी व्याप्त हो जाती है, जग-जग पर अकेले छोड़ना या सुला देना, बरखानी कठोरतायें सुनाना, माता-पिता से अलग हो जाना आदि।

इस आदत का कारण चिन्ता भी है। देखने में लगे हैं कि पाठशाला का गृहकार्य

उनकी शारीरिक कमजोरियों व गुटियों का उपचार हो सके।

- उन्हें बचपन में ही सक्षमतायें मूल-मूत्र (नियंत्रण) स्थाने तथा इन दोनों को रोकने की शिक्षा या प्रशिक्षण प्रदान किया जाना चाहिए। किन्तु यह प्रशिक्षण सखी के स्थान पर प्रेम तथा पुरस्कार के साथ उपलब्ध किया जाना चाहिए। भयको, लज्जा, डरना आदि के कालच या सजा के भय द्वारा अच्छे प्रशिक्षण को व्यवस्था सम्भव नहीं।

- बच्चों को रात्रि में भोजन शीघ्र करा देना चाहिए और रात्रि में उन्हें पानी का सेवन भी कम कराना चाहिए।

- रात्रि को सोने के (शेष पृष्ठ 2 पर)



3.3 CONSULTANCY

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

No. Institution did not provide consultancy services on regular basis nor did it generate any fund during the past five years.

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

Yes, the faculty members of the institute are competent to undertake consultancy but they have not roved it professionally because of lack of chances. Their areas of competency are education and the subjects of their post graduation. They provide consultancy to students of D.Ed., B.Ed., M.Ed., M.A. (Education) and M. Phil. Institution has not taken any initiative to publicize the available expertise.

3. How much revenue has been generated through consultancy in the last Five years? How is the revenue generated, shared among the concerned Staff members and the institution?

No revenue has been generated through consultancy in the last five years. This is a college of Education. Consultancy (if provided, as mentioned above) is done in the field of education with a sense of devotion to the cause of education and no fee is charged by the staff for it.

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

No revenue is generated as mentioned above so no question of how to use that revenue.

3.4 EXTENSION ACTIVITIES

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

The cooperative activities of the college have a long lasting effect on the community. The community by and large recognizes the extension activities of the college. It improves the local linkages and gives awareness to the community on basic issues and adds to the goals of National Development. The institution has organized various extension activities, outreach programmes etc for the benefit of local community. The details are as follows:

Extension Activities:

1. The teacher educators demonstrated to school teachers about the preparation of teaching aids and how to use them. Moreover, the teachers were told how to involve the students in developing the lesson.

2. **Public Awareness Programme:-** Institute is run by Ch. Maniram Memorial Adrash Prabandhank Samiti Avam Samajik & Paryawaran Sheikshanik Shodh Sansthan so all the programmes are organized under the banner of society. It organize public awareness programme to make them aware towards Environment and to donate Blood for helping others. Institute organize Blood Donation camp every Year.



3. **Cleanliness Programme:** Institute takes part in community work with heart and organizes cleanliness drive to make them aware about benefits of cleanliness. The pupil teachers were taken to slum areas around and nearby villages. They met the villagers and interacted with them. They asked the reason for being not educated. The pupil teachers emphasized upon the need of education in today's world and motivated them to learn and educate their family.

4. The pupil teachers are encouraged to plant the trees and take care of them. Van Mahotsava day's importance is told to students. Various competitions organized by the institution (Seminar, Symposium, Slogan writing, chart making competitions etc)

5. A procession was organized for the theme 'Save the girl child' and 'Female Feticide'.

6. The pupil teachers were taken to Old age Home. They meet with Old age people and interact with them.



Outreach Programmes:

The pupil teachers and members of the faculty are carrying out the outreach programme in the following manner:

1. Distributing audio-visual aids among neighboring schools.
2. Anti Smoking Movement in various villages and preaching messages on festivals like Holi, Deepawali, Id and lohri.

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

The Institution has been benefitted by the community in various ways:

Discipline Maintaining: Institute benefitted a lot in maintaining discipline at college campus. Teacher educators while community work meet with the parents of student teachers and this informal meeting helps a lot in maintaining discipline at campus. During meeting parents naturally enquire about their wards and discuss their progress and problem. This cements the tie strongly between teacher educators, students and parents.

Institution-school networking: During practice teaching, all teacher trainees interact well with the school. Besides classroom teaching, each pupil teacher is supposed to take part in the morning assembly of the school, organize certain activities in the school and conduct action research. Thus the student teachers interact with school/community to study their emerging needs and provide appropriate solutions to their problems.

Institution-community networking:

- A.** As the pupil teachers interact with the students after being given training, they perform well in teaching and thus help them in their placement.
- B.** Providing real experience to student teachers.
- C.** Confidence building among Student Teacher to handle the real situation.
- D.** Learning to adjust with society and how to address its need.

Moreover, broader prospective regarding teaching develops during community interaction. The pupil teacher learns to tackle the students according to their need and psychology. When pupil teacher comes in contact with the community, variety of students interacts with them and thus their communication skills are improved. 'Community Awareness programme' is organized. The pupil teachers are taken to various areas and are given chances to interact with various communities. The students come to know about the flaws of ways of thinking that lead to illiteracy among those people and are thus able to organize various programmes leading to development of community.

Community participation in Institutional development: Schools are invited to visit the institution and varieties of teaching aids are exhibited. The schools are allowed to choose whatever teaching aids they like. Their suggestions are also welcome to improve the work done by the students and the programme organized by institute.

After teaching practice, a thanks giving party is organized by pupil teachers with school authorities. Principal of the college makes it a point to attend the party and expresses gratitude to the school head as well as staff members. The views regarding the improvement in organization of teaching practices, discipline among school students, preparation and utilization of teaching aids by school teachers are exchanged with the pupil teachers.

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

The future plans and major activities that will be taken up are as follows:

1. To Organize National Seminar and workshops to develop communication skills in teachers and personality development.
2. Organizing 'Nukkad Natak' to show the social evils related to education and to make people aware of them.
3. Increasing the scope of community service programmes.
4. Sensitizing the parents and society to support to disabled persons.

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

The institution has completed following project related to community development:

Adult Education & Literacy: The pupil teachers were taken to nearby village for spreading literacy among adults. During their interaction with the villagers, the pupil teachers told them the importance of literacy in today's world and motivated them to learn. The response noticed afterwards was encouraging.

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

In a professional institution, especially in a college of education, sensitization and development of social and citizenship values and skills is one of the major objectives. This institution has adopted a number of practices through which a sense of social and civic responsibility is inculcated. They are stated below:



While holding programmes like House meetings and morning assembly, different responsibilities are assigned to the student teachers. They get opportunity to organize programmes independently under the guidance and supervision of the House in charge.

The student teachers are assigned different responsibilities in organizing educational tours.

The student teachers share different responsibilities in organizing intra college meets in skill-in-teaching, preparing teaching aids, drawing & painting, collage making, dance, poem recitation etc.

During the week, members of the House on duty, perform various duties like writing news and thought for the day, observing discipline in the library, controlling and regulating the visitors.

Student teachers are involved in plantation of trees and flowering plants for beautification of the campus.

3.5 COLLABORATIONS

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

Following is the list of national level organizations with which the institution has established linkages:

NGO: Indian Network for Rajasthan Studies

National level: NCTE

Local level: SCERT, MDSU, MGSU, Director, Primary Education, Rajasthan, Bikaner

Institution is affiliated with MGSU but it deals with MDSU for admission procedure. BSTC course of the institution is run under the supervision of SCERT/Director, Primary Education, Rajasthan, Bikaner.

Professional Bodies: CTE.

Institution is in regular touch of CTE, Sangaria and gains immensely in professional development of faculty. Student teachers are also benefit by knowing the current research and trends in education. Institution ran a local level public awareness programme for voting right.

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

The institution has not established linkage with international organizations.

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

a. Curriculum Development

b. Teaching

c. Training

d. Practice Teaching

e. Research

f. Consultancy

g. Extension

h. Publication

i. Student placement

A. Curriculum development: Institution has no role in framing curriculum but feedback from students and ideas of teacher educators are forwarded to concerned body of knowledge. Faculty members participating in academic conference and community linkage programmes get exposure and widen their mental horizon. It makes them to ponder over various issues.

B. Teaching: The linkages with various agencies help in academic and professional development of Faculty members. The concrete experience and novel ideas learned by linkage with certain bodies help in modifying teaching methodology.

C. Training: The linkages help in gaining experience, interaction and feedback regarding various teaching skills. Orientation course. Refresher course and various skill development programmes run by the academic bodies help in sharpening the skill of teaching faculty.

D. Practice Teaching: Institute's linkage with CTE helps it great in organizing teaching practice at ease. Further institution's linkage with teaching practice schools provide conducive environment to student teacher. School staff cooperates with at institute we provide them theoretical knowledge of teaching or teaching in simulation. Student teachers when interact with school staff and come to know the how to handle class as a whole, how to complete syllabus in time, which part of the syllabus need to be focused on priority bases. The students of the institution go for practice teaching in various schools to get hands on experience and realize the real-time situations.

E. Research: Such linkages promote front-line research activities in the institution. The members of the faculty and the students are able to have access to advanced databases for acquisition of precise and accurate data. Such collaborative research also helps in developing new academic contacts.

F. Consultancy: The linkages help to develop national and international competency and expertise in our students and members of the faculty. The institution encourages consultancy work by the faculty.

G. Extension: The linkages with National Organizations and the University departments lead to the development of new and innovative programmes. Such technologies are passed on to the community and stakeholders through publications in research journals and through direct outreach programmes. The linkages of the institution promote extension activities directly beneficial to the community in terms of health awareness programs, education of the rural masses, environmental awareness etc

H. Publication: The linkages lead to amalgamation of concepts and hybridization of the researchers. The institution has several publications from the members of faculty with co-authorship from other universities. These publications in recent and emerging areas imply development of cutting-edge technologies.

I. **Student Placement:** The institution-school linkage enables the schools to fathom the depth of knowledge of students of this institution. The students also get trained with hands on experience in relevant schools during their practice teaching. This helps in better understanding of the schools. The institution has established a placement cell for promotion of linkages between the institution and the schools in order to cater to the needs of the schools and better placement of our students.

3. What are the linkages of the institution with the school sector? (Institute-School-Community networking)

The institution has established extensive linkages with the school sector in respect of practice teaching, placement of the students, research and extension activities.

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

Yes, the members of faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The principal of the institution sends teacher educators in different schools as per their convenience during practice teaching session. All the concerned faculty members discuss and plan out whole practice teaching schedule with the head of the school. They actively collaborate with teachers and other school personnel to design the time table of student teachers, evaluation of student teachers, organizing certain activities in the school, etc. Moreover the faculty members interact with school to study their emerging needs and provide appropriate solutions to their problems.

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

The institution has linkage with practice teaching schools and other schools as well in the surrounded area that help in our placement drive. Institution provides faculty development advice if asked by the concerned school. Moreover, teaching aids prepared by the student teachers are given to these schools for use in teaching learning process. There is no provision to share faculty with other colleges. College faculty when ever needed seek guidance from the university faculty and take their help in organizing and conducting seminars and workshops.

3.6. BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

1. What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years?

Though, no fundamental research is being conducted at the college level only action research is carried out by faculty and student teachers. Faculty members do carry out their own research in educational field for their professional development. To enhance the quality of research, consultancy and extension activities the institution has adopted following measures:

For Research activities

1. Faculty members are given academic leaves and TA/DA to attend seminar and workshops.
2. Faculty members without doctoral degree are encouraged to do so by providing them opportunity/ assistance.

3. Teachers of practicing schools are involved for conducting action research in school.
4. Research proposals related to thrust areas of this institution that is, language teaching, ICT, Inclusive education, etc are being submitted by the individual members of the faculty to various agencies.
5. ICT lab with internet is available for research. Library has a lot of books related with research planning and conducting.

Extension activities

Institute provides an opportunity to both student teachers and teacher educators to carry out extension activities.

Institute under the banner of Ch. Maniram Memorial Adrash Prabandhank Samiti Avam Samajik & Paryawaran Sheikshanik Shodh Sansthan organized blood donation camp every year and both student teacher and teacher educators were involved in making it a successful.

Climate awareness programme/rally is organized by the institute from time to time to make people aware of environmental issues.

2. What are significant innovations/good practices in research, consultancy and extension activities of the institution?

Research

Institution supports research activities carried out by the faculty by granting academic leaves and providing infrastructure to use for research.

Consultancy

There is no provision for consultancy only training is provided to some schools for Micro skill developments.

Extension

Extension activities as explained above are financed by Ch. Maniram Memorial Adrash Prabandhank Samiti Avam Samajik & Paryawaran Sheikshanik Shodh Sansthan and institute provides both human resources, infrastructure.

Criterion IV: Infrastructure and Learning Resources

4.1 PHYSICAL FACILITIES

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

* Master Plan of the Building is enclosed in the APPENDIX– II

The institution has excellent physical infrastructure as per NCTE norms.

- i. The land area of the college is 2 acres.
- ii. There are class rooms to impart modernized teaching learning process.
- iii. Modernized educational technology laboratory, well equipped science, Social Science, Language and psychology laboratory, advanced computer technology laboratory, improvised gadgets, peripherals and instruments are our asserts.
- iv. There are well established Art and Music and Workshop places.
- v. Spacious administrative houses are there to support the academic environment.
- vi. There are 24 hours water supply and power supply with UPS and generator connections.
- vii. Automated and very spacious well stacked Library is our pride.
- viii. Spacious and well ventilated multipurpose auditorium augments our beauty.
- ix. Play grounds and sports room with all sports materials are there.

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

As per NCTE norms, the college admits 100 students every year. And the B.Ed. course is going to be of two years duration, so the total number of students will be 200 from the next year (2016). The infrastructure available for 200 students is more than sufficient. The college authority would expand the infrastructure in case of need and starting of additional intake and additional course in future. The building has much provision for expansion.

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

The overall personality development of the students (the present deputed teachers and the fresher prospective teacher) is the aim of the college. So the students are exposed to a variety of co-curricular, extra-curricular, social and community development activities on and off the campus.

The facilities available for co-curricular and extra-curricular activities are as follows:

- (i) Modernized Educational Technology Laboratory,
- (ii) Well equipped Science, Social Science, Language, Work Education and Psychology Laboratories,
- (iii) Advanced Information Technology and Computer laboratory,
- (iv) Improvised gadgets,
- (v) Peripherals, Instruments and Audio Visual facilities,
- (vi) Spacious and well ventilated auditorium for cultural activities,
- (vii) Clean play ground and courts for outdoor games like volley ball, kho -kho, basket ball, adminton and throw ball etc.
- (viii) Well arranged games room for indoor games, yoga and meditation room.

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

Our institution has separate building for each course, but the playground, Library and Labs are shared by B.Ed. and B.S.T.C which is situated in the campus.

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

- (i) The college building is well furnished and properly maintained.
- (ii) Separate toilet facilities for male and female are provided for students and staff toilet .
- (iii) To ensure purity of drinking water facility, periodic cleaning and maintenance of water tanks are carried out. The college authority has provided the stakeholders with R.O campers to provide purified drinking water.
- (iv) The entire premises are kept cleaned by sweeping and mopping regularly.
- (v) First aid kit is provided in the college.
- (vi) Awareness lectures by the local eminent doctors on Health and Hygiene are organized to bring awareness among the students.
- (vii) The library has a good number of books on health education.
- (viii) Fire Extinguishers are installed in important places of the building.
- (ix) The institution has no health care centre because Govt.Hospital is at walking distance, we can seek medical help from the local doctors and nearby health centre.
- (x) Hanumangarh Town railway station is in the near proximity of the college, so the college well connected with railway. Public and private transport transportation is well available; till transportation is provided immediately for the student and staff in case of any emergency.

- 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.**

Most of our students come from nearby villages and towns. There is no need for hostel facility.

4.2 MAINTENANCE OF INFRASTRUCTURE

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

The institution has spent a total amount of Rs. 32,43,194/- in the last years on different infrastructure facilities. The details of expenditure on main items are as follows:-

i.	Building	Rs. 20,03,158/-
ii.	Furniture	Rs. 4,41,526/-
iii.	Computers	Rs. 1,39,656/-
iv.	Library	Rs. 2,97,328/-
v.	Misc. (Sports, labs, Equipments)	Rs. 3,61,526/-

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

- The infrastructure facilities available in institutions are kept open for the students and faculty during working hours and also in extended hours whenever required. Library, computer laboratory, sports facilities are kept opened on working hours and also in extended hours for all registered users.
- The infrastructure of the institution is optimally used by the institution and is also made available to other academic and administrative agencies.
- The College has maintained a Generator for ensuring un-interrupted supply of electricity.
- Multipurpose hall is optimally used for conducting Seminars, Association meeting, Workshops, Convocation, Cultural Programs etc.

Thus the physical infrastructure is judiciously and optimally put to use.

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

The college environment provides bushy green atmosphere clean and good ventilation, privilege of enjoying free air, proper sanitation, fire protection, a strong and structurally stable building.

4.3 LIBRARY AS A LEARNING RESOURCE

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library with good collection of books on education and various related topics, with journals, periodicals, weeklies and dailies. The library is also developing computerized catalogue.

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 library has a total collection of ----- printed volumes including books, textbooks and reference tools. The collections of books is organized and arranged in the shelves. The details of the collection are mentioned below:

(i) **Textbooks / General Collection:** The largest collection in the library, this includes textbooks books in accordance with academic curricula and is suitable for professional reading and research.

(ii) **Reference Materials:** While most books are available for loaning, this section has conventional reference tools, encyclopedias, dictionaries, thesaurus, handbooks, manuals, directories, yearbooks, etc. for ready reference and general information. Periodicals and books on career development are also available. Subject to copyright regulations, the reference material can be photocopied.

(iii) **Journals and Magazines:** National and international research journals with academic and research orientation; Magazines of subjective value and general interests are also subscribed by the Library. Besides this, library subscribes to daily newspapers

(iv) **Light Reading:** An impressive light reading collection including leisure, sports, fiction, personality development, etc. is available can also be borrowed.

(v) **Syllabus & Question Papers:** Syllabus of programme offered at the institute and question papers of previous exams are also available for consultation.

(vi) **Electronic Resources:** Library has established access to a large number of online electronic information resources, such as e-journals, e-books, and various open source bibliographic collections for research purpose.

(vii) **Non book Materials:** Non book materials, like map, cassettes, etc. are available for reference use only.

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

Yes, there is a five member advisory committee for the library. This committee has been functioning efficiently and it is empowered to the following functions –

(i) Purchase of books, journals, etc.

(ii) Automation of the library,

(iii) Maintenance of the library,

(iv) Planning, administration and management of library resources.

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

There is the availability of internet connectivity and photocopier facilities. In the near future the institution will try to make library fully automated with the help of modern integrated library management software, i.e., KOHA. Online Public Access Catalogue (OPAC).

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

- (i) The library has one computer with the internet connection.
- (ii) The Library also has laser printer with fax for the service of both the staff and the students. The services are given to our user free of cost.
- (iii) Students and staff members can enjoy the library services during the library hours, break time, after college working hours and during their free time.

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

At present, the facilities such as Inflibnet, Delnet and IUC are not available. However, in the near future the institution will try to make it available. Institute plans to provide Wi-Fi in near future.

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 works from 10.00 a.m. to 04 p.m. on all working days. The library is kept open for 6 hours a day.

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

The staff and students come to know of the new arrivals by –

- (i) Circulation,
- (ii) Information displayed on the board and journal rack,
- (iii) Display of list of new arrivals on the notice board,
- (iv) The new arrival resources are kept in the separate rack.

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

Though the book bank facility is not available, yet our library is rich enough with the collection of textbooks, reference books, journals, electronic resources and other materials.

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

To those who are not able to walk to the library, their friends are permitted to take books from the library (particularly, to the physically challenged persons).

4.4 ICT AS LEARNING RESOURCE

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

To meet the demands of the teacher education curriculum, the college has one computer cum educational technology laboratory. Students use ICT facilities and prepare MS Power point slides for presentation of important concepts in their subjects.

The computer laboratory has 10 computers and internet facility with the UPS. The hardware and software available in the laboratory are exhibited in the table.

Hardware	Software
DVD	Ms Word
Stand microphone	Ms Power Point
LCD	Ms Paint
OHP	Ms Excel
Printer	VLC media player
Speaker	Windows XP
Amplifier	Adobe Reader
Cordless microphone	Adobe Photoshop
Tape recorder	Winzip
	Adobe image ready

Hardware	Software
Camera	Winrar
TV	Mozilla Fire fox
Computer	Windows media player
Flat Baded scanner	Integrated LMS
Photocopier	Tally
Slide projector	

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

The computer skill training is given to students, in which students are taught on the topic Ms-Office tools such as MS-Word, MS-Excel and MS-Power Point etc.

In addition students are trained to –

- (i) Download text, images and web pages;
- (ii) Develop communication skills;
- (iii) Send E-mail;
- (iv) Develop drawing skill using paint brush,
- (v) Develop data manipulation skill using MS-Excel

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

Faculties and other staff members are given orientation for using ICT resources. The faculties handle classes by using LCD projectors. The students are trained to operate the ICT resources and they are also encouraged to use the technology in the simulated classes, seminars etc.

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

Students are allowed to utilize the computer technologies for preparing their teaching aids and teaching learning materials. Students are also encouraged to prepare papers for seminars and conferences by using the modern technologies.

4.5 OTHER FACILITIES

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

The infrastructure already available is congenial to the effective functioning of the college. The college already owns 2.00 acres of land. This land is enough for any future horizontal and vertical growth also. The laboratories are also maintained with sufficient equipment required as per norms.

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

(i) The non print materials like television sets, tape recorders, computer systems, digital camera, online journals – CDs, DVDs, Video cassettes and Audio cassettes are available here.

(ii) Before going to the practice teaching and internship, students are exposed to practice microteaching skills by using video lessons. Thus, they are encouraged to optimally use the ICT resources for teaching-learning process.

(iii) Television, DVD player and subject related video and audio cassettes are available in the educational technology laboratory.

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 institution has – (a) Science Laboratory, (b) Psychology Laboratory, (c) Educational Technology Laboratory, (d) Language Laboratory, (e) Computer and ICT Laboratory, (f) Social Science Laboratory, and (g) Work Education Laboratory cum Workshop for preparing teaching aids. The institution enhances the facilities and ensures the maintenance of the equipment and other facilities periodically. The laboratory equipments are maintained by the technical staff.

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

Multipurpose Hall

There is a multipurpose hall for conducting seminars, conferences, workshops, cultural programmes, etc

Workshop

The workshop is used for preparing teaching learning materials and socially useful productive work.

Musical Instruments

There are number of musical instruments in our college.

Sports Equipments

There are a good number of sports equipments and accessories in our college.

Transports

The college is situated very near to the railway station (Hanumangarh Town) and mega high way is running at a distance of only 2.5 km. So, public and private transportation facilities are sufficiently enough. Our college does not possesses own transportation service facilities. But in special needs the college authority hire private vehicles from the nearby vendors.

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 portable LCDs and advanced OHPs are used in the main lecture halls for curricular transaction regularly. In the future, the plan is to modernize the classrooms with permanently installed computers and Wi-Fi internet connectivity.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

- (i) Teachers who seek advice in this realm are trained to prepare power point presentation
- (ii) Teacher educators prepare power point presentations for the purpose of instruction
- (iii) The internet facility is extensively used by the staff and students to get information on related issues from the websites.

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

Non print materials like teaching aids, audio visual facilities like television sets, tape recorders, computer systems, digital camera, CDs, DVDs, Video cassettes and audio cassettes are used.

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

The college is located in a quiet and peaceful atmosphere. The college building is well furnished and provided with all amenities. The rooms are spacious and well furnished with proper ventilation. The library and laboratories are well equipped and are upgraded every year.

Criterion V: Student Support and Progression

5.1 STUDENT PROGRESSION

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

During this programme students are prepared for necessary skills. Students are made aware and oriented to the requirements of degree in the form of seasonal work, project work, practice teaching and library etc. At the commencement of the course an orientation program in general and then with individual faculty further deepen awareness of individual needs is provided. Orientation program is conducted after the inauguration of academic session by performing Hawan in the college.

Orientation Programme

- Hawan



- Principal's Address and Welcoming the new entrants
- Introduction of the staff

- Orientation about :
 - Compulsory Papers
 - Teaching Methodology Papers
 - Optional Papers
 - Examination System
 - Work Experience
 - Teaching Practice
 - Library Facilities
 - Cultural Activities
 - Time Table etc

The college also provides necessary information on its official website www.cmceducation.org. Students are also informed from time to time through verbal announcements in the classrooms, morning assembly and also through written information displayed on the notice board. Different co-curricular activities are organized in college which helps the faculty to assess the capabilities, knowledge and skills of the student. Various cultural activities are also organized in the college that nurtures aesthetic sensitivity among the teacher trainees. Thus all care is taken to imbibe required personal and professional qualities so that students can serve the school and society effectively.

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

The campus environment is inspiring and conducive to education. For recreation and information there are playground, seminar hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board; the names of the achievers are displayed on the notice board.

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

The college has been giving counseling to the students from the beginning and that it is necessary to complete the course successfully. The dropout rate is very negligible in the previous academic years. Only the students left on getting employment in the government and private sectors.

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

To enable the students for job and progress to higher education, arrangements are made available in the library of the institute like cuttings of the career news and magazines are displayed on the display board regularly. Students are also guided by the faculty members verbally from time to time. Students-teachers are provided additional guidance services which help them to apply and compete for the various state and central level competition examinations like REET etc. The college library has good collection of preparatory books of different competitions examination, which the students can utilize for the preparation of the examination.

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

A good number of students go for further studies and mostly choose teaching as their career.

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

(i) At the beginning of the session students are oriented toward the course and access to the library.

(ii) The college provides all the facilities for entry in service to our students-teachers after having their B.Ed. degrees.

(iii) Research guidance is given to the alumni for higher studies.

(iv) Alumni often visit our college seeking academic guidance for higher studies and job information from our faculty members.

(v) Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from the principal.

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

Formally no such placement cell, but frequently some employers seek students from the faculties and subsequently they try to place the students in the vacancies.

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

Due to the demand for qualified teachers, the institute does not face any major problems in placing students in schools. The students can get their job from Rajasthan Public Services Commission, Rajasthan Govt.

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

The student-teachers are arranged to do their practice teaching in government schools mainly. The recruitments to these government aided schools are made through the Rajasthan Public Services Commission; so nothing can be arranged in this regard. But majority of our students are selected for the appointment to the government schools by the Rajasthan Public Services Commission.

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

There is no formal placement cell, but the college has set up "Career Counseling Cell" to prepare the fresher students for their easy entry in service.

The Institution provides **Human and an ICT** resource to the "**Career Counselling Cell**" follows:

- i. Auditorium for conducting various training and placement activities.
- ii. Seminar Hall for conducting Pre-Placement Talk and Group discussion during Campus

recruitment events.

- iii. Over Head Projector / LDC projector to represent seminars, computers: (Pentium IV with Internet facility)
- iv. Printer
- v. Direct Telephone Line
- vi. Public Address System
- vii. Faculty

5.2. STUDENT SUPPORT

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

Every year the institution assigns a faculty member to help the Principal/Teacher-in-Charge for the preparation of academic calendar and the planning for all activities throughout the whole year.

Curricular Programme

Faculty members prepares the time table for the academic programme; the Principal finally approves the same and the college runs in accordance with the time table.

Co-curricular and Extracurricular Programmes

There are several subcommittees for the smooth running of the co-curricular and extra curricular activities in our college. One of the faculty members acts as convener of each of the sub-committees and other faculty members as well as student representatives act as members of each sub-committee. These sub-committees chalk out plans of the co-curricular and extra-curricular programmes.



Games and Sports

Regular practices are done under the supervision of Director of Physical Education. Yogic practices are included in regular activities. An annual sport is a grant festival. Besides these, Physical and Health Education are being included in the curricular activities.

Evaluation

- (i) The curricular activities are evaluated by the faculty members;
- (ii) The co-curricular and extracurricular activities are evaluated by the faculty members and some by the invited alumni;
- (iii) The overall performances of the teachers are assessed at the end of the session by receiving the feedback from the students.

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

- (i) The institution takes care of physically challenged students. They are advised to sit on the first row so that they can see, hear and communicate with teachers.
- (ii) To help them, ICT facilities are provided for their curricular activities. Their friends are allowed to take books from the library.
- (iii) The practice teaching schools are arranged according to their convenience.

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

Every teaching faculty in the institution is being involved in the tutorial system and is allotted a group of ten students to find out their strong and weak points which they do through informal contacts with the wards and provide necessary academic and personal counseling individually. The counseling varies from the individual requirements to high achievers and slow learners. The high achievers are given counseling for enhancing their talents by using the library and other resources. The talented students in sports are given special coaching for achievements. The slow learners are facilitated with special coaching from the faculty members and also to get the assistance from the high achievers.

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

To enhance the competence of the teaching faculty, workshops and induction programmes are conducted as part of in-service training.

The problems of the students are identified through teacher-mentor system by the faculty and discussed with other faculties including the principal/Teacher-in-Charge. Thus the institution takes appropriate measures to provide support to overcome their problems.

Full encouragement is given to the teacher educators to participate in the conferences, workshops and seminars.

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

The institution has its own website namely www.cmceducation.org. It is self-explanatory and gives all information about the institution details like faculty, infrastructure and other facilities. It also contains information about admission, SAR for NAAC, seminars, workshops, festival celebration, awards received, prize winners etc. Links of related websites are also available there.

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

The Institution has a remedial programme for academically low achievers. Remediation can take several steps, from testing to determine where the gaps are, to providing guidance and other support services and evaluating success upon completion of remedial work. Teaching with basic methods like storytelling, PPT and audio visual aids are made.

For academically low achievers in the institute, test is arranged for the students who are getting marks below minimum qualifying marks, then teachers guide them again and again and tests are taken for their improvement in learning.

7. What specific teaching strategies are adopted for teaching (a) Advanced Learners and For under achievers:-

- Special help and guidance is provided by the faculty members to these students in the completion of their assignments.

- After each test the question paper is thoroughly discussed in the class and feedback from the students is invited.

These students are given extra time for clarifying the doubts faced by them.

- Tips are given to them as how to write the answer script in a better way.

For Advanced Learners

- Independent work, stressing initiative and originality.
- Co-operative planning and activity that provide opportunity for leadership training and experiences in social adjustment.
- Individual attention given by the teacher to student.
- Extensive reading by providing library facilities to the students.

For Slow Learners

For the students who are slow in learning, teachers teach them again and again and after that they are tested again by remedial test for their improvement in studies.

- Individualized Instruction
- Peer tutoring
- Reduce distractions by providing a quiet, private place to work.
- Emphasize strengths. Use lots of praise and reinforcement frequently.
- Make lessons short. Limit working time.
- Add variety to the academic routine.
- Use of audio visual aids.

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

Career Counselling Cell

We have a **Career Counselling Cell** in our college. Several programmes are arranged, such as,

- It has to support the students in the development of soft skill and communication ability to challenged rigors of competitive test and on job training;
- Vocational guidance and counseling is given by the faculty members.

Remedial Coaching Centre

We have a Remedial Coaching Centre in our college. Several programmes are arranged, such as,

- For improving academic skill and linguistic proficiency of the students in various subjects;
- Rising the level of comprehension of basic subject to provide a strong foundation for further academic work;
- To strengthen students' knowledge skill and attitude in the subjects.

Academic Counselling Service

The low achievers are found out through Internal Assessment Test and Special care is given to them. Remedial coaching is conducted. Counselling with parents and respective teachers are also conducted.

Grievance and redressal cell

Grievance and redressal cell plays an important role to understand the problem of individual students through tutor mentor system and to rectify the problems through the Principal/Teacher-in-Charge and other faculty members.

Personal counselling

Personal Counselling is conducted by the faculty members at free of cost.

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

Institute has Grievance Redressal Cell whose constitution and functions are as follows:

- GRC consists of two senior assistant professors as members and two student representatives.
- Complaint/Grievance/Suggestion box is kept outside the office to drop written grievances. Even oral complaints can be made to the GRC.
- In every term one month the GRC consisting of four members meets and opens the box and attends the complaints.
- If the complaint needs any broader or large scale discussions/solution, then that is done by including Principal, other staff members, Student teachers.
- The suggestion or conclusion of the committee is passed on to the Principal /management for further action or implementation.

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

There is a dedicated grievances redressal committee which meets as and when required. No such major grievances are aroused for redressal. This actually reflects the harmonious academic climate of the institution.

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

The students are provided with microteaching classes during which microteaching skills are imparted and practiced. Then they undergo practice of simulation classes and the pre practice teaching classes for gaining confidence as well as good teaching experience. Pre practice training is arranged at the institution for at least fifteen days. Each student teacher would take at least five lessons. Five schools are selected for the teaching practice according to the convenience of the student teachers. 20 days teaching practice and 20 lesson plans are allowed to practice and take the classes. Teacher educators visit the concerned schools on more than 50% of the practice teaching days. Mistakes, if any, committed by the trainee teachers are rectified by the teacher educator. The lessons delivered by the trainee teachers along with the feedback are recorded. The teacher educators also discuss with the guide teachers in the school about the performance of the student teachers and take necessary steps for correction.

5.3 STUDENT ACTIVITIES

1. Does the institution have an Alumni Association? If yes, (i) List the current office bearers; (ii) Give the year of the last election, (iii) List Alumni Association activities of last two years.

Yes, there is an alumni association. The alumni association has been set up in 2012.

- (i) The list of current office bearer is as follows:

S.No	Name	Year	Designation
1	PUNAM GIDWANI	2007-08	LECTURER (II GRADE BUGLAWALI, HANUMANGARH)
2	SUMAN BISHNOI	2007-08	RAJASTHAN POLICE (POLICE LINE HANUMANGARH)
3	KAMALDEEP KAUR	2010-11	TEACHER (II GRADE GSS, BARMER)
4	LALITA	2008-09	CAG DELHI
5	SAHYAR KANWANR	20010-11	CLERK (MINI SECTRIATE, HANUMANGARH)
6	PRIYA MODI	2010-11	TEACHER (II GRADE, GSSS, DHABA, SANGARIA)
7	SEEMA	2010-11	TEACHER (III GRADE, GMS, SANGARIA)
8	MUSKAN	2010-11	TEACHER (III GRADE, GMS, JODHPUR)
9	REENA KATHPAL	2010-11	TEACHER (III GRADE, GMS, SHERGARH)
10	YASODHA	2011-12	LDC (DJ COURT HANUMANGARH)
11	MONIKA	2012-13	LDC (SBBJ BANK HANUMANGARH)

- (ii) Give the year of the last election

Actually no election takes place. Selection is done unanimously in the annual meet of the alumni association. For the current year (2015) this meet held on 7th day of August, 2015 and on that day current office bearer were selected.

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

The **Alumni Association** is involved in rendering help in extension activities, donating books to economically weak students, giving consultancy services for academic guidance.

2. Give details of the top eleven alumni occupying prominent position.

S.No	Name	Year	Designation
1	PUNAM GIDWANI	2007-08	LECTURER (II GRADE)
2	SUMAN BISHNOI	2007-08	RAJASTHAN POLICE
3	KAMALDEEP KAUR	2010-11	TEACHER (II GRADE)
4	LALITA	2008-09	CAG DELHI
5	SAHYAR KANWANR	20010-11	CLERK (SECTRIATE)
6	PRIYA MODI	2010-11	TEACHER (II GRADE)
7	SEEMA	2010-11	TEACHER (III GRADE)
8	MUSKAN	2010-11	TEACHER (III GRADE)
9	REENA KATHPAL	2010-11	TEACHER (III GRADE)
10	SUNITA	2010-11	TEACHER (III GRADE)
11	SANTOSH	2010-11	SUPERVISOR AGRICULTURE
12	MONIKA	2012-13	BANKING
13	PRIYANKA SWAMI	2011-12	TEACHER (II GRADE)
14	KAVITA JAKAHAR	2014-15	TEACHER (III GRADE)
15	PAKIZA	2014-15	TEACHER (III GRADE)

Criterion VI: Governance and Leadership

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

A. Purpose

- i. The institution's purpose is to acquaint the faculty and students with research in education including action research.
- ii. To enable faculty to develop communication skill among students and use modern information technology and professional excellence.
- iii. To instill in them human & national values, social consciousness that prepares them to be socially responsible and adorable citizens.

B. Vision

To generate and spread knowledge based on modern wisdom. Indian culture and values to transfer the dreams and aspirations of the pupil-teachers to reality and to develop a qualitative Centre in the field of teacher education.

C. Mission

- i. To develop competency and adaptability among prospective teachers.
- ii. To create awareness and affection for Indian culture through library study circle, morning assembly and practical training of Yogic Practices among students and teacher.
- iii. To provide a conducive environment for the development of an individual's personality. We believe that performance has everything to do with an individual's desires and determination to excel thereby providing a platform to unleash the dormant faculties and talent within.
- iv. To encourage pupil-teachers to appreciate the natural and artistic realms of life.
- v. To grapes and imbibe the complexity of moral issues while at the same time recognize the significance of technology in the growth of human civilization.
- vi. To understand and appreciate human differences in culture, gender and race while at the same time cherish the Indian value system with a laid emphasis on the Indian culture, traditions and heritage the best of the west at the same time.
- vii. To develop enhance and improve the quality of Human Resources.
- viii. To develop responsible and the best productive professionals in the field of education for the development of the country.

D. Values

- i. To produce teachers who are intellectually competent, emotionally balanced, culturally refined, spiritually mature, morally upright, physically healthy, vocationally productive and self sufficient.
- ii. Development of leadership qualities and educating girls to make them empowered.

Above purpose, vision, mission and values are made known to various stake holders through website.

Objectives

- (i) To develop quest for knowledge and provide academic environment to both teacher educators (our faculty members) and student-teachers (deputed teachers and fresher prospective teachers);
- (ii) To make the college environment ecologically congenial.
- (iii) To develop an understanding of the modern principles of pedagogy and its application to curriculum transaction and evaluation;
- (iv) To provide the faculty members and the students with the opportunities to undertake action research projects contributing to new insights into the teaching-learning process;
- (v) To enhance and sustain the quality of the teachers training programme;
- (vi) To inculcate the spirit among students;
- (vii) To prepare the student-teacher to be the Global Citizen through the training of co-operation and peaceful co-living;
- (viii) To inspire students for lifelong learning;
- (ix) To enable the students to live in harmony with oneself and with others in the profession, community and society at large;
- (x) To include innovative practices and technology to keep our programme in pace with modern era of information technology;
- (xi) To establish ourselves as a role model in teacher training;
- (xii) To include the excluded and disadvantaged groups;

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students seek to serve, the school sector, educational institution's traditions and value orientations?

A big yes, the mission of the college includes the institution's goals and objectives in terms of catering to the needs of the society.

Generally our students seek to serve the school sector of education of our country. The institution tries to enshrine the traditional value of our country. So in turn the college renders its services to the country by supplying with value oriented teachers.

The Independence Day, the Republic Day and other observable days are observed with proper dignity.



One of the students are encouraged to write down one quotation every day in the white board kept in front of the Principal's office, and the total of the are placed in the college record.

"चाहत"

जीवन को अगर ऊँचा उठाना है तो,
बलवान बनो पर दुष्ट नहीं,
खरे बनो पर खारे नहीं,
सरल बनो पर मूर्ख नहीं,
सावधान बनो पर वहमी नहीं,
उत्साही बनो पर जल्दबाज नहीं,
न्यायी बनो पर निर्दयी नहीं,
भले बनो पर दुर्बल नहीं,
दृढ़ बनो पर हठी नहीं,
समालोचक बनो पर निन्दक नहीं,
रक्षक बनो पर चापलूस नहीं,
स्पष्ट बनो पर उदण्ड नहीं,
चतुर बनो पर कुटिल नहीं,
प्रेमी बनो पर पागल कभी भी नहीं।

शर्मिला सहारण

बी. एड. "ए" 55

Local women are oriented towards public health and hygiene, and parenting the children.

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 Ch. Maniram Memorial Adrash Prabandhank Samiti avam Samajik & Paryawaran Sheikshanik Shodh Sansthan is a registered body having its own constitution which contains broad norms and, in some cases, even the relevant details. For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management is to be designed so as to coordinate at each level of management

It formulates the policies and endeavors to implement them in letter and spirit. The teaching faculty recruitment procedure is transparent. Advertisements are given in leading news papers. Selection committee comprises of professors from university, other experts and members of management. Various cells/committees are constituted for the smooth and efficient running of the education programme. The Management and the Principal ensure that responsibilities of the various committees and staff members are properly defined and communicated to them. These responsibilities are communicated to the staff members through the Principal. Committees have independent status and their recommendations are considered in top management officials meetings and implemented as per requirements.

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

In the meeting of the Governing Body the programme for the year is planned after serious discussion. The duties and responsibilities of all are clearly and precisely defined by the Principal/Teacher-in-Charge. Work load is justifiably distributed. Through regular staff meetings the progress is monitored.

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?

(i) The Principal/Teacher-in-Charge gets feedback from the outgoing students and alumni.

(ii) Suggestion box also remains alive to get the feedback.

(iii) The academic and administrative committees inform the achievements to management.

(iv) Regular self-appraisal by teachers and assessment by the Principal/Teacher-in-Charge are communicated to the Governing Body and the matter is discussed in the meeting held at the beginning of every academic year.

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

The management always remains vigilant on the day to day activities of the college. Strength, Weakness, Opportunity and Threat (SWOT) analysis is done in regular basis. So, the institution keeps it self-aware abreast of the academic transactions and finds out short-coming/barriers on their own in achieving the vision. Teachers and students are also free to bring out the shortcomings to be rectified, and management acts swiftly in alleviating these.

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

A good work and personal relationship with the staff and the management has been established and this only enables a commendable involvement with the ups and downs of the college.

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 Principal/Teacher-in-Charge of the college acts as a bridge between the Governing Body and the employees in maintaining the growth, harmony and smooth sailing of the institution. The institution always keeps its eyes open –

- (i) To oversee the effective implementation of the teaching-learning process, overall discipline in the institution etc.
- (ii) To motivate the faculty, staff and students to give away their best in the discharge of their responsibilities;
- (iii) To maintain harmonious relations between university and college for smooth academic governance;
- (iv) To maintain good rapport with local academic and school managements;
- (v) To finalize and allocate the budget for academic and developmental activities;
- (vi) To prepare action plan for future development of the institution;
- (vii) To provide leadership and guidance in the college activities;
- (viii) To encourage to convey meetings of different committees and IQAC to discuss academic matters regularly;
- (ix) To ensue democratic environment of functioning of the college – all matters are discussed in the meetings and decisions are taken on common concerns.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

For the smooth functioning of the college various committees are formed.

Governing Council

The Governing Council is framed in a democratic manner as stipulated by the statute of the affiliating university. This body is the highest body in the management of the college. In the meeting of the Governing Council decisions regarding the overall administration are taken.

Staff/Teachers' Council

This is actually an academic body. Academic decisions regarding construction of various committees and subcommittees, preparation of time table and academic calendar for the academic year, allotment of school subjects to the students are taken in its meetings.

Internal Quality Assurance Cell

This cell is framed as per guidelines of the UGC. Total quality management and the enhancement of quality are its motto. Performance appraisal of various departments is one of its main functions.

Grievance and Redressal Committee

To look after the grievances of the students and to redress the same this committee is framed.

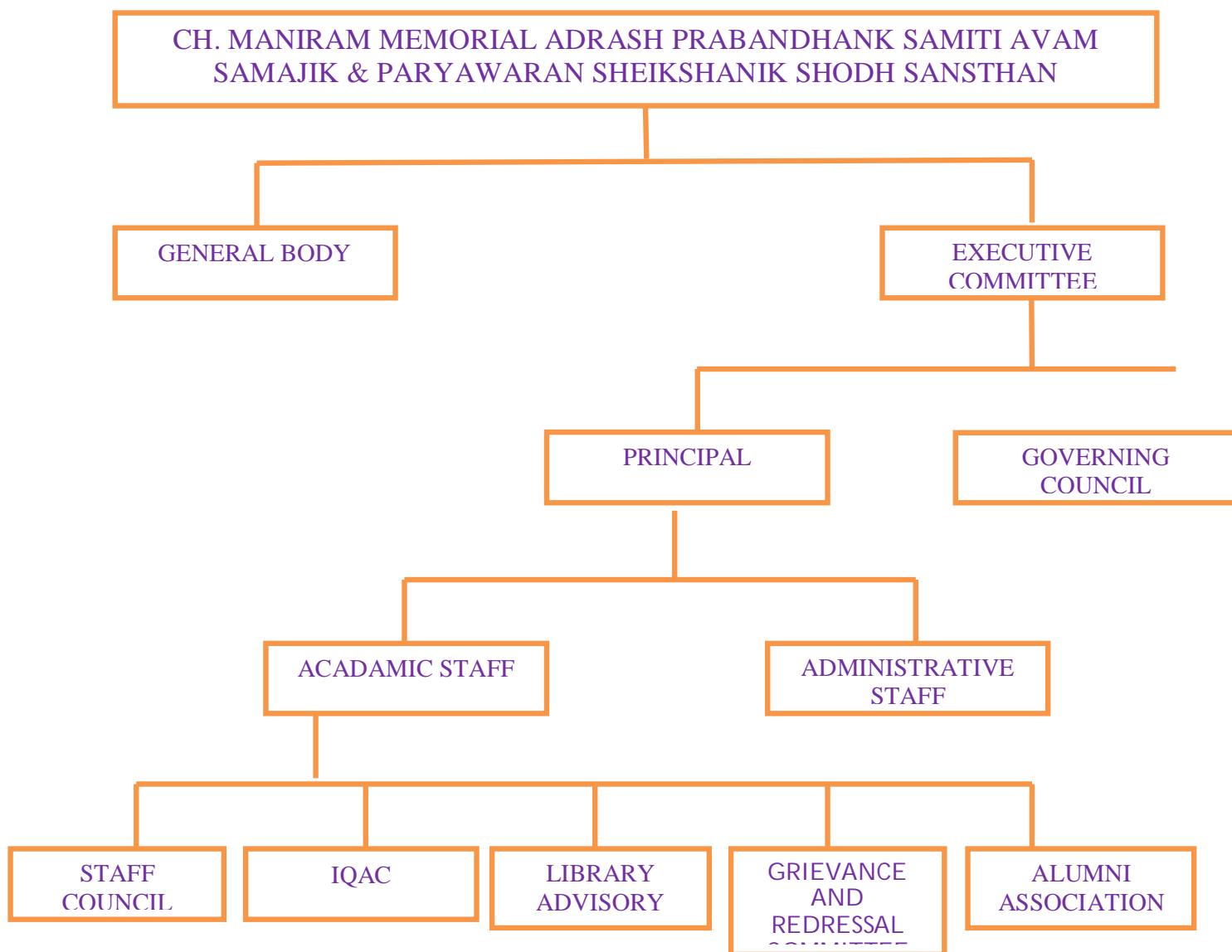
Alumni Association

To feel togetherness and to be motivated a group of alumni started the functioning at first. But now it is gaining much impetus and enthusiasm for augmentation of professional and personal excellence.

Library Advisory Committee

To take care of all activities related to effective functioning and using of the library this committee is set up.

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



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

To implement the academic programmes properly rigorous discussion is initiated with the stakeholders, faculty members and staff members. Budget allotments are made after getting proposals and making discussion with faculty, staff and student representatives. Faculty in charge of the laboratories have freedom to choose priorities in procuring the instruments and materials. The academic programmes are organized in consultation with the faculty members, students' council members and concerned subcommittee members. The principal/Teacher-in-Charge provides guidance and leadership.

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

To coordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism. Internal co-ordination is established. The members of the faculty willingly and actively participate in all the activities of the school and other departments.

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

Yes, the institution obtains feedback from the students, faculty members, school personnel in the form of questionnaire and discussions. These data are analyzed qualitatively and quantitatively by a team of the Principal/Teacher-in-Charge with the help of the teachers.

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

This college has established a conducive rapport among the faculty members by way of conducting frequent meetings, seminars, discussion etc.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

The institute has a data centre to collect information on students profiles, student attendance, academic performance, result analysis, faculty and staff profiles. The information related to the college is updated on our website so that the stakeholders and the students can access it.

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

The action plan is executed by the Principal/Teacher-in-Charge and the staff members. Necessary help and resources are sought from the President and other members of the Governing Body.

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

This institution has been strengthened with ample financial and human resource potentialities. It is equipped with a well-trained, duty bound and dedicated faculty team in collaboration with benevolent management to yield a best conducive situation and to achieve the mission and goals positively.

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

In the beginning of the year, academic calendar is prepared on the basis of curriculum and syllabus, according to the Maharaja Ganga Singh University, Bikaner. On this basis, we prepare our annual academic plan concerning the school teachers, faculty and administrators.

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

The goals and objectives of the institution have been highlighted on display boards and websites.

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

The vision, mission and implementation plan are monitored and evaluated throughout the year by the Principal/Teacher-in-Charge and other faculty and staff members.

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

According to the demands and trends, our institution plans and deploys the new technology in curricular aspects and in administration.

6.4 HUMAN RESOURCE MANAGEMENT

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

Self-appraisal report of the individual staff members, students' feedback report and experts' feedback are studied carefully by the Principal/Teacher-in-Charge and the Teachers' Council.

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

The institution uses self-appraisal report of the teacher educator, feedback from the students, feedback from the experts from the university and colleges regarding teaching and research. Feedback report is evaluated by the Principal/Teacher-in-Charge. Accordingly, the teaching method and research activities are restructured and rescheduled.

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

As per state government rule the college authority provides the staff and faculty members with the following welfare facilities and measures –

(i) Medical Assistance

(ii) Maternity Leave

(iii) Earn Leave etc.

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.

The institution has taken steps to widen the skills of teaching and non-teaching staff members. For non-teaching staff some programme has been taken. Some of these programmes are –

- (i) Basics of computer training
- (ii) Training programme for maintaining accounts
- (iii) English communicative skill development
- (iv) Educational technology and internet development programme.

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

The institution appoints and retains diverse faculty and other staff according to the norms laid down by the NCTE, UGC and MGSU, to which the institute is affiliated. As ours is a self financed institution the teachers are recruited by a selection committee including the experts from MGSU. Recruitment is done as per NCTE norms for 100 seats in B.Ed. and 50 seats in BSTC. The vacancies of different subjects are advertised in the leading newspapers. Taken into account the academic excellence, teaching experience and performance of the candidates in the interview the candidates are selected. Their pay scales and service conditions are as per norms of the NCTE, UGC and MGSU.

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, specialisations).

Part time/Adhoc faculty are selected if it is necessary, by a college committee comprising Principal, senior faculty members and management. They are given consolidated salary and their appointment is for a fixed period. At the time of selection due care is taken that they have specialization in their field.

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 staff members are encouraged to attend the orientation course , refresher courses, seminars, conferences, workshops, symposiums etc. The institution provides the financial aid and treats them on duty. Every staff member gets an equal chance of participation.

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 institution has the physical infrastructure as per NCTE norms. Spacious administrative buildings with all facilities are provided to carry out their work effectively.

The seating arrangements of the faculties and instructional space are well maintained and inspiring to carry out the work effectively.

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

- (i) The college website is being updated to give latest information.
- (ii) Prospectus and college calendar are provided.
- (iii) Every activity in the college is displayed in the college notice board.
- (iv) Programmes conducted in the college are published in the newspapers.
- (v) A suggestion box is provided to collect suggestions and complaints.
- (vi) The college office provides all the information needed people can seek information through telephone.
- (vii) Written complaints are accepted by the head of the institution.
- (viii) Grievance-cells act positively to solve the problems.

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.

In the beginning of every academic session, the workload is equally distributed among all the staff members. While drafting the time table, In-charge divides equal number of lectures to all the staff members. Sufficient time is provided to the staff for upgrading their research work. All the staff members are assigned some duties of extracurricular and co curricular activities. All the faculty members are involved in some or the other activities of the communities. Work is equally distributed so that no one is getting over burden.

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

The institution appreciates the performance of the faculty members in many ways including verbal and written appreciation and extra increments.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

Our institute is a self-financed institution and therefore does not get any financial aid/support from the government. The only source of revenue and income is fee collected from the students.

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

The college do not received any donation from the students.

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

Yes.

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 audited accounts for the last three years are furnished in the **APPENDIXS**

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

Qualified chartered accountant is employed to carry the audit.

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

Latest accounting software package and MS Excel are used for the accounting. All the salary and other details of the individual members are computerized.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

(i) The budget is prepared keeping in view of the income and expenditure (planned and unplanned or contingency) with regular annual allotments to different heads. The budget allotments are made after seeking proposals and discussions with the staff and Principal/Teacher-in-Charge.

(ii) Annual audit of accounts is conducted by a chartered agency and the comments made are considered in the meeting of the Governing body.

(iii) The Faculty and staff are kept informed of short term and long term goals of the institution in pursuance of its mission and vision.

(iv) The Administrative and management mechanism is evaluated by employees from time to time for review and improvements.

(v) Feedback is taken at regular intervals followed by review meetings with faculty and students (if necessary) by the heads of the departments.

Criterion VII: Innovative Practices

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

The IQAC has been established during the year 2015 – 2016 as per norms and guidelines of the UGC.

This cell is consisted of representatives of all stakeholders as its members. The Principal/Teacher-in-Charge is the chairperson of IQAC, and a faculty member is a coordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations.

Sl.No.	Name	Designation
1	Dr. M.M. Sharma	Chairperson
2	Mrs. Priti Garg	Coordinator
3	Mrs. Sangeeta Dhingra	Naac Coordinator
4	Mr. Sandeep Sharma	Librarian
5	Prof. O.P. Jhinjha	Member of Management
6	Dr. Surender Saharan	Dean (Edu.) MGSU, Bikaner
7	One B.Ed. Student	Member

Major Activities

- (i) To ensure the use of ICT in the class room faculty members are imparted proper training.
- (ii) Priority items for developmental initiatives are chalked out regularly.
- (iii) Collection and authentication of the self-appraisal reports have been done regularly for internal assessment and accreditation.
- (iv) To make the students and the faculties updated frequently special lectures are arranged.

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

The college prepares an annual plan and action plan for a whole academic year to achieve its own goals and objectives. Much enthusiasm is put to implement the plan and programmes effectively and the success in short term goal attainment is evaluated at end of the programme on formative basis and the long term annual achievement is evaluated on summative basis.

In every academic year, student feedbacks on the curricular and other activities are collected and several discussions are made in the IQAC meeting, consequently, the essential and possible implementations are done.

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

The college maintains the quality of its academic programmes from the –

- (i) Collection of expert opinion
- (ii) Observation of the President and other members of the Governing Body
- (iii) Observation the Principal/Teacher-in-Charge
- (iv) Reports of the visits of the representatives of the university authority and government officials
- (v) Internal and external audit process

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

- (i) The institution maintains the quality of its administration and financial management process through governing body and the principal/Teacher-in-Charge.
- (ii) Internal and external audit mechanism is followed for the financial management process
- (iii) Achievements of the various committees are also taken into account

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

Good practices are identified through – (a) self-appraisal of staff members, (b) feedback from students, (c) discussion in the IQAC meeting, (d) annual review of the Governing Body meetings etc

7.2 INCLUSIVE PRACTICES

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

As per policy and order of the state government there are reservations for physically challenged, SC, ST, OBC (A&B) students and they are also admitted accordingly. These students are taken care of through various measures. Fellow students are encouraged to feel

the problems of the challenged and they extend their helping hands and cooperation towards the challenged to get rid of their day to day hardship. The teaching practice schools are allotted nearby to their convenience.

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?

Equal Opportunity Centre

i The curriculum designed by the university has a compulsory paper as Educational Psychology having a unit titled **Role of heredity and environment on learner and learning.**

ii. Teachers are directed to discuss these papers and unit in the very beginning so that students' attitude could be changed.

iii. While planning academic calendar and allotting hours to each paper provision for remedial teaching is kept in mind.

iv. Teachers play a role in implementing inclusive practices and develop empathy among students in such a way either exceptionalities and gender difference have either no impact or minimum impact on students.

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

The college makes arrangements for fostering positive social interaction, active engagement in learning and self-motivation by engaging the students in some curricular and co-curricular activities continuously.

The list of the activities is very long , some of those are field trip, educational tour, national and international festival celebrations, seminar, participation in competitions, using library books, teaching practice, SUPW, Yoga, personality development sessions, educational technology and other social activities so on and so forth.



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

B.Ed. Curriculum prescribed by the university has been designed in such a manner that students are sensitized towards exceptionalities and diverse backgrounds. A part from that there is provision of micro-teaching, simulated teaching, real class room situation teaching and various cultural and sports activities that prepare pupil teacher to develop proficiency for working in different conditions and with different kinds of students.

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

The institute introduced the following special measures –

- (i) Classroom and examination halls are arranged according to the convenience of the physically challenged students;
- (ii) Physically, economically, socially excluded students are included through the process of positive discrimination and they are encouraged to participate in all the college activities without any discrimination;
- (iii) The actual philosophy and sense of positive discrimination is inculcated among the students.

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)?

As this is a women institute and most of the faculty members are ladies. The institution makes following provisions for handling and responding to the gender sensitive issues –

- (i) Students are given orientation on gender equalities during the orientation programme;
- (ii) Students are briefed with the problems of eve-teasing and ragging in the college campus and outside also;
- (iii) In organizing the college functions and cultural programmes the students are encouraged to consider the talent and not the gender;
- (iv) The institution can encourage to establish a cell towards prevention of women harassment; till now on such complaint is launched, and hence we do not face any such problem.

7. 3 STAKEHOLDER RELATIONSHIPS

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

The college ensures the access to the information on organizational performance to the stakeholders by –

- (i) Uploading the information in the college website available,
- (ii) Providing information in college calendar and college brochure,
- (iii) Placing in the leading newspapers,
- (iv) Keeping it readily available to the visitors.

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 college collects feedback from the staff and Heads of the practice teaching schools, students and other stake holders. Based on the feedback remedial measures to eliminate the short comings are taken in faculty meetings and Governing Body meetings. In this way the programmes of the institution are qualitatively improved.

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 collects feedback from students, alumni and other stakeholders continuously as formative evaluation and annually as summative evaluation.

The feedback mechanisms are as follows –

- (i) Direct Interview
- (ii) Feedback Schedule

(iii) Mid Term and Test-Examination

(iv) Final University Examination

Feedbacks collected from alumni, Heads of the practice teaching schools and faculty members are analysed and discussed thoroughly in the staff council, IQAC meeting and Governing Body meeting to find out solutions for quality improvement. After getting final approval from the Governing Body, the Principal/Teacher-in-Charge takes preventive and corrective measures for quality improvement.

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

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श्री. श्रीमती राजेश्वरी जी. राव
हनुमानगढ़ टाउन ३३६६१३

Mapping of Academic Activities of the Institution

Mapping of activities year 2014-15

Weeks	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work - Tests & Assignments																																	
Practical Work																																	
Preparation of Internship/ Demonstration / Observation of lesson/ micro teaching/ simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

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PART-III

Appendix-I

Sample Questionnaires for Feedback from Students Affiliated / Constituent Colleges

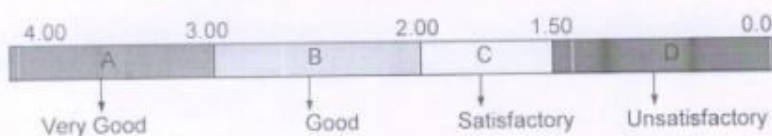
Questionnaire No. 1
Ch. Maniram college of B.Ed.

Programme: B.Ed.

Department: *Education*

Semester/Term/Year: *Babitg 2014-15*

Students are required to rate the courses on the following attributes using the 4 - point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		✓		.
2. Extent of coverage of course	✓	.		
3. Applicability/relevance to real life situations	✓			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material	✓	✓		
6. Relevance of additional source material (Library)	✓			
7. Extent of effort required by students	✓			.
8. Overall rating	✓			

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Questionnaire No. 2

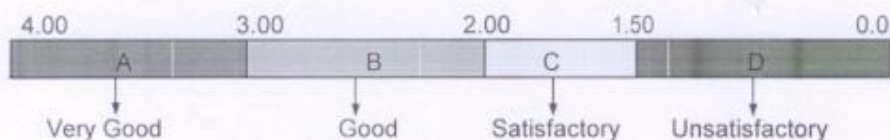
Ch. Maniram college of B.Ed.

Student Feedback on Teachers

Department : Education

Semester/Term/Year : 2014-15

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher: Miss Suman Deep

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher		✓		
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective	✓	✓		
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			

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Questionnaire No. 3
Ch. Maniram college of B.Ed.

Students' overall Evaluation of the programme and Teaching
(To be filled only after the course results are declared)

Department : *Education* Course : *B.Ed Course*
Teacher/Student : *Richa Singh* Year : *2014-15*

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- ☒ a) adequate b) inadequate
c) challenging d) dull

2. Background for benefiting from the course was

- a) more than adequate ☒ b) adequate
c) inadequate d) cannot say

3. Was the course easy or difficult to understand?

- a) easy ☒ b) manageable
c) difficult d) very difficult


4. How much of the syllabus was covered in the class?

- ☒ a) 85 to 100% b) 70 to 85%
c) 55 to 70% d) less than 55%

5. What is your opinion about the library material and facilities for the course?


- a) more than adequate ☒ b) adequate
c) inadequate d) very poor

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6. To what extent were you able to get material for the prescribed readings?
- ☒ a) Easily b) with some difficulty
c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- ☒ a) thoroughly b) satisfactorily
c) poorly d) indifferently
8. How well was the teacher able to communicate?
- ☒ a) Always effective b) sometimes effective
c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes b) sometimes
c) not at all ☒ d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions ☒ b) get involved in discussion in class
c) encourage discussion outside class d) did not encourage
11. How helpful was the teacher in advising?
- ☒ a) Very helpful b) sometimes helpful
c) not at all helpful d) did not advise
12. The teacher's approach can best be described as
- ☒ a) Always courteous b) sometimes rude
c) always indifferent d) cannot say
13. Internal assessment was
- ☒ a) Always fair b) sometimes unfair
c) Usually unfair d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- ☒ a) Helps to improve b) discouraging
c) no special effect d) sometimes effective

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15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time ☒ b) with helpful comment
c) often/ late d) without any comments

16. Were your assignments discussed with you?

- a) Yes, fully b) yes, partly
c) not discussed at all ☒ d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?


- ☒ a) Yes b) no

If yes, was it helpful?

- ☒ a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Just to teach the same as they do nicely.


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Appendix-II

Appendix- 2: Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS

i) General Information

- a) Name : Sumandeep Kaur
b) Address (Residential) : V.P.O - Parka Sarma Ph. No. :
Dist - Hamirgarh
c) Designation : Lecturer
d) Department : Education
e) Date of Birth : 9-08-1989
f) Area of Specialization : Hindi

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	B.S.E.R. Ajmer	-	2005	II
Higher Secondary or Pre-degree	B.S.E.R. Ajmer	History Hindi Political sci.	2007	II
Bachelor's Degree (s)	M.U.S.U Bikaner	History Hindi Political	2010	II
Master's Degree (s)	M.U.S.U Bikaner	Hindi	2013	II
Research Degree (s) M.Ed.	M.U.S.U Bikaner	Edu.	2014	I
Other Diploma / Certificates etc. B.Ed.	M.U.S.U Bikaner	History Hindi	2011	I

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent M.Ed.	उच्च मा. स्तर के छात्रों को प्रेरित करने के लिए विद्यार्थियों की प्रेरणा साधकता व शैक्षणिक उपलब्धि में उनकी भूमिका	M.G.S.U. Bikaner
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency Place and Date
Right to Education Act in Present Scenario National Seminar	Ch. Mani Ram College of B.Ed. Hauwamgach Town 22 Dec 2014.

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iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. ^{B.Ed.} (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Ch. Manikam College of B.Ed.	1 year.
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience :

1 yr

a) Under-graduate (Pass) :

1 yr.

b) Under-graduate (Hons):

c) Post-graduate : _____

vii i) Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

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ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with
Extension

Work and National Service Scheme (NSS), or NCC or any other
similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

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E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

Sumandeep Kaur
(Signature of the Teacher)

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Format - 2

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

A. General Information

a) Name *Priti Garg*

b) Date of Birth *17-6-83*

c) Address (Residential) *Guz madi, ward No-18* Ph.No. *9636298555*
Hamumangarh town

d) Designation *Lecturer*

e) Department *Education*

f) Area of Specialization *His, Pol. (M.A.)*

g) Date of Appointment

(i) in the institution *1 August 2014*

(ii) in the present post *Lecturer*

h) Honors Conferred *N.A.*

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
<i>B. Ed.</i>	(1)	(2)	(3)

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i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons) B. Ed.	16	360.	Adjustment
ii) PG (M.A./M.Sc.etc.)	✓	—	—
iii) M.Phil	—	—	—
iv) Any other	—	—	—

* (To be filled at the end of every academic year) ** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

✓

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

- (i) University Education
- (ii) Internal Evaluation
- (iii) Paper Setting
- (iv) Assessment of Home assignments
- (v) Conduct of Examinations
- (vi) Evaluation of Dissertation etc.

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C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

D. Improvement of Professional Competence:

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

Participation in national seminars
"Multi Dimensional aspects of Human Rights in the Era
of Globalization: Theory and Practice"

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E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.) — N.A —

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list)

c) Research Projects: — N.A —

Title of the Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

One National Seminar of Right to Education Act
in Present Session in Ch. Mani Kam College of R.Ed.
on 22 Dec 2014.

e) Patents taken, if any, give a brief description

— N.A —

f) Membership of Professional Bodies, Editorship of Journals etc.

— N.A —

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F. Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular activities

c) Enrichment of campus life
(hostels, sports, games, cultural activities)

d) Students welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organizations of Teachers

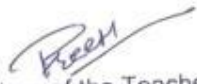
H. Assessment

a) Steps taken by you for the evaluation of the course programme taught

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I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.


(Signature of the Teacher)

J. * Verification of factual data

A. General Information

B. Teaching


C. Details of Innovations/Contribution in teaching, during the year

D. Improvement of Professional competence

E. Research contributions

F. Extension work/community service

G. Participation in Corporate Life


(Signature of the Person authorized*)

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*By a person to be nominated by Principal/Vice-Chancellor.

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Appendix-III

Value framework for assessment of Higher Education institution and ted parameters.

Value/ Goals:- Contribution to National Development

(A) More access with equity.

The college is accessing with equity as :

- i. Equity in Admission Criterion. The eligibility criterion fixed by the Rajasthan Govt./PTET Jodhpur for the admission to B.Ed Course are followed in the same manner. To promote equity among the society for the national development, special provisions are provided for reservation to all the disadvantaged groups- SC, ST, OBC, Widow/ Divorced, Disabled, Defense Force, Ex-servicemen in the admission process.

ii. Principle of uniformity is adopted in all aspects of teaching learning process:

There is uniformity in curriculum, class room teaching as well as in the evaluation process. Equal weightage is given to every student in curricular and extra curricular performances irrespective of caste, creed or colour background & social status.

iii Equity in recruitment process of the faculty .

All the staff members are appointed as per Raj. Govt./MGSU Bikaner/NCTE norms. There is no discrimination in recruitment process. Weightage is given to the merit and achievement of the candidate. No special weightage is given to anybody on the basis of socio-economic status, political background or gender difference.

iv Developmental thrust in identification of research areas and academic programmes:

In the institution, teachers quality is maintained as Ph.D. (Education) teachers are appointed. Some of the staff members are pursuing Ph.D. The faculty members take active part in workshops and seminars and knowledge is utilized in the teaching.

(C) Community Engagement:-

Local community is benefited from the institution as programmer under community orientation are organized like Environment Studies, Extension activities, special lectures, Morning Assembly and workshops for inculcation of the practice of dignity of labour and value orientation and community development.

- (ii) Fostering Global Competencies among students:-

A. Development of generic skills:- The teachers in our institution teach

generic skills through assessment techniques and by using learning strategies that involves "Learning by doing" types of activities. There are flexible learning arrangements in which learners are active rather than passive participants who are encouraged to develop their ideas about how to use their skills and knowledge on the job. The generic skills that are taught well included the ability to solve problems, to collect and analyze information, to speak and communicate well with other people, to work in teams, to use information technology, ability to read, write and spell well.

(B) Development of Application skills:-

The teaching practice is considered as the most vital and important aspect of the teacher training course. During teaching practice, micro teaching techniques is used to develop teaching skills among the trainers. The student teachers apply the following skills in their real class room situations in the schools:-

- Skill of Introducing the lesson.
- Skill of Asking Question
- Skill of Teaching
- Skill of Explaining
- Skill of using audio-visual aids.
- Skill of Black board writing
- Skill of reinforcement
- Skill of improvisation

(c) Development of Life Skills:

The institute inculcate following life skills among the students.

S.No.	Life Skill
-------	------------

1. Problem solving: Help the students in process of understanding a problem and coming out with a solution.
2. Decision Making: Help the students in making logical conclusions and taking appropriate actions.
3. Critical thinking: Help the students in making objective judgment based on reasons and evidences.
4. Communication skills: Help the students to adopt better ways of expression.
5. Self Awareness: Ability to gain knowledge about what one thinks, feels and acts.

6. Stress Management: Ability to manage stability of self in stress ridden

situation.

7. Interpersonal Relationship: Help in developing healthy relationship between

oneself and others.

(III) Inculcating value system in students.

(A) Value Integration in academic programmes:

The B.Ed course are promoting value education among students directly and indirectly through various subjects like Teaching of Social Studies, Teaching of Science, Language and value education. The institute is proceeding with some values such as social conformity, discipline, social sensitiveness, social justice, social courtesy, helpfulness and friendship are tried to be cultivated among students.

(B) Value Integration in Management Practices.

The college has been endeavoring to provide qualitative training to the students teachers with rigorous practical and theoretical work training. The management and the staff never get contented with washy-washy performance/results from the students teachers, Even the students get tuned to that spirit on joining the college. The college always trains student teachers to be good teachers to the self and to the pupils by imparting value oriented education.

1. All the students are expected to have a conduct which is worthy of a good citizen in the college community. Such conduct is based on respect for dignity of self & others, individual rights & duties, respect for every one and academic honesty and maintaining the property of college. All students are answerable to the principal for their conduct in the college.
2. If the behavior outside the college adversely affects the good name of the college, appropriate action may be taken by considering principles of ethics and justice.
3. Absence from college may be justified in written as medical certificate & application for specific problem, even then acquiring knowledge should be upto satisfactory level and delay in submission of assignments will not be acceptable. If, despite a warning a student persistently continues to offend the rules, He can be asked to discontinue the course. College reserves the right for the withdrawal of any student whose academic work falls bellow the standards. Failure on the part of a student to follow rules & regulations regarding teaching practice may also cause asking student to discontinue his studies in the college.

(C) Value inculcation through curricular and extra curricular activities:

The Institute inculcate values among students by organizing various curricular and extra curricular activities. The contests are practiced to inculcate values among students which are :-Debate, Group Song, Folk Song, Geet, Gazal, Skit, Drama, Folk Dance, Quiz Contests and all Heritage items. Each day starts with Religious prayer, which is followed by value oriented speeches and National Anthem. Celebration of important days and festivals, Community work, SUPW camps also enhance the value inculcation among the students.

(II)Promoting the use of Technology

(A) For enrichment of learning:

The institute adopts technology based learning to support and enhance learning. Different technology deliver afferent kinds of content and serve different purposes in the classrooms e.g. word processing and e-mail promote communication skills and modeling software promotes the understanding of science mathematical concepts. Students can learn from computers where technology used essentially as tutors and serves the increases students Basic skills and knowledge and can learn with computers where technology is used as a tool that can learning process and can serve as a resources to help developing higher order thinking, creativity and research skills.

The institute provides project based learning to the students. Project learning is an effective way to integrate technology into the curriculum, A typical project can easily accommodate computers and internet or other required equipment. Project based learning in the classroom can invigorate the learning environment, energizing the curriculum with a real world relevance and sparking students desire to explore investigate and understand their world.

(B) For increasing the access-online programmes:-

Online programmes are on primary demands in every educational institution. In our institution educational technology and ICT is supporting the development of learning as well as teaching skills among students. It enhances their understanding in different subjects, analysis and criticism of knowledge and communication skills. During practice teaching, audiovisual aids like LCD projectors, OHP slides etc. used by students. The institution is providing broad band facilities students consult different websites for the material required in lesson planning, Moreover in research work, ICT is used to consult and review of different researches, contents, description of particular latter, tools and techniques of data collection and analysis of data etc.

(C) For System Management :

Management is a universal phenomenon and it plays an important role in the performance of any organization and institution and also promotes the achievement of goals. In this regard, technology is playing vital role in different aspects of system management. Computer is used in library for keeping records of books, journals, periodicals, magazines, newspapers, catalogues etc. Administrative process is running with the use of computers by keeping record the no. of students, their obtained rank in entrance test, complete information of subject combination, academic status and residential address etc..

(5) Quest for Excellence:

(A) Development of Benchmarks of excellence:

In the B.Ed course excellent human and material resources are heart of any teacher educators institute. Excellent human resources include excellent teacher education and excellent students teachers. Our institute is lucky to have excellent teacher educators. All the staff members are well qualified. Some of the staff members are pursuing Ph.D in education. The B.Ed students are admitted on the basis of merit in entrance test conducted by Jai Narayan Vyas University, Jodhpur (Raj.). The entrance test courses all the important aspects of teaching profession like mental ability, personality, teaching aptitude etc. which are the prime conditions to get excellence in the teaching profession.

To polish their talent in teaching the equipments or material required for teaching practice are available in the college like: OHP, LCD, Television, Radio, Film Projector etc. In Library there is open access system to consult books and reading room is provided. Our institute adopts flexibility by making arrangements in time table for remedial classes to enable the educationally backward children to pace with the average one.

(B) Best Practices Application:

- (i) Our institution strictly follow the academic calendar without fault under every circumstances,
- (ii) Curricular & extra curricular activities are given due weightage while preparing the curriculum.
- (iii) Audio visual apparatus such as OHP, LCD projector, Video displaying, Tape recorder, Xerox material etc. are used simultaneously with traditional method of teaching by teacher educators.
- (iv) Projects like case study provide the ideas about the practical application of knowledge.

- (v) Students are assigned various projects related to socioeconomic and political issues, health care and environmental problems so that they can apply their knowledge in solving practical and real life problems faced by people in the society.
- (vi) The faculty members take active part in national, international seminars, conferences, workshops etc. every year and contribute to various magazines.
- (vii) Informality is adopted in the evaluation process. For this teachers are trained up from time to time regarding the evaluation of answer scripts.
- (viii) Our college is fortunate enough to enroll 100% excellent students. Despite of versatile backgrounds, students admitted in the college face no discrimination regarding the curriculum, teaching learning process. Due to their diverse linguistic background, students are given flexibility to adopt any medium in answering their scripts.
- (ix) Students are helped in their excellence areas not only in the academic but also in the political, social, artistic, theatrical fields.
- (x) Well equipped computer lab with provision of ERNET with VSAT terminal with 512 kbps band width connectivity for speedy access to internet e-journal through UGC INFONET.
- (xi) Well equipped, enriched update library with Photostat facility.
- (xii) Provision of placement cell to provides employment or career guidance to the students.

C) Institutionalization of continuous improvement system.

Our Institution follows continuous improvement system for the betterment of the teacher education programme. For this, we adopt certain evaluation strategies. Evaluation of the faculty through feedback gathered from the students.

- i. The principal of the institute keep in touch with teachers and students time to time to get feedback. The students feedback is analyzed by Principal and he gives direction to the concerned staff to improve their performances. Beside this the college has an internal monitoring and coordinating system which functions through various committees. For monitoring the efficiency of teaching and non-teaching staff, the college follows a system of confidential reporting. All academic decisions are taken within the framework of the university regulations. All decisions are implemented by the lecturers as per the standing rules but financial decisions are taken by the management of

the college.

ii. **Evaluation of curriculum:-**

To attain the fixed objectives of curriculum and to make necessary changes in this respect feedback performas are taken from students & teachers. The suggestions are put forward to back of studies for futher discussions & implementation.

Appendix-IV

Teacher Education Scenario

The unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of panIndian primary education development programmes such as the SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District 5 Primary Education Programme (DPEP) 1995, there was an increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. With the demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions.

The number of courses offered at different stages – pre-primary, elementary and secondary – face-to-face and distance modes of teacher education; programmes of M.Ed, face-to-face and distance modes, C.P.Ed., B.P.Ed. and M.P. Ed. have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009. The student intake has likewise increased from 2,74,072 to 10,96,673 during this period. This expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student profile.

On the positive side, with a view to achieving coordinated development of teacher education, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of the general teacher education programmes. The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools.

The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility. There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country. It is important to develop a broad framework that can address some of the 7 crucial issues common to teacher education across different levels with a view to enable states to respond to needs specific to their contexts. Moreover, the diversity in the institutional arrangements for school education in terms of alternative schools, government and private schools places its own demands and will

also need to be addressed. Diversity also exists in terms of the set of agencies that conduct teacher education programmes. These include state institutions, university-based institutions and private institutions that have grown enormously in number in the recent past, contributing to the commercialization of the process of teacher education.

It is necessary in the present scenario to emphasize that the system of appointing teachers should be transparent and test oriented. At present in Rajasthan, following colleges are there as per Govt. of Rajasthan

Teacher Education course		Govt. College	Private college	Total
1.	BSTC (DEIEd)	30	220	250
2.	B.Ed	02	777	779

The quality of education and its impact on national development mostly depend on quality, competence and character of teachers. Today we are in a - technological world where things are happening fast. Parents and teachers would like to be getting results fast. India has kept pace in science and technology with forward nations. But we have shown slower pace in our value system even when we have a strong heritage of human values.

The kind of teacher and teacher education we have envisioned calls upon us to look at teacher education as a holistic enterprise involving actions of different kinds and from multiple fronts aimed at the development of the total teacher – knowledge and understanding, repertoire of skills, positive attitudes, habits, values and the capacity to reflect. To recall, NCTE has now finalized the new curriculum for teacher education based on the curriculum frame work of 2009. This curriculum framework has enlisted its objectives. Some of its objectives are:

- Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, treat all children equally.
- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
- Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.
- Organize learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

This teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- Observe and engage with children, communicate with and relate to children. 24
- Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

CH. MANIRAM COLLEGE OF B.ED., HANUMANGARH TOWN

MONTH	ACADMIC ACTIVITES	CO-CURRICULAR ACTIVITES
AUGUST	1- INTRODUCTION CLASSES	Celebration of independence day
	2- ORIENTATION PROGRAMME OF B.Ed.	
	3- THEORY CLASSES	
SEPTEMBER	1- EXTENSION LECTURE	Teacher's Day Celebration Hindi Diwas Essay/ Poem Writing Compition
	2- MICRO TEACHING	
	3- THEORY CLASSES	
OCTOBER	THEORY CLASSES	Mahatma Gandhi Jyanti Diwali Celebration
NOVEMBER	1- EXTENSION LECTURE	Children's Day
	2- TEACHING PRATIES-I	
	3- CRITICISM-I	
	4- THEORY CLASSES	
DECEMBER	THEORY CLASS	A Trip of B.Ed. Students
JANUARY	1- EXTENSION LECTURE	Lohari Celebration
	2- TEACHING PRATIES-II	26 January Celebration
	3- CRITICISM-II	Youth Festival
FEBRUARY	1- THEORY CLASSES	-----
	2- BLOCK TEACHING	
	3- ACTION RESEARCH	
MARCH	1- THEORY CLASSES	International Woman's Day Compition (Rangoli, Mahendi, Decoration) Games
	2- OPEN AIR SESSION	
APRIL	1- THEORY CLASSES	-----
	2- COMPUTER PRACTICAL	
	3- FINAL LESSON	
	4- UNIT TEST	


प्राचार्य
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CH. MANIRAM COLLEGE OF B.ED., HANUMANGARH TOWN

DATE/MONTH	ACTIVITES	DAYS
20-08-2014	INTRODUCTION CLASS	1
21-08-2014 TO 06-09-2014	THEORY CLASSES	14
08-09-2014 TO 09-09-2014	EXTENSION LECTURE	1
10-09-2014 TO 20-09-2014	MICRO TEACHING	10
22-09-2014 TO 30-09-2014	THEORY CLASSES	7
01-10-2014 TO 16-10-2014	THEORY CLASSES	15
27-10-2014 TO 31-10-2014	THEORY CLASSES	5
1/11/2014	EXTENSION LECTURE	1
03-11-2014 TO 27-11-2014	TEACHING PRACTIES-I	20
28-11-2014	CRITICISM-I	1
29-11-2014 TO 31-11-2014	THEORY CLASSES	2
01-12-2014 TO 24-12-2014	THEORY CLASSES	21
01-01-2015 TO 06-01-2015	THEORY CLASSES	6
8/1/2015	EXTENSION LECTURE	1
12-01-2015 TO 04-02-2015	TEACHING PRACTIES-II	20
06-02-2015 TO 07-02-2015	CRITICISM-II	1
09-02-2015 TO 14-02-2015	THEORY CLASSES	6
16-02-2015 TO 23-02-2015	BLOCK TEACHING	6
24-02-2015 TO 25-02-2015	ACTION RESEARCH	2
26-02-2015 TO 17-03-2015	THEORY CLASSES	13
18-03-2015 TO 22-03-2015	OPEN AIR SESSION	4
23-03-2015 TO 31-03-2015	THEORY CLASSES	6
01-04-2015 TO 09-04-2015	THEORY CLASSES	8
10-04-2015 TO 11-04-2015	COMPUTER PRACTICAL	2
13-04-2015 TO 14-04-2014	FINAL LESSON	2
15-04-2015 TO 30-04-2015	UNIT TEST	14
	TOTAL	189

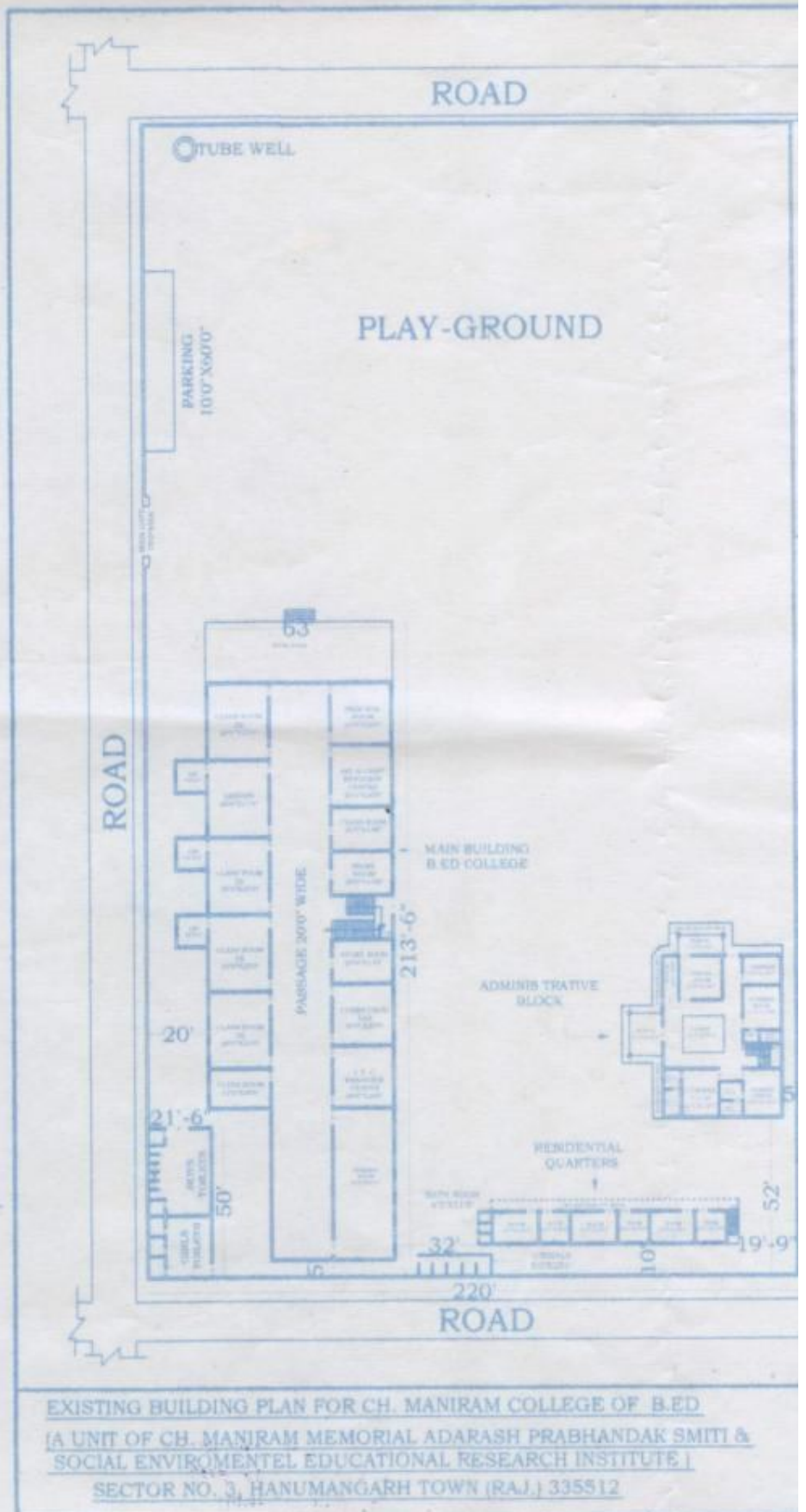
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Ch. Maniram College Of B.Ed , Hanumangarh Town

Time - Table

	Time Period	A		B	
	DAYS	1,2,3	4,5,6	1,2,3	4,5,6
	09:00 To 09:25	Prayer			
1	09:25 To 10:05	SUMANDEEP (IV)	JASWINDER (IV)	SUMANDEEP-II (V)	PURNA GAUR (V)
2	10:05 To 10:45	PRITI GARG (II)		JASWINDER (I)	
3	10:45 To 10:55	Short Break			
4	10:55 To 11:35	JASWINDER (I)		PRITI GARG (II)	
5	11:35 To 12:10	SUMANDEEP-II (II)	PURNA GAUR (II)	SUMANDEEP-I (II)	JASWINDER (II)
6	12:10 To 12:45	SANGEETA DHINGRA (EPC-I)	KAMLESH (EPC-II)	DR. M.M. SHARMA (VI)	
7	12:45 To 01:15	Recess			
8	01:15 To 01:50	DR. M.M. SHARMA (VI)		SANGEETA DHINGRA (EPC-I)	KAMLESH (EPC-II)
9	01:50 To 02:25	SANGEETA DHINGRA (VII)	PURNA GAUR (VII)	SANGEETA DHINGRA (VII)	PURNA GAUR (VII)
10	02:25 To 03:00	SOM CHHABRA (EPC-I)	GURBACHAN SINGH (SPORTS)	SOM CHHABRA (EPC-I)	GURBACHAN SINGH (SPORTS)


 श्री. मनिराम कॉलेज ऑफ बी एड
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PHED
OFFICE

BSNL
OFFICE

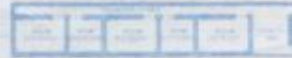


SCALE:- 1"=50'0"

ADMINISTRATIVE
BLOCK



RESIDENTIAL
QUARTERS



32'

EXISTING FIRST FLOOR PLAN

AREA ANALYSIS

GROUND FLOOR AREA

Sr. No.	Sqft.
MAIN BUILDING	12764.00
RESIDENTIAL QUARTER	1256.25
ADMINISTRATIVE BLOCK	2911.00
BATH & TOILETS	1250.79
PARKING	600.00
TOTAL	1745.00 Sqmtr
	18782.04 SqFT

FIRST FLOOR AREA

Sr. No.	Sqft.
RESIDENTIAL QUARTER	1256.25
ADMINISTRATIVE BLOCK	2355.04
HALL	2000.00
TOTAL	521.17 Sqmtr
	5611.29 SqFT

TOTAL COVD. AREA = 18782.04 + 5611.29 = 24393.33 sqft

TOTAL COVD. AREA (SQMTR) = 2266.17 Sqmtr

सचिव

चौधरी मनोराम मेमोरियल आदर्श पर्यटक समिति
एवं सामाजिक व पर्यावरण शो. संस्थान
हनुमानगढ़ टाउन (राजस्थान)

AAYRAH ASSOCIATE

Sheet No. 1, Ground Floor Lucky
S. Complex, Opp. Bus Stand
Hanumangarh Jn.

क. वि. उ. अभियन्ता
नगर परिसर हनुमानगढ़
Aayrah Associate
Opp. Bus Stand
Hanumangarh Jn. (Raj)

प्रा. का. व.
श्री. मनोराम कॉलेज ऑफ बी. एड
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सहायक अभियन्ता
नगर परिसर हनुमानगढ़

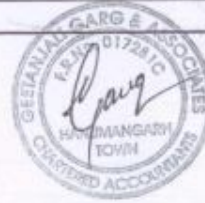
CH.MANIRAM COLLAGE OF B.ED.
HANUMANGARH TOWN

BALANCE SHEET AS ON 31-03-2012

LIABILITES	AMOUNT	ASSETS	AMOUNT
GENERAL FUND		FURNITURE	188230.00
AS PER LAST B/S	2194175.00	TELEVISION	9519.00
ADD:-(-)SURPLUS	93546.00	PBX MACHINE	2518.00
		BUILDING	427340.00
SECURITY	50000.00	SHISKHA TOOLS	22652.00
SUNDRY CREDITORS	1618.00	COMPUTER	12074.00
		LIBRARY	297328.00
		FDR	710000.00
		ADV TO MANAGEMENT	356361.00
		CASH IN HAND	40472.00
		CASH AT BANK	272845.00
	2339339.00		2339339.00

(As per data provided by the party)

Date: 25/08/2012



प्राचार्य
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CH.MANIRAM COLLAGE OF B.ED.
HANUMANGARH TOWN

RECEIPTS & PAYMENT A/C FOR THE YEAR ENDING 31-03-2012

RECEIPTS	AMOUNT	PAYMENT	AMOUNT
OPENING BALANCE		AFFILIENCE FEES	50175.00
CASH IN HAND	26748.00	ADVERTISMENT	25650.00
CASH AT BANK	339856.00	ELECTRICAL EXP.	10535.00
		SCHOLERSHIP	27160.00
PTET	2576000.00	STATIONERY EXP	61250.00
BANK INTEREST	18028.00	UNVERCITY EXP.	30105.00
		BANK CHARGES	225.00
		C.A. FEES	2800.00
		SPOARTS EXP.	12080.00
		GENERAL EXP	51932.00
		MISC EXP	90150.00
		SALARY	1439900.00
		TELEPHONE EXP	4203.00
		BUILDING REPAIRING	750650.00
		LIBRARY BOOK	90500.00
		CLOSING BALANCE	
		CASH IN HAND	40472.00
		CASH AT BANK	272845.00

2960632.00

(As per data provided by the party)

Date: 25/08/2012

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2960632.00

**CH.MANIRAM COLLAGE OF B.ED.
HANUMANGARH TOWN**

INCOME & EXPENDITURE A/C FOR THE YEAR ENDING 31ST MARCH 2012

EXPENDITURE	AMOUNT	INCOME	AMOUNT
AFFILIENCE FEES	50175.00	PTET	2576000.00
ADVERTISMENT	25650.00	BANK INTEREST	18028.00
ELECTRICAL EXP.	10535.00		
SCHOLERSHIP	27160.00		
STATIONERY EXP	61250.00		
UNVERCITY EXP.	30105.00		
BANK CHARGES	225.00		
C.A. FEES	2800.00		
SPOARTS EXP.	12080.00		
GENERAL EXP	51932.00		
DEPRECAATION	43667.00		
MISC EXP	90150.00		
SALARY	1339900.00		
TELEPHONE EXP	4203.00		
BUILDING REPAIRING	750650.00		
RESERVE & SURPLUS	93546.00		
	2594028.00		2594028.00

(As per data provided by the party)

Date: 25/08/2012



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CH.MANIRAM COLLEGE OF B.ED.
HANUMANGARH TOWN

INCOME & EXPENDITURE A/C FOR THE YEAR ENDING 31ST MARCH 2013


EXPENDITURE	AMOUNT	INCOME	AMOUNT
AFFILIENCE FEES	75000.00	PTET	2258655.00
ADVERTISMENT	9400.00	BANK INTEREST	178789.00
ELECTRICAL EXP.	37279.00		
STATIONERY EXP	32000.00		
BANK CHARGES	100.00		
C.A. FEES	2800.00		
SPOARTS EXP.	5040.00		
GENERAL EXP	65950.00		
DEPRECIATION	30158.00		
MISC EXP	82500.00		
SALARY	1465950.00		
TELEPHONE EXP	5255.00		
BUILDING REPAIRING	536390.00		
RESERVE & SURPLUS	89622.00		
	2437444.00		2437444.00

RECEIPTS & PAYMENT A/C FOR THE YEAR ENDING 31-03-2013

RECEIPTS	AMOUNT	PAYMENT	AMOUNT
OPENING BALANCE		AFFILIENCE FEES	75000.00
CASH IN HAND	250472.00	ADVERTISMENT	9400.00
CASH AT BANK	272845.00	ELECTRICAL EXP.	37279.00
		STATIONERY EXP	32000.00
PTET	2258655.00	BANK CHARGES	100.00
BANK INTEREST	178789.00	C.A. FEES	2800.00
		SPOARTS EXP.	5040.00
		GENERAL EXP	65950.00
CLOSING BALANCE		MISC EXP	112505.00
BANK	22187.00	SALARY	1465950.00
		TELEPHONE EXP	5255.00
		BUILDING REPAIRING	536390.00
		CLOSING BALANCE	
		CASH IN HAND	635279.00
	2982948.00		2982948.00

(As per data provided by the party)

Date: 15/07/2013


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HANUMANGARH TOWN

BALANCE SHEET AS ON 31-03-2013

LIABILITES	AMOUNT	ASSETS	AMOUNT
GENERAL FUND		FURNITURE	169407.00
AS PER LAST B/S	2287721.00	TELEVISION	8091.00
ADD:-SURPLUS	89622.00	PBX MACHINE	2140.00
		BUILDING	827340.00
SUNDRY CREDITORS	15272.00	SHISKHA TOOLS	20387.00
		COMPUTER	4830.00
		LIBRARY	297328.00
		FDR	100000.00
		MANAGEMENT ADVANCE	350000.00
BANK BALANCE	22187.00	CASH IN HAND	635279.00
	2414802.00		2414802.00

(As per data provided by the party)

Date: 15/07/2013



प्राचार्य
चौ. मनोराम कॉलेज ऑफ बी.एड.
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CH.MANIRAM COLLAGE OF B.ED.
HANUMANGARH TOWN

BALANCE SHEET AS ON 31-03-2014

LIABILITES	AMOUNT	ASSETS	AMOUNT
GENERAL FUND		FURNITURE	310557.00
AS PER LAST B/S	2377343.00	TELEVISION	7282.00
ADD:-SURPLUS	20100.00	PBX MACHINE	1926.00
		BUILDING	999531.00
SUNDRY CREDITORS	36496.00	SHISKHA TOOLS	20387.00
		COMPUTER	1932.00
		INCOME TAX TDS	37458.00
		LIBRARY	297328.00
		FDR	710000.00
		CASH IN HAND	42990.00
		CASH AT BANK	4548.00
	2433939.00		2433939.00

(As per data provided by the party)

15/08/2014



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हस्ताक्षर
उप. नि. लीटिड हनुमानगढ़ टाउन
11/08/2014

CH.MANIRAM COLLAGE OF B.ED.
HANUMANGARH TOWN

INCOME & EXPENDITURE A/C FOR THE YEAR ENDING 31ST MARCH 2014

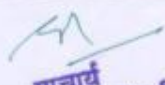
EXPENDITURE	AMOUNT	INCOME	AMOUNT
AFFILENCE FEES	89210.00	PTET	2259509.00
ADVERTISMENT	2000.00	BANK INTEREST	195779.00
ELECTRICAL EXP.	119960.00		
STATIONERY EXP	39506.00		
SPOARTS EXP.	5040.00		
GENERAL EXP	23907.00		
DEPRECACTION	38426.00		
MISC EXP	65980.00		
SALARY	1885000.00		
WATER EXP.	25878.00		
TELEPHONE EXP	10031.00		
BUILDING REPAIRING	130250.00		
RESERVE & SURPLUS	20100.00		
	2455288.00		2455288.00


RECEIPTS & PAYMENT A/C FOR THE YEAR ENDING 31-03-2014

RECEIPTS	AMOUNT	PAYMENT	AMOUNT
OPENING BALANCE		AFFILENCE FEES	89210.00
CASH IN HAND	34798.00	ADVERTISMENT	2000.00
CASH AT BANK	192640.00	ELECTRICAL EXP.	119960.00
		STATIONERY EXP	39506.00
PTET	2259509.00	SPOARTS EXP.	5040.00
BANK INTEREST	195779.00	GENERAL EXP	23907.00
		DEPRECACTION	38426.00
		MISC EXP	65980.00
		SALARY	1885000.00
		WATER EXP.	25878.00
		TELEPHONE EXP	10031.00
		BUILDING REPAIRING	330250.00
		CLOSING BALANCE	
		CASH IN HAND	42990.00
		CASH AT BANK	4548.00
	2682726.00		2682726.00

(As per data provided by the party)

Date: 15/08/2014


 प्राचार्य
 श्री. मनोराम कॉलेज ऑफ बी.एड.
 हनुमानगढ़ टाउन 335513


 Ch. Maniram College of B. Ed.
 Hanumangarh Town

F. No./NRC/NCTE/RJ-1191/2015 98666

Date:

TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4

ORDER

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

2. **AND WHEREAS**, the institution i.e. **Choudhary Maniram College of B.Ed., Sector-3, Hanumangarh Town, Rajasthan** has been recognized for B.Ed. course by NRC vide order No. F.NRC/NCTE/RJ-1191/2007/24299 dt 11.08.2007 for an intake of 100.

3. **AND WHEREAS**, the institution **Choudhary Maniram College of B.Ed., Sector-3, Hanumangarh Town, Rajasthan** has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed., which require additional facilities.

3. **AND WHEREAS**, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely.

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

4. **Now therefore**, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order **Choudhary Maniram College of B.Ed., Sector-3, Hanumangarh Town, Rajasthan** for conducting B.Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein, before 31.10.2015

कार्यालय : चौथी मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल
भवाणी सिंह मार्ग, जयपुर-302 005 (राजस्थान)
कार्यालय : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, वण्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No 0141-2744288, 2744635, Fax : 0141-2744173

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



5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University /Body, the State Government etc. as applicable.
6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.
7. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.
 - (a) Sanctioned programmes along with annual intake in the institution.
 - (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
 - (c) Name of faculty members who left or joined during the last quarter.
 - (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
 - (e) Fee charged from students.
 - (f) Available infrastructural facilities.
 - (g) Facilities added during the last quarter.
 - (h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
 - (i) The affidavit with enclosure submitted along with application.
 - (j) The institution shall be free to post additional relevant information, if it so desires.
 - (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

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

By Order,

(Dr. S. K. Chauhan)
Regional Director

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

Copy to:-

1. The Principal, Choudhary Maniram College of B.Ed., Sector-3, Hanumangarh Town, Rajasthan.
2. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
3. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur Rajasthan.,
4. The Registrar, Ganga Singh University, Bikaner, NH-15 Jaitsimer Road Bikaner-Rajasthan.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. The Coordinator, PTET, M.D.S. University, Ajmer, Rajasthan.
7. Office order file/ Institution file

Regional Director

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

NCTE/RJ-1924/2008 67275

Date: 23 DEC 2008

ORDER

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 **Chaudhary Mani Ram School of BSTC, Sector - 3, Hanumangarh Town, Rajasthan** has submitted an application (code No. **APN06543**) to the **Northern Regional Committee** of NCTE for grant of recognition/permission for starting **STC Course** of two year duration with an annual intake of **50 (Fifty)** students on 10.03.2008.

2. AND WHEREAS on scrutiny/perusal 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, recommendation of the State Government, 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 **Elementary** 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 14 (3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition/permission to **Chaudhary Mani Ram School of BSTC, Sector - 3, Hanumangarh Town, Rajasthan** for conducting **STC Course of Elementary (level)** of two year duration an annual intake of **50 (Fifty Only)** students from the academic session 2008-09 under clause 7(11) of NCTE Regulation, 2007 notified on 10-12-2007 subject to fulfillment of the following:

- (i) The admissions in the institution so recognized for the academic session 2008-2009 shall be made only after affiliation by the examining body, before the commencement of the academic year and the admission of the students shall be completed well before the cut of date prescribed by the examining body for the academic year 2008-2009, failing which the recognition will be deemed to be for the next year academic year that is 2009-2010.
- (ii) Formal orders for recognition / permission will operate for 2008-2009 only if requirement of 180 teaching days in the session would be fulfilled as per calendar of the University / Affiliating body. The decision of the University in this regard shall be final.
- (iii) The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the **Northern Regional Committee**.
- (iv) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- (v) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE Regulations, 2007 notified on 10-12-2007.

Conti...2



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

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction : U.P., Uttarakhand, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-in.org • Website : http://www.nrcncte.org, www.ncte-in.org

NOTICE TO THE PUBLIC: NCTE has been notified by the Government of India as a statutory body. It is a body of the Government of India. It is a body of the Government of India. It is a body of the Government of India.

-2-

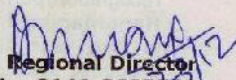
4. Further, the recognition is subject to fulfillment of all such other requirements as may be by other regulatory bodies like UGC, affiliating University Body, the State Government etc, applicable.

5. The 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 the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as stipulated provisions of Section 17(1) of the NCTE Act.

7. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- (i) Copy of the Application Form
- (ii) Land and Building Particulars
- (iii) Staff Profile
- (iv) Recognition letter
- (v) Information for having fulfilled the norms & standard and other required conditions.


Regional Director
Tel. No.-0141-2623501

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

C.C. :-

1. The Principal, **Chaudhary Mani Ram School of BSTC, Sector - 3, Hanumangarh Town, Rajasthan.**
2. The Secretary, **Education, Govt. of Rajasthan, Secretariat, Jaipur, Rajasthan.**
3. The Director, **SCERT, Sahelion ki Badi, Udaipur, Rajasthan.**
4. The Director, Directorate of Higher Education, I/c Teacher Education, Govt. of Rajasthan, Directorate, Bikaner, Rajasthan.
5. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110 002.
7. Office Order file/ Institution file

Regional Director

NCTE • NRC • JAIPUR

003362

Government of Rajasthan
Department of Higher Education

F. 31(1) Edu-4/2015

Date : 23 July 2015

In continuation to letter No. F 10(3) Edu-1/4/2008/Part dated 25th June 2015 of Education (Gr-4) Department, Government of Rajasthan, extension of NOC to existing institutions, which have received recognition from NCTE for running teacher-training courses (B.Ed./M.Ed./Shiksha Shastri/Shiksha Acharya/B.P.Ed.) under the NCTE (Recognition Norms & Procedure) Regulation, 2014, for session 2015-16, is hereby granted limited to the number of seats approved by the State govt. for 2014-15 or by NCTE for 2015-16, whichever is less.

s/d

Dr. Renu Bapna

Joint Secretary, Higher Education

Copy for necessary action-

1. SA, Hon'ble Minister for Higher Education
2. PS, Principal Secretary, Higher and Technical Education
3. Commissioner, College Education, Shiksha Sankul, Jaipur
4. Regional Director, NCTE, Jeevan Nidhi -II, LIC Building, Ambedkar Circle, Jaipur 302005
5. Registrar, University of Rajasthan, Jaipur
6. Registrar, Jai Narain Vyas University, Jodhpur
7. Registrar, Mohan Lal Sukhadia University, Udaipur
8. Registrar, M.D.S. University, Ajmer
9. Registrar, Kota University, Kota
10. Registrar, Maharaja Ganga Singh University, Bikaner
11. Registrar, Jagatguru Ramanandacharya Rajasthan Sanskrit University, Jaipur
12. Registrar, Pt. Deendayal Upadhyay Shekhawati University, Sikar
13. Registrar, Ra Rishi Bhartrihari Matsya University, Alwar
14. Registrar, Maharaja Surajmal Brij University University, Bharatpur
15. Registrar, Vardhman Mahaveer Open University, Kota
16. Director, Secondary Education, Bikaner
17. Coordinator, PTET, M.D.S. University, Ajmer
18. Coordinator, PSST, Jagatguru Ramanandacharya Rajasthan Sanskrit University, Jaipur
19. Coordinator, MPET, University of Rajasthan, Jaipur
20. Principal, Govt. Physical Education College, Jodhpur
21. Project Officer, NIC, Secretariat, Jaipur
22. Website Incharge, College Education, Shiksha Sankul, Jaipur

s/d

Dr. Renu Bapna

Joint Secretary, Higher Education

कलम 4 (1) एड. 4/2015/37

कम्प्यूटर शिपका जमादी, कॉलेज शिक्षा, राज. जयपुर-दुपडा वेबसाइट पर
अपलोड करावे

दि 23.7.15

विनय शर्मा

सयुक्त निदेशक (निजी संस्थान),
आयुक्तालय कॉलेज शिक्षा
राजस्थान, जयपुर

राजस्थान सरकार
स्कूल एवं संस्कृत शिक्षा विभाग
प्रारम्भिक शिक्षा (आयोजना) अनुभाग

क्रमांक : ए 15(7)शिक्षा-1/प्र.शि. / 2008

निदेशक 4
प्रारम्भिक शिक्षा, राजस्थान,
बीकानेर।



विषय:- निजी क्षेत्र में संचालित शिक्षक प्रशिक्षण संस्थाओं के (1) विभिन्न शिक्षक प्रशिक्षण पाठ्यक्रम शैक्षिक सत्र 2009-10 के लिए प्रवेश प्रक्रिया में सम्मिलित किए जाने संबंधित।

महोदय,

उपरोक्त विषयान्तर्गत राष्ट्रीय अध्यापक शिक्षा परिषद (NCTE) जूनर से जारी मान्यता/सीट आवंटन पत्र के आधार पर निर्देशानुसार निम्नलिखित 08 निजी शिक्षक प्रशिक्षण संस्थाओं के नाम के सम्मुख कोलम संख्या 4 में अंकित प्रशिक्षण पाठ्यक्रम में कोलम संख्या 5 में अंकित रूप की संख्या के साथ प्रवेश प्रक्रिया सत्र 2009-10 में राज्य में वर्तमान में प्रचलित प्रवेश नियमों के तहत वादन्तलिग में सम्मिलित करने की स्वीकृति प्रदान की जाती है :-

क्र. सं.	एन.सी.टी.ई. का पत्रांक / दिनांक	संस्था का नाम	पाठ्यक्रम का नाम	सीट संख्या
(1)	FNRC/NCTE/RJ-1905/2008/62957-83 Dated 19.09.2008	जीधरी बीएसटीसी स्कूल राजगढ़, राज.	STC	50
(2)	FNRC/NCTE/RJ-1053/2008/63094-167 Dated 22.09.2008	दधमन शिक्षक प्रशिक्षण बीएसटीसी विद्यालय गांव-मो, गोपालपुरा, जैजर	STC	50
(3)	FNRC/NCTE/RJ-1509/2008/64252-55 Dated 30.09.2008	अरावली एसटीसी कॉलेज, कालका नगर रोड, रुदयपुर	STC	50
(4)	FNRC/NCTE/RJ-1366/2008/64016-22 Dated 29.09.2008	भारती टीचर्स ट्रेनिंग कॉलेज, अनन्त लाडपुरा, कोटा	STC	50
(5)	FNRC/NCTE/RJ-1651/2008/64406-12 Dated 01.10.2008	सरस्वती टीचर्स ट्रेनिंग कॉलेज, बारन, बीरवाडा, नागौर	STC	50
(6)	FNRC/NCTE/RJ-1924/2008/67275 Dated 23.12.2008	जीधरी मंगलम स्कूल और बीएसटीसी सेक्टर-3, कल्याणगढ़, जालम	STC	50
(7)	FNRC/NCTE/RJ-1717/2008/67289 Dated 23.12.2008	भारतीय प्रशिक्षण संस्थान, विजोरा, महाराजाबास रोड, बहरोड, अलवर	STC/JBT	50
(8)	FNRC/NCTE/RJ-937/2008/67296 Dated 23.12.2008	ज्योति शिक्षा प्रशिक्षण विद्यालय, कल्याणपुरा, रुदयपुर	STC	50

राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा सद्यस्थित संस्थाओं के मान्यता/सीट आवंटन पत्रों में अंकित निम्नांकित शर्तों की पूर्ति की सुनिश्चितता किये जाने के परचात ही संस्थाओं को छात्र आवंटित किये जायें:-

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

DAJ... Notesheet/Ben JNSTC Recognition.doc

CENTRAL NOTARY
BIKANER (RAJ.)

21



महाराजा गंगा सिंह विश्वविद्यालय

MAHARAJA GANGA SINGH UNIVERSITY

राष्ट्रीय राजमार्ग सं. 15, जैसलमेर रोड, बीकानेर-334004 (राजस्थान) भारत
NH 15, Jaisalmer Road, Bikaner-334004 (Rajasthan) INDIA

दूरभाष/Phone: 0151-2210076 फैक्स/Fax: 2212042

ई-मेल/E-mail: academicmgsu@gmail.com

क्रमांक : एफ.07(199)/मगंसिविबी/शैक्ष./2015/

दिनांक :

समन्वयक,
पी.टी.ई.टी. 2015,
महर्षि दयानन्द सरस्वती विश्वविद्यालय,
अजमेर।

विषय : पूर्व में प्रेषित विश्वविद्यालय के पत्र क्रमांक एफ.07(199)/मगंसिविबी
/शैक्ष./ 2015/ 14448-453 दिनांक 23.7.2015 के क्रम में।

प्रसंग : राज्य सरकार का पत्रांक एफ. 31(1)Edu-4/2015 दिनांक 23.07.2015

महोदय,

उपर्युक्त विषयान्तर्गत एवं प्रासंगिक पत्र के क्रम में सत्र 2014-15 में संबंधिता प्राप्त महाविद्यालयों की सूची आवश्यक कार्यवाही हेतु प्रेषित की जा रही है। उपरोक्त सूची में सीटों का उल्लेख राज्य सरकार द्वारा सत्र 2014-15 में जारी अनापत्ति प्रमाण पत्र एवं राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा सत्र 2015-16 जारी आदेशों के आधार पर किया गया है। वर्णित 105 महाविद्यालयों को राज्य सरकार के पत्रांक एफ. 31(1)Edu-4/2015 दिनांक 23.07.2015 के आधार पर सीट आवंटन हेतु सूची संलग्न कर आवश्यक कार्यवाही हेतु भिजवाई जा रही है।

उपरोक्त सूची राज्य सरकार द्वारा समय-समय पर जारी किये जाने वाले दिशा-निर्देशों के अध्याधीन होगी।

संलग्न : उपरोक्तानुसार

(भंवर सिंह चारण)
कुलसचिव

क्रमांक : एफ.07(199)/मगंसिविबी/शैक्ष./2015/16084-88 दिनांक : 29-7-
प्रतिलिपि सूचनार्थ प्रेषित है :-

1. संयुक्त सचिव, उच्च शिक्षा, शिक्षा (ग्रुप-4) विभाग, शासन सचिवालय, जयपुर
2. क्षेत्रीय निदेशक, राष्ट्रीय अध्यापक शिक्षा परिषद, उत्तर क्षेत्रीय समिति, 20-198, कावेरी पथ, मानसरोवर स्टेडियम के पास, जयपुर।
3. परियोजना अधिकारी, राज्य सूचना (NIC), शासन सचिवालय, जयपुर
4. निजी सचिव-कुलपति, महाराजा गंगासिंह विश्वविद्यालय, बीकानेर।
5. निजी सहायक-कुलसचिव, महाराजा गंगासिंह विश्वविद्यालय, बीकानेर।
6. संक्षिप्त पत्रावली।

(डॉ० बिट्टल दास बिस्सा)
उप कुलसचिव (शैक्ष.)

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Maharaja Ganga Singh University, Bikaner

List Of Affiliated B.Ed. College

35	CHURU	Shri Hari Sakshat Prashikshan Mahavidyalaya,	Sardarshahar	B.Ed.	100	Two basic units of 50 Student
36	CHURU	Shri Mahaveer T.T. College	Sardarshahar	B.Ed.	100	Two basic units of 50 Student
37	CHURU	Swami Sevadar T.T. College	Sardarshahar	B.Ed.	100	Two basic units of 50 Student
38	CHURU	Vishwa Bharti Teachers Training College	Sardarshahar	B.Ed.	100	Two basic units of 50 Student
39	CHURU	Sant Nekiram T.T. College	Sisra	B.Ed.	100	Two basic units of 50 Student
40	CHURU	Parmanand Trikchand T.T. College	Sujanagar	B.Ed.	100	Two basic units of 50 Student
41	CHURU	Adersh Mahila B.Ed. Mahavidyalaya	Taranagar	B.Ed.	100	Two basic units of 50 Student
42	CHURU	Ch. M.S. Memorial T.T. College	Taranagar	B.Ed.	200	Four basic units of 50 Student
43	CHURU	Dev T.T. College	Taranagar	B.Ed.	100	Two basic units of 50 Student
44	CHURU	Sh. Arichand Memorial T.T. College	Taranagar	B.Ed.	100	Two basic units of 50 Student
45	CHURU	Shri Nehru T.T. College	Taranagar	B.Ed.	100	Two basic units of 50 Student
46	HNMH	Arya College of Education सरस्वती	Bhadra	B.Ed.	100	Two basic units of 50 Student
47	HNMH	Bal Gargadhar Tikak Saksha Sansthan	Bhadra	B.Ed.	100	Two basic units of 50 Student
48	HNMH	Ch. Parma Ram Godara T.T. College	Bhadra	B.Ed.	200	Four basic units of 50 Student
49	HNMH	Sardar Vallabh Bhai. Patel T.T. College	Bhadra	B.Ed.	200	Four basic units of 50 Student
50	HNMH	Sh. Shyam Shikshak Prashikshan Mahavidyalaya	Bhadra	B.Ed.	200	Four basic units of 50 Student
51	HNMH	Sh. Shyam Shikshak Prashikshan Sansthan	Bhadra	B.Ed.	100	Two basic units of 50 Student
52	HNMH	Vivekanand T.T. College,	Bhadra	B.Ed.	100	Two basic units of 50 Student
53	HNMH	B.R. Choudhary T.T. College,	Gokulwal	B.Ed.	100	Two basic units of 50 Student
54	HNMH	Baby Happy T.T. College	Hanumangarh	B.Ed.	100	Two basic units of 50 Student
55	HNMH	Ch. Mani Ram College of B.Ed.	Hanumangarh	B.Ed.	100	Two basic units of 50 Student
56	HNMH	M.S.D. College of Education	Hanumangarh	B.Ed.	100	Two basic units of 50 Student
57	HNMH	Karana Shikshan Prashikshan Mahavidyalaya, (Nawan) Hnmhjn.	Hanumangarh	B.Ed.	200	Four basic units of 50 Student
58	HNMH	Sanskar Women International Shikshak Shiksha Mahavidyalaya	Hanumangarh	B.Ed.	200	Four basic units of 50 Student
59	HNMH	Shri Guru Nanak Khalsa T.T. College	Hanumangarh	B.Ed.	100	Two basic units of 50 Student
60	HNMH	Swarni Vivekanand T.T. College,	Hanumangarh	B.Ed.	100	Two basic units of 50 Student
61	HNMH	Times Mahila Shiksha Mahavidyalaya	Hanumangarh	B.Ed.	100	Two basic units of 50 Student
62	HNMH	Saraswati Mahila Shikshak Prashikshan Mahavidyalaya	Hanumangarh	B.Ed.	100	Two basic units of 50 Student
63	HNMH	Geeta Jyoti T.T. College, 36 M.O.D. Kachhiya Post- Kotrawali	Kachhiya, Post- Kotrawali	B.Ed.	100	Two basic units of 50 Student
64	HNMH	Baba Mast Nath Institute of Education Training & Research.	Nathwali	B.Ed.	100	Two basic units of 50 Student
65	HNMH	Mohan Lal Sahewal Smriti Institution 4 B.K.K., Bhujarka	Nohar	B.Ed.	100	Two basic units of 50 Student
66	HNMH	Sanskar T.T. College	Nohar	B.Ed.	100	Two basic units of 50 Student
67	HNMH	M.D. B.Ed. College	Pailu (Rawatsar)	B.Ed.	100	Two basic units of 50 Student
68	HNMH	Indira Gandhi Memorial B.Ed. College,	Pilitanga	B.Ed.	100	Two basic units of 50 Student
69	HNMH	Chaudhary P.R. T.T. College	Rawatsar	B.Ed.	100	Two basic units of 50 Student
70	HNMH	Choudhary T.T. College	Rawatsar	B.Ed.	100	Two basic units of 50 Student

MAHARAJA GANGA SINGH
UNIVERSITY,
BIKANER

पाठ्यक्रम
SYLLABUS



B.ED. 2 YEAR (SEMESTER SYSTEM) SCHEME OF EXAMINATION AND
COURSES OF STUDY

FACULTY OF EDUCATION
Two Year B. Ed. Course
Session: 2015-17

महाराजा गंगासिंह वि॰ वि॰ विद्यालय, बीकानेर

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

SYLLABUS B.ED. 2 YEAR (SEMESTER SYSTEM)

2015-17

Notice

The ordinances Government the examination in the Faculties of Arts, Fine Arts, Social Sciences, Science, Commerce, Management, Engineering, Education and Law are contained in separate booklet. The students are advised to the same.

Changes in Statutes / Ordinances / Rules / Regulations / Syllabus and Books may from time to time, by made by amedment or remaking, and candidate shll, except in so far as the University determines otherwise comply with any change that applies to years he has not completed at the time of change.

The lists of text books / recommended books / Reference Books as approved by the various B.O.S. are printed along with the English version only.

Note: The decision taken by the Academic Council shall be final.

सूचना

1. कला, ललित कला, सामाजिक विज्ञान, विज्ञान, वाणिज्य, प्रबन्ध अभियान्त्रिकी, ॥ तथा एवं विधि संकाय की परीक्षाओं से सम्बद्ध अध्यादे ॥ (आर्टीनेंस) पृथक पुस्तिकाओं में संचालित हैं। छात्रों को सलाह दी जाती है कि उनको देखें।
2. समय-समय पर संशोधन या पुनर्निर्माण कर अधिनियमों / अध्यादे ॥ / नियमों / विनियमों / पाठ्यक्रमों व पुस्तकों में परिवर्तन किया जा सकता है, तथा किसी भी परिवर्तन को, छात्र को मानना होगा जो पाठ्यक्रम के उन वर्गों के लिये लागू हो जिसे परिवर्तन के समय पूरा नहीं किया हो, बावजूत कि वि॥ विद्यालय ने अन्यथा प्रकार से छूट न दे दी हो।
3. विभिन्न पाठ्यक्रम मंडलों द्वारा स्वीकृत पाठ्यपुस्तकों/संस्तुत पुस्तकों/संदर्भ पुस्तकों की सूची अंग्रेजी पाठ्यक्रम में उपलब्ध है।

नोट :- विद्या परिषद् द्वारा लिये गये निर्णय अन्तिम होंगे।

B.Ed. 2 year (Semester System) Syllabus
M.G.S. University, Bikaner
2015-2017

Instructions for B.Ed. (two year course) Examination

During the course of the years every student-teacher will delivered at least 40 lessons (20 Lessons of one pedagogy of school subject in semester 2st & 20 Lessons of other pedagogy of school subject in semester 3rd) in a recognized school, not more than 10 student- teacher in a school, under the supervision of the staff of the college.

Notes :-

Pedagogy of school subject means a subject offered by the candidate at his Bachelor's/ Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.

Only such candidate shall be allowed to offer Social Studies as a pedagogy of school subject for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.

A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (Home Science) or passing the B.Sc. Examination with

(i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology, General Science may also be allowed to be offered by a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.

A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as pedagogy of school subject in the B.Ed. Examination.

The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as—pedagogy of school subject ". Further, if a candidate desires to

pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under course 7_a and course 7_b for the B.Ed.

course. The marks obtained by him in the additional optional subject may also be taken into

account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.

No candidate shall be allowed to appear in the B.Ed examination semester 1st to part 4th unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

The examination for Degree of Bachelor of education for two years shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

Candidates who fail in B.Ed examination in any semester the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

Provided that a candidate who fails in any one of the theory papers and secures at least 48%

marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

Candidates who fail in the B.Ed. examination semester 2nd and semester 3rd , only in the practical of teaching internship may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar

months per year and give at-least 40 lessons (20 in part 1& 20 in part 2) supervised lessons.

A candidate who complete a regular course of study in accordance with the provision laid down in the MGS university, at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student.

No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The B.Ed programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B.Ed.

A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a

special course other than the one offered by him for the examination provided that in each case:

He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and

He/she completes the theoretical and practical work as laid down in the courses of study for course 7_a & 7_b.

xiii A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of school subject and other teaching subject which he had not offered at his B.Ed. Examination provided that:

- (a) He/she is eligible to offer that teaching subject under provision of university rules.
- (b) He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed part 2; and
- (C) He/she completes the theoretical and practical work, as laid down in the scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

Scheme of B.Ed Two years Examination

The B.Ed. (Two years) will consist of the following components;

Part I- Main theory papers at B.Ed. Part I & Part II

Part II- School internship of 20 weeks (10 at B.Ed part I & 10 at B.Ed part II)

There will be 4 theory papers of three hours carrying 100 marks each, 9 theory papers of three hours carrying 50 marks each and EPC-1,2,3 & 4 carrying 50

marks each of three hours. And theory paper 12 computer education (marks not included in aggregate) of two hours carrying 50 marks.

Evaluation of Papers B.Ed. Part-I &

II Exam-PART - 1

Theory Papers 01, 02, 03, and 9 will carry 100 marks, out of which 80 marks will be of theory paper and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.

Theory Papers 3,4,5,6, 7_a, 7_b, 8_a, 8_b, 9,10,11 and 12 will carry 50 marks, Out of 15 marks, 10 marks shall be for assessing the sessional work and 5 marks for the mid-term test.

EPC-1 to EPC-4 will carry 50 Marks and all the marks to be internally assessed for assessing the sessional works/reports.

PART - 2

School internship of 20 weeks (10 weeks each at B.Ed part I & II) and Practical work: - The

Teaching Practice will carry 300 marks comprising of:

Internal Assessment(two years-B.Ed part 1 & 2)75+75=150 marks

External Examination (two years-B.Ed part 1 & 2)75+75=150 marks

Each candidate will be examined by the Board of examiner. Board will consist of two external examiners and the principal or his/her nominee will be the internal examiner in each year. The name of internal examiner may be proposed by the principal.

INTERNAL ASSESSMENT SCHEME

*The distribution of 75 marks of internal assessment shall be as follows:
(For each year)*

Marks: 75+75=150

1. Micro Teaching 5 skill	05 Marks per
Regular Practice	year
2. Teaching	20 Marks per
(Lesson 20 per year)	year
3. Criticism lesson	15 Marks per
	year
4. Observation	10 Marks per
• Ordinary Lesson	year

- Demonstration Lesson
 - Criticism Lesson
- | | |
|---|-------------------|
| 5. Teaching aids (5 per year) | 05 Marks per year |
| 6. Attendance /Seminar/
Workshop | 05 Marks per year |
| 7. Open air session and community
Games, Cultural and Literary activities
& Beautification and Sharmdan | 10 Marks per year |
| 8. Report of any feature of school /
Case study/ Action Research | 05 Marks per year |

Organization evaluation of practice teaching:

Every candidate will teach at-least 40 lessons (20 in part-1 & 20 in part-2) during practice teaching session. At least ten lessons in each subject should be supervised.

40 (20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.

A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.

The internal assessment in practice of teaching will be finalized by the principal with the help of subject teacher of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.

At B.Ed part-1 each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate should be prepared to teach two lessons (one in each subject).The external examiners may pickup at-least 10% of the candidates to deliver two lessons at B.Ed part-2 year.

There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 10% in two lessons (one in each of the two subjects).

The board of Examination will consist of:

The principal of the college concerned.

A head master or a experienced member of the teaching staff of concerned school,

Two external examiners from outside the MGS University, Bikaner or a senior member of the teaching staff of an affiliated Education college.(appointed by the MGS University, Bikaner)

The board as far as possible will represent Social science, language and science. Approximately 50 lessons will be examined by the board each day.

VI Working out the result and awarding the division:

A candidate in order to be declared successful at the B.Ed.part-1 & 2 Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).

For a pass in Part I (Theory) a candidate shall be required to obtain at-least (a) 36 percent marks in each 100 marks theory paper and sessionals (29 marks out of 80 and 7 marks out of 20); (b) 36% marks in each 50 marks theory paper and sessional (13 marks out of 35 & 5 marks out of 15)

For a pass in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at least:

40 percent marks in the external examination.

a.40 percent marks in internal assessment.

The successful candidates at B.Ed part-1 & part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

CURRICULAR AREAS:

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:

I. Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of:

Perspectives in Education:

Course 1 Childhood and Growing Up Course 2

Contemporary India and Education Course 3

Learning and Teaching

Course 6 Gender, School and Society (1/2)

Course 8 (a &b) Knowledge and Curriculum

Course 10 Creating an Inclusive School (1/2)

II. Curriculum and Pedagogic Studies

Pedagogic Studies for the two year period include:

Course 4 Language across the Curriculum (1/2) Course 5

Understanding Disciplines and Subjects (1/2) Course 7(a

&b) Pedagogy of a School Subject

Course 9 Assessment for Learning

Course 11 Optional Course*(1/2)

Course 12 Optional Course (1/2) *Marks not included in aggregate*

III. Engagement with the Field – the Self, the Child, Community and School

This curricular area have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on **Enhancing Professional Capacities** (EPC)
 - Course *EPC 1*: Reading and Reflecting on Texts (1/2)
 - Course *EPC 2*: Drama and Art in Education (1/2)
 - Course *EPC 3*: Critical Understanding of ICT (1/2)
 - Course *EPC 4*: Understanding the Self (1/2)

ANNUAL DISTRIBUTION OF THE COURSES

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject – Part I (1/2)	50 marks
Course 8a	Knowledge curriculum Part I (1/2)	50 marks
	School Internship (10 weeks)	150 Marks
Course EPC* 1	Reading and Reflecting on Texts (1/2)	50 marks
Course EPC 2	Drama and Art in Education (1/2)	50 marks
	Engagement with the Field: Tasks and Assignments for Courses 1-6, 7a & 8a	
		Total- 700 marks

- EPC (Enhancing Professional Capacities)


Note: In the first year, there shall be minimum 12 weeks field work & internship. (Two week for school engagement, assignments and EPC activities.)

Year 2

Course 3	Learning and Teaching	100 marks
Course 7 _b	Pedagogy of a School Subject – Part II (1/2)	50 marks
Course 8 _b	Knowledge and Curriculum	50 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
	School Internship (10 weeks)	150 marks
Course EPC ₃	Critical Understanding of ICT (1/2)	50 marks
Course EPC ₄	Understanding the Self (1/2)	50 marks
	Engagement with the Field: Tasks and Assignments for Courses 7b & 8-10	
Course 12	Computer Education	50 Marks (Marks not include in aggregate)
		Total- 700 marks

Choudhary Mani Ram College of B Ed, Hanumangarh Town
RESULT SHEET- 2014-15

S.R.	NAME	FATHER NAME	Total marks	Division
1	ARTI KOCHAR	ASHOK KUMAR KOCHAR	728	I
2	ARTI SWAMI	PAWAN KUMAR SWAMI	731	I
3	BABITA	DULI CHAND	778	I
4	BALJEET KAUR	SURENDER SINGH	708	I
5	BINTU KUMARI	OM PRASKASH	741	I
6	CHANDERMUKHI BENIWAL	SHRI MANIRAM	727	I
7	DEEPIKA SHARMA	GANESH SHARMA	724	I
8	DIVYA RANI	RANVEER	706	I
9	ILA KUMARI KHARADI	KAMLESH KHARADI	652	I
10	JULIE SWAMI	RAJENDER SWAMI	758	I
11	JYANA	HANUMAN	780	I
12	JYOTI RANI	SUNDA RAM	765	I
13	JYOTI VARMA	SRIRAM VERMA	802	I
14	KALA VATI	MAHENDRA KUMAR	766	I
15	KALPANA	ROSHAN LAL	746	I
16	KAMALDEEP KALUR	MEHAR SINGH	744	I
17	KAMILA GARASIA	FARASI GARASIA	707	I
18	KAMLESH KUMARI	MAHAVEER PRASAD	702	I
19	KANCHAN KUMARI	TULASI RAM	680	I
20	KANCHAN RANI	MAHENDER SINGH	759	FAIL
21	KANTA KUMARI	RAM KUMAR	704	I
22	KAVITA	JOGENDER SINGH	768	I
23	KAVITA JAKHAR	BANWARI LAL JAKHAR	744	I
24	KAVITA KUMARI	LATE BACHCHE LAL ROY	674	I
25	KESAR KUMARI	JAG RAM	734	I
26	KRISHNA	OMPRAKASH	696	I
27	LEENA KUMARI ROAT	MOHAN LAL ROAT	696	I
28	MALKA	JAGDISH	757	I
29	MAMTA	RANJEET KUMAR	740	I
30	MAMTA KANWAR	PRATAP SINGH	755	I
31	MAMTA KUMARI	PRAKASH CHANDER KHATIK	761	I
32	MANISHA	GOPI RAM	760	I
33	MANJU	KASHI RAM	744	I
34	MANJU	PRABHU RAM	708	I
35	MANJU BALA	RAJENDER KUMAR	708	I
36	MANJU KUMARI	OM PRAKASH	678	I
37	MANJU RANI	DALEEP KUMAR	676	I
38	MEENA	GHEESA RAM	753	I
39	MINAKSHI	RAMESH GIRI	803	I
40	MITU	DEVILAL	742	I
41	MONIKA	OM PRAKASH	715	I
42	MS INDERJEET KAUR	GURCHARAN SINGH	794	I
43	MS NEELAM	ROOP RAM	786	I
44	MS RAJ BALA	DARA RAM	757	I
45	MS RENU DHAKA	SURENDER KUMAR DHAKA	776	I
46	MS ROOP KANWAR	SUMER SINGH	716	I
47	MS SHARDA	KALU RAM	712	I
48	MS SUMAN KUMARI	MADAN LAL	752	I
49	MS SUMAN MEENA	RAMESH MEENA	670	I


 प्राचार्य
 श्री. मनीराम कॉलेज ऑफ बी.एड.
 हनुमानगढ़ टाउन 335512

50	MS SUNITA	HAWA SINGH	497	FAIL
51	NAVEEN YADAV	SAHAB RAM	705	I
52	NEETU CHHAPOLA	JAGDISH CHANER	765	I
53	NEETU RANI	BHOOP RAM	730	I
54	NEHA AGGARWAL	HARISH AGGARWAL	715	I
55	NIRMALA	BANWARI LAL	720	I
56	NUPUR	SUBHASH CHANDRA	763	I
57	PAKEEZA	NOOR DIN	707	I
58	POOJA	BAJRANG SWAMI	747	I
59	POONAM	KISHAN LAL	777	I
60	POONAM KUMARI	DALEEP SINGH	755	I
61	POONAM RANI	BHAGWANA RAM	717	I
62	PRAMILA	ROHATASH SINGH	679	I
63	PRIYANKA	LAKSHMAN RAM	737	I
64	PRIYANKA ARORA	JAGDISH PRASAD ARORA	542	FAIL
65	PUSHPA	DEVI LAL	741	I
66	PUSHPA	KALU RAM	739	I
67	RAJMEENA MEENA	RAMNIWASH MEENA	627	I
68	RAJPREET KAUR	JALOUR SINGH	752	I
69	REEMA	RAM CHARAN	742	I
70	REKHA RANI	BHANI RAM	714	I
71	RICHA SINGH	RAGHVENDRA SINGH	801	I
72	ROBIKA SHYORAN	SUBHASH CHANDER	670	I
73	SANGEETA KUMARI	NARAYAN LAL	764	I
74	SANJAY SHILA	OM PRAKASH SHILA	739	I
75	SAROJ BALA	OMPRAKASH	745	I
76	SHABNAM	SAUKIN MOHAMMAD	709	I
77	SHAMMI KUMARI	SUBHASH CHAND	732	I
78	SHARMILA	MAHAVIR SINGH	767	I
79	SHIMLA MEENA	RAMSWAROOP MEENA	RW	RW
80	SHWETA	BRU MOHAN	654	I
81	SIMA	SULTAN RAM	700	I
82	SONA	HET RAM	711	I
83	SONAM	PARVEEN KUMAR	803	I
84	SONU KUMARI	PARBHU RAM	744	I
85	SUCHITRA	JAGDISH PRASAD	717	I
86	SUCHITRA	RATI RAM	577	FAIL
87	SUKHJEET PAL	BHOLA SINGH	759	I
88	SUMAN	SAJAN RAM	694	I
89	SUMAN BHARTI	RAM LAL	706	I
90	SUMAN JOSHI	VED PARKASH	736	I
91	SUMAN KUMARI	LILU RAM	709	I
92	SUMITRA	KRISHAN KUMAR	754	I
93	SUNANDA	LEKH RAJ	785	F
94	SUNITA	PURAN RAM	778	I
95	SUNITA KUMARI	HET RAM	691	I
96	SUSHMA	UMMED SINGH	724	F
97	SWARNDEEP KAUR	GURTEJ SINGH	785	I
98	VIMLA	SHANKARLAL	716	I
99	VINOD KUMARI	RAMSWAROOP	642	I
100				



चौधरी मनीराम कॉलेज ऑफ बी. एड.

(महाराजा गंगा सिंह विश्व विद्यालय बीकानेर से सम्बद्ध एवं एन.सी.टी.ई. से मान्यता प्राप्त)

क्रमांक

दिनांक

Certificate of Compliance

This is to certify that Ch. Maniram college of B.ED. fulfils all norms

- 1- Stipulated by the affiliating University and / or
- 2- Regulatory council/body/ (such as UGC, 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 regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its university affiliation or recognition by the regulatory council, as the case may be,

In case the undertaking submitted by the institution is found to be false then the accreditation given by naac is liable to be withdrawn, It is also agreeable that the undertaking given to NAAC, will be displayed on the college website.

Date : 17.12.2015

Place : HANU MANGARH TOWN.

Dr. M. M. Sharma

प्रिन्सिपल

चौ. मनीराम कॉलेज ऑफ बी.एड.
हनुमानगढ़ टाउन 335513

चौधरी मनीराम मेमोरियल आदर्श प्रबन्धक समिति एवं सामाजिक व पर्यावरण
शैक्षणिक शोध संस्थान द्वारा संचालित

सैक्टर नं. 3, हनुमानगढ़ टाउन - 335513 (राजस्थान) फोन नं. 01552-222182



चौधरी मनीराम कॉलेज ऑफ बी. एड.

(महाराजा गंगा सिंह विश्व विद्यालय बीकानेर से सम्बद्ध एवं एन.सी.टी.ई. से मान्यता प्राप्त)

क्रमांक

दिनांक

D. Declaration by the head of the institution

I certify that the data included in the self-appraisal report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions and no part there of has been outsourced.

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

Signature of the head of the institution

With Seal

प्राचार्य

चौ. मनीराम कॉलेज ऑफ बी. एड.
हनुमानगढ़ टाउन 335513

Place : HANUMANGARH TOWN

Date : 17-12-2015

चौधरी मनीराम मेमोरियल आदर्श प्रबन्धक समिति एवं सामाजिक व पर्यावरण
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सैक्टर नं. 3, हनुमानगढ़ टाउन - 335513 (राजस्थान) फोन नं. 01552-222182

Appendix-V

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Ch. Maniram College of B.Ed.

Sec. No. 03, Hanumangarh Town

ALUMNI FEEDBACK FORM

Alumni Name	Jyoti Verma
Father's Name	Srikam Verma
Date of Birth	7-10-93
Year of passing out	2015
Permanent Address	Ajaitpura Bhawan, Near UCO Bank, Hanumangarh Town Raj
Mobile No.	9782273887
E-Mail ID	JyotiVermahma@gmail.com
Present Organization	NA
Designation	NA
Present Location	NA

1. Do you feel proud to be associated with CMC as Alumni? Yes ☒ No ☐
2. Are you willing to contribute to the development of the college? Yes ☒ No ☐
3. Where/are your grievances properly handled at the college?
 - a. As a student Yes ☒ No ☐
 - b. As an alumni Yes ☒ No ☐
4. Have you obtained sufficient technical knowledge at CMC? Yes ☒ No ☐
5. Is the education imparted at CMC useful and relevant in your present job? Yes ☒ No ☐
6. Were the faculties cooperative? Yes ☒ No ☐
7. Have you made any significant achievement as: A student of CMC. If Yes please share details-

Yes, I have got 2nd Rank in this B.ed college.

8. Most memorable moment in the college.
Micro teaching, Educational Tour and Teaching Practice

9. Suggestion for improvements of college.
Water facility should be improved.

प्राचार्य
चौ. मनौराम कॉलेज ऑफ बी.एड.
हनुमानगढ़ टाउन 335513

Signature

Jyoti

Annexures

Lesson No. ...3...

Subject ...हिन्दी...

Date 21/9/2023

उद्धारण व हस्तांत काल के मूल्यांकन सूची

क्र.सं.	उद्धारण काल के गुण	सर्वोत्तम	अंश	सामान्य	असंगत
1.	सरलता		✓		
2.	व्युत्पन्नता		✓		
3.	वर्गीकरण			✓	
4.	सोचकता			✓	
5.	विद्यार्थी सहयोग			✓	
6.	भाषा की सफाई			✓	

उद्धारण के
हस्ताक्षर

Smita

अवलोकनकर्ता के
हस्ताक्षर

Sarita

पर्यवेक्षक के
हस्ताक्षर

Ram

21/9/23

Signature

Lesson No. 3

Subject Hindi

Date 11/3/2013

उद्देश्य व हस्तांत सहित कौशल की मूल्यांकन सूची

क्र.सं.	व्याख्यान कौशल के
1	सरलता
2	वर्णचित्रता
3	वर्णालता
4	लोचकता
5	विद्यार्थी सह
6	भाषा की सफा

हस्ताक्षरिका के
हस्ताक्षर

[Signature]

प्रेमचन्द



उपन्यास :-
दीर्घा

काली :-
नामक का दर्शा

1880 - 1936

Sarita

Risham
21/9/13

Signature

विषय = हिन्दी

कालीरा =

कक्षा = 10 क

समयावधि = 5-10 मिनट

प्रकरण = 'प्रेमचंद'

उद्देश्य व इन्हान सहित कौशल की मूल्यांकन सूची :-

क्र.सं.	ज्ञानावधारिका क्रिया	हार्डक्रिया	व्यापकता
	प्रेमचंद हिन्दी कथा -	कल्पितानुसार	
	साहित्य के शिखर - पुरुष	मुनेश्वरी	
	माने जाते हैं इनका		
	जन्म सन् 1880 ई. में		
	लमही ग्राम (उ.प्र.) में		
	हुआ		
	मूलनाम धनपतराय था		
	इनका वचन बहुत ही		
	अभावों में बिता		
	इन्होंने बी.ए. तब शिक्षा		
	ग्रहण की ! इनकी विवाह		
	15 वर्ष की आयु में 'शिवरात्री'		
	देवी के साथ सम्पन्न हुआ		
	इन्होंने अपनी लेखन की शुरुआत		
	उई रचना 'नवाकराय' से की		
	हार्डक्रिया : पुरुष की रात,		
	नगर का दरोगा, कफन		
	उपन्यास :- गोदान, पंचमल		
	गवन आदि		
	सन् 1936 में लम्बी बीमारी		
	दौरान इनकी मृत्यु हो गई		
वैद्यप्रश्न :-	प्रेमचंद ने अपने लेखन की	'नवाकराय' से	
	शुरुआत कौनसी उई रचना से की		

अन्य =

1880 ई.

मूल नाम =

'धनपतराय'

लेखन कार्य

की

शुरुआत

'नवाकराय'

उपन्यास

अध्यानी एवं

उपन्यास =

नगर दरोगा,

गोदान

मृत्यु

सन् 1936

पाठ योजना - 8

कक्षा - 7th

विषय - नागरिक शास्त्र

प्रकरण - सर्वोच्च न्यायलय

दिनांक -

कालांश - 1

समयावधि - 30 मिनट

निर्देशावली

अपेक्षित व्यवहारगत परिवर्तन।

1. ज्ञानात्मक

- (1) विद्यार्थी सर्वोच्च न्यायलय के निम्न नदियों का प्रतीकभरण कर सकेंगे।
- (2) विद्यार्थी सर्वोच्च न्यायलय के उपपुस्त नदियों का प्रतीकभरण कर सकेंगे।

2. अवलोकन

- (1) विद्यार्थी सर्वोच्च न्यायलय के स्वरूप को समझ सकेंगे।
- (2) विद्यार्थी सर्वोच्च न्यायलय के सदस्यों की नियुक्ति व योग्यताओं का निष्कर्ष निकाल सकेंगे।

3. अभिवृत्ति

- (1) विद्यार्थी सर्वोच्च न्यायलय के सदस्यों की प्रति समीक्षात्मक दृष्टिकोण बना सकेंगे।

4. अभिरुचि

- (1) विद्यार्थी सर्वोच्च न्यायलय के न्यायाधीशों की नियुक्ति व उसकी योग्यताओं की अधिक जानकारी के रुचि ले सकेंगे।

5. मूल्यांकन

- (1) विद्यार्थी सर्वोच्च न्यायलय के सदस्यों का चार्ट पर अंकित कर सकेंगे।

सहायक सामग्री - कक्षा-कक्ष उपकरण, संकेतक, सर्वोच्च न्यायलय से सम्बन्धित चार्ट आदि।

पूर्व ज्ञान - विद्यार्थी सर्वोच्च न्यायलय के विषय में सामान्य जानकारी रखते हैं।

प्रस्तावना

क्र.सं.	छात्राध्यापिका क्रियाएँ	विद्यार्थी क्रियाएँ
(1)	बहुत से लोगों से मिलकर क्या बनता है?	समाज
(2)	समाज में आई-पार कैसे स्वतंत्र हो जाता है?	बड़ाई-झगड़े से
(3)	लड़ाई-झगड़े का निपटारा कौन करता है?	न्यायालय
(4)	न्यायालय की सर्वोच्च इकाई कौन सी है?	सर्वोच्च न्यायालय
(5)	सर्वोच्च न्यायालय से आपका क्या आश्रित्य है?	समस्यात्मक ढंग

निष्कर्ष - आज हम सर्वोच्च न्यायालय के विषय में विस्तार से अध्ययन करेंगे।

विद्यार्थी क्रिया	छात्राध्यापिका क्रियाएँ	श्यामपट्ट सार
तीन	(विकासवादी ढंग) (1) हमारी संसदात्मक शासन पद्धति में सरकार के कितने भाग हैं? (2) तीनों भागों के नाम बताओ? (3) न्यायाधिका की सर्वोच्च इकाई कौन सी है?	लोकसभा, राज्यसभा, न्यायालय सर्वोच्च न्यायालय की सबसे बड़ी इकाई है। सर्वोच्च न्यायालय अन्तिम अपील न्यायालय है। यह नयी दिल्ली में स्थित है। यह कांग्रेस की स्थापना करती है।
सर्वोच्च न्यायालय का परिचय	(छात्राध्यापिका का परिचय) न्यायाधिका का मुख्य कार्य न्याय करना है। हमारी न्याय करना है। हमारी न्यायाधिका निष्पक्ष रूप से न्याय करके इसके लिए इसे कार्यपालिका के रूप में शक्ति देना है। न जानते हैं कि हमारे देश में संघात्मक शासन व्यवस्था है। जिसमें केन्द्र व राज्य सरकार अपने क्षेत्र में कार्य करती हैं। हमें किसी विषय पर सहमत प्रपन्न हो सकते हैं। उसे उठाने के लिए हमारे संविधान में सर्वोच्च न्यायालय की स्थापना की गई है। यह नई दिल्ली में स्थित है।	

विधानमंडल

(छात्राध्यापिका कथन)

विधायिका 44 प्रपंडटसार

यह कानून तथा संविधान की व्याख्या करता है। यह
एक संविधान व नागरिक अधिकारों की रक्षा करती
है। यह देश के समस्त न्यायिकों से बनती है। इससे
इसे अतिम अपील न्यायलय कहते हैं।

(बीच प्रश्न)

क्या हमें देश में कौन सी शासन व्यवस्था है?

संघात्मक

(1) किसी विषय पर मतभेद उत्पन्न हो जाए तो संसद
समाधान मौन करता है।

संघीय
न्यायलय

(विकासत्मक प्रश्न)

(1) हम न्याय प्राप्त करने के लिए नहीं जाते हैं।

न्यायलय

(2) सर्वोच्च न्यायालय में न्याय मौन करता है।

न्यायधीश

(3) न्यायधीशों की नियुक्ति कैसे होती है?

संभावित उम्र

(छात्राध्यापिका कथन)

2. न्यायधीशों
की नियुक्ति
तथा कार्य काल

सर्वोच्च न्यायालय में मुख्य न्यायाधीश एवं अन्य
न्यायाधीश होते हैं। मुख्य न्यायाधीश की नियुक्ति राष्ट्रपति
द्वारा की जाती है। राष्ट्रपति मुख्य न्यायाधीश से परा-
मर्श के बाद अन्य न्यायाधीशों की नियुक्ति करता है।
सर्वोच्च न्यायालय का न्यायाधीश 65 वर्ष की उम्र तक
पद पर कार्य करता है। वह 65 वर्ष की उम्र से पहले
भी हट सकता है।

विधायिका

धर्म सुनिश्चि

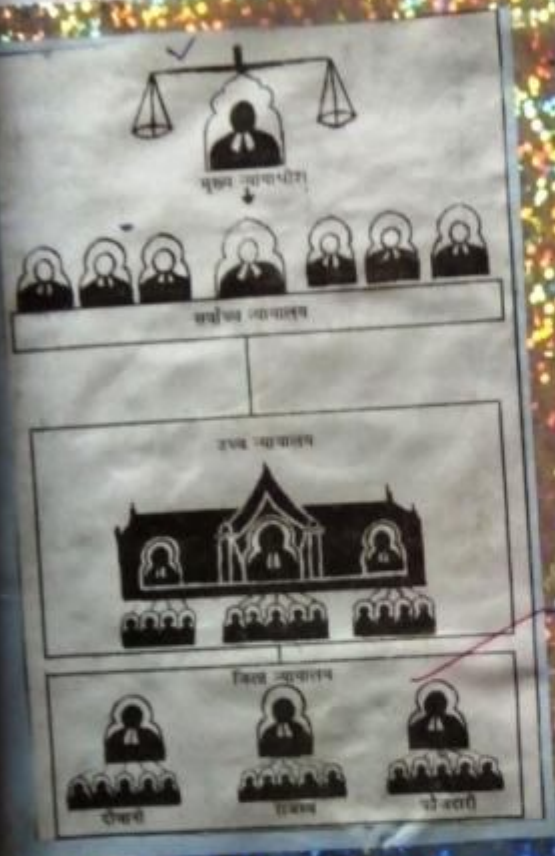
वर्षा अवधि

अंतर पुस्तिका

में लिखेंगे।

(क) यदि वह स्वयं अपनी इच्छा से त्यागपत्र दे दे।
(ख) यदि वह निधन विच्छेद आन्तरन करे तो
मृत्युक्रिया द्वारा हटाया जा सकता है।

सर्वोच्च न्यायालय
के मुख्य न्यायाधीश
की नियुक्ति राष्ट्र-
पति करता है। व
अन्य न्यायाधीशों
की नियुक्ति मुख्य
न्यायाधीश की राय
से करता है। इनका
कार्यकाल 65 वर्ष
की उम्र तक
होता है।



उत्तराधिकारी
- न्यायाधीशों की सेवा
- वे 60 वर्ष की आयु तक रहेंगे
- उन्हें के लिए निम्न विधानीयान
- प्रत्येक सुनौरी
- तथा अपनी उच्च
- 5 वर्ष तक न्यायाधीश
- न्यायालय में लगा
- न्यायाधीश
- न्यायाधीशों।

सर्वोच्च न्यायालय
निष्पत्ति
समाविष्ट अंतर
विधानीयान
प्रत्येक सुनौरी
तथा अपनी उच्च
प्रतिष्ठान में विधि
में।

(सामाजिक विचार)
(कम्युनिस्ट विचारों का अर्थ)

अर्थ - सर्वोच्च न्याय की स्मृति -
(क) निम्न न्यायालय (ख) सर्वोच्च न्यायालय (ग) उच्च न्यायालय (घ) राजस्व न्यायालय
प्रश्न - सर्वोच्च न्यायालय का न्यायाधीश किन्हीं वर्षों के लिए कार्य कर सकते हैं।
(अ) 5 वर्ष (ख) 6 वर्ष (ग) 55 वर्ष (घ) 10 वर्ष
अर्थ - सर्वोच्च न्यायालय के मुख्य न्यायाधीश की नियुक्ति करता है -
(अ) प्रधानमंत्री (ख) उपराष्ट्रपति (ग) मुख्यमंत्री (घ) राज्यपाल

सर्वोच्च न्यायालय

सुप्रीम कोर्ट का कार्य

राज्य सरकार

राज्य सरकार

(सर्वोच्च न्यायालय का कार्य)

- (1) सर्वोच्च न्यायालय की सर्वोच्च अदालत होती है।
- (2) सर्वोच्च न्यायालय में राष्ट्रपति न्यायाधीशों की सेवा करता है।
- (3) न्यायाधीशों की नियुक्ति के लिए या योग्यताएं नी- चाहिए ?

सर्वोच्च न्यायालय

नियुक्ति

संघीय अदालत

(सुप्रीम कोर्ट का कार्य)

- सर्वोच्च न्यायालय के न्यायाधीशों को नौकरों के लिए निम्न विधायी व्यवस्थाएं होनी चाहिए -
- (1) वह भारत का नागरिक हो।
- (2) उच्च न्यायालय में लगातार 5 वर्ष तक न्यायाधीश का कार्य कर चुका हो। अथवा उच्च न्यायालय में लगातार 10 वर्ष तक वकालत कर चुका हो।
- (3) राष्ट्रपति की राय में प्रमुख न्यायविदों।

विधायी व्यवस्था

प्रत्येक सुनने में

व्या अदालत अथवा

प्रमुख अदालत में सिद्धि

होना।

(सुप्रीम कोर्ट का कार्य)

(सर्वोच्च न्यायालय का कार्य)

अर्थात् सर्वोच्च न्याय की अदालत है -

- (क) जिला न्यायालय (ख) सर्वोच्च न्यायालय (ग) उच्च न्यायालय (घ) राजस्व न्यायालय
- प्रश्न. सर्वोच्च न्यायालय का न्यायाधीश कितने वर्षों का कार्य कर सकता है ?
- (अ) 5 वर्ष (ब) 6 वर्ष (ग) 7 वर्ष (घ) 8 वर्ष (ङ) 9 वर्ष
- अर्थात् सर्वोच्च न्यायालय के मुख्य न्यायाधीश की नियुक्ति करता है -
- (अ) प्रधानमंत्री (ब) उपराष्ट्रपति (ग) मुख्य न्यायाधीश (घ) राष्ट्रपति

(अखिलपुत्रात्मक प्रश्न)

प्रश्न 7. सर्वोच्च न्यायालय में कितने न्यायाधीश होते हैं?

प्रश्न 4. सर्वोच्च न्यायालय कहाँ स्थित है?

(अधुनिक प्रश्न)

प्रश्न 5. छोटे मॉलिक आधिमांस में क्या लौन करता है?

प्रश्न 6. अतिमान की व्याख्या करने का आधिमांस किसको है?

(रिक्त स्थान भरें)

प्रश्न 7. न्यायाधीशों की नियुक्ति करता है।

उद्देश्य:-

प्रश्न 8. न्यायाधीशों की योग्यताएं बताएं।

परिचित रिप्लाय

प्रश्न का प्रस्तावित मंच पर
शामपट्टी का सुन्दर व लोचनीयता
(Rajiv)



परिचित रिप्लाय

चौ. मनीराम कॉलेज ऑफ बी.एड., हनुमानगढ़ टाउन

ब्लॉक अध्यापन अभ्यास के अन्तर्गत छात्राध्यापिकाओं द्वारा करणीय कार्य :-

1. कार्यभार ग्रहण करने सम्बन्धी प्रार्थना पत्र प्रस्तुत करना।
2. सेवारत होने पर चार्ज देना व लेना।
3. अध्यापक दैनिकी के निर्धारित प्रारूपों की पूर्तिया करना तथा स्वयं द्वारा पढ़ाए जाने वाले दैनिक पाठों की योजना बनाना।
4. प्रधानाध्यापक सहित 11 अध्यापकों वाले उच्च प्राथमिक विद्यालय के लिए समय विभाग चक्र बनाना।
5. छात्र-छात्राओं की उपस्थिति का मासिक गोश्वारा निकालना।
6. खेलकूद सम्बन्धी बातों को समझना तथा 10 टीमों से सम्बन्धित मेचेज की टाई डालना।
7. टूर्नामेंट के उद्घाटन और समापन कार्यक्रम की प्रक्रिया को समझना।
8. समायोपयोगी उत्पादक कार्यों से परिचित होना।
9. परीक्षा व्यवस्था की जानकारी प्राप्त करना।
10. एक छात्र का प्रकरण अध्ययन।
11. विद्यालय संगठन के किसी एक पक्ष का अध्ययन।
12. विद्यालय योजना बनाना।
13. आचरण नियमों की जानकारी करना।
14. विभिन्न प्रकार के अवकाश जानना।
15. पत्रों के प्रकार (शासकीय, अर्द्धशासकीय पत्र तथा कार्यालय आदेश) समझना।
16. किसी शिक्षक का स्थानान्तरण होने पर उसे कार्यमुक्त करने हेतु आदेश तैयार करना।
17. छात्र प्रवेश आवेदनपत्रों में प्रविष्टियां व जाँच।
18. स्कॉलर रजिस्टर में प्रविष्टियां तथा टी.सी बनाने में सावधानियां।
19. (क) कार्यालय प्रक्रिया - पत्रों का निस्तारण।
(ख) क्रय प्रक्रिया - क्रय करना भंडार पंजिका में प्रविष्टि भुगतान व रोकड़ संचारण।
20. ब्लॉक अध्यापन अभ्यास कार्यक्रम का विवरण तैयार करना।
21. सांस्कृतिक कार्यक्रम समारोह का प्रारम्भ व समापन।
22. कार्यभार ग्रहण में प्रधानाध्यापक की रिमार्क।
23. प्रवेशोत्सव।
24. पोषाहार।
25. प्रधानाध्यापक का निरीक्षण।
26. चरित्र प्रमाण पत्र, मैडिकल प्रमाण पत्र।
27. प्रतिनियुक्ति+कार्यमुक्ति पत्र।

उपर्युक्त सभी विवरण/लेखन/प्रतिवेदन आदि की इसी पत्र के क्रम में सूची बनाकर इन्हें ब्लॉक अध्यापन अभ्यास कार्यक्रम की पत्रावली में पत्रावलित करें।

क्रियात्मक अनुसंधान (Action Research)

शोध शीर्षक

**“शिक्षण कार्य में पारम्परिक शिक्षण विधियों के
प्रयोग से छात्रों का अधिगम अधिक
स्थायी नहीं होता है।”**

लघु शोध प्रबन्ध

**महाराजा गंगासिंह विश्वविद्यालय, बीकानेर
को शिक्षा अधिस्नातक उपाधि (बी.एड)**

2014-15

की आशिक पूर्ति हेतु प्रस्तुत

प्रस्तुत्य



शोधकर्त्री:

दिव्या रानी

B.Ed. (Art) छात्रा

चौ. मनीराम कॉलेज ऑफ बी.एड

हनुमानगढ़ टाउन, (राज.) 335513

आभार प्रदर्शन

प्रस्तुत लघुशोध प्रबन्ध को विधिवत सम्पन्न करने के कार्य में जिन स्त्रोतों से सामग्री ली गई है, उनके सभी विद्वज्जनों और महानुभावों के प्रति मैं कृतज्ञता एवं हार्दिक आभार प्रकट करना अपना प्रथम कर्तव्य समझती हूँ।

प्रस्तुत लघु शोध प्रबन्ध परम श्रद्धेय शोध निर्देशक (प्राचार्य) के सुयोग्य एवं विद्वतापूर्ण निर्देशन में लिखने का सौभाग्य प्राप्त हुआ है। अपने इस लघु शोध को सम्पन्न करने में जो मार्गदर्शन दिया उसके लिए सदैव इनके प्रति हार्दिक कृतज्ञता का अनुभव करूंगी। आपकी प्रेरणा सहानुभूति एवं श्रमपूर्वक चिन्तन से इस लघु शोध प्रबन्ध कार्य सम्पन्न हो सका है।

मैं उन समस्त गुरुजनों तथा सहपाठियों की आभारी हूँ जिन्होंने समय-समय पर यथाचित निर्देशन एवं सुझाव देकर इस लघु शोध को सम्पन्न करवाने में योगदान दिया है।

मैं पुस्तकालय अध्यक्ष तथा इस लघु शोध कार्य में जिन विद्वानों के ग्रन्थों, पत्र-पत्रिकाओं, पुस्तकों, प्रतिवेदनों तथा अनुसंधान कार्यों के प्रतिवेदनों की सहायता ली गई है, उन सभी का आभार व्यक्त करती हूँ।

मैं उन सभी विद्यालयों की प्रधानाध्यापकों, प्रधानाध्यापिकाओं, अध्यापकों/अध्यापिकाओं, विद्यार्थियों, अभिभावकों की आभारी हूँ जिन्होंने दत्त संकलन में मुझे सहयोग दिया।

मैं अपने पिता, माता, बहिन व भाई की भी आभारी हूँ जिन्होंने प्रेरणास्पद मार्गदर्शन व स्नेहाशीष प्रदान कर मुझे यह शोध कार्य करने हेतु प्रोत्साहित किया।

अन्त में मैं शर्मा फोटोस्टेट एवं इन्टरनेट, कॉलेज रोड, इन्द्रा चौक, हनुमानगढ़ टाउन (राज.) की भी आभारी हूँ जिन्होंने मुझे त्वरित गति से इस शोध कार्य को पूर्ण करने में सहायता प्रदान की।

शोधकर्त्री

दिव्या रानी

बी.एड छात्रा

चौ. मनीराम कॉलेज ऑफ बी.एड

हनुमानगढ़ (राज.) 335513

चौ. मनीराम कॉलेज ऑफ बी.एड. हनुमानगढ़ (राज.)

प्रमाण-पत्र

प्रमाणित किया जाता है कि दिव्या रानी (बी.एड. छात्रा) चौ. मनीराम कॉलेज ऑफ बी.एड. हनुमानगढ़ (राज.) नें महाराजा गंगासिंह विश्वविद्यालय, बीकानेर को शिक्षा अधिस्नातक उपाधि की आंशिक पूर्ति हेतु प्रस्तुत लघु शोध प्रबन्ध "शिक्षण कार्य में पारम्परिक शिक्षण विधियों के प्रयोग से छात्रों का अधिगम अधिक स्थायी नहीं होता है।"

मेरे निर्देशन एवं मार्गदर्शन में पूर्ण किया है।

यह शिक्षा अधिस्नातक स्तर का शोध कार्य है इनका यह शोध कार्य श्रेष्ठ, स्तरीय एवं मौलिक है। चुनी गई समस्या, उद्देश्य, शोध से उभर कर आने वाले प्रश्नों का चयन इनके मौलिक चिन्तन के परिणाम है तथा यह इनके स्वयं के अथक परिश्रम का प्रतिफल है।

यह शोध कार्य शिक्षा अधिस्नातक उपाधि की आंशिक पूर्ति हेतु प्रस्तुत किया जाता है। मैं इसे प्रस्तुत करने की अनुमति प्रदान करता हूँ।

स्थान :- हनुमानगढ़ टाउन

दिनांक :-

निर्देशक

प्रभारी

चौ. मनीराम कॉलेज ऑफ बी.एड.

हनुमानगढ़ (राज.) 335513

अनुसंधान का अर्थ (Meaning of Action Reserch) :-

विद्यालयों की कार्य प्रणाली में सुधार एवं परिवर्तन लाने के लिये यह एक महत्वपूर्ण विधि है। इसके अनुसार शिक्षक अपने शिक्षण की समस्याओं, प्रधानाचार्य विद्यालयों की समस्याओं के वैज्ञानिक अध्ययन से उनमें सुधार एवं परिवर्तन लाते हैं। क्रियात्मक अनुसंधान की प्रक्रिया समस्या केन्द्रित होती है। इनका उद्देश्य न तो शोध-प्रबन्ध लिखना होता है और न ही उपाधि प्राप्त करना होता है। इसका उद्देश्य कला कार्य प्रणाली की समस्या का समाधान करके उसमें सुधार एवं परिवर्तन लाना होता है। क्रियात्मक अनुसंधान को समझने के लिए "अनुसंधान" के संबंध में सही जानकारी होना आवश्यक है।

शिक्षा के क्षेत्र में क्रियात्मक-अनुसंधान का विकास सन् 1926 माना जाता है। क्योंकि सर्वप्रथम बकिंघम ने अपनी पुस्तक "रिसर्च फार टीचर्स" में इसका उल्लेख किया है। परन्तु स्टीफेन एम. एम. कोरी ने क्रियात्मक अनुसंधान का शिक्षा की समस्याओं के लिये सर्वप्रथम प्रयोग किया था।

स्पष्ट परिभाषीकरण व आवश्यकता :-

* क्रियात्मक अनुसंधान की परिभाषा :-

स्टीफन एम.एम. कोरी के अनुसार "अभ्यासकर्ता अपनी समस्याओं का वैज्ञानिक ढंग से अध्ययन करता है। जिसमें सही कार्य को दिशा मिल सके और निर्णयों का मूल्यांकन कर सके। इसे अनेक व्यक्ति क्रियात्मक अनुसंधान कहते हैं।"

मै ग्रेथटे के अनुसार-क्रियात्मक अनुसंधान व्यवस्थित खोज की क्रिया है, जिसका उद्देश्य व्यक्ति या समूह क्रियाओं में रचनात्मक सुधार तथा विकास लाना है।

आज शैक्षिक प्राद्यौगिकी ने कई ऐसे साधन उपलब्ध कराये जिनसे छात्रों को प्रभावी रूप से कोई भी विषय समझाया जा सकता है। ये साधन पूर्व में उपलब्ध साधनों की विभिन्न कमियों को दूर करने के क्रम में विकसित किए गए हैं। ऐसा ही एक साधन है कम्प्यूटर। इसके प्रयोग से कई प्रकार की सहायक सामग्री तैयार की जा सकती है विषयाधारित सी.डी. एवं डी.वी.डी. के उपयोग से कक्षा शिक्षक अपना शिक्षण प्रभावी बना सकता है तथा ही छात्र को विशेष तौर पर तैयार सी.डी. एवं डी.वी.डी. देकर कम्प्यूटर पर कार्य करने दिया जाए तो वे अपनी विभिन्नता के अनुसार स्वयं सीख सकते हैं।

क्रियात्मक अनुसंधान :-

* अनुसंधान की समस्या :-

“शिक्षण कार्य में पारम्परिक शिक्षण विधियों के प्रयोग से छात्रों का अधिगम अधिक स्थायी नहीं होता है।”

* अनुसंधान की समस्या एवं महत्व :-

शिक्षा तथा मानव जाति का जन्म जन्मांतर का संबंध है। शिक्षा का आन्तरिक वृद्धि तथा विकास की न समाप्त होने वाली प्रक्रिया है और इसकी अवधि जन्म से मृत्यु तक फैली हुई है। मनुष्य प्रतिदिन हर क्षण कुछ न कुछ सीखता है। उसका समस्त जीवन ही शिक्षा है अतः शिक्षा का निरन्तर तथा गतिशील प्रक्रिया है।

शिक्षा बालका के सर्वांगीण विकास की प्रक्रिया है। शिक्षण प्रक्रिया में आमूलचूल परिवर्तन हुए हैं। शिक्षण प्रक्रिया के यंत्रीकरण से शिक्षा के क्षेत्र में एक नवीन संप्रव्यय का समावेश हुआ जिसे शैक्षिक तकनीकी कहा जाता है।

आजकल चलचित्र, रेडियो टेपरिकार्डर, टी.वी., प्रोजेक्टर, कम्प्यूटर भाषा प्रयोगशाला आदि शिक्षण मशीनों का प्रयोग कर शिक्षण को अधिकाधिक प्रभावपूर्ण बनाकर शिक्षण को प्राप्त किया जा सकता है।

विद्यालयों में अभी भी परम्परागत शिक्षण विधियों का यथा पाठ्यपुस्तक विधि, व्याख्यान विधि की सहायता से ही शिक्षण कार्य करवाया जाता है। जबकि आज छात्रों के पाठ्यक्रम पर आधारित कम्प्यूटर प्रोग्राम सी.डी. एवं डी.वी.डी. के रूप में मौजूद है जिनके प्रयोग से पाठ्यवस्तु को अधिक प्रभावी ढंग से समझाया जा सकता है तथा इस प्रकार नई शैक्षिक तकनीकी ज्ञान को अधिक स्थायी व रुचि पूर्ण बनाती है।

क्रियात्मक अनुसंधान की पृष्ठ भूमि :-

विद्यालयों में कक्षा शिक्षण के दौरान प्रायः देखा गया है कि शिक्षक प्रत्येक विषय का अध्यापन एक ही शिक्षण विधि से करवाते हैं फिर चाहे वो गणित हो या विज्ञान या फिर सामाजिक विज्ञान।

विषयानुसार सहायक सामग्री का प्रयोग नहीं के बराबर किया जाता है। शोधकर्ता द्वारा प्रशिक्षण कार्यक्रमों व कार्यशालाओं में कम्प्यूटर आधारित तकनीक का प्रयोग कर देखा गया कि इससे शिक्षकों के लिए प्रशिक्षण कार्यक्रम व रुचिकर साबित होते हैं।

इसी के आधार पर शोधकर्ता द्वारा कक्षा शिक्षण में कम्प्यूटर आधारित तकनीक का समावेश कर उसकी प्रभावशीलता का पता करने का प्रयास किया गया।

यदि अनुसंधान कार्य को सफल और विश्वसनीय बनाना है तो ऐसे उपकरणों और विधियों का चुनाव करना होगा जो वैज्ञानिक होने के साथ शिक्षण के प्रति अधिक रुची पैदा व अच्छे सफल सत्य निष्कर्ष प्राप्त हो सकें।

क्रियात्मक अनुसंधान का उद्देश्य :-

1. विद्यालय की कार्य प्रणाली में सुधार तथा विकास करना।
2. छात्रों तथा शिक्षकों में प्रजातंत्र के वास्तविक गुणों का विकास करना।
3. विद्यालयों के कार्यकर्ताओं शिक्षक, प्रधानाचार्य, प्रबंधक तथा निरीक्षकों में वैज्ञानिक दृष्टिकोष को विकास करना।
4. विद्यालय के कार्यकर्ताओं में कार्य कौशल का विकास करना।
5. शैक्षिक प्रशासकों तथा प्रबंधकों को विद्यालय की कार्यप्रणाली के सुधार तथा परिवर्तन के लिये सुझाव देना।
6. विद्यालयों की परम्परागत रूढ़िवादिता तथा यांत्रिक वातावरण को समाप्त करना।
7. विद्यालय की कार्य प्रणाली को प्रभावशाली बनाना।
8. छात्रों के निष्ठा स्तर को ऊँचा उठाना।
9. शिक्षण में शैक्षिक प्रौद्योगिकी आधारित नवीन सहायक सामग्री की प्रभावशीलता का पता लगाना।
10. विषयाधारित शिक्षण कार्य के लिए विशिष्ट सहायक सामग्री जुटाने के लिए शिक्षकों को प्रेरित करना।
11. शिक्षकों में कम्प्यूटर शिक्षा के प्रति जागरूकता पैदा करना।

क्रियात्मक अनुसंधान की विशेषताएँ :-

1. अनुसंधान एक ईमानदारी से की गयी प्रक्रिया है।
2. इसमें गहन अध्ययन किया जाता है।
3. इसमें विवके व समझदारी से काम लिया जाता है।
4. समस्या के संदर्भ में तथ्यों की खोज की जाती है।
5. अनुसंधान के निष्कर्ष प्रमाणिक होते हैं।
6. अनुसंधान के निष्कर्षों की पुष्टि प्रमाणों द्वारा की जाती है।

किसी भी समस्या पर शोध करने के पूर्व देखना अत्यावश्यक है कि विभिन्न दृष्टिकोणों से उस समस्या का हल कितना आवश्यक है अर्थात् उस समस्या पर शोधकर्ता किया जाए तो इससे सिर्फ उस विद्यालय की ही नहीं समुचित शिक्षा के क्षेत्र को विकास मिले तथा शैक्षणिक बाधाओं को दूर कर शिक्षानुकूल बनाया जा सके।

शोधकर्ता द्वारा इसमें उस समस्या का हल निकालने का भरपूर प्रयास किया जाता है।

सीमांकन :-

राजकीय उच्च प्रा० विद्यालय नं० 03, हनुमानगढ़ टाउन कक्षा 6, 7, 8
के छात्रों को शोध हेतु लिया गया है।

परिकल्पना :-

“कक्षा शिक्षण में विषयाधारित कम्प्यूटर तकनीक द्वारा शिक्षण पारंपरिक शिक्षण की तुलना में छात्रों के अधिगम में अधिक सहायक सिद्ध होता है।”

* कार्यविधि का निर्धारण :-

शोध हेतु राजकीय उच्च प्रा० विद्यालय नं० 03, हनुमानगढ़ टाउन कक्षा 6, 7, 8 के छात्रों की पूर्व परख ली गई है। इसके आधार पर छात्रों को दो समूह में विभाजित किया गया। एक समूह को नियंत्रित समूह व दूसरों को प्रयोगात्मक समूह के रूप में रखा गया है।

“संजीवों में पाचन” विषय पर नियंत्रित समूह को परम्परागत विधि से एवं प्रयोगात्मक समूह को कम्प्यूटर डी.वी.डी. के प्रयोग द्वारा प्रशिक्षण दिया गया प्रशिक्षण के उपरान्त दोनों समूहों की पश्च परख ली गई। इन दोनों परखों का अन्तर ही शोध का निष्कर्ष है।

इस प्रकार शोधकर्ता द्वारा परम्परागत विधि व प्रयोगात्मक विषय के प्रकरण को करवाया गया। इसमें प्रयोगात्मक विधि से बच्चों में अधिक स्थायी ज्ञान की प्राप्ति हुई क्योंकि छात्रों ने प्रयोग को अच्छी तरह देखा व सुना इतने बाद जो परखों में अन्तर आया तथा शोधकर्ता द्वारा समस्या का हल निकालने का प्रयोग किया गया तथा छात्रों के अंकों में अन्तर का स्तर ही परिकल्पना की सार्थकता सिद्ध करता है।

कार्य योजना :-

क्र. सं.	कार्य योजना बिन्दू	क्रिया का स्वरूप	उपकरण	दिन/समय
1	प्रश्नावली का निर्माण	छात्रों हेतु प्रश्नावली निर्माण किया गया।	विज्ञान विषय की पुस्तक	1 दिन
2	पूर्व परख	उपस्थिति सभी छात्रों की पूर्व परख ली गई।	प्रश्न-पत्र व अंकतालिका	1 घण्टा
3	क्रिया पक्ष का क्रियान्वयन	नियंत्रित समूह का परम्परागत विधि से व प्रयोगात्मक समूह का कम्प्यूटर डी.वी.डी. प्रयोग द्वारा शिक्षण करवाया गया।	शिक्षण परम्परागत व्याख्यान विधि से एवं कम्प्यूटर डी.वी.डी. का प्रयोग करके	2 दिन
4	पश्च परख	02 दिवसीय शिक्षण करवाने के पश्चात दोनों समूहों की पश्च परख ली गई।	प्रश्न-पत्र व अंकतालिका	1 घण्टा
5	सांख्यिकी विश्लेषण	पश्च परख के प्राप्तांकों के अंकों में अन्तर की सार्थकता का स्तर ही परिकल्पना की सार्थकता का स्तर सिद्ध होता है।	अंकतालिका	

पूर्व परख प्राप्तांक :-

संभागी क्रमांक	पूर्व परख प्राप्तांक
1	08
2	09
3	12
4	08
5	14
6	12
7	10
8	08
9	10
10	06
11	10
12	08
13	12
14	10
15	08
16	08
17	06
18	10
19	08
20	10
21	12
22	08

पश्च परख प्राप्तांक

नियंत्रित समूह

संभागी क्रमांक	नियंत्रित समूह
1	10
2	08
3	08
4	12
5	10
6	12
7	14
8	12
9	08
10	06
11	08

ARITHMETIC MEAN = 9.81

पश्च परख प्राप्तांक

प्रयोगात्मक समूह

संभागी क्रमांक	प्रयोगात्मक समूह
1	12
2	12
3	18
4	14
5	14
6	16
7	18
8	14
9	12
10	10
11	12

ARITHMETIC MEAN = 13.81

प्रशिक्षण कार्य से पूर्व, पूर्व-परख एवं विश्लेषण :-

शोधकर्ता द्वारा शिक्षण से पूर्व उपस्थित सभी छात्रों को पूर्व में तैयार प्रश्नावली वितरित कर हल करवायी गई। तत्पश्चात उसकी जाँच कर लगभग समान योग्यता वाले दो समूह-नियंत्रित व प्रयोगात्मक समूह बनाये गये।

प्रशिक्षण कार्य के पश्चात पश्च-परख एवं विश्लेषण :-

शोधकर्ता द्वारा दोनों समूहों का पूर्व निर्धारित अवधि तक शिक्षण करवाया गया। नियंत्रित समूह का परम्परागत विधि से शिक्षण करवाया गया। प्रयोगात्मक समूह को उक्त शिक्षण कम्प्यूटर डी.वी.डी. के माध्यम से दिया गया। इसके बाद दोनों समूहों की पश्च परख ली गई। दोनों समूहों के प्राप्तांकों का माध्यमान निकाला गया।

निष्कर्ष :-

प्रयोगात्मक समूह के प्राप्तांकों का माध्यमान 9.81 और नियंत्रित समूह के प्राप्तांकों का माध्यमान 13.81 रहा। नियंत्रित समूह के प्राप्तांकों के माध्यमान की अधिकता से शोधकर्ता की परिकल्पना की पुष्टि होती है।

सुझाव :-

कक्षा शिक्षण में शैक्षिक प्रौद्योगिकी के नवाचारों यथा कम्प्यूटर तकनीक का समावेश कर इन्हें प्रभावी व रोचक बनाया जा सकता है।

परिशिष्ट :-

1. पूर्व परख एवं पश्च परख प्रश्नावली
2. अंक तालिकाएँ

शोध हेतु प्रश्नावलिया :-

(i) पूर्व परख प्रश्नावली :-

1. शरीर में कौन - कौन से तंत्र पाये जाते हैं ?
2. शरीर में भोजन का पाचन किस तंत्र द्वारा किया जाता है ?
3. पाचन की आवश्यकता क्यों होती है ?
4. पाचन के प्रकार लिखिए।
5. पाचन की शुरुआत किस अंग से होती है ?
6. शरीर में पाचन तंत्र के अवयव कौन-कौन से हैं ?
7. दांत कितने प्रकार के होते हैं ?
8. पाचन तंत्र का सबसे लम्बा भाग कौनसा होता है ?
9. भोजन संबंधी दो अच्छी आदतें लिखिए।

(i) पश्च परख प्रश्नावली :-

1. पाचन तंत्र के अवयवों के नाम क्रम से लिखिए।
2. मुह में पाचन के दौरान कौनसा एन्जाइम स्रावित होता है ?
3. आहार नाल में भोजन किस गति से आगे बढ़ता है ?
4. लार ग्रंथियाँ कितने प्रकार की होती हैं ?
5. आमाश्व में कौन-कौन से एन्जाइम पाचन क्रिया में भाग लेते हैं ?
6. पित्त ग्रंथि पाचन में क्या सहायता करती है ?
7. वास का पाचन कहाँ होता है ?
8. छोटी आंत्र में पचित भोजन का अवशोषण कहाँ ! होता है ?
9. एपेन्डिक्स कहाँ ! पाया जाता है ?
10. बड़ी आंत्र में पाचन की कौनसी क्रिया होती है ?

अंक तालिकाएँ

नियंत्रित समूह के प्राप्तांको का मध्यमान :-

प्राप्तांक x	आवृत्ति f	प्राप्तांक x आवृत्ति (fx)
06	01	06
08	04	32
10	02	20
12	03	36
14	01	14
योग	$\Sigma f = 11$	$\Sigma fx = 108$

$$\begin{aligned}\text{ARITHMETIC MEAN} &= \Sigma fx / \Sigma f \\ &= 108 / 11 \\ &= 9.81\end{aligned}$$

प्रयोगात्मक समूह के प्राप्तांकों का मध्यमान :-

प्राप्तांक x	आवृत्ति f	प्राप्तांक x आवृत्ति (fx)
10	01	10
12	04	48
14	03	42
16	01	16
18	02	36
योग	$\Sigma f = 11$	$\Sigma fx = 152$

$$\begin{aligned}
 \text{ARITHMETIC MEAN} &= \Sigma fx / \Sigma f \\
 &= 152 / 11 \\
 &= 13.81
 \end{aligned}$$

CH MANIRAM COLLEGE OF B.ED



CASE STUDY REPORT

BACKGROUND INFORMATION

- | | |
|--------|-------------|
| 4. आयु | जन्म दिनांक |
|--------|-------------|

5. लिंग पुरुष/महिला

8. परिवार में सदस्यों की संख्या

9. पिता का शैक्षणिक स्तर स्नातक/स्नातकोत्तर/अधिक

10. माता का शैक्षणिक स्तर स्नातक/स्नातकोत्तर/अधिक

11. पिता का व्यवसाय नौकरी / व्यापार

12. माता का व्यवसाय : नौकरी / व्यापार / गृहणी

13. परिवार सम्बन्धी जानकारी

[illegible]

प्रश्नोत्तरी

“स्कूली छात्र-छात्राओं की अंतिम बाल्यावस्था में अनुभव की गई समस्याओं को पहचानना”

हाँ, नहीं एवं कभी-कभी की श्रेणियों में आपके मतानुसार चिन्ह लगावे -

कृपया निम्न पदों को दी गई श्रेणी में चिन्ह लगावे	हाँ	नहीं	कभी-कभी
1. क्या आप अपने विद्यालय के वातावरण से संतुष्ट हैं।			
2. क्या आप अपने विद्यालय से खुश नहीं हैं।			
3. क्या आप अपने विद्यालय द्वारा आयोजित गतिविधियों में भाग लेते हैं।			
4. क्या आप आपने आपको विद्यालय के अनुरूप पाते हैं।			
5. क्या विद्यालय की गतिविधियों से आप अपने आपको जोड़ नहीं पाते हैं, क्योंकि वे आपके पसंद के अनुसार नहीं हैं।			
6. क्या आप यह महसूस करते हैं कि विद्यालय के अनुशासन नियम और कानून बहुत ज्यादा हैं।			
7. क्या आप महसूस करते हैं कि विद्यालय योग्य एवं सही आदतों का विकास कर रहा है।			
8. क्या आप विद्यालय के पाठ्यक्रम से संतुष्ट हैं।			
9. क्या आपके विद्यालय द्वारा निर्धारित पुस्तकें पाठ्यक्रम से संबंधित हैं।			
10. क्या आपके विद्यालय का पाठ्यक्रम बहु-आयामी है?			
11. क्या आपके विद्यालय का पाठ्यक्रम सिद्धांत आधारित और सख्त है?			
12. क्या ये पाठ्यक्रम प्रविधियाँ आपके शिक्षक द्वारा आपको प्रदान की जाती हैं।			
13. क्या आपके विद्यालय की पाठ्यक्रम गतिविधियाँ आपके भविष्य में रोजगार की अपेक्षाओं से संबंधित हैं?			

14. क्या शिक्षा सम्बन्धी समस्याओं के निराकरण में आप रुचि रखते हैं?			
15. क्या विद्यालय, विद्यार्थियों के योगदान को अतिरिक्त एवं सांस्कृतिक गतिविधियों जैसे की भाषण प्रतियोगिता, नाटक इत्यादि में प्रोत्साहन पुरस्कार या मान्यता देता है?			
16. क्या विद्यालय विद्यार्थियों में अच्छे अनुशासन और कक्षा में उपस्थिति के लिए प्रोत्साहित करता है?			
17. क्या आप विद्यालय में अधिक छुट्टियाँ चाहते हैं?			
18. क्या आप सोचते हैं कि लगातार कक्षाओं के बीच में मध्यांतर होना चाहिए?			
19. क्या विद्यालय में विशेष कार्यक्रम या सप्ताह के किसी एक दिन आधे दिन की छुट्टी होनी चाहिए?			
20. क्या विद्यालय सांस्कृतिक एवं खेलकूद की प्रतियोगिता आयोजित करता है?			
21. क्या आप स्कूल द्वारा दिये गये निर्देशन एवं परामर्श से संतुष्ट हैं?			
22. आपको किसी प्रकार की समस्या के लिए मार्गदर्शन एवं सलाह की जरूरत पड़ती है? अधिकतर, समस्याओं/खेलकूद से संबंधित /माता-पिता से संबंधित/अन्य			
23. अधिकतर समस्याएं कहीं से उत्पन्न होती हैं? स्कूल/माता-पिता, भाई-बहन/दोस्त /अन्य कोई			
24. क्या आप स्कूल जाने से डरते हैं?			
25. क्या आप बार-बार विद्यालय बदलते हैं?			
26. क्या कक्षा में पढ़ाये गये पाठ के साथ-साथ आप चलते हैं?			
27. क्या आप किसी विशेष शिक्षक को नापसंद करते हैं?			

28. क्या आप विद्यालय को नापसंद करते हैं? अगर हाँ तो वे कौनसे कारण हैं, जिसके कारण आप स्कूल को नापसंद करते हैं?			
29. क्या आप विद्यालय जाना पसंद करते हैं?			
30. क्या आप विद्यालय से बिना किसी कारण के अनुपस्थित रहना चाहते हैं?			
31. क्या आप अपने माता पिता के दबाव के कारण ही विद्यालय में जाते हैं?			
32. क्या कक्षा के खराब रिकॉर्ड के कारण आप स्कूल को नापसंद करते हैं?			
33. क्या आप अध्यापक की अपेक्षा के अनुसार खर्च नहीं उतरते हैं? पढ़ाई के क्षेत्र में / अतिरिक्त सहगामी गतिविधियों के क्षेत्र में।			
34. क्या आप महसूस करते हैं कि कुछ अध्यापक अपने विद्यार्थियों में रुचि नहीं लेते?			
35. क्या आप महसूस करते हैं कि कुछ अध्यापक अपने विषयों को ठीक तरह से समझा नहीं पाते?			
36. क्या आप इस तथ्य से परेशान हैं कि आपके शिक्षक आपको ठीक से समझा नहीं पाते?			
37. क्या आप महसूस करते हैं कि आपके शिक्षक केवल अपने विषय को ही महत्व देते हैं?			
38. क्या आप अपने शिक्षक के काम से संतुष्ट हो?			
39. क्या आप महसूस करते हैं कि आपके शिक्षक अपने विषयों को ठीक समय पर समाप्त नहीं कर पाते हैं?			
40. क्या आपके शिक्षक पढ़ाने और पाठ्यक्रम उचित समय पर समाप्त करवाने में लापरवाह हैं?			
41. क्या आपको अध्यापक बहुत ज्यादा गृहकार्य देते हैं?			
42. क्या तुम प्रायः अध्यापक के द्वारा दिये गये गृहकार्य से संतुष्ट नहीं हो? क्योंकि वह तुम्हारे पाठ्यक्रम			

से संबंधित नहीं है। वह कक्षाकार्य की केवल पुनरावृत्ति है। वह रचनात्मक नहीं है। वह दिनचर्या से संबंधित नहीं है। अन्य कोई।			
43. क्या तुम्हारे शिक्षक बहुत अधिक सख्त और गुस्से वाले हैं, जिसके कारण तुम उनके पास जाने से डरते हो?			
44. क्या तुम्हारे शिक्षक सभी विद्यार्थियों की ओर एक जैसा ध्यान देते हैं?			
45. क्या आपके शिक्षक बिना तुम्हारी गलती के तुम्हें सजा देते हैं?			
46. क्या आप महसूस करते हो कि कुछ शिक्षक कक्षा में होशियार विद्यार्थियों को ही महत्व देते हैं? उनको सुविधाएँ देकर/उनकी गलतियों की ओर ध्यान न देकर/दूसरे विद्यार्थियों को डोंटते हुए/अन्य कोई?			
47. क्या आपको शिक्षक नापसंद करते हैं? क्योंकि आप आज्ञाकारी विद्यार्थी नहीं हो। क्योंकि आप पढ़ने में होशियार नहीं हो। क्योंकि आप दिखने में अच्छे नहीं हो। क्योंकि आप ठीक से अभिव्यक्त नहीं कर पाते हो। अन्य कोई?			
48. क्या आपके शिक्षक विद्यार्थियों से भेदभाव तो नहीं करते हैं। किसी की प्रशंसा करके। किसी की ओर ध्यान न देकर।			
49. क्या आपके शिक्षक की अपेक्षाएँ आपसे और आपके साथियों से उचित हैं?			
50. क्या आपको कक्षा में आगे बैठने का अवसर मिलता है?			
51. क्या आपको कक्षा में अपनी जगह छोड़ने के लिए ज्यादा इंतजार करना पड़ता है?			
52. क्या आपको कक्षा में अपने प्रश्नों के उत्तर मिलने के लिए इंतजार करना पड़ता है?			

53. क्या कक्षा में पढ़ते समय आपको अन्य कक्षाओं के बच्चे बाहर से ध्यान बंटते हैं या परेशान करते हैं?			
54. क्या आप अपने सवाल को अध्यापक से पूछने में झिझकते हो?			
55. क्या आप महसूस करते हैं कि अध्यापकगण आपकी परेशानियों पर ध्यान नहीं देते हैं?			
56. क्या आप यह महसूस करते हैं कि अध्यापक आप पर ध्यान नहीं देते?			
57. क्या आप परीक्षा में नकल करते हैं क्योंकि आपको सवालों के उत्तर याद नहीं हैं। आपको समझ में नहीं आया जब अध्यापक ने समझाया था। भाषा की परेशानियों के कारण। अन्य कोई।			
58. क्या आप जो पढ़ते हो वे आसानी से भूल जाते हो?			
59. क्या आपको परीक्षा में डर लगता है?			
60. क्या आप यह महसूस करते हैं कि पढ़ाई एक बोझ है?			
61. क्या आपको कक्षा में कम अंक मिलते हैं?			
62. क्या आपके विषय के नापसंद होने के कारण आपको उसमें कम अंक आते हैं?			
63. क्या आपके माता-पिता आपकी उपेक्षा करते हैं?			
64. क्या आपके माता पिता तुम्हें समझ नहीं पाते हैं?			
65. क्या आपके दृष्टिकोण आपके माता-पिता से अलग रहता है?			
66. क्या आप यह महसूस करते हो कि आप अपने माता-पिता के लिए महत्वपूर्ण नहीं हो?			
67. क्या आपके माता-पिता आप पर बहुत अधिक प्रबंध रखते हैं?			
68. क्या आपके माता-पिता आपको स्वयं निर्णय लेने देते हैं?			
69. क्या आपके माता-पिता आपकी सभी प्रकार की गतिविधियों की जांच करते हैं?			

82.	क्या आपके माता-पिता रुढ़िवादी ख्यालों के हैं?			
83.	क्या आपको अपने माता-पिता को बताने में डर लगता है अगर कोई गलती हो जाती है?			
84.	क्या आपको माता-पिता आपके अपने दोस्तों या रिश्तेदारों के बच्चों के साथ तुलना करते हैं?			
85.	क्या आपको बुरा लगता है अगर आपके माता-पिता आपको छोटों के सामने डाँटते हैं?			
86.	क्या आप अपने साथियों से मिलने से डरते हो?			
87.	क्या आपको गुस्सा आ जाता है, अगर आपके साथी कुछ अनुचित कहते हैं?			
88.	क्या आप अपने साथियों से मिलकर तथा उनकी सहायता से काम करना पसंद करते हो?			
89.	क्या आप अपने साथियों में एक दूसरे की सहायता करने की प्रकृति उत्पन्न करते हो?			
90.	क्या आप जल्दी क्रोधित हो जाते हो अगर आपके साथी आपसे मजाक करते हैं?			
91.	क्या आप अपने साथियों की सहायता करने के लिए हमेशा तत्पर रहते हो?			
92.	अगर आप किसी लड़के या लड़की को आपस में बात करते देखते हो तो क्या आप महसूस करते हो कि वे आपकी आलोचना कर रहे हैं?			
93.	क्या आप अपनी किताबें और कापियाँ अपने दोस्तों को देने को तैयार रहते हो?			
94.	क्या आप अपने दोस्तों से झगड़ा करते हो?			
95.	क्या आप महसूस करते हैं कि आप माता-पिता के दबाव एवं दोस्तों की अपेक्षाओं के बीच फँस जाते हैं?			
96.	क्या आप दोस्तों के साथ पिकनिक जन्मदिन पर जाना पसंद करते हैं जो कि आपके माता-पिता को नापसंद है?			
97.	क्या आपके माता-पिता दोस्तों के साथ वाहन चलाने में टोकते हैं?			

82.	क्या आपके माता-पिता रुढ़ियादी ख्यालों के हैं?			
83.	क्या आपको अपने माता-पिता को बताने में डर लगता है अगर कोई गलती हो जाती है?			
84.	क्या आपको माता-पिता आपके अपने दोस्तों या रिश्तेदारों के बच्चों के साथ तुलना करते हैं?			
85.	क्या आपको बुरा लगता है अगर आपके माता-पिता आपको छोटों के सामने डाँटते हैं?			
86.	क्या आप अपने साथियों से मिलने से डरते हो?			
87.	क्या आपको गुस्सा आ जाता है अगर आपके साथी कुछ अनुचित कहते हैं?			
88.	क्या आप अपने साथियों से मिलकर तथा उनकी सहायता से काम करना पसंद करते हो?			
89.	क्या आप अपने साथियों में एक दूसरे की सहायता करने की प्रकृति उत्पन्न करते हो?			
90.	क्या आप जल्दी क्रोधित हो जाते हो अगर आपके साथी आपसे मजाक करते हैं?			
91.	क्या आप अपने साथियों की सहायता करने के लिए हमेशा तत्पर रहते हो?			
92.	अगर आप किसी लड़के या लड़की को आपस में बात करते देखते हो तो क्या आप महसूस करते हो कि वे आपकी आलोचना कर रहे हैं?			
93.	क्या आप अपनी किताबें और कापियाँ अपने दोस्तों को देने को तैयार रहते हो?			
94.	क्या आप अपने दोस्तों से झगड़ा करते हो?			
95.	क्या आप महसूस करते हैं कि आप माता-पिता के दबाव एवं दोस्तों की अपेक्षाओं के बीच फँस जाते हैं?			
96.	क्या आप दोस्तों के साथ पिकनिक जन्मदिन पर जाना पसंद करते हैं जो कि आपके माता-पिता को नापसंद है?			
97.	क्या आपके माता-पिता दोस्तों के साथ वाहन चलाने में टोकते हैं?			

98. क्या आपको ऐसा महसूस होता है कि लोग जो स्वयं आदेश देते हैं वैसे स्वयं नहीं करते?			
99. क्या आपको अपने प्रतिरूप के जैसे चलने में कमी महसूस होती है?			
100. क्या आपको ऐसे लोगों की कमी महसूस होती है जिनके अनुरूप आप बनना चाहते हैं?			
101. क्या आप अधिकतर यह महसूस करते हैं कि अन्य आपकी मजाक बना रहे हैं?			
102. क्या आपकी गलतियों के बारे में अन्य के सामने चर्चा करने पर आपको असुविधा महसूस होती है?			
103. क्या आपको कभी-कभी ऐसा शक करते हो कि आपके मित्र आपका मेद खोल देंगे?			
104. क्या आप ऐसा महसूस करते हैं कि अन्य व्यक्ति आपको अनदेखा कर रहे हैं?			
105. क्या आप कई बार ऐसा महसूस करते हैं कि आपकी जरूरत किसी को भी नहीं है?			
106. क्या आप किसी ना किसी विषय से चिंतित रहते हो?			
107. क्या आप अधिकतर अपने नाखून चबाते रहते हो?			
108. क्या आप अपनी कुछ परेशानियों के बारे में अन्य किसी से बात करने में कठिनाई महसूस करते हो?			
109. क्या आप प्रश्न पूछने में हिचकिचाते हो?			
110. क्या आपको किसी एक कार्य पर केन्द्रित होकर काम करने में कठिनाई होती है?			
111. क्या आप कक्षा में बिना किसी काम के घूमते रहते हो?			
112. क्या आपको बिना हिले-डुले कक्षा में एक स्थान बैठने में तकलीफ होती है?			
113. क्या आप सोचते हैं कि आपको कंधे उचकाने, झटके देने की आदत है?			
114. क्या आप यह महसूस करते हैं कि आपकी मातृभाषा आपको दूसरों से बात करने में बाधित करती है?			